



**Department of Public Health Sciences**

<b>Course name:</b>	Theories & Methods of Health Behavior
<b>Course no.:</b>	HSCI 3312
<b>Course CRN:</b>	29318
<b>Semester/year</b>	Spring 2021
<b>Graduate credit hours:</b>	3
<b>Class location:</b>	Blakboard
<b>Class instructor:</b>	Dr. Julia Lechuga
<b>Office location:</b>	HSSN 408
<b>Phone:</b>	915-747-7221
<b>Email:</b>	<a href="mailto:julialec@utep.edu">julialec@utep.edu</a>
<b>Office hours:</b>	By Zoom every other Tuesday, 12:00-1:00 PM (starting 1/26)
<b>Preferred contact method:</b>	Email
<b>Course description:</b>	
	The course will expose students to the diverse theories that explicate the range of factors that affect human health behavior. The theories considered will depict factors operating at multiple levels of influence ranging from individual to structural factors of influence. The course will be designed to engage students in a critical evaluation of social and behavioral science principles, theories, techniques, and research used for understanding and resolving public health problems.
<b>Required textbooks:</b>	Edberg, M. (2019). Essentials of Health Behavior: Social and Behavioral Theory in Public Health (3 <sup>rd</sup> Ed.). Burlington, MA: Jones & Bartlett.
<b>Course format:</b>	Team project activities including assignments, forum discussions, application of course content to a final team-based project, quizzes, and exams. Course activities are designed to maximize student collaboration and active student participation, practice of skills, and team work are key course aspects.
<b>Major learning objectives:</b>	<p><b>By the end of this course, the student will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Critically evaluate the strengths and weaknesses of the major social and behavioral theoretical approaches used by public health investigators and practitioners to design public health interventions.</li> <li>2. Understand how factors operating at multiple levels (structural and individual level) influence health, health outcomes, and health disparities.</li> <li>3. Understand how population and community based health interventions can influence the health, health-seeking, illness progression and health disparities of vulnerable and underserved populations.</li> <li>4. Understand the importance of mapping theory onto public health programs to maximize their effect.</li> <li>5. Become aware of the diverse career paths that are possible and the role of theory in performing job related tasks.</li> </ol>
<b>Assessment strategies:</b>	<ul style="list-style-type: none"> <li>▪ Quizzes</li> <li>▪ Team assignments to apply course content</li> <li>▪ Discussion forums</li> <li>▪ Written assignments</li> <li>▪ Peer assessments</li> <li>▪ Exams (Mid-term and Final)</li> <li>▪ Final team wiki project</li> </ul>

<b>Grading scale &amp; criteria</b>	<p><b>Grading scale:</b></p> <ul style="list-style-type: none"> <li>▪ A (&gt; 90%-exceptional graduate-level performance)</li> <li>▪ B (80-89%-average graduate-level performance)</li> <li>▪ C (70-79%-below average graduate-level performance)</li> <li>▪ D (60-69%-unacceptable graduate-level performance )</li> <li>▪ F (&lt; 60%-very unacceptable graduate-level performance)</li> </ul> <p><b>Grading components:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Quizzes:</b> 20%</li> <li>▪ <b>Team blogs:</b> 20%</li> <li>▪ <b>Forum discussions:</b> 15%</li> <li>▪ <b>Team wikis:</b> 15%</li> <li>▪ <b>Peer evaluations:</b> 10%</li> <li>▪ <b>Exams (Mid-term and Final):</b> 20%</li> </ul>
<b>Incomplete policy:</b>	<p>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.</p>
<b>Course/Instructor &amp; Institutional Policies</b>	
<b>Attendance:</b>	<p>Because this is an online course, attendance is determined by class participation online including participation in discussion forums, quizzes, written assignments, exams, and other team based activities. Students must complete the activities of each course module as a team.</p>
<b>Writing standards</b>	<p>Effective professionals are also effective written as well as oral communicators. Written communication is a critical element of the communication process. Students are encouraged to seek out assistance from the free UTEP Writing Center <a href="https://www.utep.edu/uwc/">https://www.utep.edu/uwc/</a> as points will be deducted for incorrect grammar or run-on sentences in written assignments.</p>
<b>Policy for late assignments</b>	<p>Due dates all assignments are designed for fairness to all students. No exceptions to those dates will be made excepting in cases of university-designated closures.</p>
<b>Technology Requirements</b>	<p>Course content is delivered via the Internet through the Blackboard learning management system (LMS). Ensure your UTEP e-mail account is working and that you have access to the Web. You may use any of the primary Web browsers—Explorer, Google Chrome, Firefox, Safari, etc. When having technical difficulties, try switching to another browser.</p> <p>You will need to have or have access to a computer/laptop, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe, Flashplayer, and Windows Media Player. Check that your computer hardware and software are up-to-date and able to access all parts of the course. <b>If you encounter technical difficulties of any kind, contact the Help Desk</b> <a href="https://www.utep.edu/technologysupport/">https://www.utep.edu/technologysupport/</a>.</p>

