

SYLLABUS
Theories and Methods of Health Behavior Change
HSCI 3312 (CRN 21343)
Spring 2014

Location: Health Sciences and Nursing Building (HSSN), Room 211, Mondays, 12:00 – 2:50
Instructor: Christina Sobin, PhD
casobin@utep.edu

Required Books:

Duhigg, C. The Power of Habit: Why We Do What We Do in Life and Business. Random House Inc., NY. 2012.
Hayden, J. A. Introduction to Health Behavior Theory, 2nd Edition, Jones & Bartlett Learning, LLC, 2014.

COURSE DESCRIPTION AND GOALS

Catalogue Course Description:

“An introduction to the major theories, techniques, and methods of behavior change as they relate to health. Examines the change process as well as ways of motivating and maintaining positive behavior change. Includes discussion of the major behavioral theories.”

Course Purpose and Overview:

Promoting behavior change in individuals and populations is one of the most fascinating and yet unsolved challenges that we face in public health today. There are many simple solutions to preventing major health problems and yet people are not able to adopt and follow the healthy behavior habits that we know prevent disease. The broad purpose of this course is to inspire undergraduate-level students studying health education, health promotion and public health, and any others interested in health behavior change, to find new ways to improve our approaches for creating healthy behavior habits for the prevention of disease. During this course, students will develop knowledge of 1) current theories regarding why and how human behavior changes; and 2) how current theories are guiding the methods used to change human health behavior for the purpose of improving health and quality of life. Throughout the course, students will see and experience how theory relates to and guides research and health-promotion practice.

Course Objectives: At the completion of this course, students will be able to:

1. Name and describe seven behavioral theories discussed in this course.
2. Identify the main concepts and behavioral components contained in each of the seven behavioral theories studied.
3. Design a behavior change program based on one or more of the behavioral theories studied.
4. Identify the use of behavioral theories in product marketing, social marketing, and public service announcements.
5. Give examples of how current theory guides research and health promotion practice.
6. Critique original research articles published in health behavior journals.

Turnitin.com is an academic service that checks the originality of submitted work by comparing uploaded documents to the work of others in the class, and to web sources, journal articles, other publications, and a vast database of past and current written information.

Create a free user account in order to submit your weekly writing assignments for this course.

To enroll go to: turnitin.com Class ID: 7430003 Password: SOBINC

COURSE ACTIVITIES

Overview

Each week you will be given video watching and reading assignments that will prepare you for participating in class. To be successful in this course **YOU MUST KEEP UP** by completing all of the assignments in the weeks when they are assigned.

Each week you will also be given a Student Study Guide that shows a day-by-day plan for how to complete the homework assignments. You do not have to follow the plan, but it is highly recommended that you adopt some reliable routine for completing your homework assignments. Each weekly Student Study Guide will include questions that will help to focus your watching and reading. Each week, you will be required to formulate short (1 paragraph) written answers for each of the questions in the Student Study Guide for that week, and hand-in your answers at the beginning of the next class. You must arrive to class on time in order to hand-in your written homework before class begins. Late submissions will not be counted.

You will need good studying skills to succeed in this class, and you will have to be disciplined and work independently. If you feel that you lack the discipline and/or study skills needed to complete the weekly assignments, talk with the instructor at the **beginning** of the semester and ask for help.

There are **two types** of activities that you will complete for this course:

1. Activities such as watching and taking notes on online video content and reading assignments, and preparing written answers to questions about the video content and reading assignments that are given in the Student Study Guide.
2. Activities that you will complete in class.

Weekly class preparation activities (“homework”) will include:

Watching, taking notes on and thinking about assigned online video content.

Reading, taking notes on and thinking about the assigned pages in your required books.

Developing and writing short (one paragraph) essay answers for the questions in your weekly Student Study Guide.

Uploading to TurnItIn.com your written assignments before class begins at noon on Monday.

Preparing and bringing to class **two** hard copies of your answers to the Student Study Guide questions.

