



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

<b>Course Name:</b>	Theories and Methods of Health Behavior Change
<b>Course No:</b>	HSCI 3312
<b>Course CRN:</b>	15531
<b>Semester/Year</b>	Fall 2018
<b>Undergraduate credit hrs.:</b>	3
<b>Class location:</b>	Health Science/School of NURS 206
<b>Class meeting time:</b>	1:30 to 4:20 pm
<b>Class instructor:</b>	Jeannie B. Concha Ph.D., MPH (Crystal Costa - Teaching Assistant)
<b>Office Location:</b>	HSN Bldg. Office 414
<b>Phone:</b>	915-747-8308
<b>Email:</b>	<a href="mailto:jeannie@utep.edu">jeannie@utep.edu</a>
<b>Office hours:</b>	Monday 1:00 pm – 2:00 pm, Tuesday 4:30 – 5:00 pm Thursdays 2:00 pm – 3:30 pm, or by appointment
<b>Preferred contact method:</b>	Email <a href="mailto:jeannie@utep.edu">jeannie@utep.edu</a>
<b>Syllabuses Purpose</b>	This syllabus is considered a contract between you and the professor. It is an agreement that includes the "rules" to be observed during the course, both by students and the instructor. Although this syllabus can change, no changes will be made without notice.
<b>Course description:</b>	An introduction to major theories, techniques and methods of behavior change as they relate to health. Examines various approaches of motivating and maintaining positive behavior change. Includes discussions of the major behavioral theories.
<b>Course pre-requisites:</b>	N/A
<b>Required textbooks &amp; Software</b>	<b>Books:</b> <ol style="list-style-type: none"><li>Hayden, J.A. Introduction to Health Behavior Theory 2<sup>nd</sup> Edition, Jones &amp; Bartlett Learning, LCC 2014</li><li>Publication Manual of the American Psychological Association 6<sup>th</sup> edition 2010</li></ol> <b>Software:</b> <ol style="list-style-type: none"><li>SPSS statistical software via UTEP MY.APPS or you can purchase the software for your computer</li></ol>
<b>Supplemental reading &amp; material:</b>	See appendices section of syllabus for listing. Supplemental readings will be assigned throughout the term as they relate to each chapter.



**Course format:**

Teaching method is based on Problem Based Learning (PBL), which can include but not limited to:

1. Introductory lectures
2. Problem solving group work
3. Student discussions, presentations and exercises
4. Movies and other visual media materials
5. Possible guest lecturers (to be announced)

Using this technique will enable the student to apply the gained knowledge to solve common and practical problems related to the research process. It is crucial that you prepare for each lesson, reading and reviewing the material before coming to class. Your instructor will use class time to overview the assignment, clarify difficult concept and expand your knowledge of selected topics and to challenge you intellectually. This means that very possibly more material will be covered in class and your instructor will not teach out of the book. Instead, the readings will be used as a springboard for classroom activities and discussions. In addition to your reading, in-class lectures will provide additional information that will be testable. Handouts and other additional reference materials will be posted and made available through Blackboard.

**Group Work:**

Group work will be an integral part of the course. Groups will be formed during the first two weeks of the course. During these time period students will be given the option of freely assembling and joining one until a set deadline; however, if a student does not join a group by the set date the instructor will again the student at random to a group. The maximum number of members allowed will be determined in the first day of class. Blackboard's group sign-in section is set to not allow joining freely or going over this number; groups can be less than the set number of members, or students can elect to work individually.

Although group work should be equally distributed, each will appoint a "Group Leader" who will be the liaison between the group and other groups and the instructor; another student (note taker) should be appointed for the responsibility of submitting group work. Each member of the group will complete a peer evaluation for each member of their group. The evaluation will be used to rank member's participation and contribution and will be included in the group project grade. If a group member is not performing at a satisfactory level, there is the option to change or drop from a group. The deadline for changing/dropping from a group is Week 3 September 11<sup>th</sup>.

