



Department of Public Health Sciences
Health Promotion Program Syllabus

Course name:	Theories and Methods of Health Behavior Change
Course no.:	HSCI 3312
Course CRN:	21343
Semester/year	Spring 2015
Undergraduate credit hours:	3
Class location:	Health Sciences and Nursing Building (HSSN), Room 206
Class meeting time:	6:00 p.m.-8:50 p.m. (MST)
Class instructor:	Cynthia Wittenburg, M.S, DrPh candidate
Office location:	Not Available (if need to meet, HSSN conference room)
Phone:	Not available
Email:	ciwittenburg@utep.edu or Cynthia.I.Wittenburg@uth.tmc.edu
Office hours:	Available upon appointment only
Preferred contact method:	Email (please state on subject line: UTEP student)
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 pre-requisites:	N/A
Required textbooks:	Duhigg, C. The Power of Habit: Why We Do What We Do in Life and Business. Random House Inc., NY. 2012. <u>AND</u> Hayden, J. A. Introduction to Health Behavior Theory , 2 nd Edition, Jones & Bartlett Learning, LLC, 2014.
Supplemental reading:	See course schedule and appendix
Course format:	Lecture & discussion, case studies, multimedia, student presentations, written assignments, and exams
Major learning objectives	At the completion of this course, students will be able to: <ol style="list-style-type: none">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.

Assessment strategies:

1. Weekly class preparation activities (“homework”) will include:
 - a. Watching, taking notes on and thinking about assigned online video content.
 - b. Reading, taking notes on and thinking about the assigned pages in your required books.
 - c. Developing and writing short (one paragraph) essay answers for the questions in your weekly Student Study Guide.
2. Weekly in-class activities will include:
 - a. Quizzes on the video content and reading material.
 - b. Class discussion of the video quizzes and reading material.
3. Small group activities.
4. Midterm and Final Exam
 - Evaluation and feedback by instructor using evaluation rubric

Program Competencies (core competency area must be identified & numbered according to that listed by the Health Promotion program)	Learning objectives	Assessment strategies
This course meets the following Health Promotion degree & competencies		
1. Assess needs, assets and capacity for health education	1,2,3,4,5	1,2,3,4
1.A. Access existing health-related data	4,5,6	1a, 1b
1.C. Distinguish between behaviors that foster or hinder well-being	4,5,6	1a,b,c,2a,b
1.E. Identify factors that foster or hinder the process of health education	2,4,5,6	1a,b,c
1.F. Infer needs for health from obtained data	1,2,4,5,6	1c,2b,3,4
2. Plan health education	1,2,3	1a,b,c
2.A. Involve people and organizations in program planning	1,2,3,4	2b,3
2.C. Formulate appropriate and measurable program objectives	1,2,3,4,5	1c,2b,3
2.D. Develop logic scope and sequence plan for health education practice	2,3	1c,2b,3
2.F. Select appropriate strategies to meet objectives	1,2,3,4	1c,2b,3,4
2. G. Assess factors that affect implementation	2,3,4	1c,2b,3
3. Implement health education strategies, interventions and programs	1,2,3,	1c,2b,3
3.A. Initiate a plan of action	2,3,4	1c,2b,3
3.B. Demonstrate a variety of skills in delivering strategies, interventions and programs	2,3,4,6	1c,2b,3
3.C. Use a variety of methods to implement strategies, interventions, and programs	3,4	1c,2b,3
4. Conduct evaluation and research related to health education	3,4,5,6	1a,b,2b,3
4.A. Review research and evaluation procedures	4,5,6,	1a,b,2b,3
6. Serve as health education resource person	5,6	1c,2b,3
6.A. Use health-related information resources	4,5,6,	1c,2b,3
6.C. Select resource materials for dissemination	4,5	1b,2b,3
7. Communicate and advocate for health and health education	3,4,5	1c,2b,3
7.B. Apply a variety of communication methods and technique	4,5,6	1c,2b,3