Weekly in-class activities will include:

Quizzes on the video content and reading material.

Class discussion of the video quizzes and reading material.

Small group activities.

GRADING RUBRIC

The total number of points possible for work completed in this course is 1500. Each student begins the course with 1500 points, that is, a grade of “A.” As you progress through the course, you will work to avoid losing points. For each class meeting there are 80 points at stake, 15 classes x 80 points = 1200, and there will be a final exam worth 300 points, 1200 + 300 = 1500. (Final Grade Rubric: A = 1500 – 1350; B = 1349 – 1200; C = 1199 – 1050; D = 1049 – 900; F < 900).

Points cannot be made up and there is no extra credit. All “excused” absences require official documentation and all work must be completed.

Points for In-Class Activities

Written Answers to Study Guide Questions based on Video Clips and/or Reading Assignments, 20 points per class:

Each week you will prepare short paragraph answers to the questions in your Student Study Guide. You are required to bring to class two hard copies of your answers. Completing and handing in your homework assignment before class begins is worth 20 points per assignment/class. You will receive the full 20 points for answers that are thoughtful, well-constructed, and without typos and grammatical errors. You will receive 10 points for completed homework that is either poorly written, or has typos and/or grammatical errors. Visit the Writing Center at the Library to have your work checked before you hand it in.

Weekly In-Class Quizzes, 50 points per class:

The first activity of every class will be a fill-in the blank and/or multiple-choice question quiz worth 30 points based on the video and reading assignments. The quizzes will usually be 5 questions, worth 6 points each. Through discussion and small group activities we will review, consider and think about the assigned content.

At the end of each class, everyone will take the same quiz a second time. The “second time” quiz will be worth 20 points. If you did not get all the answers correct the first time you took the quiz, you have the opportunity to get answers correct this second time.

Attendance and Participation, 10 points per class:

You are required to attend and participate in every class.

Points for Final Exam

The final exam will include 50 fill-in-the-blank and multiple choice questions, each worth 6 points for a total of 300 points.

Instructor & Institutional Policies

Attendance:

All students must attend all scheduled classes. When you register for a course, it is assumed that you have made whatever arrangements are necessary to ensure your attendance in every class session. Every student is responsible for any and all information presented in reading and viewing assignments and during all activities conducted in class, including during class discussions, lectures, review of assignments, and/or in small group learning activities. If an emergency arises and you are not able to attend class, it is your responsibility to inform the instructor **before** the class that you cannot attend. All emergency-related absences must be verified with official documentation. Students may be administratively withdrawn for excessive (2 or more) unexcused absences. All assignments are due before class begins. Compliance with homework assignment due dates, in class presentations, examinations and all other class activities is mandatory. Chronic lateness reflects a lack of commitment and is disruptive to your classmates and the instructor. To ensure that you are able to submit your work before class begins, arrive no later than 11:55am. Students arriving after 12:00pm (class start time) will not be admitted to class.

Homework assignments:

All video-viewing and reading assignments must be completed prior to the class for which they were assigned. All written assignments associated with the video-viewing and reading assignments must be submitted online to TurnItIn.com before coming to class.

Writing standards

Written communication is a critical component of scholarly activity. Good writing is an expected norm for all courses in the College of Health Sciences. If you are unsure of your writing ability, seek out assistance from the UTEP Writing Center, a free service provided in the lower level of the library on Wiggins Road.

Policy for late assignments

Homework assignment due dates are designed to help you stay current with the coursework, and to ensure fairness in grading for all students. No exceptions are allowed except in cases of university-designated closures. All assignments are due before or at the beginning of the class period for which they were assigned. Late assignments will not be accepted.

Recording of lectures & class discussions:

Recording is not allowed without written permission of the instructor.

