



**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>	16032
<b>Semester/year</b>	Fall 2017
<b>Graduate credit hours:</b>	3
<b>Class location:</b>	Health Science/School of NURS 206
<b>Class meeting time:</b>	Tuesdays 9:00 am – 11:50 am
<b>Class instructor:</b>	Jeannie B. Concha, PhD MPH ; (Teaching Assistant to be Determined)
<b>Office location:</b>	Health Sciences & Nursing Building Room 414
<b>Phone:</b>	(915)747-8308
<b>Email:</b>	jeannie@utep.edu
<b>Office hours:</b>	Tuesday 1:30 pm – 3:30 pm, Wednesday 1:30 pm – 2:30 pm, or by appointment
<b>Preferred contact method:</b>	Email and Blackboard
<b>Syllabus 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:</b>	Ayden, J.A. Introduction to Health Behavior Theory 2 <sup>nd</sup> Edition, Jones & Bartlett Learning, LCC 2014
<b>Supplemental reading:</b>	Supplemental readings will be assigned throughout the term as they relate to each chapter.
<b>Course format:</b>	<p>Teaching method is based on Problem Based Learning (PBL), which can include but not limited to:</p> <ol style="list-style-type: none"><li>1. Introductory lectures</li><li>2. Problem solving group work</li><li>3. Student discussions, presentations and exercises</li><li>4. Movies and other visual media materials</li><li>5. Possible guest lecturers (to be announced)</li></ol> <p>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.</p>

**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 (secretary) should be appointed for the responsibility of submitting group work and assessment. When completing a group assessment, the score will be the same for all members; however, at the end of the course, each group member can complete a "group-peer evaluation". The evaluation will be used to rank member's participation in order to receive extra credit points. 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 12<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.
- 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 work 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**

At the completion 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.

	<p>4. Identify theories used at different levels of interventions.</p> <p>5. Examine the way in which a theory is used to address a specific health issue, as presented in the literature.</p>
<b>Assessment strategies:</b>	<p>1. Weekly class preparation of reading and completing assignments.</p> <p>2. Discussions on case studies, videos, and reading material.</p> <p>3. Weekly quizzes on videos and reading material.</p> <p>4. Literature review: selected review of identified theory.</p> <p>5. Midterm and Final Exam</p>

Program Competencies	Learning objectives Assessment strategies	Assessment strategies
<b>This course meets the following health promotion competencies</b>		
After completing this course, the student will be able to:	1,2,3,4,5	1,2,3,4,5,6
<b>1. Assess needs, assets and capacity for health education</b>	4,5	1,2,3,4,5
1.2 Access Existing Information and Data Related to Health	2,3,5	1,2,3,4,5
1.4 Examine Relationships Among Behavioral, Environmental and Genetic Factors that Enhance or Compromise Health	2,3,4,5 2,3,4,5	1,2,3,4,5 1,2,3,4,5
1.5 Examine Factors that Influence the Learning Process		
1.6 Examine Factors that Enhance or Compromise the Process of Health Education	1,2,3,4,5 2,4,5	2,4,5 2,4,5
<b>2. Plan health education</b>	2,4,5	2,4,5
2.3 Select or Design Strategies and Interventions	3,4	1,2,4,5,6
2.4 Develop a Scope and Sequence for the Delivery of Health Education	2,3,4,5 2,3,4,5	4,5 4,5
2.5 Address Factors That Affect Implementation	1,2,3,4,5	2,4,5
<b>3. Implement Health Education</b>	1,2,3,4,5	1,2,4,5
3.1 Implement a Plan of Action	3,4,5	5
<b>6. Serve as health education resource person</b>	3,4,5	4,5
6.1 Obtain and Disseminate Health-Related Information		
<b>7. Communicate and advocate for health and health education</b>		
7.2 Identify and Develop a Variety of Communication Strategies, Methods, and Techniques		

<b>Grading scale &amp; criteria</b>	<p>Completion of course will require that the student fulfills the following:</p> <p>a) Attendance and in class activities (see correspondent sections for details)</p> <p>b) Weekly quizzes</p> <p>c) Completing one main writing assignment and oral presentation on it (see correspondent sections for details):</p> <p>d) Online examinations: Two (2): 1 midterm and 1 final</p> <p>e) Extra credit assignment (s)</p> <p><b>Attendance:</b> 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)</p> <p><b>Online examinations:</b> One (1) two-and-a-half-hour midterm examination and one (1) final comprehensive examination will be given for the Fall 2017 Semester. <b>All examinations will be online through UTEP's Blackboard platform, and available only during the specified day and time.</b> Examinations will consist of combination of multiple choice, matching, fill-in-the-blank, short answer, and essay questions. The exams can also be</p>
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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	10/10
Final online examination	100	12/12

**Group project writing and presentation assignment:**

**Systematic Review**

For this project, you and your colleagues will be writing a short systematic review paper. This paper will be worth 0 to **100 points**. You will present your results in two ways: **a)** as a written report and **b)** an in-class presentation. Refer to writing Assignment #1: Systematic Review" section for further instructions and deadlines.

