Department of Public Health Sciences
Health Promotion Program Syllabus

Course name:	**Theories and Methods of Health Behavior Change**
Course no.:	HSCI 3312
Course CRN:	26594
Semester/year	Fall 2020
Undergraduate credit	3
Class location:	Online

Class meeting time:	Online: Folders will open Monday at 6 am and close Friday at midnight
	            Weekends will be used to grade student's assignments.
	            Scheduled group zoom meetings will be arranged

Class instructor:	Cynthia Wittenburg, M.S, DrPh in progress
Office location:	HSN Building 411 currently not available_ only virtually or by email
Phone:	747-7237
Email:	cwittenburg@utep.edu
Office hours:	Virtually via Zoom: Mondays at 10 am-10:30 am and per appt.
Preferred contact method:	Email: cwittenburg@utep.edu
Course description:	An introduction to the major theories and methods of behavior change as they relate to health. The course examines the change process as well as ways of motivating and maintaining positive behavior change. Includes discussion of the major behavioral theories; including the constructs and application.
Course pre-requisites:	N/A
Required textbooks:	Hayden, J. A. Introduction to Health Behavior Theory, 2nd Edition, Jones & Bartlett Learning, LLC, 2014.
Supplemental reading:	Articles will be provided on Blackboard on weekly basis.
Course format:	100 % Online: discussion, article reviews and quizzes, multimedia, student presentations, written assignments, and exams
TECHNOLOGY REQUIREMENTS	Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. **You will need to have access to a computer/laptop, scanner, a webcam, and a microphone.** You will need to download or update the following
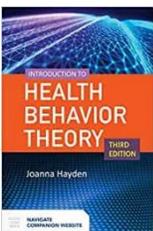
	software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course. If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions. IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Course Communication: How will we stay in contact with each other	Because this is an online class, we won't see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:
	• **Office Hours**: We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held on ZOOM using this link: [https://utep-edu.zoom.us/j/2824759140 Meeting ID: 282 475 9140 and during the following times:
	     Mondays: 11-12 a.m. Mountain Time
	     Tuesdays: 3:00-4p.m. Mountain Time
	
	• **Email**: UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
	• **Discussion Board**: If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.
	• **Announcements**: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

Netiquette	As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action. o Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.

	o Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated. o When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation. o Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Course Policies: what do you need to do to be successful in the course

ATTENDANCE AND PARTICIPATION	Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities: o Reading/Viewing all course materials to ensure understanding of assignment requirements o Participating in engaging discussion with your peers on the discussion boards (grading rubric provided in the "grading information" area of each forum) o Participating in scheduled Blackboard Collaborate sessions o Other activities as indicated in the weekly modules Because these activities are designed to contribute to your learning each week add up to the total point participation grade, **they cannot be made up after their due date has passed.**
EXCUSED ABSENCES AND/OR COURSE DROP POLICY	According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email. **OR** I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

BLACKBOARD COLLABORATE SESSIONS/ZOOM	This class requires that you participate in scheduled Blackboard Collaborate sessions/zoom meetings. The purpose of these sessions are for you to view live demonstrations of the course material and/or to participate in small discussion groups with your classmates. These sessions will be held at the agreed team scheduled dates to be announced at a later time. Students are expected t, participate in these sessions with a webcam and microphone. Students must download the ZOOM app on their phones or laptops, computers. https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials
DEADLINES, LATE WORK, AND ABSENCE POLICY	Major Writing Assignments • Major writing assignments will be due <u>on Friday at midnight (11:59 PM).</u> No late work will be accepted if the reason is not considered excusable. Quiz and Discussion Assignments • All quizzes and discussion board assignments will be due on <u>Friday at midnight (11:59 PM) MST</u>. • <u>Since you have a week's time to get the material completed,</u> <u>No late work will be accepted.</u> As upper level students, it is assumed that the student will be responsible and accountable for their class participation. Attendance will be taken through the weekly participation of the Article assignments and submissions**.** **If a student is absent for 4 articles reviews, they will be dropped from the course.** All assignments and group presentations will be graded via a grading rubric.
MAKE-UP WORK	Make-up work will be given *only* in the case of a *documented* emergency, and subject to penalty points. I<u>f you miss an assignment and the reason is not considered excusable, you will receive a zero.</u> It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. <u>Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.</u>
SUBMITTING WORK IN CASE OF TECHNICAL ISSUES	Save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up so that you do not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. All work must be uploaded to blackboard by the due date. ASSIGNEMT LINKS WILL CLOSE BY THE DEADLINE AND YOU WILL NOT BE ABLE TO SUBMIT WORK.
INCOMPLETE GRADE POLICY	Incomplete grades may be requested only in <u>exceptional circumstances</u> after you have <u>successfully completed at least half of the course requirements.</u> Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY	Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.
SCHOLASTIC INTEGRITY	Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.
CLASS RECORDINGS	The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.
TEST PROCTORING SOFTWARE	Two course assessments (the midterm and final exams) will make use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first test. Please review the following guidelines: • The assessments will only be available at the times identified on the course calendar. • You may take the test at any time during the 24-hour window. • A reliable Internet connection is essential to completing the exam. If you must go to a location to take the exam (such as