Technology Use Policies:

Cellphone use during class is not allowed. Headphones and earpieces are not allowed during class. Laptops and electronic tablets may be used for note taking, or for small group activities. At the discretion of the instructor, students found to be using technology for texting, emailing, social media websites or other non-class related activities however will be asked to leave and will not receive credit for class attendance. Students who use unauthorized technology during class time will be dismissed from that week's class session.

Class participation: Student participation during class is as important as class attendance. The course schedule shows in detail the activities for each class. Come to class prepared to participate.

Special accommodations: The instructor will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. If you have a documented disability and require specific accommodations, you will need to contact the Disabled Student Services Office in the East Union Bldg., Room 106 within the first two weeks of classes. The Disabled Student Services Office can also be reached in the following ways: Web: <http://www.utep.edu/dsso>; Phone: (915) 747-5148 voice or TTY; Fax: (915) 747-8712; email: dss@utep.edu. Please notify the instructor as soon as possible to make arrangements for accommodations.

Student conduct: Students are expected to follow the highest academic standards in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. “**Scholastic dishonesty**” includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts.”

Regent’s Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22 states:

Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

UTEP Dean of Student Affairs (<http://studentaffairs.utep.edu/Default.aspx?tabid=4386>) Policy:

“It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts”.

Examples of “cheating” include:

- Copying from the homework, in-class work or exam paper of another student, engaging in written, oral, or any other means of communication with another student during an exam or homework assignment, or giving aid to or seeking aid from another student during a test;
- Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed “crib notes”;
- Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;
- Collaborating with or seeking aid from another student for an assignment without authority;
- Substituting for another person, or permitting another person to substitute for one's self, to take a test;
- Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.

“Plagiarism” refers to the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

“Collusion” refers to the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.

TENTATIVE COURSE SCHEDULE

REQUIRED ACTIVITIES for CLASS PREPARATION*

*Student Study Guide gives you a day-by-day plan for completing assignments

ACTIVITIES IN CLASS

| | BEFORE THE CLASS BEGINS: | ACTIVITIES IN CLASS |
|---|---|--|
| | <p>BEFORE THE CLASS BEGINS: PRINT OUT SYLLABUS (in your email) and B.H. FOGG PAPER (in your email) READ Syllabus and Student Study Guide BUY REQUIRED BOOKS Duhigg, C. The Power of Habit: Why We Do What We Do in Life and Business. Random House Inc., NY. 2012. Hayden, J. A. Introduction to Health Behavior Theory, <u>2nd Edition</u>* Jones & Bartlett Learning, LLC, 2014. *Buy only the 2nd edition; <u>do not</u> buy the 1st edition.</p> | <p>1/20 Martin Luther King Jr. Day of Service – NO CLASS Honor the memory of Dr. King by volunteering to help others in your community today</p> |
| <p>WEEK 1 01/21 – 01/27</p> | <p>01/21 – 01/26 Watch (at least once): http://tedxtalks.ted.com/video/Forget-big-change-start-with-a While watching, take notes and jot down your ideas. Explore, read through and interact with the following websites: http://www.behaviorgrid.org/ http://www.behaviorwizard.org/wp/ Read, make notes on and think about: B. J. Fogg’s 2010 chapter on “The Behavior Grid” (pdf attachment in your email)</p> | <p>01/27 1. Quiz: “What have you learned?” 2. Review content of B.J. Fogg TED Talk and chapter 3. Group activity – discuss and agree on key concepts 4. Boil it down – class discussion and refinement of main concepts 5. Group activity – Review elements of behavior change according to Fogg’s theory. Through group discussion, select one behavior each person wants to change, and make a plan for how to carry out the behavior change following Fogg’s approach. How will you track your progress? 6. Follow-up class discussion. 7. Quiz: “Now what have you learned?”</p> |
| <p>WEEK 2 01/28 – 02/03</p> | <p>01/28 – 2/02 Watch (at least once): http://www.youtube.com/watch?v=OMbsGBlpP30 (Charles Duhigg, TedxTalk). While watching, take notes and jot down your ideas. Read, make notes and think about: Duhigg Prologue and Chapter 1 (pages 1 – 30) Write: Answers to questions in Student Study Guide Upload to TurnItIn.com before Monday’s class: Written answers Bring to class: Two copies of your written answers to Student Study Guide questions.</p> | <p>02/03 1. Quiz: “What have you learned?” 2. Review content and concepts of Duhigg talk and chapter 3. Group activity – discuss and agree on key concepts 4. Boil it down – class discussion and refinement of main concepts 5. Group activity – Agree on the meaning of “the habit loop.” Draw a “habit loop” for each of at least five everyday activities. 6. Follow-up class discussion. 7. Quiz: “Now what have you learned?”</p> |

