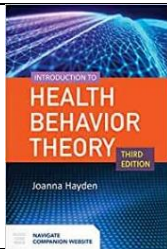




**Department of Public Health Sciences
Health Promotion Program Syllabus**

Course name:	Theories and Methods of Health Behavior Change
Course no.:	HSCI 3312
Course CRN:	27887
Semester/year	SPRING 2022
Undergraduate credit	3
Class instructor:	Cynthia Wittenburg, M.S, DrPh (ABD)
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: Tuesdays after lecture or by appointment
Preferred contact method:	Email: cwittenburg@utep.edu
Class meeting time:	Online: Synchronous every Tuesday from 1:30 pm-3:20 pm (MST) via ZOOM Topic: Spring 2022: HSCI 3312_ Theories & Methods ZOOM Classes Join Zoom Meeting https://utep-edu.zoom.us/j/82297243290?pwd=Ri9vSkIHrfZucjFyZzgwQWFLt2tRZz09 Meeting ID: 822 9724 3290 Passcode: 94139137 Find your local number: https://utep-edu.zoom.us/u/k15E7JmY5
Class Structure:	Online: Synchronous every Tuesday from 1:30 pm-3:20 pm (MST) <ul style="list-style-type: none"> • I will be presenting lecture material live via ZOOM on Tuesdays • I will have office hours after lecture via ZOOM on Tuesdays Wednesday- Friday will be allocated for students for grp. Work, complete work & submit ALL weekly assignments by Friday at midnight
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.
Required textbooks:	 <p>Hayden, J. A. Introduction to Health Behavior Theory, 3rd Edition, Jones & Bartlett Learning, LLC, 2014.</p>
Supplemental reading:	Articles will be provided on Blackboard on weekly basis.
Course format:	100 % Online & Synchronized: Discussion, article reviews and quizzes, multimedia, student presentations, written assignments, and exams.

	<p>For group work, 50% will be via ZOOM or any other desired method of communication (Microsoft Teams, or Blackboard collaborate) for the team.</p>
<p>TECHNOLOGY REQUIREMENTS</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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. <u>Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!</u></p>
<p>Course Communication: How will we stay in contact with each other</p>	<p>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:</p> <ul style="list-style-type: none"> • 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.
<p>Netiquette</p>	<p>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.</p>

	<ul style="list-style-type: none"> ○ Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other’s ideas. ○ Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated. ○ 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. ○ 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.
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Course Policies: what do you need to do to be successful in the course

<p>ATTENDANCE AND PARTICIPATION</p>	<p>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:</p> <ul style="list-style-type: none"> ○ Reading/Viewing all course materials to ensure understanding of assignment requirements ○ Participating in engaging discussion with your peers on the discussion boards (grading rubric provided in the “grading information” area of each forum) ○ Participating in scheduled Blackboard Collaborate sessions ○ Other activities as indicated in the weekly modules <p>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.</p>
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<p>EXCUSED ABSENCES AND/OR COURSE DROP POLICY</p>	<p>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.</p> <p>OR</p>
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	<p>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.</p>
<p>BLACKBOARD COLLABORATE SESSIONS/ZOOM</p>	<p>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.</p> <p>Students are expected to participate in these sessions with a webcam and microphone.</p> <p>Students must download the ZOOM app on their phones or laptops, computers. https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials</p>
<p>DEADLINES, LATE WORK, AND ABSENCE POLICY</p>	<p>Major Writing Assignments</p> <ul style="list-style-type: none"> 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. Students will have 72 hours after due date to make-up work if the excuse is acceptable by professor. CASS students will be accountable to the stipulations outlined as per the CASS Department Letter. <p>Quiz and Discussion Assignments</p> <ul style="list-style-type: none"> 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, No late work will be accepted.</u> <p>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.</p>
<p>MAKE-UP WORK</p>	<p>Make-up work will be given <i>only</i> in the case of a <i>documented</i> emergency, and subject to penalty points. <u>If 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></p>
<p>SUBMITTING WORK IN CASE OF TECHNICAL ISSUES</p>	<p>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</p>

	uploaded to blackboard by the due date. ASSIGNMENT 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 up to 2 weeks prior to the end of the semester</u> of the course requirements and have at least a "C" or better grade up to that point. 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 not be allowed for this course as per Federal Educational Rights and Privacy Act (FERPA). 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. CASS students may contact the instructor individually to address this request.
TEST PROCTORING SOFTWARE	Three course assessments (Exam #1, #2, & #3) 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: <ul style="list-style-type: none"> The assessments will only be available at the times identified on the course calendar.

