Theories of Health Behavior and Practice in Health Education

HSC 6603

3 credit hours

Fall 2015

Mondays, 3-6 PM (30 min break)

Weil Building, Room 238

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Office Hours: Wednesdays: 12 PM-5PM or by scheduling an appointment (preferred)

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Office Hours: By appointment

Course Website: http://lss.at.ufl.edu

Course Description: Selected health behavior theories and applying these theories to the practice of health education and health promotion.

Purpose of Course: The purpose of this course is to provide a thorough discussion of the determinants of health-related behavior, health behavior theory (HBT), and how theory can be utilized in health education research and practice. Emphasis will be placed on how various theories of health behavior are used to design, implement, and evaluate health education interventions. This course focuses on the presentation and critical analysis of the role of theory in health promotion, the description of different theories being utilized in health education interventions, and the application and evaluation of these theories in practice. One course, however, cannot possibly cover all theories relevant to health behavior, health education, and health promotion. The intent of this course, therefore, is not to provide definitive coverage of theory, but rather to introduce and prepare health education graduate students for continued work using select health behavior theories throughout their professional careers.

Student Learning Objectives: Each module contains eight (8) student learning objectives adapted based on select Responsibilities and Competencies for Health Education Specialists.

Area of Responsibility I: ASSESS NEEDS, ASSETS AND CAPACITY FOR HEALTH EDUCATION

- COMPETENCY 1.1. Plan Assessment Process
  - 1.1.3 Apply theories and models to develop assessment strategies

- COMPETENCY 1.2: Access Existing Information and Data Related to Health
  - 1.2.2 Critique sources of health information using theory and evidence from the literature
  - 1.2.4. Identify gaps in data using theories and assessment models

Area of Responsibility II: PLAN HEALTH EDUCATION

- COMPETENCY 2.3: Select or Design Strategies and Interventions
  - 2.3.2 Design theory-based strategies and interventions to achieve stated objectives

Area of Responsibility III: IMPLEMENT HEALTH EDUCATION

- COMPETENCY 3.1: Implement a Plan of Action
  - 3.1.6 Apply theories and models of implementation
Area of Responsibility VI: SERVE AS A HEALTH EDUCATION RESOURCE PERSON

- COMPETENCY 6.2: Provide Training
  o 6.2.6 Use learning theory to develop or adapt training programs

Area of Responsibility VII: COMMUNICATE AND ADVOCATE FOR HEALTH AND HEALTH EDUCATION

- COMPETENCY 7.2: Identify and Develop a Variety of Communication Strategies, Methods, and Techniques
  o 7.2.1 Create messages using communication theories and models

By the end of this course, students will be able to:

MODULE 1: OVERVIEW OF HEALTH BEHAVIOR THEORY

1. Identify the impact of physical, social, cognitive, environmental, and emotional factors influencing health behavior.
2. Explain how health behavior theory can be utilized to predict and/or change human behaviors related to health promotion.
3. Discuss how the health care shift from a disease-orientation to a prevention-orientation has affected the use of health behavior theory in healthcare.
4. Discuss the importance of applying health behavior theories and models to develop health education needs assessment strategies.
5. Identify nine (9) of the most commonly used health behavior theories in the fields of health education and health promotion.
6. Explain two (2) strengths and two (2) limitations of using health behavior theory in advanced health education research and practice.
7. Describe how health behavior theories are used to change health-related attitudes, beliefs, and behaviors.
8. Describe how health behavior theories are used to improve health-related knowledge, skills, abilities, and other attributes (KSAOs).

MODULE 2: HEALTH BELIEF MODEL (HBM)

1. Use four (4) core constructs in HBM to develop or adapt health education training materials.
2. Critique sources of health risk information using constructs from HBM.
3. Identify two (2) potential gaps in risk assessment data collected using HBM variables and constructs.
4. Select intervention strategies based on relevant HBM constructs.
5. Design two (2) HBM-based health education strategies to achieve specific programmatic objectives.
6. Describe the relationship between each HBM construct and its underlying assumptions.
7. Create two (2) preventive and two (2) protective message campaigns using HBM constructs.
8. Discuss two (2) applications of HBM for health education needs assessment.