Theories and Methods of Health Behavior Change, HSCI 3312 (CRN 21343)
C. Sobin PhD, Instructor

| | | |
|---|---|--|
| <p>WEEK 3 02/04 – 02/10</p> | <p style="text-align: center;">02/04 – 02/09</p> <p>Watch (at least once): http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit.html. While watching, take notes and jot down your ideas.</p> <p>Read make notes and think about: Duhigg Chapters 2 and 3 (pages 31 – 96)</p> <p>Write: Answers to questions in Student Study Guide</p> <p>Upload to TurnItIn.com before Monday’s class: Written answers Bring to class: Two copies of your written answers to Student Study Guide questions.</p> | <p style="text-align: center;">02/10</p> <ol style="list-style-type: none"> 1. Quiz: “What have you learned?” 2. Review content and concepts of Duhigg chapters 3. Group activity – discuss and agree on key concepts 4. Boil it down – class discussion and refinement of main concepts. 5. Group activity – in group discussion, find examples of how advertisers have created “craving” for at least six everyday products; what is the “golden rule” of behavior change? Select one behavior to change and explain how you could use this rule to devise a behavior change plan. 6. Follow-up class discussion. 7. Quiz: “Now what have you learned?” |
| <p>WEEK 4 02/11 – 02/17</p> | <p style="text-align: center;">02/11 – 2/16</p> <p>Watch (at least once): http://www.ted.com/talks/matthieu_ricard_on_the_habits_of_happiness.html While watching, take notes and jot down your ideas.</p> <p>Read make notes and think about: Duhigg Chapters 4 and 5 (pages 97 - 153)</p> <p>Write: Answers to questions in Student Study Guide</p> <p>Upload to TurnItIn.com before Monday’s class: Written answers Bring to class: Two copies of your written answers to Student Study Guide questions.</p> | <p style="text-align: center;">02/17</p> <ol style="list-style-type: none"> 1. Quiz: “What have you learned?” 2. Review content and concepts of Duhigg chapter 3. Group activity – discuss and agree on key concepts 4. Boil it down – class discussion and refinement of main concepts 5. Group activity – agree on the meaning of a “keystone habit.” Identify at least one potential “keystone” habit among students at UTEP. How would changing this one habit have a positive effect on other health behaviors? What is “the habit of success?” What is necessary to succeed in challenging situations? 6. Follow-up class discussion. 7. Quiz: “Now what have you learned?” |
| <p>WEEK 5 02/18 – 02/24</p> | <p style="text-align: center;">02/18 – 02/23</p> <p>Watch (at least once): http://www.ted.com/talks/chade_meng_tan_everyday_compassion_at_google.html. While watching, take notes and jot down your ideas.</p> <p>Read make notes and think about: Duhigg Chapters 6 and 7(pages 154 - 214)</p> <p>Write: Answers to questions in Student Study Guide</p> <p>Upload to TurnItIn.com before Monday’s class: Written answers Bring to class: Two copies of your written answers to Student Study Guide questions.</p> | <p style="text-align: center;">02/24</p> <ol style="list-style-type: none"> 1. Quiz: “What have you learned?” 2. Review content and concepts of Duhigg chapters 3. Group activity – class and agree on key concepts 4. Boil it down – group discussion and refinement of main concepts 5. Group activity – brainstorm how and why crisis can be an opportunity for change. Identify one recent crisis and describe how it might have been used to promote health behavior change. 6. Follow-up class discussion. 7. Quiz: “Now what have you learned?” |