<b>Netiquette</b>	<p>The following professional demeanor is expected of all students:</p> <ul style="list-style-type: none"> <li>• Remember that members of the class and the professor will be reading any postings. Please carefully consider your audience before writing postings.</li> <li>• Respect and courtesy must be provided to classmates and to professor at all times. No harassment or inappropriate postings will be tolerated.</li> <li>• 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.</li> <li>• Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on these online spaces is intended for classmates and professor only. Do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).</li> </ul>
<b>Class Participation</b>	<p>Active student participation on team assignments is essential. Students must be prepared to discuss, answer questions, and participate in all activities designed to apply course content.</p>
<b>Special accommodations:</b>	<p>The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services <a href="https://www.utep.edu/student-affairs/cass/">https://www.utep.edu/student-affairs/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, 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: “It is an official policy of the 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”. 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) <a href="https://www.utep.edu/student-affairs/osccr/">https://www.utep.edu/student-affairs/osccr/</a> for possible disciplinary action.</p> <p><b>Examples of “cheating” include:</b></p> <ul style="list-style-type: none"> <li>• 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;</li> </ul>

- 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\*

Dates	Topics	Assignments/Class Activities
<b>Module 1</b>  Week 1 Jan 18	<b>Syllabus &amp; course overview</b>	Assignments for Week 1 (week of Jan 18) <b>All assignments due Saturday 1/23 @ 11:59 PM</b>  ➤ Read content module 1 & watch video ➤ Quiz 1 (syllabus) ➤ Post to forum discussion: Introductions and Expectations
<b>Module 2</b>  Weeks 2 and 3 Jan 25 & Feb 1	<b>Health, Behavior and Health Issues</b>	<u>Assignments for Week 2 (week of Jan 25<sup>th</sup>)</u> <b>All assignments due Saturday 2/6 @ 11:59 PM</b>  ➤ Read chapters 1, 2, module content and case study ➤ Quiz (Ch 1 & 2) ➤ Complete team blog assignment ➤ Post to forum discussion  <u>Activities for Week 3 (week of Feb 1<sup>st</sup>):</u>  ➤ <b>Connect live</b> Tuesday Feb 2 1:30-2:20 ➤ Share, discuss, compare