**MODULE 3: THEORY OF REASONED ACTION (TRA), THEORY OF PLANNED BEHAVIOR (TPB), & INTEGRATED BEHAVIOR MODEL (IBM)**

1. Critique sources of health information using constructs from TRA, TPB, and IBM.
2. Identify two (2) potential gaps in needs assessment data collected using TRA, TPB, and IBM variables and constructs.
3. Design two (2) TRA, TPB, or IBM-based strategies and interventions to achieve specific health education program objectives.
4. Describe one (1) health promotion campaign using relevant TRA, TPB, and IBM constructs.
5. Use core constructs in TRA, TPB, and IBM to develop and adapt health education training materials.
6. Describe relationships among TRA, TPB, and IBM constructs and the underlying assumptions of each theory.
7. Discuss two (2) applications of IBM constructs in health education research and practice.
8. Apply TRA, TPB, and IBM frameworks to develop health education needs assessment strategies.

**MODULE 4: TRANSTHEORETICAL MODEL (TTM)/STAGES OF CHANGE**

1. Critique sources of health information using constructs from TTM.
2. Identify two (2) potential gaps in needs assessment data collected using TTM.
3. Design one (1) TTM-based strategy or intervention to achieve specific health education program objectives.
4. Describe health behavior change strategies using 10 TTM processes of change.
5. Use core constructs in TTM (eg, decisional balance, processes of change) to develop or adapt health education training programs.
6. Describe relationships among TTM constructs and underlying assumptions.
7. Apply TTM to develop health education needs assessment strategies.
8. Discuss two (2) applications of TTM in health education research and practice.

**MODULE 5: PRECAUTION ADOPTION PROCESS MODEL (PAPM)**

1. Plan a formal assessment process using core constructs from PAPM.
2. Identify two (2) potential gaps in needs assessment data collected using PAPM.
3. Design PAPM-based strategies and interventions to achieve specific health education program objectives.
4. Describe how to develop preventive and protective health messages using PAPM constructs.
5. Use core constructs in PAPM to develop or adapt health education training materials.
6. Describe relationships among PAPM constructs and underlying assumptions.
7. Discuss two (2) applications of PAPM in health education research and practice.
8. Apply select PAPM constructs to develop health education needs assessment strategies.

**MODULE 6: SOCIAL COGNITIVE THEORY (SCT)**

1. Critique sources of health information using constructs from SCT.
2. Identify two (2) potential gaps in needs assessment data collected using SCT constructs.
3. Design SCT-based strategies and interventions to achieve specific health education program objectives.
4. Describe how to develop relevant health promotion messages based on SCT constructs.
5. Describe how SCT constructs (e.g., self-efficacy, self-regulation, observational learning) are used to develop or adapt health education training materials.
6. Describe relationships among SCT constructs and underlying assumptions.
7. Discuss two (2) applications of SCT in health education research and practice.
8. Apply SCT in the development of health education needs assessment strategies.

**MODULE 7: SOCIAL MARKETING**

1. Critique sources of health information using constructs from social marketing (e.g., 4Ps of marketing, market segmentation).
2. Identify two (2) potential gaps in needs assessment data collected using constructs from social marketing.
3. Identify a variety of health communication strategies, methods, and techniques used in the field of social marketing.
4. Describe the development of health marketing campaigns using the 4Ps framework of social marketing.
5. Develop a variety of communication strategies, methods, and techniques used in the field of social marketing.
6. Describe relationships between social marketing constructs and underlying assumptions of behavior change.
7. Discuss two (2) applications of the social marketing process in health education research and practice.
8. Apply principles of social marketing to develop health education needs assessment strategies.
**MODULE 8: RE-AIM MODEL**

1. Critique health education interventions using constructs from RE-AIM.
2. Critique health education research based on the RE-AIM evaluation model.
3. Identify two (2) potential gaps in needs assessment data collected using RE-AIM.
4. Design strategies and interventions based on RE-AIM to achieve specific health education program objectives.
5. Use RE-AIM constructs during the design and evaluation of health education training programs.
6. Describe relationships among RE-AIM model constructs and underlying assumptions of program evaluation.
7. Discuss two (2) applications of the RE-AIM Model in health education research and practice.
8. Apply the RE-AIM model to develop health education needs assessment strategies.

