

University of Maryland, College Park

Department of Public and Community Health

HLTH 665: Health Behavior I

Instructor:	Katherine Sharp Ph.D., MPH	<u>OFFICE HOURS</u>
Office/Phone:	HHP 2379/301.405.2464	Tuesday, 1:00-2:00 p.m.
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Semester:	Fall 2007	By appointment
Classroom/Time:	HHP 0307/Wednesday, 4:00-6:45 p.m.	

Required Textbook	<i>Glanz, K., Rimer, B.K. & Lewis, F.M. (Eds.). (2002). Health behavior and health education: Theory, research and practice. (3rd ed.). San Francisco: Jossey-Bass.</i>
Course Description	<i>The purpose of the course is to provide the student with an understanding of the fundamentals of social and behavioral science, with an emphasis on the theoretical foundations. The course will provide an introduction to needs and strengths assessment, behavior change models and theories, and principles of ethical decision making for intervention research. Students will become familiar with the health behavior literature and research, as well as develop an understanding of the theoretical and scientific basis of health education/health promotion programs/interventions.</i>

Course Objectives	<p><u>At the conclusion of this course, the student will be able to:</u></p> <ol style="list-style-type: none"> 1. Identify behavioral causes of morbidity and mortality 2. Explain contributing behaviors and determinants of the behaviors (e.g., predisposing, enabling, reinforcing) 3. Describe several approaches to needs and strengths assessment 4. Distinguish among the major health behavior theories 5. Compare and contrast the histories, strengths and weaknesses of each theory 6. Recognize how theory can be used to address health problems 7. Illustrate examples of effective health behavior interventions and policies 8. Describe principles of ethical decision making 9. Clarify ethical issues regarding health behavior intervention 10. Describe social ecological theory 11. Apply social ecological approach to health behavior
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	12. Address public health problems using policy targeting multiple levels of change.
Course Policies	<p><u>Accommodations for students with disabilities:</u> If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, please talk to me as soon as possible. You will need documentation from Disability Support Service (314-7682.) If you intend to take any or all exams at DSS it is your responsibility to notify me as soon as possible.</p> <p><u>Academic Integrity:</u> The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, shall constitute academic dishonesty:</p> <ul style="list-style-type: none"> ✓ CHEATING : intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise. ✓ FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise. ✓ FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this code. ✓ PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. <p>For more information see: http://www.inform.umd.edu/CampusInfo/Departments/PRES/policies/iii100a.html</p> <p><u>Religious Observances:</u> The University System of Maryland policy provides that students <i>should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.</i> It is the student's responsibility to inform the instructor <u>in advance</u> of any intended absences for religious observance.</p>

Course Assignments

Article Critiques (20 points each; 60 points total)

You will be provided with citations for 5 articles at the beginning of the semester, each article will be on a different theory that we will cover in class. Your assignment is to obtain copies of 3 of the 5 articles, read the articles, and write a 1-2 page critique for each of the 3 articles you have chosen. A critique is different from a review, which simply summarizes and regurgitates the original work. A critique provides a brief summary of the work and then looks at the arguments and evidence, the analysis and the conclusions to determine the contribution of the original work and whether the arguments and conclusions are supported. You will tell the reader what they should make of the article and how they should judge its arguments. You will find it necessary to refer to ideas and statements from the article in your critique. If you do find fault with something, a good critique does not just offer criticism, but offer solutions. If you disagree with something, offer an alternative, or if you believe the authors(s) claimed to do something but did not, then discuss how they should have done it.

Note: When you encounter statistical data (e.g., correlations, regressions), do not panic. You will cover this content in HLTH 710, EPIB 610, EPIB 650, as well as in several additional courses if you are a doctoral student. With or without this knowledge, you can clearly critique the variables the author(s) selected to include in the analysis, the fit of those variables with theories/models, and whether conclusions seem justified from the data.

Your critiques should:

1. State the research questions and/or hypotheses or general goal of the research
2. Briefly describe the methodology used: data collection and analysis, sample, etc.
3. Briefly describe the results and conclusions
4. Describe the theory or theories implicitly or explicitly employed
5. Evaluate the use of theory and general quality of the article. Was the theory appropriate? Was there another way to approach the research issue with a different theory or methodology?

The article critiques will be due the week after the theory addressed in the article is covered in class (e.g., if you choose to critique the article on Social Cognitive Theory, it will be due Wednesday, October 10).

Needs Assessment Instrument/Tool (25 points)

For this assignment, you will develop a needs assessment instrument/tool (written questionnaire/survey, telephone interview guide, moderator's focus group guide) grounded in theory for a fictional program you are planning (you may want to tie this assignment into your Theory Application Paper assignment). Depending on the health issue and the target population, you may want to consider collecting information on topics such as: awareness of health in general, attitudes about health in general, knowledge regarding the specific health issue you plan to address in your program, current health behavior, demographics, marketing possibilities (e.g., does the population listen to radio, watch TV, read magazines? If so, what stations do they listen to/watch? What magazines do they read?). The topics suggested above are just examples, the questions will vary depending on the theory you have chosen, the health issue and the target population. Due Wednesday, November 21.