Grading scale & criteria	<p>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. <u>For each class meeting there are 60 points at stake, 15 classes x 60 points = 900, and there will be a midterm exam worth 300 points and a final exam worth 300 points, 900 + 300+ 300 = 1500. (Final Grade Rubric: A = 1500 – 1350; B = 1349 – 1200; C = 1199 – 1050; D = 1049 – 900; F < 900).</u></p> <p><u>Points cannot be made up and there is no extra credit. All "excused" absences require official documentation and all work must be completed.</u></p> <p><u>Attendance and Participation, 10 points per class:</u> You are required to attend and participate in every class.</p> <p><u>Weekly In-Class Quizzes, 50 points per class:</u></p> <ul style="list-style-type: none"> The first activity of every class will be a fill-in the blank and/or multiple-choice question
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	<p>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.</p> <ul style="list-style-type: none"> At the end of each class, everyone will take the same quiz a <u>second time</u>. 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. <p>Midterm Exam The midterm exam will include 15 short answer questions derived from the weekly study guide questions, each worth 20 points (point allotment will be based upon the rubric scale). The total worth of midterm exam is 300 points.</p> <p>Final Exam The <u>final exam</u> will include 50 fill-in-the-blank and multiple choice questions, each worth 6 points for a total of 300 points.</p>
Incomplete policy:	<p>An “I” (incomplete grade) can only be considered only <u>if requested by the student in advance of the conclusion of the course</u> and only for <u>legitimate, documented</u> emergencies. Failure to request and negotiate the terms of an “Incomplete” grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.</p>
Course/Instructor & Institutional Policies	
Attendance:	<p>It is UTEP policy that all students attend all scheduled classes. Attendance will be taken at each class. When a student registers for a course, it is assumed that she/he has made arrangements to avoid such conflicts. Students are responsible for any information or activities presented in class discussions, lectures, assignments, and/or readings. If you are unable to attend class, it is your responsibility to inform the instructor before the respective class session. Students may be administratively withdrawn for excessive unexcused absences (2 or more classes). Compliance to due dates, in class presentations, homework, exams and other activities is mandatory. All emergency-related absences must be verified.</p> <p>Chronic tardiness not only reflects lack of commitment and professional behavior but also is disruptive to your classmates and the instructor. You are expected to be in class and seated by 6:00 PM.</p>
Reading assignments:	<p>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 based upon the due date.</p>
Writing standards	<p>Effective public health leaders and practitioners are also effective written as well as oral communicators. Written communication is a critical element of the communication process. Our MPH graduate program both recognizes and expects good writing to be the norm for course work. Please feel free to seek out assistance from the UTEP Writing Center. It is free and they are very helpful.</p> <p><u>It is mandatory to submit designated assignments through Turnitin.com prior to submitting the works to the instructor. Turnitin.com</u> 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.</p> <p>Create a free user account in order to submit your weekly writing assignments for this</p>

	course. To enroll go to: turnitin.com Class ID: 7430003 Password: STILL PENDING
Policy for late assignments	Due dates for homework, exams, presentations and other assignments are designed for fairness to all students. No exceptions to those dates will be made excepting in cases of university-designated closures. All assignments are due on the due date. Five (5) points will be deducted for each day an assignment is late (including weekend days).
Permission to record lectures & discussions	Not permitted without express permission of the instructor