**Other Requirements:**

- Have access to a computer that connects to the Internet and a working e-mail account (miners.edu account). Other e-mail systems should not be used for this course. If you do not own a computer, you can make sue of several computer labs on campus.
- Have access to a broadband internet connection with a "speed" that is capable of accessing, downloading, playing, etc. several types of program files. Follow the URL to tests your system's speed capability: <http://www.speedtest.net/>
- Be able to have the means of accessing the online course by way of Blackboard. The course is only accessible online by logging in to your "My UTEP" portal at <http://my.utep.edu> and accessing the Blackboard tab that will show your entire course list. For information on how to log in you can contact the UTEP Help Desk at (915) 747-5257, or check their information page at <http://admin.utep.edu/Default.aspx?tabid=63402>
- Have some abilities in using a mouse and keyboarding, and how to use a Web browser to access the internet, email and Blackboard.



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- Be able to perform Internet searches, use e-mail and Blackboard.
- Be able to study independently, be self-disciplined, and have good study and time management skills.
- Have knowledge of how to use word processing, spreadsheet, visual media software, as well as capability to open pdf-type files. Usually, on-campus computers will provide the necessary software and connectivity. However, if you plan not to work on campus, it is your responsibility to make sure you have the software and connectivity requirements.
- Have the means to store all assignments and if necessary turn them in electronically (disks, flash drives, etc.).

**Major learning objectives (must be numbered):**

- At the end of this course, students will be able to:**
1. Name and describe behavioral theories discussed in this course.
  2. Describe how theory is used to explain and change health behavior.
  3. Identify the main concepts and behavioral components in each behavioral theory.
  4. Identify theories used at different levels of interventions.
  5. Examine the way in which a theory is used to address a specific health issue, as presented in the literature.

**Assessment strategies:**

1. Weekly class preparation of reading and completing assignments.
2. Discussions on case studies, videos, and reading material.
3. Weekly quizzes on assigned reading and videos material.
4. Research Paper: selected review of identified theory.
5. Midterm and Final Exam

**Grading scale & criteria**

- Completion of course will require that the student fulfills the following:
- a) Attendance and in class activities (see correspondent sections for details)
  - b) Weekly quizzes
  - c) Completing one main group writing assignment and oral presentation on it (see correspondent sections for details):
  - d) Online Blackboard examinations: Two (2): 1 midterm and 1 final

**Attendance:** The student must comply with at a minimum of 80% attendance translated as weekly participation. Refer to the attendance criteria on Course Policies section for details. (14 points)

**Online examinations:** One (1) two-and-a-half-hour midterm examination and one (1) final comprehensive examination will be given for the Fall 2017 Semester. All examinations will be online through UTEP's Blackboard platform, and available only during the specified day and time. Examinations will consist of combination of multiple choice, matching, fill-in-the-blank, short answer, and essay questions. The exams can also be conceptual in nature. They are designed to test your ability to think about the material, not your memory. The midterm examination is worth 100 points.

The final comprehensive examination is also worth 100 points and it will be schedule during final's week. There is no re-scheduling of the final test.

Examination Schedule		
Examination type	Point Value	Date
Midterm online examination	100	10/16
Final online examination	100	Final exam date