| | | |
|---|---|--|
| <p>WEEK 6 02/25 – 03/03</p> | <p style="text-align: center;">02/25 – 03/02</p> <p><u>Watch (at least once):</u> http://www.ted.com/talks/don_norman_on_design_and_emotion.html While watching, take notes and jot down your ideas.</p> <p><u>Read make notes and think about:</u> Hayden Chapter 1 (pages 1 - 12)</p> <p><u>Write:</u> Answers to questions in Student Study Guide</p> <p><u>Upload to TurnItIn.com</u> before Monday’s class: Written answers <u>Bring to class:</u> Two copies of your written answers to Student Study Guide questions.</p> | <p style="text-align: center;">03/03</p> <ol style="list-style-type: none"> 1. Quiz: “What have you learned?” 2. Review content of Hayden chapter 3. Group activity – discuss and agree on key concepts 4. Boil it down – class discussion and refinement of main concepts 5. Group activity – what do you think predicts behavior? In small group, discuss and develop your own theory behavior. Define key concepts and constructs. 6. Follow-up class discussion. 7. Quiz: “Now what have you learned?” |
| <p>WEEK 7 03/04 – 03/10</p> | <p style="text-align: center;">03/04 – 03/09</p> <p><u>Watch (each at least once):</u> http://www.ted.com/talks/natalie_warne_being_young_and_making_an_impact.html; http://www.youtube.com/watch?v=F7ld9caYw-Y (Birke Baehr, What’s Wrong with our Food). While watching, take notes and jot down your ideas.</p> <p><u>Read make notes and think about:</u> Hayden Chapter 2 (pages 13 - 37)</p> <p><u>Write:</u> Answers to questions in Student Study Guide</p> <p><u>Upload to TurnItIn.com</u> before Monday’s class: Written answers <u>Bring to class:</u> Two copies of your written answers to Student Study Guide questions to class on <u>03/17</u>.</p> | <p style="text-align: center;">03/10 SPRING BREAK – NO CLASS</p> |
| <p>WEEK 8 03/11 – 03/17</p> | <p style="text-align: center;">03/11 – 03/16</p> <p><u>Watch (at least once):</u> http://www.youtube.com/watch?v=l5d8GW6GdR0 (Jeni Cross, Three Myths of Habit); while watching, take notes and jot down your ideas.</p> <p><u>Read, make notes and think about:</u> Hayden Chapter 3 (pages 39 – 45)</p> <p><u>Write:</u> Answers to questions in Student Study Guide <u>Upload to TurnItIn.com</u> before Monday’s class: Written answers <u>Bring to class:</u> Two copies of your written answers to Student Study Guide questions from last week and for this week (that is, two assignments are due on 03/17).</p> | <p style="text-align: center;">03/17</p> <ol style="list-style-type: none"> 1. Quiz: “What have you learned?” 2. Review content of Hayden chapter 3. Group activity – discuss and agree on key concepts 4. Boil it down – class discussion and refinement of main concepts 5. Group activity – HPV vaccine marketers target mothers of girls ages 9 to 14. Brainstorm what attitudes, beliefs, and subjective norms you think might influence mothers’ decisions about vaccinating their daughters against HPV? 6. Follow-up class discussion. 7. Quiz: “Now what have you learned?” |