**MODULE 9: CHRONIC CARE MODEL (CCM)**

1. Critique health education interventions using constructs from CCM.
2. Identify two (2) potential gaps in needs assessment data collected using CCM.
3. Design strategies and interventions based on CCM to achieve specific health education program objectives.
4. Describe relationships among CCM constructs and underlying assumptions of program evaluation.
5. Discuss two (2) applications of the CCM in health education research and practice.
6. Apply CCM to develop health education needs assessment strategies.
7. Discuss how to implement a health education/health promotion action plan using CCM.
8. Provide training to health care practitioners on the core tenets of CCM in healthcare practice.

**MODULE 10: HEALTH LITERATE CARE MODEL**

1. Critique health education interventions using constructs from the Health Literate Care Model.
2. Identify two (2) potential gaps in needs assessment data collected using the Health Literate Care Model.
3. Design strategies and interventions based on the Health Literate Care Model to achieve specific health education program objectives.
4. Identify a variety of plain language communication strategies, methods, and techniques using constructs from the Health Literate Care Model.
5. Use Health Literate Care Model constructs to develop or adapt health education training materials.
6. Describe relationships among Health Literate Care Model constructs and underlying assumptions of program evaluation.

7. Discuss two (2) applications of the Health Literate Care Model in health education research and practice.

8. Apply Health Literate Care Model constructs to develop health education needs assessment strategies.

My Teaching Philosophy: Teaching involves more than merely disseminating accurate scientific information; it involves the expression of concepts, theories, and ideas in such a way to galvanize each student’s individual desire to learn. Real learning is grounded in deep comprehension, retention, and application of information, which enhances empowerment and self-esteem, thereby boosting courage and self-confidence for growth. I make a concerted effort to understand the diversity of my students, and teach what I believe to be essential for my students to activate their professional potential and take their respective places as productive members of the health education profession. I take a student-centered approach to active learning centered around three goals: (1) familiarize students with health education principles and methods in a non-threatening environment; (2) create a forum for learning where students can critically think about, interpret, and apply knowledge in real world settings; and (3) inspire students to further investigate their own personal interests and actualize their potential for intellectual development. I adapt my teaching styles to achieve discrete learning objectives set for each course that I teach. To achieve these objectives requires planning, effort, reinforcement, and perseverance by both teacher and student. I employ both conventional and emerging instructional strategies in innovative ways to connect with students to make content both compelling and relevant. Therefore, I encourage students to be active participants in the learning process.

Instructional Methods: HSC 6603 will be delivered to students using a combination of: (a) small group roundtable discussions on course related materials; (b) in-person and online student engagement, discussion, and reflection activities; (c) assigned readings; and (d) writing projects. In addition to the required textbook readings, you will also be responsible for reading some scholarly publications. All supplemental readings are available either through the course website or by contacting the course instructor. UF’s Canvas will be the official course management system for this course. See the course schedule below for when all assignments need to be completed.

Course Policies:

Attendance Policy: You are expected to adhere to the class calendar and timeline that we have developed for you (see Course Schedule below). I do recognize that personal circumstances arise (life happens!). Sometimes these unexpected experiences interfere with your ability to meet a deadline. If these unanticipated events do occur, please let me know as soon as possible. I will not be accept requests for extensions without a compelling rationale for why these requests are being made. Your emails will be
responded to within 12-24 business hours. Anytime you have a question or problem, please email me or the course TA immediately.