<b>Group Project</b>	<p><b><u>Group project writing and presentation assignment:</u></b></p> <p><b>Research Project, Written Paper and Oral Presentation</b></p> <p>For this project, you and your colleagues will be writing conducting a brief research project, including a written research paper and presentation at the end of the term. This paper will be worth 0 to <b>100 points</b>. You will present your results in two ways: <b>a)</b> as a written report and <b>b)</b> an in-class presentation. Refer to writing Assignment #1: Writing a Research Paper for further instructions and deadlines.</p> <p><b>Oral Presentation</b></p> <p>Each team will be required to deliver a 15 to 20 minute oral presentation on their project:</p> <ol style="list-style-type: none"><li>Presentations will be scheduled for the last class meetings. Dates will be set by the instructor according to the number of groups. However, if a group feels prepared and the writing assignment has been finished, they may opt to present at an earlier date. The presentation can be scheduled to be held at any date after Week 10.</li><li>The total amount of possible points for the oral presentation is <b>100 points</b>.</li><li>The presentation score will consist of both group and individual participation. The total score for the presentation is the sum of both group and individual points given. Check for parameters and values to be considered for scoring oral presentations in the Oral/visual Scoring Rubric section.</li></ol>
<b>Peer Evaluations</b>	<p><b>Peer Evaluations</b></p> <p>The peer evaluations will be included in your overall group project grade. Please complete the form on blackboard and upload as an individual assignment. You will be evaluated based on each of your contributions to the research project, written research paper, and the oral presentation. The average scores will be averaged and that will be the points added to your overall group project grade.</p>
<b>Active Participation</b>	<p><b><u>Active Participation:</u></b></p> <p>Students are encouraged to actively participate in the learning process. This includes attentive listening when meeting face-to-face. A second component of active participating is asking questions for clarification of confusing information and expressing opinions. Participation in online discussions, chats, and forums will be scored according to set criteria.</p>
<b>Extra-credit</b>	<p><b><u>Extra-credit</u></b></p> <p>Extra credit opportunities are available by completing hand written chapter outlines: Handwritten outlines of each weekly chapter/chapter section are due at the start of class and work 1 point each. Proof of Writing Center visits will be included in extra points. Other extra-credit opportunities may be available and announced during the course.</p>
<b>Final grading</b>	<p><b><u>Final grading:</u></b></p> <p>The final score is based on the accumulation of points throughout the course. This includes points for weekly quizzes, the two online examinations and the group research project (total 500 points). Additional points are possible through the completion of extra credit assignments/activities and an additional points via instructor prerogative (IP) points.</p>



Grading	Type of Assignment/Exam	Point Value
	<b>Attendance:</b> 1 point per class session (including midterm day)	15 points
	<b>In class Problem Based Learning:</b> 7 activities 5 points each	35 points
	<b>Weekly In Class Quizzes:</b> 11 at 3pts each (3 lowest scores dropped)	30 points
	<b>Midterm Exam</b>	100 points
	<b>Final Exam</b>	100 points
	<b>Group Research Project</b>	<b>220 points</b>
	Research Project collecting and analyzing survey data for specific assigned Theory	
	1. Research using survey data collection methods & analysis (SPSS)	50 points
	2. Written Research Paper	80 points
	3. Outline draft consultation with Dr. Concha	10 points
	4. Oral Presentation	50 points
	5. Peer Evaluations	30 points
	Written Paper will be graded based on the following rubric:	
	<ul style="list-style-type: none"> <li>• Written Research Paper (80 points) <ul style="list-style-type: none"> <li>✓ APA Formatting (10 points)</li> <li>✓ Grammar and content organization/flow (20 points)</li> <li>✓ Abstract 5 (pts)</li> <li>✓ Introduction/Literature Review (10 pts)</li> <li>✓ Methods (10 pts)</li> <li>✓ Results (10 pts)</li> <li>✓ Discussion (10 pts)</li> <li>✓ References (5 pts)</li> </ul> </li> </ul>	
	<b>Extra Credit Points Available</b>	<b>Up to 10 points</b>
	Chapter Outlines: Handwritten outlines of each weekly chapter/chapter section due at the start of class.	
	<b>Only 10 outlined chapters will be accepted as extra credit.</b>	
	a) Chapter 1 outline due beginning of class Sept 4	1 point
	b) Chapter 2 outline due beginning of class Sept 4	1 point
	c) Chapter 3 outline due beginning of class Sept 11	1 point
	d) Chapter 4 outline due beginning of class Sept 18	1 point
	e) Chapter 5 outline due beginning of class Sept 25	1 point
	f) Chapter 6 outline due beginning of class Oct 2	1 point
	g) Chapter 7 outline due beginning of class Oct 9	1 point
	h) Chapter 8 outline due beginning of class Oct 9	1 point
	i) Chapter 9 outline due beginning of class Oct 23	1 point
	j) Chapter 10 outline due beginning class Oct 30	1 point
	k) Chapter 11 outline due beginning class Nov 6	1 point
	<b>NOTE: Only 10 outlines will be counted toward extra credit points</b>	
	The points earned is distributed into the following grade categories:	