| | | |
|--|---|--|
| <p>WEEK 9 03/18 – 03/24</p> | <p style="text-align: center;">03/18 – 03/23</p> <p>Watch (at least once): http://www.ted.com/talks/seth_berkley_hiv_and_flu_the_vaccine_strategy.html. While watching, take notes and jot down your ideas.</p> <p>Read, make notes and think about: Hayden Chapter 3 (pages 46 – 59)</p> <p>Write: Answers to questions in Student Study Guide</p> <p>Upload to TurnItIn.com before Monday’s class: Written answers Bring to class: Two copies of your written answers to Student Study Guide questions.</p> | <p style="text-align: center;">03/24</p> <ol style="list-style-type: none"> 1. Quiz: “What have you learned?” 2. Review content of Hayden Chapter 3 research article 3. Group activity – discuss and agree on a summary of Introduction, Methods, Results and Discussion 4. Boil it down – class discussion and refinement of main ideas 5. Group activity – Which constructs had the greatest impact on the mothers’ intention to vaccinate their daughters? Were these the constructs that you had discussed in your brainstorming session last week? 6. Follow-up class discussion. 7. Quiz: “Now what have you learned?” |
| <p>WEEK 10 03/25 – 03/31</p> | <p style="text-align: center;">03/25 – 03/30</p> <p>Watch (at least once): http://www.ted.com/talks/dave_meslin_the_antidote_to_apathy.html While watching, take notes and jot down your ideas.</p> <p>Read make notes and think about: Hayden Chapter 4 (pages 63 – 72)</p> <p>Write: Answers to questions in Student Study Guide</p> <p>Upload to TurnItIn.com before Monday’s class: Written answers Bring to class: Two copies of your written answers to Student Study Guide questions.</p> | <p style="text-align: center;">03/31</p> <ol style="list-style-type: none"> 1. Quiz: “What have you learned?” 2. Review content of Hayden chapter 3. Group activity – discuss and agree on key concepts 4. Boil it down – class discussion and refinement of main concepts 5. Group activity – To the group, explain your own daily physical activity patterns using the constructs of the Health Belief Model. How could you use the constructs of the Health Belief Model to change your daily levels of activity? 6. Follow-up class discussion. 7. Quiz: “Now what have you learned?” |
| <p>WEEK 11 04/01 – 04/07</p> | <p style="text-align: center;">04/01 – 04/06</p> <p>Watch (at least once): http://www.ted.com/talks/alex_laskey_how_behavioral_science_can_lower_your_energy_bill.html. While watching, take notes and jot down your ideas.</p> <p>Read make notes and think about: Hayden Chapter 4 (pages 73 – 105)</p> <p>Write: Answers to questions in Student Study Guide</p> <p>Upload to TurnItIn.com before Monday’s class: Written answers Bring to class: Two copies of your written answers to Student Study Guide questions.</p> | <p style="text-align: center;">04/07</p> <ol style="list-style-type: none"> 1. Quiz: “What have you learned?” 2. Review content of Hayden Chapter 4 research article 3. Group activity – discuss and agree on a summary of Introduction, Methods, Results and Discussion 4. Boil it down – class discussion and refinement of main ideas 5. Group activity – Discuss and decide on the following: what constructs informed the intervention; how were the focus groups results used; how were the constructs used in the program? 6. Follow-up class discussion. 7. Quiz: “Now what have you learned?” |

Theories and Methods of Health Behavior Change, HSCI 3312 (CRN 21343)
C. Sobin PhD, Instructor