<p><b>Module 3</b></p> <p>Week 4 Feb 8</p>	<p><b>Social-Behavioral Theory and its Roots</b></p>	<p><u>Assignments for Week 4 (week of Feb 8<sup>th</sup>)</u> All assignments due <b>Saturday 2/13 @ 11:59 PM</b></p> <ul style="list-style-type: none"> <li>➤ Read chapter 3</li> <li>➤ Quiz Ch 3</li> <li>➤ Complete team blog assignment</li> <li>➤ Post to forum discussion</li> </ul>
<p><b>Module 4</b></p> <p>Weeks 5 &amp; 6 Feb 15 &amp; 22</p>	<p><b>Individual Level Theories</b></p>	<p><u>Assignment for Week 5 (week of Feb 15):</u> All assignments due <b>Saturday 2/20 @ 11:59 PM</b></p> <ul style="list-style-type: none"> <li>➤ Read chapter 4, module content, and case study</li> <li>➤ Quiz Ch 4</li> <li>➤ Complete team blog assignment</li> <li>➤ Post to forum discussion</li> </ul> <p><u>Assignment for Week 6 (week of Feb 22):</u></p> <ul style="list-style-type: none"> <li>➤ <b>Connect live</b> Tuesday Feb 23 1:30-2:20</li> <li>➤ Share, discuss, compare</li> </ul>
<p><b>Module 5</b></p> <p>Week 7 March 1</p>	<p><b>Social, Cultural, and Environmental Theories (Part 1)</b></p>	<p><u>Assignment for Week 7 (week of March 1)</u> All assignments due <b>Saturday 3/6 @ 11:59 PM</b></p> <ul style="list-style-type: none"> <li>➤ Read chapter 5, module content, and case study</li> <li>➤ Quiz Ch 5</li> <li>➤ Complete team blog assignment</li> <li>➤ Post to forum discussion</li> </ul>
<p><b>Mid Term Exam</b></p>	<p><b>Modules 1-5</b></p>	<p>Mid Term posted on Blackboard Monday March 8 Mid term due <b>Saturday 1/30 @ 11:59 PM</b></p>
<p><b>Module 6</b></p> <p>Weeks 8 &amp; 9 March 8 &amp; 22</p>	<p><b>Social, Cultural, and Environmental Theories (Part 2)</b></p>	<p><u>Assignment for Week 8 (week of March 8)</u> All assignments due <b>Saturday 1/30 @ 11:59 PM</b></p> <ul style="list-style-type: none"> <li>➤ Read chapter 6, module content, and case study</li> <li>➤ Quiz Ch 6</li> <li>➤ Complete team blog assignment</li> <li>➤ Post to forum discussion</li> </ul> <p><u>Assignment for Week (week of March 22):</u></p> <ul style="list-style-type: none"> <li>➤ <b>Connect live</b> Tuesday March 23 1:30-2:20</li> <li>➤ Share, discuss, compare</li> </ul>
<p><b>Module 7</b></p> <p>Week 10 March 29</p>	<p><b>Multilevel Theories</b></p>	<p><u>Assignment for Week (week of March 29)</u> All assignments due <b>Saturday 4/2 @ 11:59 PM</b></p> <ul style="list-style-type: none"> <li>➤ Read chapter 7, module content, and case study</li> <li>➤ Quiz Ch 7</li> <li>➤ Complete team blog assignment</li> <li>➤ Post to forum discussion</li> </ul>

<b>Module 8</b>  Weeks 11 & 12 April 5 & 12	<b>Doing something about it: The Ecological Perspective and the Move from Theory to Practice</b>	<u>Assignment for Week (week of April 5)</u> All assignments due <b>Saturday 4/10 @ 11:59 PM</b> <ul style="list-style-type: none"> <li>➤ Read chapter 9 and module content</li> <li>➤ Quiz Ch 9</li> <li>➤ Complete my solutions' wiki team assignment</li> </ul> <u>Assignment for Week (week of April 12):</u> <ul style="list-style-type: none"> <li>➤ <b>Connect live</b> Tuesday April 13 1:30-2:20</li> <li>➤ Share, discuss, compare</li> </ul>
<b>Module 9</b>  Week 13 April 19	<b>Communities and Populations as the Focus for Health Promotion Programs</b>	<u>Assignment for Week (week of April 19)</u> All assignments due <b>Saturday 4/24 @ 11:59 PM</b> <ul style="list-style-type: none"> <li>➤ Read chapter 10 and module content</li> <li>➤ Quiz Ch 8</li> <li>➤ Complete my solutions' wiki team assignment</li> </ul>
<b>Module 10</b>  Weeks 14 & 15 April 26 & May 3	<b>Career Choices</b>	<u>Assignment for Week (week of April 26)</u> All assignments due <b>Saturday 5/1 @ 11:59 PM</b> <ul style="list-style-type: none"> <li>➤ Read chapter 17 and supplemental reading</li> <li>➤ Quiz Ch 17</li> <li>➤ Complete blog</li> </ul> <u>Assignment for Week (week of May 3):</u> <ul style="list-style-type: none"> <li>➤ <b>Connect live</b> May 4 @ 1:30-2:20</li> <li>➤ Share, discuss, compare</li> </ul>
<b>Final Exam</b>	<b>Modules 5-10</b>	Final posted to blackboard Monday May 10 Final due Saturday May 15 @ 11:59 PM

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

### Class Assignments Explained:

**Quizzes (worth 20% of your grade):** The purpose of the quizzes is to assess your knowledge about the content on the assigned readings. Quizzes will be timed (35 minutes) and will consist of 5 to 10 questions in the form of multiple choice, matching, or short answer. A link to each quiz will be located in each module folder. Modules are located in the materials folder.

**Team Blogs (worth 20% of your grade):** The purpose of the blogs is to promote your comprehension of course content. Blog entries will be a team effort and will consist of reflections related to course content. Each blog will be worth 50 points. A link to blogs will be located in my ideas folder. Each module will entail contributing to a blog. Students will create their blog entries on their team's workspace and will respond only to their team member's blog entries.