**Oral Presentation**

Additionally, each team will be required to deliver a 15 to 20 minute oral presentation on their project:

- a. 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.
- b. The total amount of possible points for the oral presentation is **100 points**.
- c. 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.

**Instructor Prerogative (IP) and Extra-Credit Points**

A maximum of 25 IP extra points can be awarded based on class preparation, class participation, and professional behavior (e.g., attitude and teamwork) throughout the semester **at the instructor's discretion**. A student can be awarded additional extra points for turning in correct and complete assignments. The amount of extra points to be awarded will be notified to students by the instructor once the assignment is given.

**Active Participation:**

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. Please refer to "Discussion Participation Rubric" section for details.

**Extra-credit**

Peer group evaluation point average will be given as extra credit points. Other extra-credit opportunities will be announced during the course.

**Final grading:**

The final score is based on the accumulation of points throughout the course. This includes points for the two online examinations and the group written systematic review and presentation (total 400 points). Additional points are possible through the completion of extra credit assignments/activities and an additional 25 points via instructor prerogative (IP) points.

Type	Point Value
Attendance (1 pts per class) In class (PBL) activities (36pts)	0 to 50
Weekly Quizzes	0 to 100
Midterm online examination	0 to 100
Final online examination	0 to 100
Group paper <ul style="list-style-type: none"> <li>• Literature search presentation (10 pts)</li> <li>• Outline/draft submission and consultation with Dr. Concha (10 pts)</li> <li>• 2<sup>nd</sup> Consultation with Dr. Concha (5pts)</li> <li>• Paper (75 points) <ul style="list-style-type: none"> <li>✓ APA Formatting (10 points)</li> <li>✓ Grammar and content organization/flow (10 points)</li> <li>✓ Abstract 5 (pts)</li> <li>✓ Introduction (15 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>	0 to 100  <b>Writing Center Extra Credit Points Available (0 to 10 points)</b> (Abstract 2pts extra credit) (Introduction 2pts extra credit) (Methods 2pts extra credit) (Results 2pts extra credit) (Discussion 2pts extra credit)
Group presentation	0 to 50
<b>TOTAL POINTS</b>	0 to 500
Writing Center visits ( <b>extra credit</b> )	0 to 10
Peer group evaluations ( <b>extra credit</b> )	0 to 6

The points earned is distributed into the following grade categories:

Point distribution	Grade
<b>450 – 500 and above</b>	<b>A</b>
<b>400 - 449</b>	<b>B</b>
<b>350 - 399</b>	<b>C</b>
<b>300 - 349</b>	<b>D</b>
<b>300 or less</b>	<b>F</b>

Student Progress: Grades will be available on Blackboard’s Grade Center; feedback from the instructor can be sent via e-mail.

**Incomplete policy:**

An “I” (incomplete grade) can only be considered only if requested by the student in advance of the conclusion of the course and only for legitimate, documented 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.

**Course/Instructor & Institutional Policies**

**Attendance:**

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. Compliance to due dates, in class presentations, homework,

	<p>exams and other activities is mandatory. All emergency-related absences must be verified.</p> <p>The student must comply with at a minimum of 80% attendance translated as weekly participation in asynchronous online discussion. Refer to the attendance criteria on "COURSE POLICIES" section for details.</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> <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; two (2) late sign/ins is equal to one (1) absence, and will also affect the possibility of being awarded IP points. Leaving class early without previous permission or notification will count the same as being late and subject to point deductions.</li> <li>• <b>Absences will affect your final score/grade.</b> You required at least an 80% attendance (13 out of 16), including the first week of class. Furthermore, for each absence you will be deducted approximately 33% of a grade (15 points). <b>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).</b></li> </ul> <p>Communication and Feedback Plan:  This section includes how the instructor and students are expected to communicate during the course. When can students expect feedback from you and how can they contact you?</p> <ul style="list-style-type: none"> <li>• I check emails three times a day (morning, afternoon, end of business day) and I or a Teaching Assistant will respond within 24 to 48 hours during weekdays M-F.</li> <li>• Preferred method to contact me is via email at jeannie@utep.edu or via Blackboard. Additional methods of communication are also available i.e. Skype or Google hangout.</li> </ul>
<p><b>Reading assignments:</b></p>	<p>All assigned readings need to be completed prior to coming to the next scheduled class session. Example: the reading assignments for week 2 need to be completed prior to coming to the week 2 class session.</p>
<p><b>Writing standards</b></p>	<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>