	<table border="1"><thead><tr><th><b>Point Distribution</b></th><th><b>Grade</b></th></tr></thead><tbody><tr><td>450 to 500</td><td>A</td></tr><tr><td>400 to 449</td><td>B</td></tr><tr><td>350 to 399</td><td>C</td></tr><tr><td>300 to 349</td><td>D</td></tr><tr><td>Less than 300</td><td>F</td></tr></tbody></table>	<b>Point Distribution</b>	<b>Grade</b>	450 to 500	A	400 to 449	B	350 to 399	C	300 to 349	D	Less than 300	F
<b>Point Distribution</b>	<b>Grade</b>												
450 to 500	A												
400 to 449	B												
350 to 399	C												
300 to 349	D												
Less than 300	F												
<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>Attendance:</b>	<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> <ul style="list-style-type: none"><li>• Attend all classes and be punctual.</li><li>• You are expected to personally sign the attendance sheet at the beginning of each class. Responsibility for doing so is solely of the student. Not signing-in equals being absent.</li><li>• Avoid being late to class; students are discouraged from coming to class late or leaving early since this is disruptive to the instructor and more importantly to classmates. If you are late, please sign in after class. However, it will have an effect on your grade; being late is arriving 30 minutes past the start of the lecture. Leaving class early without previous permission or notification will count the same as being late and subject to point deductions.</li><li>• You are allowed three excused absences; a fourth absence means that there is the risk of being dropped from the course at any time and regardless of your current performance, even if it occurs in the final week of class. Exceptions will be made in the case of University excused absences (sponsored activities approved by the Dean of students). You will only be able to make up for activities, exams, or assignments (scheduled or unscheduled) in the case of University excused absences (sponsored activities approved by the Dean of students).</li></ul>												



<b>Reading assignments:</b>	All assigned readings need to be completed prior to coming to the next scheduled class session. Example: Complete the reading assignments for week 2 prior to coming to the week 2 class session.
<b>Writing standards</b>	<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 Public Health Sciences 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><b>Plagiarism:</b> Electronic reports will be submitted by the instructor to <b>TURNITIN and/or SAFEASIGN</b> for evaluation of potential plagiarism. A maximum of 25% of similarity will be considered as acceptable. Greater similarity percentages will be return for correction, which must be completed and re-submitted before the last day of class.</p>
<b>Policy for late assignments</b>	Homework and other assignments must be turned in when scheduled in order for graded score points to be awarded points. A 10% deduction on graded score will be applied for every <b>24 hours</b> an assignment is overdue, including weekends. No assignments will be accepted if submitted more than 1 week after the due date.
<b>Permission to record lectures &amp; discussions</b>	Not permitted without express permission of the instructor.
<b>Cellphone/ electronic tablet/ use policies:</b>	<p>Please note that all cellular telephones, Apple or Android tablets and Laptops must be used for the purpose of enhancing the learning environments.</p> <p>The use of headphones, iPods, mp3 players, earpieces and other forms of entertainment technology equipment must be powered off and put away during the class period. If a situation should arise, for example, when a physician or family member contacts a student, the student must be notify the instructor and cell phone can be set to “vibrate.”</p> <p>Please be advised that students who use unauthorized technology during class time will be dismissed from that week’s class session.</p>
<b>Field trip policies:</b>	N/A
<b>Special accommodations:</b>	<p><b><u>American Disabilities Act:</u></b></p> <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 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, 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 (<a href="http://studentaffairs.utep.edu/Default.aspx?tabid=4386">http://studentaffairs.utep.edu/Default.aspx?tabid=4386</a>) “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</p>



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.

**Missed examinations: Extensions will be granted only if proven Blackboard failure occurs. There is NO re-scheduling of missed quizzes, so please do not ask to re-open them for you.** If a student misses the midterm or final examination, a make-up exam may be re-scheduled **only** if the student has informed the instructor of the absence **prior** to the beginning of the examination, and only if the absence is approved by the instructor.