	the library), be sure to follow their health and safety requirements. - You have 2 attempts to take the test. Once the window closes, your answers will be saved, and no changes can be made. The higher score will be recorded. - Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test. - Respondus Monitor requires a webcam and microphone. - You will be required to show the webcam your student ID prior to the start of the test. - Your face should be completely visible during the test. Blocking the camera will disable the test. - No notes or textbook materials are permitted during the test. Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.) - You should not have conversations with other people and/or leave and return to the area during the test.
COPYRIGHT STATEMENT FOR COURSE MATERIALS	All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.
COVID-19 PRECAUTIONS	You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

(***classes with on-campus meetings***) Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery. |

Course Resources: Where you can go for assistance	UTEP provides a variety of student services and support: Technology Resources • Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus. Academic Resources • UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students. • University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources. • Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources. • History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources. • RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.
Major learning objectives	**At the completion of this course, students will be able to:** 1. Name and describe the most common behavioral theories in health promotion. 2. Identify the main concepts and behavioral components contained in each of the 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 fields affiliated with health. 5. Give examples of how current theory guides research and health promotion practice. 6. Critique original research articles published in health behavior journals as they pertain to Theories and methods.
LEARNING MODULES	This course is designed using a modular format—that is, each week is "packaged" as a single module so that all the materials, lecture notes, submission areas, discussion posts are in one area for a given week.

Assessment strategies:	1. Weekly class preparation activities ("homework") will include:
	   a. Reading chapter material as per syllabus
	   b. Read assigned articles pertinent to the theory/method assigned
	2. Weekly activities will include:
	   a. reading material, discussions, PP note taking, selected student presentations
	3. Virtual Small group activities.
	4. Exam #1, Exam #2, Final Exam

	• Evaluation and feedback by instructor using evaluation rubric
Distribution of Grade Point Values	**Article Review Quizzes:** **: 8 at 50 points/each** **= 400 points** **Discussion Participation** **: 10 at 5 points/each** **= 50 points** **Zoom meetings with group** **: 4 at 25 points** **= 100 points** **Group Presentations** **: 1 at 100 points** **= 100 points** **Student review of Prezi's** **: 15 at 3.3 points/each** **= 50 points** **3 Exams** **: each exam at 100 points = 300 points** **Total Possible Points** **:** **1000 points** **No extra credit will be provided and All "excused" absences require official documentation and all work must be completed within 24-hour period from the day of absence.**
Grading Scale as per % to Letter Grade based on 1000 point value.	Total Possible Points for this course is 1000 points A: 100-90 % B: 89-80 % C: 79-75 % D: 74-70% F: 69-less%

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 / 1,2,4,5,6	1a,b,c / 1c,2b,3,4
2. Plan health education	1,2,3	1a,b,c
2.C. Formulate appropriate and measurable program objectives	1,2,3,4	2b,3
2.D. Develop logic scope and sequence plan for health education practice	1,2,3,4,5 / 2,3	1c,2b,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

TENTATIVE COURSE SCHEDULE for Virtual/On-line Fall 2020
Students will be provided ample amount of time if there is a change in the syllabus.