	<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.
<b>Policy for late assignments</b>	<b>Policy on 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>	Please note that all cellular telephones, pagers, headphones, iPods, iPads, mp3 players, earpieces, laptops, and other forms of communication and entertainment technology equipment must be powered off and put away during the class period. If a situation should arise which necessitates a student to be contacted by a physician or family member, the instructor shall be notified and cell phone can be set to “vibrate.” Please be advised that students who use unauthorized technology during class time will be dismissed from that week’s class session.
<b>Field trip policies:</b>	N/A
<b>Class participation:</b>	<p><b>Active Participation</b> 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. Students are encouraged to actively participate in the learning process. This includes attentive listening when meeting face-to-face. A second component of active participation 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 Please refer to Discussion Participation Rubric section for details.</p> <p><b>Class disruptions</b> The use of cell phones (even for text messaging), headphones in any manner, is <b>prohibited</b> during class. Laptop computers can be used if needed for in-class assignments. Students who are continuously talking during lectures are showing disrespect for their classmates who are serious about learning. In such case, students will be asked to leave the lecture and will only be invited to return at the discretion of the instructor and will be considered absent for the day.</p>
<b>Special accommodations:</b>	<b>American Disabilities Act:</b> 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> .
<b>MPH handbook:</b>	<a href="http://chs.utep.edu/publichealthsciences/pdf/MPH%20STUDENT%20%20HANDBOOK%202013-2014.pdf">http://chs.utep.edu/publichealthsciences/pdf/MPH%20STUDENT%20%20HANDBOOK%202013-2014.pdf</a>
<b>Student conduct:</b>	Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. “Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student

or the attempt to commit such acts.” Regent’s Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs (<http://studentaffairs.utep.edu/Default.aspx?tabid=4386>) “It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts”.

**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.

**Policy on examinations**

Exams will be accessible online using Blackboard platform and will be available on the scheduled day. You may access it at any time; however, once you begin the exam you will have a time limit to complete it. You will not be able to start the exam, stop, and then re-start again. You will have a maximum of 3 hours to complete the midterm and final examinations.

**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.

#### **Policy on late assignments**

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 **24 hours** an assignment is overdue, including weekends. No assignments will be accepted if submitted more than 1 week after the due date.

#### **Notice on dropping the course, withdrawals, and incomplete.**

Students may drop individual courses or completely withdraw from the University as described below. Refer to the on-line Academic Calendar at [www.utep.edu/calendar](http://www.utep.edu/calendar) or to the *Class Schedule* to identify the dates during which adds, drops, withdrawals, and pass/fail registration changes may occur.

##### **a) Student-initiated Drops**

It is the student's responsibility to officially drop a course that s/he no longer wishes to take. Failure to do so may result in a grade of "F" on the student's academic record. Athletes must receive permission from the Miner Athletic Advising Center before dropping a course. International students with F or J visas must receive permission from the Office of International Programs before dropping a course.

##### **b) Administrative Drops**

During registration periods for upcoming semesters, students will be dropped from registered courses for failure to meet prerequisites or co-requisites after final grades have been posted for the current semester and before the beginning of late registration for next semester. A student may petition the department chair of the course in question for a prerequisite or co-requisite waiver.

At the discretion of the instructor, a student may be dropped from a course because of excessive absences or lack of effort. Students may also be administratively withdrawn from a course during the semester for other reasons, with the concurrence of the academic dean or department chair. A grade of "W" will be assigned before the course drop deadline and a grade of "F" after the course drop deadline. A grade of "F" received due to disciplinary action imposed by the University overrides a grade of "W" received through a student-initiated or faculty drop. Students will be notified of their drop through their UTEP e-mail account.

##### **c) Grade Assignment for Drops and Withdrawals**

Grades will be assigned as follows when a student drops a course or completely withdraws from the University:

1. If a student drops a course before the official census date of a semester, neither the course nor a grade will appear on the student's academic record.
2. If a student drops from a course after the census date but before the student-initiated course drop deadline listed in the *Class Schedule*, a grade of "W" will be assigned.

3. If the student drops after the student-initiated course drop deadline, instructors will determine a grade of “W” or “F” for each course. A grade of “W” is considered only under exceptional circumstances and must be approved by the instructor and department chair for the course. A student may petition for a grade of “W” in writing with the necessary supporting documentation.

**d) Incomplete course work**

If eligible, the student may receive a grade of Incomplete (I) that will appear on the academic transcript; an “I” (incomplete grade) can only be considered only if requested by the student in advance of the conclusion of the course and only for legitimate, documented 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.

**Notice of Policy on Scholastic Dishonesty**

**Academic dishonesty** is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion is dishonest activities are serious acts which erode the University’s educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected the UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student’s own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

**COURSE ASSISTANCE AND SUPPORT:**

**Course related:** Your instructor is available to assist you online, by phone, and by blackboard email throughout the semester.