Cellphone/electronic tablet/ use policies:	Please note that all cellular telephones, pagers, headphones, iPods, iPads, mp3 players, earpieces, laptops, and other forms of communication and entertainment technology equipment must be powered off and put away during the class period. If a situation should arise which necessitates a student to be contacted by a physician or family member, the instructor shall be notified and cell phone can be set to "vibrate." Please be advised that students who use unauthorized technology during class time will be dismissed from that week's class session.
Field trip policies:	N/A
Class participation:	Active student participation in this course is very important. Students must be prepared to come to class to discuss, answer questions, and participate in all class activities.
Special accommodations:	If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu , or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass .
MPH handbook:	http://chs.utep.edu/publichealthsciences/pdf/MPH%20STUDENT%20%20HANDBOOK%202013-2014.pdf
Student conduct:	<p>Students are expected to be above reproach 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, and 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." <u>Regent's Rules and Regulations</u>, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs (http://studentaffairs.utep.edu/Default.aspx?tabid=4386) "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".</p> <p>Examples of "cheating" include:</p> <ul style="list-style-type: none"> • 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” means 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” means 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 provides a day-to-day plan for completing assignments

Dates	Homework assignments before class attendance	Activities in Class
WEEK 1	<p>Provide SYLLABUS (to be posted on Blackboard/email)</p> <p>BUY REQUIRED BOOKS</p> <p>Duhigg, C. <i>The Power of Habit: Why We Do What We Do in Life and Business</i>. Random House Inc., NY. 2012.</p> <p>Hayden, J. A. <i>Introduction to Health Behavior Theory</i>, 2nd Edition* Jones & Bartlett Learning, LLC, 2014. *Buy only the 2nd edition; <u>do not</u> buy the 1st edition.</p>	01/22
		<ol style="list-style-type: none"> 1. Course introduction 2. Introductions 3. Syllabus and Student Study Guide Review
WEEK 2	01/23 – 01/28	01/29
	<p>View:http://tedxtalks.ted.com/video/Forget-big-change-start-with-a</p> <p>While watching, take notes and jot down your ideas.</p> <p>Explore, read through and interact with the following websites:http://www.behaviorgrid.org/</p> <p>http://www.behaviorwizard.org/wp/</p> <p>Read, make notes on and think about: B. J. Fogg’s 2010 chapter on “The Behavior Grid” (pdf attachment on blackboard/ your email)</p>	<ol style="list-style-type: none"> 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?”
WEEK 3	01/30 – 2/04	02/05
	<p>View:http://www.youtube.com/watch?v=OMbsGBlpP30 (Charles Duhigg, TedxTalk). While watching, take notes and jot down your ideas.</p> <p>Read, make notes and think about: Duhigg Prologue and Chapter 1(1 – 30 pg)</p> <p>Write: Answers to questions in Student Study Guide & Upload to TurnItIn.com before class.</p> <p>For discussion bring to class: Copy 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 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?”
WEEK 4	02/06 – 02/11	02/12
	<p>View:http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit.html. While watching, take notes and jot</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

	<p>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 &Upload Written answers to TurnItIn.com before class:</p> <p>For discussion bring to class: Copy of your written answers to Student Study Guide questions.</p>	<ol style="list-style-type: none"> 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?”
WEEK 5	<p style="text-align: center;">02/13 – 2/18</p> <p>View:http://www.ted.com/talks/matthieu_ricard_on_the_bits_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 &Upload to TurnItIn.com before class.</p> <p>For discussion bring to class: Copy of your written answers to Student Study Guide questions.</p>	<p style="text-align: center;">02/19</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?”
WEEK 6	<p style="text-align: center;">02/20 – 02/25</p> <p>View: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 &Upload to TurnItIn.com before class.</p> <p>For discussion bring to class: Copy of your written answers to Student Study Guide questions.</p>	<p style="text-align: center;">02/26</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. Quiz: “Now what have you learned?” 6. Completion of 1st section of course content: Early dismissal to allow time for Midterm: Due 02/27 at Midnight.
WEEK 7	<p style="text-align: center;">02/27 – 03/04</p> <p>View:http://www.ted.com/talks/don_norman_on_design_and_emotion.html</p> <p>While watching, take notes and jot down your ideas.</p> <p>Read make notes and think about: Hayden Chapter 1 (pages 1 - 12)</p> <p>Write: Answers to questions in Student Study Guide &Upload</p>	<p style="text-align: center;">03/05</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.