Theory Presentations (50 points)

Select a theory from the list provided. Research the theory you have chosen and write a 4-5 page synopsis of the theory including the author(s), history, major constructs, strengths, weaknesses, and the application of the theory to one health problem. You will provide a 20-minute presentation to the class on your research.

Theory Application Paper (100 points)

Each student is to develop a theory-based research proposal (or evaluation proposal) using one of the theories or models we explore in class. The student should:

1. Think of a health problem or concern that involves a behavior change
2. Identify the population or group that is affected by the health problem (you will be predicting, explaining, describing, or evaluating this group's behavior in your study). Review the literature regarding this concern and population.
3. Decide which health behavior theory or model you believe is appropriate to use with your selected population and health concern. Or, simply choose a model or theory you really like, or one you would like to learn more about. However, make certain it is appropriate given the problem and the population. Then, review the literature concerning this health behavior theory or model in relation to the problem and population.

4. Develop a rationale and theoretical framework for the study. This is an important section of the paper, as you will discuss in detail the model you have chosen and the reason(s) why it was chosen.
5. Describe questions to be answered, objectives to be investigated, or hypotheses to be tested by the study (e.g., purpose of the study).
6. Describe the methodology you will use to achieve your study objectives. In this section, you must operationalize your variables.
7. Include a complete list of references using APA style (www.apa.org).

The objective of this assignment is for you to develop and write a modified research proposal in the future you may want to elaborate on this and conduct your study. Your proposal should include the following sections: (1) the purpose of the study, the significance or rationale for the study for the study, and your hypotheses or research questions (approximate length – 4 pages); (2) a brief literature review of the health concern or problem, the population, and the theoretical model or theory you have chosen (approximate length – 10 pages); (3) describe your sample/target population, instrumentation, data collection and data analysis procedures (approximate length – 5 pages). The proposal should be typed, double spaced, and you should use APA style throughout for all formatting. There should be a minimum of 10 peer-reviewed professional journal references. Due Wednesday, December 5.

Final Exam (75 points)

The format of the final exam will be determined as the semester progresses, but will most likely be short answer essay questions. The exam will be held at 4:00 PM on Wednesday, December 19th.

LATE WORK AND MAKE UP TESTS:

All work is due when assigned. **Only hard copies of assignments, projects and papers are accepted. E-mail and FAX copies will not be accepted.** You must prearrange with the instructor to miss a class deadline. There are no make-up tests unless they are prearranged.

In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (<http://www.umd.edu>) and snow phone line (301-405-SNOW), as well as local radio and TV stations.

Course Outline and Assignments

1. Aug 29	Introduction to Health Behavior	Chapters 1 & 2
2. Sept 5	Behavior Modification	
3. Sept 12	Health Belief Model	Chapter 3
4. Sept 19	Theories of Reasoned Action and Planned Behavior	Chapter 4
5. Sept 26	Stages of Change/Transtheoretical Model Theory Presentations	Chapter 5
6. Oct 3	Social Cognitive Theory Theory Presentations	Chapter 8
7. Oct 10	Social Networks and Social Support Guest Speaker: Dr. Carolyn Voorhees	Chapter 9
8. Oct 17	4:00-5:00 Research Seminar (room 0302) 5:00-6:45 Social/Ecological Models (regular class)	Chapter 20
9. Oct 24	Social/Ecological Models Needs Assessment	Chapter 20 Chapter 18
10. Oct 31	Social & Behavioral Interventions & Policies Theory Presentations	Readings
11. Nov 7	Principles of Ethical Decision Making Theory Presentations	Readings
12. Nov 14	Applying Theory to Culturally Diverse Populations Theory Presentations	Chapter 21
13. Nov 21	Communication Theory/Media Studies Framework Needs Assessment Instrument/Tool Due	Chapter 16
14. Nov 28	Social Marketing Theory Presentations	Chapter 19
15. Dec 5	Leftover material, review for final Theory Application Paper Due	
15. Dec 19	Final Exam	

Evaluation		Grading
Three Article Critiques (each worth 20 points)	60 points	279-310 = A 248-278 = B 217-247 = C
Needs Assessment Instrument/Tool	25 points	

Theory Presentations	50 points	186-216 = D 185 or below = F
Theory Application Paper	100 points	
Final Examination	75 points	

ASPH MPH Competencies Met

- I. Identify the causes of social and behavioral factors that affect health of individuals and populations
- II. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice
- III. Describe the merits of social and behavioral science interventions and policies
- IV. Apply ethical principles to public health program planning, implementation and evaluation
- V. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies
- VI. Draw on appropriate theory to describe, explain, predict, and/or change a particular health problem within a given population and context

Health Behavior Journals

American Journal of Health Behavior
 American Journal of Health Education
 American Journal of Health Promotion
 American Journal of Public Health
 Annals of Behavioral Medicine
 Health Education & Behavior
 Health Education Research
 Health Psychology
 International Journal of Health Education
 Journal of Behavioral Medicine
 Journal of Health and Social Behavior
 Journal of Health Behavior, Education and Promotion
 Journal of Health Psychology
 Journal of Occupational Health Psychology
 Journal of School Health
 Medical Care
 Psychology and Health
 Social Sciences and Medicine