All work must be uploaded via Blackboard into their respective Folders
by Fridays at 11:59 p.m (Mountain Standard Time)
NO work will be accepted if submitted to professor's or TA's emails.

week	Class Modules/Topic	Class work	Due Dates: **Friday at midnight**
1 8/24	Class Introduction Syllabus review	Syllabus Quiz BB Discussion	Syllabus Quiz: In class BB Discussion: 10 points Read Chapter 1 for next class
2 8/31	Introduction to Theory	• Theories and Methods platforms • PP Chapter 1 • Introduction to Article review BB: Article Review note taking Template **Video provided to present major project**	Home work for next class.: BB Discussion # 1: 10 points Read for next class Chapter 2 & Article #1
3 9/7	Self-Efficacy Theory	PP presentation Video Article #1 review and discussion	Submit Article Review #1: 50 Points BB discussion #2: 10 points Read for next class Chapter 3 & Article #2
4 9/14	Theory of Reasoned Action & Theory of Planned Behavior	PP presentation Video Article #2 review and discussion Review methods of use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard	Submit Article Review #2: 50 Points BB discussion #3: 10 points Students must install these prior to exam next week.
5 9/21		**Exam #1: on line** • Intro to Theory • Self-Efficacy Theory • TRA/TPB	Exam #1 over the material covered so far. For the following week: Read Ch. 4 And article #3 on BB.
	Exam results will be provided via blackboard and individual feedback will be provided. Students may contact me via email for any feedback on their exams.		
6 9/28	Health Belief Model	PP presentation video Article #3 review and discussion	Submit Article Review #3: 50 Points BB discussion #4: 10 points Read Chapter 5 for next class. Read Article #4
7 10/5	Attribution Theory	PP presentation video Article #4 review and discussion	Submit Article Review #4: 50 Points BB discussion #5: 10 points Read Chapter 6 and Article #5

8 10/12	Transtheoretical Model	PP presentation video Article #5 review and discussion	Submit Article Review #5: 50 Points BB discussion #6: 10 points Prepare for exam #2
9 10/19		**Exam #2: on-line** • HBM • Attribution Theory • Transtheoretical Model	Exam #2 over the material cover: HBM, Attribution Theory & Transtheoretical Model For the following week: Read Ch. 7 And article #6 on BB.
-blue	Exam results will be provided via blackboard and individual feedback will be provided. Students may contact me via email for any feedback on their exams.		
10 10/26	Social Cognitive Theory	PP presentation video Article #6 review and discussion	Submit Article Review #6: 50 Points BB discussion #7: 10 points Read Chapter 9 for next class. Read Article #7
11 11/2	Ecological Model	PP presentation Video Article #7 review and discussion	Submit Article Review #7: 50 Points BB discussion #7: 10 points Read Chapter 11 for next class Read Article #8
12 11/9	Selection of Theory	PP presentation video Article #8 review and discussion	Submit Activity #8: 50 Points BB discussion #8: 10 points
13 11/16	**Final Exam**	**Final Exam** • Social Cognitive Theory • Ecological • Choosing a Theory	On-line Final Exam: Not comprehensive Exam #3 over the material cover: Social Cognitive Theory, Ecological Choosing a Theory Students prepare Prezi presentations for next week
-blue2	Exam results will be provided via blackboard and individual feedback will be provided. Students may contact me via email for any feedback on their exams.		
-yellow	Next week: Thanksgiving ONLY Thursday and Friday will be observed **Due date will be Friday at midnight**		
14 11/23	1 set of student presentations Groups 1-4	Final project will be a prezi presentation that will be recorded by the group and then uploaded on to blackboard for class review and discussion.	Class will review the Prezi presentation and participate in an assessment quiz. Each presentation review is worth 3.3 points.
15 11/30	2nd set of student presentations Groups 5-9	Final project will be a prezi presentation that will be recorded by the group and then uploaded on to blackboard for class review and discussion.	Class will review the Prezi presentation and participate in an assessment quiz. Each presentation review is worth 3.3 points.
16 12/7	3rd set of student presentations Groups 10-15	Final project will be a prezi presentation that will be recorded by the group and then uploaded on to blackboard for class review and discussion.	Class will review the Prezi presentation and participate in an assessment quiz. Each presentation review is worth 3.3 points.
-gray	Last day to submit evaluations on class presentations is Wednesday, December 9, 2020 at midnight.		