For UF policies and procedures regarding dropping and/or withdrawing from all graduate courses on campus, please refer to the guidelines posted on the following UF website: http://gradcatalog.ufl.edu/index.php

Exam Policy: All student inquiries regarding quiz questions will be fielded following the initial grading of each assessment. If a student has a question about a specific item(s) included on the quiz, he/she will be asked to (a) describe their concern(s) in writing and (b) formally submit their inquiry via email to the course instructor AND course TA. All emails must be sent within 24 hours of completing each quiz. The course instructor will consider the validity of each student inquiry and take appropriate action as needed (e.g., send a written response to the student, modify the grade if the student inquiry is found to have sufficient merit).

Make-up Policy: If a student fails to submit a quiz on-time, they will be provided an opportunity to submit after the deadline provided that they have an acceptable university-approved reason for missing the deadline. Decisions to allow students to make-up quizzes after the deadline will be made by the course instructor after consulting the course TA and university-wide policies specified in the UF Graduate Catalog (http://gradcatalog.ufl.edu/index.php).

Assignment Policy: Students are expected to do their best work on all course assignments. It is assumed that students will put forth their best effort on all course assignments to get the best results from the course. All module assignments are due by 11:59 PM EST on the date specified on the syllabus (See Course Schedule). Assignments will not be accepted late. Students are advised to make back-up copies of all work and submit their work early to prevent technical issues from precluding successful submissions.

Course Technology: The content presented in this version of HSC 6603 may not be duplicated in any format without the expressed written consent of the UF College of Health and Human Performance, and may not be used for any commercial purposes. Students violating this policy may be subject to disciplinary action under the UF Conduct Code. PLEASE DO NOT POST ANY COURSE RELATED MATERIAL ON ANY WEBSITE OUTSIDE OF THE UF CANVAS COURSE MANAGEMENT SYSTEM. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

For issues related to technical difficulties with Canvas, please contact the UF Computing Help Desk at:
- https://request.it.ufl.edu/
- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
** Any requests for make-up assignments and exams due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

**UF Policies:**

University Policy on Accommodating Students with Disabilities: Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

University Policy on Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. The University of Florida requires all members of its community to be honest in all their endeavors. Students are required to commit themselves to academic honesty by signing a prescribed basic statement, including the Student Honor Code, as part of the registration process. As members of the UF community, students pledge on their honor to neither give nor receive unauthorized aid while working or completing assignments and examinations. Any individual who becomes aware of a violation of the Student Honor Code is bound by honor to take corrective action.” Violations of the UF Academic Honesty Guidelines will not be tolerated and violators will be treated in accordance with the UF Student Honor Code. All students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php.

Netiquette: Communication Courtesy: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and web-based communication. I expect that students will show respect to their peers and instructor in all online communications. Improper language and disparaging comments will NOT be tolerated and will result in disciplinary action. See the following link for information on behaviors that are expected when students communicate with their peers and instructors using all available online communication features: http://teach.ufl.edu/wpcontent/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

**Getting Help:**

**Online Library Help Desk**
The help desk is available to assist students with access to all UF Libraries resources.
**Disabilities Resource Center**
If you have a physical, learning, sensory or psychological disability, please visit the UF Disabilities Resource Center website for more information.

**Counseling and Wellness Center**
Would you like to speak to a counselor about a problem that you are having? Please visit the UF counseling and wellness center website for more information.

**Dean of Students Office**
Do you need help resolving a conflict or would you like access to the student code of conduct? Visit the UF Dean of Students website for more information.

**Grading Policies:**
Information on current UF grading policies for assigning grade points can be found at [http://graduateschool.ufl.edu/files/handbook.pdf](http://graduateschool.ufl.edu/files/handbook.pdf). If you have questions about course expectations or the grading procedures, or if you have difficulty accessing or understanding the course content, readings, discussions, class activities, assignments, etc., please contact the course instructor and course TA immediately.