	<p>to TurnItIn.com before class.</p> <p>For discussion bring to class: Copy of your written answers to Student Study Guide questions.</p>	7. Quiz: "Now what have you learned?"
WEEK 8	<p>03/06 – 03/11</p> <p>View: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>Read make notes and think about: Hayden Chapter 2 (pages 13 - 37)</p> <p>Write: Answers to questions in Student Study Guide & Upload to TurnItIn.com before class.</p> <p>For discussion bring to class: Copy of your written answers to Student Study Guide questions. ****next week</p>	<p>03/12</p> <p>SPRING BREAK – NO CLASS</p>
Dates	Topics	Homework Assignments
WEEK 9	<p>03/13 – 03/18</p> <p>View:http://www.youtube.com/watch?v=I5d8GW6GdR0 (Jeni Cross, Three Myths of Habit); while watching, take notes and jot down your ideas.</p> <p>Read, make notes and think about: Hayden Chapter 3 (pages 39 – 45)</p> <p>Write: Answers to questions in Student Study Guide & Upload to TurnItIn.com before class.</p> <p>For discussion bring to class: Copy of your written answers to Student Study Guide questions. **** <u>Bring last week's assignment as well.</u></p>	<p>03/19</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?"
WEEK 10	<p>03/20 – 03/25</p> <p>View: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 & Upload</p>	<p>03/26</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

	<p>to TurnItIn.com before class.</p> <p>For discussion bring to class: Copy of your written answers to Student Study Guide questions.</p>	<p>discussed in your brainstorming session last week?</p> <ol style="list-style-type: none"> 6. Follow-up class discussion. 7. Quiz: "Now what have you learned?"
<p>WEEK 11</p>	<p>03/27 – 04/01</p> <p>View: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 & Upload to TurnItIn.com before class.</p> <p>For discussion bring to class: Copy of your written answers to Student Study Guide questions.</p>	<p>04/02</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 12</p>	<p>04/03 – 04/08</p> <p>View: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 & Upload to TurnItIn.com before class.</p> <p>For discussion bring to class: Copy of your written answers to Student Study Guide questions.</p>	<p>04/09</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?"
<p>WEEK 13</p>	<p>04/10 – 04/15</p> <p>View: 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 & Upload to TurnItIn.com before class.</p> <p>For discussion bring to class: Copy of your written answers to Student Study Guide questions.</p>	<p>04/16</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 14</p>	<p style="text-align: center;">04/17 – 04/22</p> <p>View: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 & Upload to TurnItIn.com before class.</p> <p>For discussion bring to class: Copy of your written answers to Student Study Guide questions.</p>	<p style="text-align: center;">04/23</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 15</p>	<p style="text-align: center;">04/24 – 04/29</p> <p>View:http://www.ted.com/talks/peter_attia_what_if_we_re_wrong_about_diabetes.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 & Upload to TurnItIn.com before class.</p> <p>For discussion bring to class: Copy of your written answers to Student Study Guide questions.</p>	<p style="text-align: center;">04/30</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?”
<p>WEEK 16</p>	<p style="text-align: center;">05/01 – 05/06</p> <p>View: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>Read make notes and think about: Hayden Chapter 6 (pages 152 – 169)</p> <p>Write: Answers to questions in Student Study Guide & Upload to TurnItIn.com before class.</p> <p>For discussion bring to class: Copy of your written answers to Student Study Guide questions.</p>	<p style="text-align: center;">05/07</p> <ol style="list-style-type: none"> 1. Quiz: “What have you learned?” 2. Review content of Hayden chapter 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 – 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?”
<p style="text-align: center;">Final Exams Scheduled for 11-15 May 2015</p>		

* Note: The course syllabus is a general tentative plan for the course. Any changes will be announced to the class in advance by the instructor.