| | | |
|--|--|--|
| <p>WEEK 12 04/08 – 04/14</p> | <p style="text-align: center;">04/08 – 04/13</p> <p>Watch (at least once): http://tedxtalks.ted.com/video/Rise-of-the-Superbug-Antibiotic;search%3Atag%3A%22TEDxSanAntonio%22. While watching, take notes and jot down your ideas.</p> <p>Read make notes and think about: Hayden Chapter 5 (pages 107 – 115)</p> <p>Write: Answers to questions in Student Study Guide</p> <p>Upload to TurnItIn.com before Monday’s class: Written answers Bring to class: Two copies of your written answers to Student Study Guide questions.</p> | <p style="text-align: center;">04/14</p> <ol style="list-style-type: none"> 1. Quiz: “What have you learned?” 2. Review content of Hayden chapter 5 3. Group activity – discuss and agree on key concepts 4. Boil it down – class discussion and refinement of main concepts 5. Group activity – Brainstorm and list all the possible explanations for why resistance to antibiotics has emerged. 6. Follow-up class discussion. 7. Quiz: “Now what have you learned?” |
| <p>WEEK 13 04/15 – 04/21</p> | <p style="text-align: center;">04/15 – 04/20</p> <p>Watch (at least once): http://www.youtube.com/watch?v=qGu1_3M2h34 (David Wallinga, Changing the Food We Eat). While watching, take notes and jot down your ideas.</p> <p>Read make notes and think about: Hayden Chapter 5 (pages 116 – 134)</p> <p>Write: Answers to questions in Student Study Guide</p> <p>Upload to TurnItIn.com before Monday’s class: Written answers Bring to class: Two copies of your written answers to Student Study Guide questions.</p> | <p style="text-align: center;">04/21</p> <ol style="list-style-type: none"> 1. Quiz: “What have you learned?” 2. Review content of Hayden chapter 5 article 3. Group activity – discuss and agree on a summary of Introduction, Methods, Results and Discussion 4. Boil it down – class discussion and refinement of main concepts 5. Group activity – Agree on four reasons why MRSA has emerged. Did these reasons overlap the reasons you identified last week? Which Attribution Theory construct explains the cause of MRSA? 6. Follow-up class discussion. 7. Quiz: “Now what have you learned?” |
| <p>WEEK 14 04/22 – 04/28</p> | <p style="text-align: center;">04/22 – 04/27</p> <p>Watch (at least once): http://www.ted.com/talks/peter_attia_what_if_we_re_wrong_about_dia_betes.html While watching, take notes and jot down your ideas.</p> <p>Read make notes and think about: Hayden Chapter 6 (pages 137 – 151)</p> <p>Write: Answers to questions in Student Study Guide</p> <p>Upload to TurnItIn.com before Monday’s class: Written answers Bring to class: Two copies of your written answers to Student Study Guide questions.</p> | <p style="text-align: center;">04/28</p> <ol style="list-style-type: none"> 1. Quiz: “What have you learned?” 2. Review content of Hayden chapter 3. Group activity – discuss and agree on key concepts 4. Boil it down – class discussion and refinement of main concepts 5. Group activity – Which CVD risk factors would you like to change or are in the process of changing? At what stage of change are you? What would you need to move your change along? 6. Follow-up class discussion. 7. Quiz: “Now what have you learned?” |

Theories and Methods of Health Behavior Change, HSCI 3312 (CRN 21343)
C. Sobin PhD, Instructor

| | 04/29 – 05/04 | 05/05 |
|-----------------------------------|--|--|
| WEEK 15 04/29 - 05/05 | <p><u>Watch (at least once):</u> http://www.ted.com/talks/dean_ornish_on_the_world_s_killer_diet.html</p> <p>While watching, take notes and jot down your ideas.</p> <p><u>Read make notes and think about:</u> Hayden Chapter 6 (pages 152 – 169)</p> <p><u>Write:</u> Answers to questions in Student Study Guide</p> <p><u>Upload</u> to TurnItIn.com before Monday's class: Written answers</p> <p><u>Bring to class:</u> Two copies of your written answers to Student Study Guide questions.</p> | <ol style="list-style-type: none">1. Quiz: "What have you learned?"2. Review content of Hayden chapter article3. Group activity – discuss and agree on a summary of Introduction, Methods, Results and Discussion4. Boil it down – class discussion and refinement of main concepts5. Group activity – Identify how the "stages of change" model was adapted for this program. Why? Which adaptation would help in moving you through the stages of change? Why were participants at different stages of change in the same class sessions? What was done to provide support to the participants to maintain changes?6. Follow-up class discussion.7. Quiz: "Now what have you learned?" |