



**Department of Public Health Sciences  
Health Promotion Program Syllabus**

<b>Course name:</b>	<b>Theories and Methods of Health Behavior Change</b>
<b>Course no.:</b>	<b>HSCI 3312</b>
<b>Course CRN:</b>	<b>26594</b>
<b>Semester/year</b>	<b>Spring 2019</b>
<b>Undergraduate credit</b>	<b>3</b>
<b>Class location:</b>	<b>College of Health Science&amp; Nursing Room 211</b>
<b>Class meeting time:</b>	<b>9:00am-11:50 am</b>
<b>Class instructor:</b>	<b>Cynthia Wittenburg, M.S, DrPh in progress</b>
<b>Office location:</b>	<b>HSN Building 411</b>
<b>Phone:</b>	<b>747-7237</b>
<b>Email:</b>	<b><a href="mailto:cwittenburg@utep.edu">cwittenburg@utep.edu</a></b>
<b>Office hours:</b>	<b>Mondays &amp; Wednesdays 12-1:20 pm or available by appointment</b>
<b>Preferred contact method:</b>	<b>Email: <a href="mailto:cwittenburg@utep.edu">cwittenburg@utep.edu</a></b>
<b>Course description:</b>	
	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.
<b>Course pre-requisites:</b>	N/A
<b>Required textbooks:</b>	Hayden, J. A. Introduction to <a href="#">Health Behavior Theory</a> , 2 <sup>nd</sup> Edition, Jones & Bartlett Learning, LLC, 2014.
<b>Supplemental reading:</b>	Articles will be provided on Blackboard on weekly basis.
<b>Course format:</b>	Lecture & discussion, article reviews, multimedia, student presentations, written assignments, and exams
<b>Major learning objectives</b>	At the completion of this course, students will be able to: <ol style="list-style-type: none"><li>1. Name and describe the most common behavioral theories in health promotion.</li><li>2. Identify the main concepts and behavioral components contained in each of the behavioral theories studied.</li><li>3. Design a behavior change program based on one or more of the behavioral theories studied.</li><li>4. Identify the use of behavioral theories in fields affiliated with health.</li><li>5. Give examples of how current theory guides research and health promotion practice.</li><li>6. Critique original research articles published in health behavior journals as they pertain to Theories and methods.</li></ol>

<b>Assessment strategies:</b>	<ol style="list-style-type: none"> <li>1. Weekly class preparation activities (“homework”) will include: <ol style="list-style-type: none"> <li>a. Reading chapter material as per syllabus</li> <li>b. Read assigned articles pertinent to the theory/method assigned</li> </ol> </li> <li>2. Weekly in-class activities will include: <ol style="list-style-type: none"> <li>a. reading material, discussions, PP note taking, selected student presentations</li> </ol> </li> <li>3. Small group activities.</li> <li>4. Exam #1, Exam #2, Final Exam <ul style="list-style-type: none"> <li>• Evaluation and feedback by instructor using evaluation rubric</li> </ul> </li> </ol>
<b>Distribution of Grade Point Values</b>	<p><b>Article Review and Discussions: 8 at 50 points/each = 400 points</b></p> <p><b>Group Presentations : 1 at 100 points = 100 points</b></p> <p><b>3 Exams : each exam at 100 points = 300 points</b></p> <hr/> <p><b>Total Possible Points : 800 points</b></p> <p><b>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.</b></p> <p><b>Attendance and Participation</b>, 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.</p> <p>All assignments and group presentations will be graded via a grading rubric.</p>
<b>Grading Scale as per % to Letter Grade based on 800 point value.</b>	<p>Total Possible Points for this course is 800 points</p> <p>A: 100-90 %</p> <p>B: 89-80 %</p> <p>C: 79-70 %</p> <p>D: 69-60%</p> <p>F: 59-less%</p>

Program Competencies (core competency area must be identified & numbered according to that listed by the Health Promotion program)	Learning objectives	Assessment strategies
<b>This course meets the following Health Promotion degree &amp; competencies</b>		
<b>1. Assess needs, assets and capacity for health education</b>	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
	1,2,4,5,6	1c,2b,3,4
<b>2. Plan health education</b>	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	1c,2b,3
2.F. Select appropriate strategies to meet objectives	2,3	1c,2b,3
2. G. Assess factors that affect implementation	1,2,3,4	1c,2b,3,4
<b>3. Implement health education strategies, interventions and programs</b>	2,3,4	1c,2b,3
3.A. Initiate a plan of action	1,2,3,	1c,2b,3
3.B. Demonstrate a variety of skills in delivering strategies, interventions and programs	2,3,4	1c,2b,3
3.C. Use a variety of methods to implement strategies, interventions, and programs	2,3,4,6	1c,2b,3
	3,4	1c,2b,3
<b>4. Conduct evaluation and research related to health education</b>	3,4,5,6	1a,b,2b,3
4.A. Review research and evaluation procedures	4,5,6,	1a,b,2b,3
<b>6. Serve as health education resource person</b>	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

	University Policies
<b>Incomplete policy:</b>	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.
<b>Course/Instructor &amp; Institutional Policies</b>	
<b>Attendance:</b>	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