**Please Note:** Work that is submitted late will be **NOT BE ACCEPTED**. The grade you receive at the end of the semester is the grade you earn. Your grade will be determined based upon your performance on the following activities and assessments:

1. **Theory Quizzes (150 points; 10 @ 15 points each)**
   Each student must complete ten (10) open-note online quizzes on each health behavior theory model or framework discussed in class. The quizzes will ask “true/false” and/or “multiple choice” questions to assess student understanding of the readings and instruction material in each module. Each quiz will be worth 15 points, and students will have up to 20 minutes to complete each quiz. Automated feedback will be provided immediately following the quiz so that students can view the questions with correct answers. Please **read each chapter and/or manuscript included in the modules carefully and critically**. Pay close attention to bolded keywords, key themes, tables, and figures as you read. I strongly recommend taking personal notes while reading each chapter and reviewing course material, so that you are prepared to do well on each module quiz. **No make-up quizzes will be administered unless approval is granted by the course instructor/TA.**

2. **Discussion Board Assignments (150 points; 10 @ 20 points each)**
   In each module of the course, students will contribute posts to online discussion forums. These posts will be related to course material (e.g., discussions, readings) that will be posted to the HSC 6603 course Discussion Board in Canvas. Each student will be responsible for:
• Making posts on ten (10) online discussion boards that will be made available on the HSC 6603 Discussion Board in Canvas. Each of these posts should be a minimum of 250 words. This is an opportunity for the instructor to gauge student learning and application of course material. Posts should be thoughtful and not simply a restatement of what was read (apply critical thinking!). It is expected that graduate students will reference course material and/or readings when developing posts.

• Responding (thoughtfully) to posts contributed by AT LEAST two classmates on all ten (10) online discussion boards. Each of these posts should be a minimum of 250 words. Reactions should be in your own words, based on what you have learned in each module. Posted responses should seek to offer additional ideas or pose solutions to questions/issues raised by other students enrolled in the course.

Therefore, a total of ten (10) posts and twenty (20) responses will be required of each graduate student throughout the course of the semester. Stated differently, you must post on each of the ten (10) module discussion boards, AND you must respond to posts made by AT LEAST two of your classmates on each of the ten (10) module discussion boards. You can earn a maximum of 20 points for each set of posts/responses.

See the “Course Schedule” section of the syllabus for the due dates/times for each post/response. Remember, posts and responses should represent original thoughts and ideas that reflect your mastery of course material. All content posted on each discussion board should follow “Netiquette: Communication Courtesy” guidelines.

3. Theory-Based Literature Review (150 points)
All graduate students will be asked to work in groups of up to 4 students to complete a systematic literature review related to the application of health behavior theory to a health-related research topic of interest. The instructor will NOT assign topics for these papers; rather, student groups will SELECT THEIR OWN TOPIC based on their own shared interests. The project will afford graduate students the opportunity to critically consider, evaluate, and report on how a selected health behavior theory has been applied in a health education research area. The instructor will work with students to form student groups at the beginning of the semester; preferably, students at similar academic levels (MS or PhD) should attempt to work together in groups.

The literature review should include:
1) Background information about the selected public health issue, health behavior, disease, or disorder;
2) Complete description of the selected health behavior theory and its concepts, variable, constructs, and dimensions;
3) List of research questions/aims;
4) Review of studies that applied the theory to the selected public health issue, health behavior, disease, or disorder;
5) Synthesize findings from retrieved studies; and
6) Discuss implications of existing findings as well as recommendations for future research and health education practice using the specific theoretical framework as the basis for your discussion.

The literature review should be 15-25 double spaced pages with 1” margins (does not include the title page, abstract or references). At least 10-20 peer-reviewed articles using the selected theory should be identified and reviewed in the systematic review. Papers should include in-text citations and a reference list using APA format. A grading rubric for the literature review will be provided on the Canvas website during the semester.

4. **Graduate Student Journal Article Presentations (100 points)**
All graduate students will be asked to discuss/present findings from one (1) theory-based research article for two (2) different health behavior theories covered in the course modules. These presentations will be worth a total of 100 points (50 points each). Presentations will be delivered on the day that the theory is discussed in class. Each student will be asked to direct a brief discussion/presentation of the entire article. These overviews should last approximately 15 minutes, and they should cover the following: background, aims/research questions/purpose, methods, results, discussion, translation to health education practice, and primary conclusions.

The selection of articles should be done after (a) reviewing the HSC 6603 course module subjects and (b) reviewing the list of potential articles that have been identified in each module. Each student should aim to select research articles that they find interesting and that are related to their research/academic interest areas. Research articles covered in these presentations will be fair game for quizzes.