All re-take exams have a point deduction penalty of 20% of the value of the exam, which will not allow the student to score higher than 80% of the value of the assessment. Only in rare instances will a student be excused from the examination. Students that due to a **University excused absence** missed a quiz will be given the opportunity to complete it at the end of the semester, and before the scheduled date for final examination; however, a similar penalization will be applied also. All other reasons or justifications are not valid for re-taking a quiz. This is not negotiable.



Program Competencies	Learning Objective /Assessment Strategies
<b>This course meets the following health promotion competencies</b>	
After completing this course, the student will be able to:	
<b>1. Assess needs, assets and capacity for health education</b>	1,2,3,4,5
1.2 Access Existing Information and Date Related to Health	4,5
1.4 Examine Relationships Among Behavioral, Environmental and Genetic Factors that Enhance or Compromise Health	2,3,5
1.5 Examine Factors that Influence the Learning Process	2,3,4,5
1.6 Examine Factors that Enhance or Compromise the Process of Health Education	2,3,4,5
<b>2. Plan health education</b>	1,2,3,4,5
2.3 Select or Design Strategies and Interventions	2,4,5
2.4 Develop a Scope and Sequence for the Delivery of Health Education	2,4,5
2.5 Address Factors That Affect Implementation	3,4
<b>3. Implement Health Education</b>	2,3,4,5
3.1 Implement a Plan of Action	2,3,4,5
<b>6. Serve as health education resource person</b>	1,2,3,4,5
6.1 Obtain and Disseminate Health-Related Information	1,2,3,4,5
<b>7. Communicate and advocate for health and health education</b>	3,4,5
7.2 Identify and Develop a Variety of Communication Strategies, Methods, and Techniques	3,4,5
<b>IMPORTANT DATES:</b>	
Classes Begin	August 27 <sup>th</sup> , 2018
Labor Day Holliday (University Closed)	September 3 <sup>rd</sup> 2018
Census Day	September 12 <sup>th</sup> 2018
Fall Drop/Withdraw deadline	November 2 <sup>nd</sup> 2018
Thanksgiving Holiday (University Closed)	November 22 <sup>nd</sup> & 23 <sup>rd</sup> 2018
Fall last day of class	December 6 <sup>th</sup> 2018
Fall Dead Day	December 7 <sup>th</sup> 2018
Fall Final Exams	December 10 <sup>th</sup> – 14 <sup>th</sup> 2018
Fall Commencement	December 15 <sup>th</sup> 2018