**Technical support:** Click on the “Help” hyperlink in Blackboard platform after logging in to your “My UTEP” portal at <http://my.utep.edu>. Furthermore, get additional technical information and assistance at The University of Texas at El Paso’s Helpdesk.

**IMPORTANT DATES:**

Classes begin	Aug. 28
Labor Day Holiday (University Closed)	Sept 4 <sup>th</sup>
Census Day	Sept 13 <sup>th</sup>
Fall Drop/Withdraw deadline	Nov 3
Thanksgiving Holiday (University Closed)	Nov 23-24
Fall last class day	Dec 7 <sup>st</sup>
Fall Dead Day	Dec 8 <sup>th</sup>
Fall Final Exams	Dec 11-15
Fall Commencement	Dec 16 <sup>th</sup>

**TENTATIVE COURSE SCHEDULE\***

<b>Dates</b>	<b>Topics</b>	<b>Reading Assignments</b>	<b>Homework Assignments</b>	<b>Due Date</b>
<b>WEEK 1</b> 8/29	<ul style="list-style-type: none"> <li>Syllabus review</li> <li>Introduction to Theory</li> </ul>	<ul style="list-style-type: none"> <li>Syllabus</li> <li>Read Chapter 1</li> <li>Read Chapter 11</li> </ul>	<ul style="list-style-type: none"> <li>View video on Literature review</li> <li>Quiz 1</li> </ul>	9/3
<b>WEEK 2</b> 9/5	<ul style="list-style-type: none"> <li>Overview of a Literature Review</li> <li>Choosing a Theory (Chapter 11)</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 2</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 2</li> <li>Literature Review Assignment</li> </ul>	9/10 11/26
<b>WEEK 3</b> 9/12	<ul style="list-style-type: none"> <li>Self-Efficacy Theory (Chapter 2)</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 3</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 3</li> </ul>	9/17
<b>WEEK 4</b> 9/19	<ul style="list-style-type: none"> <li>Theory of Reasoned Action (Chapter 3)</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 4</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 4</li> </ul>	9/24
<b>WEEK 5</b> 9/26	<ul style="list-style-type: none"> <li>Health Belief Model (Chapter 4)</li> <li>Literature Search Group Presentations</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 5</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 5</li> </ul>	10/1
<b>WEEK 6</b> 10/3	<ul style="list-style-type: none"> <li>Attribution Theory (Chapter 5)</li> <li>Midterm Review</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 6</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 6</li> <li>Paper outline/draft –responsible parties (Upload to Blackboard)</li> </ul>	10/15 10/15
<b>WEEK 7</b> 10/10	<b>MIDTERM EXAM (CHAPTERS 1 – 5) ONLINE</b>			
<b>WEEK 8</b> 10/17	<ul style="list-style-type: none"> <li>Transtheoretical Model (Chapter 6)</li> <li>Group meetings with Dr. Concha to review paper outline drafts</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 7</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 7</li> </ul>	10/22
<b>WEEK 9</b> 10/24	<ul style="list-style-type: none"> <li>Social Cognitive Model (Chapter 7)</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 8</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 8</li> </ul>	10/29
<b>WEEK 10</b> 10/31	<ul style="list-style-type: none"> <li>Diffusion of Innovation (Chapter 8)</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 9</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 9</li> </ul>	11/12
<b>WEEK 11</b> 11/7	<ul style="list-style-type: none"> <li>Guest Lecturer</li> <li>Work on paper</li> </ul>		<ul style="list-style-type: none"> <li>Finalize papers</li> </ul>	11/26
<b>WEEK 12</b> 11/14	<ul style="list-style-type: none"> <li>Ecological Models (Chapter 9)</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 10</li> <li>Read Chapter 11 again</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 10</li> </ul>	11/19
<b>WEEK 13</b> 11/21	<ul style="list-style-type: none"> <li>Social Capital Theory (Chapter 10)</li> <li>Paper consultation with Dr. Concha</li> </ul>		<ul style="list-style-type: none"> <li>Work on papers &amp; presentations</li> </ul>	<b>Paper 11/26</b>
<b>WEEK 14</b> 11/28	<ul style="list-style-type: none"> <li>Project Presentations (15 min per group)</li> </ul>		<ul style="list-style-type: none"> <li>4 groups – Final presentation</li> </ul>	
<b>WEEK 15</b> 12/5	<ul style="list-style-type: none"> <li>Project Presentations (15 min per group)</li> <li>Final Exam Review 7-11</li> </ul>		<ul style="list-style-type: none"> <li>4 groups – Final presentation</li> </ul>	
<b>WEEK 16</b> 12/12	<b>Final Online Exam (Chapters 7 - 11)</b>			

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