Journal article presentations will be graded based on: (a) integration of information and ideas; (b) depth and accuracy of information; (c) depiction of theory/model constructs used within each article; and (d) presentation/discussion style and professionalism. More detailed guidelines for grading student-led presentations/discussion will be distributed later on in the semester.

**Grading Scheme**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quiz #1</td>
<td>15</td>
</tr>
<tr>
<td>Quiz #2</td>
<td>15</td>
</tr>
<tr>
<td>Quiz #3</td>
<td>15</td>
</tr>
</tbody>
</table>
Grading Scale: Students will be assigned letter grades based on the number of points earned throughout the semester. Below is the grading scale that will be used to assign grades for this section of HSC 6603:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage (%)</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100.0 – 92.0</td>
<td>600.00 - 552.00</td>
</tr>
<tr>
<td>A-</td>
<td>91.9 – 90.0</td>
<td>551.99 - 540.00</td>
</tr>
<tr>
<td>B+</td>
<td>89.9 – 88.0</td>
<td>539.99 – 528.00</td>
</tr>
<tr>
<td>B</td>
<td>87.9 – 82.0</td>
<td>527.99 – 492.00</td>
</tr>
<tr>
<td>B-</td>
<td>81.9 – 80.0</td>
<td>491.99 – 480.00</td>
</tr>
<tr>
<td>C+</td>
<td>79.9 – 78.0</td>
<td>479.99 – 468.00</td>
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<tr>
<td>C</td>
<td>77.9 – 72.0</td>
<td>467.99 – 432.00</td>
</tr>
<tr>
<td>C-</td>
<td>71.9 – 70.0</td>
<td>431.99 – 420.00</td>
</tr>
<tr>
<td>D+</td>
<td>69.9 – 68.0</td>
<td>419.99 – 408.00</td>
</tr>
<tr>
<td>D</td>
<td>67.9 – 62.0</td>
<td>407.99 – 372.00</td>
</tr>
<tr>
<td>D-</td>
<td>61.9 – 60.0</td>
<td>371.99 – 360.00</td>
</tr>
<tr>
<td>E</td>
<td>59.9 – 0.0</td>
<td>359.99 – 000.00</td>
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</tbody>
</table>

I have not, do not, and will not round grades. I do not and will not give additional points or provide extra credit to increase your final grade. In other words, an 89.99% is a B+, etc.
ONLINE COURSE EVALUATIONS
Students are strongly encouraged to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester but you will be notified when they are open. Summary results of these assessments are available at: https://evaluations.ufl.edu/results/.

HSC 6603: TIPS FOR SUCCESS

1. Be prepared for every class by studying the material prior to coming to class. As we engage in class discussions, you will want to be familiar with the material so that you may contribute to discussions.

2. Use a word processor when typing your discussion postings and other assignments instead of typing them directly into the course website. This will enable you to save your work in case of any unexpected technical glitches. It will also enable you to use the spelling and grammar checkers before submitting your work.

3. Take ownership of your education and learning experience. Keep up; it is easy to “ignore” course requirements until it is too late.

4. Be an active and engaged student. Participate in class discussions and contribute to the overall productivity of the class. This can be achieved by completing your readings, being sure that you understand them, and contacting the instructor if you have any questions.

5. **Complete assigned course readings.**

6. Inform your instructor/TA whenever there is a problem related to the class, whenever you feel the need to clarify questions, or whenever you desire to further explore topics of particular interest.

7. Please inform the instructor of any scheduling conflicts prior to the beginning of class. As a graduate student, missed classes will result in an increased burden to make-up necessary work. If you do miss class for an emergency or professional activity, it is your responsibility to obtain missed notes and materials from your classmates.

8. Respect the viewpoints and contributions of your instructor and fellow classmates. University Regulations, section Student Responsibilities asserts:

   "One of the major benefits of higher education and membership in the university community is greater knowledge of and respect for other
religious, racial and cultural groups. Indeed, genuine appreciation for individual differences and cultural diversity is essential to the environment of learning...Organizations or individuals that adversely upset the balance of communal living are subject to university disciplinary action. Only in an atmosphere of equality and respect can all members of the university community grow.”