	<ul style="list-style-type: none"> • 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. • 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.
<p>COPYRIGHT STATEMENT FOR COURSE MATERIALS</p>	<p>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.</p>
<p>COVID-19 PRECAUTIONS</p>	<p>Since COVID-19 regulations and mandates are frequently changing, please follow the most current regulations indicated by UTEP's website. https://www.utep.edu/resuming-campus-operations/</p>
<p>Course Resources: Where you can go for assistance</p>	<p>UTEP provides a variety of student services and support:</p> <p>Technology Resources</p> <ul style="list-style-type: none"> • 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. <p>Academic Resources</p> <ul style="list-style-type: none"> • 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.
<p>Major learning objectives</p>	<p>At the completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Name and describe the most common behavioral theories in health promotion.

	<ol style="list-style-type: none"> 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. 																					
<p>LEARNING MODULES</p>	<p>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.</p>																					
<p>Assessment strategies:</p>	<ol style="list-style-type: none"> 1. Weekly class preparation activities (“homework”) will include: <ol style="list-style-type: none"> a. Reading chapter material as per syllabus b. Read assigned articles pertinent to the theory/method assigned 2. Weekly activities will include: <ol style="list-style-type: none"> a. reading material, discussions, PP note taking, selected student presentations 3. Virtual Small group activities. 4. Exam #1, Exam #2, Final Exam <p>Each of the 3 exams will be made available through Blackboard ONLY on the Tuesday of the scheduled exam as per the syllabus and during the class time: Tuesday from 1:30 p.m. to 3:30p.m. (MST). NO EXCEPTIONS!</p> <ul style="list-style-type: none"> • Evaluation and feedback by instructor using evaluation rubric will be provided through Blackboard. 																					
<p>Distribution of Grade Point Values</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">Article Review Quizzes:</td> <td style="width: 20%;">: 8 at 50 points/each</td> <td style="width: 40%;">= 400 points</td> </tr> <tr> <td>Discussion Participation</td> <td>: 10 at 5 points/each</td> <td>= 50 points</td> </tr> <tr> <td>Zoom meetings with group</td> <td>: 4 at 25 points</td> <td>= 100 points</td> </tr> <tr> <td>Group Presentations</td> <td>: 1 at 100 points</td> <td>= 100 points</td> </tr> <tr> <td>Student review of Peer presentations</td> <td>: 2 at 25 points each</td> <td>= 50 points</td> </tr> <tr> <td>3 Exams</td> <td>: each exam at 100 points</td> <td>= 300 points</td> </tr> <tr> <td>Total Possible Points</td> <td>:</td> <td>1000 points</td> </tr> </table> <p>No extra credit will be provided, and All “excused” absences require official documentation and all work must be completed within 72-hour period from the day of absence.</p>	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 Peer presentations	: 2 at 25 points each	= 50 points	3 Exams	: each exam at 100 points	= 300 points	Total Possible Points	:	1000 points
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Total Possible Points	:	1000 points																				
<p>Grading Scale as per % to Letter Grade based on 1000 point value.</p>	<p>Total Possible Points for this course is 1000 points</p> <p>A: 100-90 % B: 89-80 % C: 79-75 % D: 74-70% F: 69-less%</p>																					

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
	1,2,4,5,6	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	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
3. Implement health education strategies, interventions and programs	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
4. Conduct evaluation and research related to health education	3,4	1c,2b,3
4.A. Review research and evaluation procedures	3,4,5,6	1a,b,2b,3
6. Serve as health education resource person	4,5,6,	1a,b,2b,3
6.A. Use health-related information resources	5,6	1c,2b,3
6.C. Select resource materials for dissemination	4,5,6,	1c,2b,3
	4,5	1b,2b,3