**Team Wikis (worth 15% of your grade):** The purpose of the wikis are to facilitate the application of course content to resolve an issue or problem. Wikis will be a team effort and will be used to complete the class project. Your team

will be provided with a handout with instructions. You will complete two wikis throughout the semester. Each wiki will be worth 100 points. A link to wikis will be located in my solutions folder.

**Forum discussions (worth 15% of your grade):** The purpose of forum discussions is to facilitate critical reflection about course content through class discussions. Learning about a topic is best achieved by not only reading course content individually but by also exchanging ideas with fellow classmates. Forum discussions will expose you to how other classmates are thinking about the material and are thus essential in promoting critical reflection. The quality of these discussions is largely determined by the quality of individual student posts. All students should put forth their best effort at crafting posts that will promote learning and critical thinking. A link to forum discussions will be located in each module folder. Modules are located in the materials folder.

**Peer evaluations (worth 10% of your grade):** To obtain a good grade in this class, you are expected to be a responsive and engaging team player that means reading assignments on time, contributing to discussions in a meaningful way, presenting your best persona, and facilitating team assignments. In the course of the semester, your team members will evaluate you and you will evaluate them twice on demeanor, participation, responsiveness, and preparation. An announcement will be posted with the link to complete this along with due dates.

**Exams (worth 20% of your grade):** You will have two exams during the course of the semester, a mid-term and a final exam. The mid-term exam will cover content from modules 1-5 and the final exam will cover content from modules 6-10. Exams will be composed of multiple-choice questions. An announcement will be posted with the link to each exam along with due dates.

#### **Supplemental Websites:**

- **The Paso del Norte Institute for Health Living. Resources. Available at:**  
<http://chs.utep.edu/pdnhl/resources.php>
  - **City of El Paso, Department of Public Health.** *2013 Community Health Assessment (CHA).*
  - **Paso del Norte Health Foundation/City of El Paso Department of Public Health.** *Paso del Norte Regional Strategic Health Framework Report, 2012.*
  - **Strategic Health Intelligence Planning Group.** *Assessment of Determinants of Health in the PdNH Region: A Review of Select Health Indicators for the counties of El Paso and Hudspeth in Texas; the counties of Doña Ana and Otero in New Mexico; and the city of Ciudad Juárez, Chihuahua, Mexico.*
  
- **Centers for Disease Control and Prevention (CDC).** *The Community Guide.* Available on the web at: <http://www.thecommunityguide.org/index.html>. Access to materials showing “what is known,” “what works,” and “where to go next” in the field of public health. Systematic reviews are used to answer (1) Which program and policy interventions have been proven effective? (2) Are there effective interventions that are right for the target community? (3) What might effective interventions cost; what is the likely return on investment?
  
- **United States–México Border Health Commission.** Health Disparities and the U.S.-México Border: Challenges and Opportunities, White Paper October 25, 2010. Access at: [http://www.borderhealth.org/files/res\\_1719.pdf](http://www.borderhealth.org/files/res_1719.pdf)

### **Suggested Readings:**

- CDC. Health Disparities and Inequalities Report. MMWR 2011; 60 (suppl):1-113  
<http://www.cdc.gov/mmwr/pdf/other/su6001.pdf>
- Wilkinson R, Marmot M, eds. *Social Determinants of Health: the Solid Facts*. 2nd ed. Geneva, Switzerland: World Health Organization; 2003. Access at: <http://www.euro.who.int/en/what-we-publish/abstracts/social-determinants-of-health.-the-solid-facts>
- Adler N & Rehkopf D. U.S. Disparities in Health: Descriptions, Causes, and Mechanisms. *Annual Review of Public Health* 2008; 29: 235-52.
- Woolf SH, Braveman P. Where Health Disparities Begin: The Role of Social and Economic Determinants and Why Current Policies May Make Matters Worse. *Health Affairs* 2011; 30(10): 1852-1859. DOI: 10.1377/hlthaff.2011.0685.
- Williams DR, Sternthal M. Understanding Racial-Ethnic Disparities in Health: Sociological Contributions. *Journal of Health and Social Behavior* 2010 51: S15. DOI: 10.1177/0022146510383838
- Vega WA, Rodriguez MA, Gruskin E. Health Disparities in the Latino Population. *Epidemiological Reviews* 2009; 31:99-112. DOI: 10.1093/epirev/ mxp008.
- Ramirez AG, Thompson IM, Vela L. (eds). *The South Texas Health Status Review. A Health Disparities Roadmap*. Springer, 2013.