**Disclaimer:** This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.
## Course Schedule

<table>
<thead>
<tr>
<th>Class Meeting Date</th>
<th>Module</th>
<th>“To Do” List</th>
<th>Assignment/Exam Dates Due by 11:59 PM EST</th>
</tr>
</thead>
</table>
| August 24          | COURSE INTRODUCTION         | 1. Attend Class Meeting  
2. Critically Review Syllabus  
3. Ask Questions About Course Expectations |                                          |
| August 31          | 1 OVERVIEW OF HEALTH BEHAVIOR THEORY | 1. Read Textbook Chapters 1 & 2  
Assignments:  
• Discussion Board 1: Theory in Health Education Research and Practice  
• Quiz 1 | • **Due:** 09/02/15  
Discussion Board 1  
• **Due:** 09/02/15  
Quiz 1 |
<p>| September 7        | <strong><strong>NO CLASS – LABOR DAY</strong></strong> |                                                                               |                                          |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
</table>
| September 14 | HEALTH BELIEF MODEL (HBM)                                              | 1. Read Textbook Chapter 3  
Assignments:  
• Discussion Board 2: Health Belief Model  
• Quiz 2 | • Due: 09/16/15  
Discussion Board 2  
• Due: 09/16/15 Quiz 2 |
| September 21 | THEORY OF REASONED ACTION (TRA), THEORY OF PLANNED BEHAVIOR (TPB), & INTEGRATED BEHAVIOR MODEL (IBM) | 1. Read Textbook Chapter 4  
Assignments:  
• Discussion Board 3: Integrated Behavioral Model  
• Quiz 3 | • Due: 09/23/15  
Discussion Board 3  
• Due: 09/23/15 Quiz 3 |
| September 28 | TRANSTHEORETICAL MODEL/STAGES OF CHANGE                               | 1. Read Textbook Chapter 5  
Assignments:  
• Discussion Board 4: Stages of Change Model  
• Quiz 4 | • Due: 09/30/15  
Discussion Board 4  
• Due: 09/30/15 Quiz 4 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 5</td>
<td>PRECAUTION ADOP</td>
<td>1. Read Textbook Chapter 6 (pp. 123-134 and 141-145 ONLY)</td>
<td>10/07/15 Discussion Board 5</td>
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<td>October 12</td>
<td>SOCIAL COGNITIVE</td>
<td>1. Read Textbook Chapter 8</td>
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<td>• Discussion Board 6 : Social Cognitive Theory</td>
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<td>October 19</td>
<td>SOCIAL MARKETING</td>
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<td>• Discussion Board 7: Social Marketing</td>
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<td>October 26</td>
<td>RE-AIM MODEL</td>
<td>1. Read Textbook Chapter 21 (pp. 496-508 ONLY)</td>
<td>10/28/15 Discussion Board 8</td>
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<td>2. Complete online RE-AIM Training Module: [<a href="http://centertrt.org/?p=training_webtrainings">http://centertrt.org/?p=training_webtrainings</a>](Page 5)</td>
<td>10/28/15 Quiz 8</td>
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<td><strong><strong>GROUP MEETINGS WITH INSTRUCTOR ON THEORY LITERATURE REVIEW (DURING CLASS TIME)</strong></strong></td>
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| November 16 | **9 HEALTH LITERATE CARE MODEL**
1. Read “A proposed ‘Health Literate Care Model’ would constitute a systems approach to improving patients’ engagement in care” by Koh HK, Brach S, Harris LM, and Parchman ML. Available at: [http://content.healthaffairs.org/content/32/2/357.full](http://content.healthaffairs.org/content/32/2/357.full)

Assignments:
- Discussion Board 9: Health Literate Care Model
- Quiz 9

<p>| November 23 | <strong><strong>NO CLASS – THANKSGIVING</strong></strong> |</p>
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