<b>DATES</b>	<b>Weekly Topics &amp; Activities</b>	<b>Assigned Required Readings &amp;</b>
<b>WEEK 1</b> Aug 28	<ul style="list-style-type: none"> <li>• <b>Quiz 1</b></li> <li>• Course overview/assignments</li> <li>• Chapter 1 (Introduction to theory)</li> <li>• Intrapersonal, Interpersonal, Community-Level</li> <li>• Select a Health Behavior Change</li> </ul>	Chapter 1 and Chapter 2
<b>WEEK 2</b> Sept 4	<ul style="list-style-type: none"> <li>• <b>Quiz 2 (Chapter 1 and 2)</b></li> <li>• Extra Credit Chapter 1 and 2 notes due</li> <li>• Guest Speaker – How to access SPSS (Technical Support)</li> <li>• Review of Intrapersonal Theories</li> <li>• Chapter 2 ( Self-Efficacy)</li> <li>• Group selections (6 people per group)</li> </ul>	Chapter 3
<b>WEEK 3</b> Sept 11	<ul style="list-style-type: none"> <li>• <b>Quiz 3 (Chapter 3)</b></li> <li>• Extra Credit Chapter 3 notes due</li> <li>• Review of Interpersonal Theories</li> <li>• Chapter 3 (Theory of Reasoned Action/Theory of Planned Behavior)</li> <li>• Finalize Group selections and Theory Selections</li> </ul>	Chapter 4
<b>WEEK 4</b> Sept 18	<ul style="list-style-type: none"> <li>• <b>Quiz 4 (Chapter 4)</b></li> <li>• Extra Credit Chapter 4 notes due</li> <li>• Review Community Level-Theories</li> <li>• Chapter 4 (Health Belief Model)</li> <li>• PBL group project activity 1</li> </ul>	Chapter 5 Work on draft outlines
<b>WEEK 5</b> Sept 25	<ul style="list-style-type: none"> <li>• <b>Quiz 5 (Chapter 5)</b></li> <li>• Extra Credit Chapter 5 notes due</li> <li>• Chapter 5 (Attribution Theory)</li> <li>• PBL group project activity 2</li> </ul>	Chapter 6 Work on draft outlines
<b>WEEK 6</b> Oct 2	<ul style="list-style-type: none"> <li>• <b>Quiz 6 (Chapter 6)</b></li> <li>• Extra Credit Chapter 6 notes due</li> <li>• Chapter 6 (Transtheoretical Model)</li> <li>• PBL group project activity 3</li> <li>• <b>Draft Outline Due</b></li> </ul>	Chapter 7
<b>WEEK 7</b> Oct 9	<ul style="list-style-type: none"> <li>• <b>Quiz 7 (Chapter 7)</b></li> <li>• Extra Credit Chapter 7 notes due</li> <li>• Chapter 7 (Social Cognitive Theory)</li> <li>• PBL group project activity 4</li> <li>• Groups 1, 2, 3, 4 consultation with Dr. Concha</li> <li>• Exam Review</li> </ul>	Chapter 8
<b>WEEK 8</b> Oct 16	<b>Midterm Exam (Online Blackboard)</b>	Work on draft outline
<b>WEEK 9</b> Oct 23	<ul style="list-style-type: none"> <li>• <b>Quiz 8 (Chapter 8)</b></li> <li>• Extra Credit Chapter 8 due</li> <li>• Chapter 8 (Diffusion of Innovation)</li> <li>• PBL group project activity 5</li> <li>• Groups 5, 6, 7, 8 consultation with Dr. Concha</li> </ul>	Chapter 9
<b>WEEK 10</b> Oct 30	<ul style="list-style-type: none"> <li>• <b>Quiz 9 (Chapter 9)</b></li> <li>• Extra Credit Chapter 9 notes due</li> <li>• Chapter 9 (Ecological Models)</li> <li>• PBL group project activity 6</li> </ul>	Chapter 10



<b>WEEK 11</b> Nov 6	<ul style="list-style-type: none"><li>• <b>Quiz 10 (Chapter 10)</b></li><li>• Extra Credit Chapter 10 notes due</li><li>• Chapter 10 (Social Capital Theory)</li><li>• PBL group project activity 7</li></ul>	Chapter 11 Work on Projects
<b>WEEK 12</b> Nov 13	<ul style="list-style-type: none"><li>• <b>Quiz 11 (Chapter 11)</b></li><li>• Extra Credit Chapter 10 notes due</li><li>• Chapter 11 (Choosing a Theory)</li><li>• Group Work – Data Collection</li></ul>	Work on Projects
<b>WEEK 13</b> Nov 20	<ul style="list-style-type: none"><li>• <b>Quiz 12 ( Review Quiz Theories)</b></li><li>• Analyzing the data in SPSS</li></ul>	Work on Projects
<b>WEEK 14</b> Nov 27	<ul style="list-style-type: none"><li>• <b>Quiz 13 (Data Interpretation)</b></li><li>• Group Presentations (4 groups 20 minutes each)</li></ul>	Work on papers
<b>WEEK 15</b> Dec 4th	<ul style="list-style-type: none"><li>• Group Presentations (4 groups 20 minutes each)</li><li>• Exam Review</li></ul>	<b>Final Research Papers Due December 7<sup>th</sup> end of day</b>
<b>WEEK 16</b> Dec 11	<b>FINALS WEEK (Final Exam)</b>	