	<p>respective class session. Students may be administratively withdrawn for excessive unexcused absences (3 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 9:00 am</p>
<b>Reading assignments:</b>	<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 blackboard based upon the due date.</p> <p><b>NO ASSIGNMENTS WILL BE ACCEPTED IF SENT TO EMAILS ( INSTRUCTOR’S and TA’s).</b></p>
<b>Writing standards</b>	<p>Effective public health leaders and practitioners are also effective in writing as well as oral communicators. Written communication is a critical element of the communication process. Our program expects high quality of written and oral communication for success in the course. I highly recommend to seek out assistance from the UTEP Writing Center. It is free and they are very helpful.</p> <p><b><u>It is mandatory to submit designated assignments through blackboard.</u></b></p>
<b>Policy for late assignments</b>	<p>Due dates for homework, exams, presentations and other assignments are designed for fairness to all students.</p> <p><b><u>No exceptions</u></b> to those dates will be made excepting in cases of university-designated closures. All assignments are due on the due date. No exceptions made.</p>
<b>Permission to record lectures &amp; discussions</b>	<p>Not permitted without express permission of the instructor</p>

<b>Cellphone/electronic tablet/ use policies:</b>	<p><b>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.</b> 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.</p>
<b>Class participation:</b>	<p>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.</p>
<b>Special accommodations:</b>	<p>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 <a href="mailto:cass@utep.edu">cass@utep.edu</a>, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at <a href="http://www.sa.utep.edu/cass">www.sa.utep.edu/cass</a>.</p>
<b>Student conduct:</b>	<p>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</p>

(<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".

**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"** 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 for Spring 2019**

**Students will be provided ample amount of time if there is a change in the syllabus.**

**All Group PowerPoint presentations are due Monday Night by Midnight  
and are to be uploaded into their respective Folders on Blackboard.  
NO work will be accepted if submitted to professor's or TA's emails.**

week	Class Modules/Topic	Class work	Due Dates
1 1.23	Class Introduction Syllabus review	Syllabus Quiz Group Formations	Syllabus Quiz: In class Group formations: 1 <sup>st</sup> day of class Read Chapter 1 for next class
2 1.30	Introduction to Theory	<ul style="list-style-type: none"> <li>• In class group activity: Theories and Foundational platforms</li> <li>• PP Chapter 1</li> <li>• Introduction to Article review</li> <li>• BB: Article Review note taking Template</li> </ul>	Home work for next class.: Read Chapter 2 and Article #1
3 2.6	Self-Efficacy Theory	PP presentation In class: Group Assignment #1: Article #1 review and discussion	<u>In Class Submit Article Review #1: 50 Points</u>  Read for next class Chapter 3 & Article #2
4 2.13	Theory of Reasoned Action & Theory of Planned Behavior	PP presentation Group Assignment #2: Article #2 review and discussion	<u>In Class Submit Article Review #2: 50 Points</u>  Students selected to present, prepare PowerPoint presentations for next week
5 2.20		1 <sup>st</sup> set of class presentations Selected article to be presented in class along with Theory/ Method	Student presentations will serve as a review for the upcoming Exam next week.
6 2.27		<b>Exam #1: In class</b> <ul style="list-style-type: none"> <li>• Intro to Theory</li> <li>• Self-Efficacy Theory</li> <li>• TRA/TPB</li> </ul>	In class Exam 9- 11:50 am 75 questions Total Pts=100  For the following week: Read Ch. 4 And article #3 on BB.
7 3.6	Health Belief Model	PP presentation Group Assignment #3: Article #3 review and discussion	<u>In Class Submit Article Review #3: 50 Points</u>  Read Chapter 5 for next class. Read Article #4
8 3.13	Attribution Theory	PP presentation Group Assignment #4: Article #4 review and discussion	<u>In Class Submit Article Review #4: 50 Points</u>

			Read Chapter 6 and Article #5 during Spring Break.
9 3.20		<b>SPRING BREAK</b>	
10 3.27	Transtheoretical Model	PP presentation Group Assignment #5: Article #5 review and discussion	<u>In Class Submit Article Review #5: 50 Points</u>  Students selected to present prepare PowerPoint presentations for next week
11 3.3		2 <sup>nd</sup> set of class presentations Selected article to be presented in class along with Theory/ Method	Student presentations will serve as a review for the upcoming Exam next week.
12 3.10		Exam #2: In class <ul style="list-style-type: none"> <li>• HBM</li> <li>• Attribution Theory</li> <li>• Transtheoretical Model</li> </ul>	In class Exam 9- 11:50 am 75 questions Total Pts=100  For the following week: Read Ch. 7 And article #6 on BB.
13 3.17	Social Cognitive Theory	PP presentation Group Assignment #6: Article #6 review and discussion	<u>In Class Submit Article Review #6: 50 Points</u>  Read Chapter 9 for next class. Read Article #7
14 3.24	Ecological Model	PP presentation Group Assignment #7: Article #7 review and discussion	<u>In Class Submit Article Review #7: 50 Points</u>  Read Chapter 11 for next class.
15 5.1	Selection of Theory	PP presentation Group Assignment #7: Activity	<u>In Class Submit Activity #8: 50 Points</u>  Students selected to present prepare PowerPoint presentations for next week
16 5.8		3 <sup>rd</sup> set of class presentations Selected article to be presented in class along with Theory Method	Student presentations will serve as a review for the upcoming Exam next week.
17 5.15	Finals Week	Final Exam <ul style="list-style-type: none"> <li>• Social Cognitive Theory</li> <li>• Ecological</li> <li>• Choosing a Theory</li> </ul>	In class Exam As per final exam date and time  75 questions Total Pts=100