Health Education and Health Behavior (PHS 5034)

Fall 2019

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# Contact Information

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# Course Description

Credits: 3  
Class online at http://canvas.vt.edu

This course will provide an introduction to behavioral and social science theories utilized in health promotion programs, predominantly in the design, implementation and general practice procedures that encompass the field. It will provide students with a foundation for understanding health behavior change within a population or community of interest, as well as providing the means for understanding the connections that exist between behavior and health. Understanding health behavior will be aided by addressing constructs and concepts that shape health behavior, including intrapersonal factors, interpersonal factors, cultural and community factors, and society as a whole.

# Course Goals

Upon completion of this course, students will be able to critically apply current theories used by health promotion practitioners in the field through practice and/or research efforts. Students will apply health behavior theories in meaningful ways, demonstrating their knowledge of appropriate usage of health behavior theories under varying conditions.

# CEPH Competencies

This course covers the Council on Education for Public Health (CEPH) foundational knowledge requirements and foundational competencies as listed below:

* CEPH Foundational Knowledge #9. Explain behavioral and psychological factors that affect a population’s health
* CEPH Foundational Knowledge #10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
* CEPH Foundational Competency #6: Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
* CEPH Foundational Competency #8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs

# Learning Objectives

The learning objectives for this course align with the Association of Schools and Programs of Public Health (ASPPH) Master of Public Health core competencies, the CEPH foundational knowledge and foundational competencies, and also covers the content areas of the Certified in Public Health exam.

Having successfully completed this course, the student will be able to:

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|  | **Objective** |
| 1 | Explain the types of factors influencing health that are covered in an ecological model |
| 2 | Describe key behavioral theories focusing on the individual – the Health Belief Model, Theory of Reasoned Action, Theory of Planned Behavior, Trans-Theoretical Model, and the Precaution Adoption Process Model |
| 3 | Describe a selection of key behavioral theories focusing on social influences and group action – Social Cognitive Theory, Social Network Theory, Diffusion of Innovations, and Social Marketing |
| 4 | Describe a selection of key behavioral theories focusing on the influence and nature of broader social contexts – communications theory, community and organizational mobilization, political economy, and culture theory |
| 5 | Identify key issues with respect to the use of communications and media for health promotion |
| 6 | Identify the kinds of social/behavioral theories, and unique considerations, that could be applicable to health promotion in high risk populations |
| 7 | Discuss the need for evaluation of health promotion programs and how theory and evaluation are linked |
| 8 | Describe the basic types kinds of evaluation: process, impact, and outcome |
| 9 | Describe the range of factors (within an ecological model) that contribute to health disparities and how social/behavioral theories can be employed to address this major public health issue |
| 10 | Apply various health behavior theories to specific public health problems |
| 11 | Critique various health behavior theories |

# Texts and Materials

**Required Text:**

Simons-Morton, Bruce; McLeroy, Kenneth R; Wendel, Monica L. Behavior Theory in Health Promotion Practice and Research. 2012. Jones and Bartlett Learning: Burlington, MA. ISBN-13: 978-0-7637-8679-3.

**Strongly Recommended Text:**

Glanz, K, Rimer, BK and K Viswanath. Health Behavior and Health Education: Theory, Research and Practice (5th ed.). 2015. Jossey-Bass: San Francisco, CA . ISBN-10: 1118628985.

**Supplementary Materials**

Course notes, handouts and additional reading assignments will be available on each lesson page on Canvas. Students may also download a compressed file with all course materials organized by lesson in place of downloading individually. Important announcements will be posted on the Canvas site frequently also.

**Journals:**

American Journal of Epidemiology, American Journal of Health Promotion, American Journal of Preventive Medicine, American Journal of Public Health, Annals of Behavioral Medicine, Health Education and Behavior, Health Education Quarterly, Health Psychology, Journal of Behavioral Medicine, Preventive Medicine and other journals that contain research reports related to health behavior change.

# Assessment

Complete descriptions and instructions for completing assessments will be provided when assignment is made and will be available on course Canvas website. Dates for assignment of assessment and due dates for assessment completion will be indicated on the course schedule and on Canvas.

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| **Description** | **% overall course grade** |
| Open-book Chapter Quizzes | 20% |
| Discussion Forums (4) | 10% |
| Group Activities (4) | 5% |
| Health Education Plan | 17% |
| Research Paper | 33% |
| Final Exam (comprehensive) | 15% |
| **Total** | **100%** |

# Final Grades

All assignments receive a numeric grade. Your final grade will be converted to a letter grade as follows:

A 93 to 100%

A- 90 to 92.99%

B+ 87 to 89.99%

B 83 to 86.99%

B- 80 to 82.99%

C+ 77 to 79.99%

C 73 to 76.99%

C- 70 to 72.99%

D+ 67 to 69.99%

D 63 to 66.99%

D- 60 to 62.99%

F <60%

# Course Canvas Site

This course will be taught online in Canvas. This course will be structured into 14 lessons corresponding to chapters in the required text. For each lesson, there will be a PowerPoint presentation related to the text chapter, supplementary journal articles or other readings, and instructor notes designed to guide student review of the text chapter, PowerPoint presentation, and supplementary readings. There will be an online, open resource quiz for each lesson, and four discussion forums related to lesson content. Due dates are noted on the course schedule, course summary, and in each assignment.

This course is fast-paced and requires significant reading.  All quizzes and assignments will be posted ahead of time, so students may pace themselves according to individual work style and scheduling demands. Quizzes and assignments may be completed ahead of time but must be completed by the posted deadline. Discussion forums must be completed according to the posted schedule in order to allow for student interaction.

# Technology

Students in this course will need a working and reliable computer and Internet access that will allow the use of Canvas course site tools and any online resources provided. No special software is required but students will need access to word processing software and spreadsheet.

# Course Structure

This course will be taught online in Canvas and structured by lessons corresponding to chapters in the required text. For each lesson, there will be a PowerPoint presentation related to the text chapter, supplementary journal articles or other readings, and a Word document with instructor notes designed to guide student review of the text chapter, PowerPoint presentation and supplementary readings. There will be an online quiz for each module and four discussion forums related to module content. Due dates are noted on the course schedule below and on the assignments in Canvas.

The summer version of this course is fast-paced and requires significant reading. All quizzes and assignments will be posted ahead of time, so students may pace themselves according to individual work style and scheduling demands. Quizzes and assignments may be completed ahead of time but must be completed by the posted deadline. Discussion forums must be completed according to the posted schedule in order to allow for student interaction.

# Assignment Overview

**Full instructions of the following assignments will be posted in the Canvas course site along with grading rubrics. All assignments will be submitted in Canvas and can be found in the Assignments link in the left sidebar.**

**Quizzes**:

There will be a total of 14 quizzes taken online through Canvas. The lowest score will be dropped; only 13 quiz scores will be included in total course points. Weekly quizzes will cover material in the textbook and supplementary reading to ensure that students are prepared for class assignments and discussion forums. Quizzes will consist of 11-17 multiple choice questions and will be open-resource with about a 45-minute time limit – students are encouraged to review all materials thoroughly before starting the quiz in order to be familiar with the material and location of specific content. Students may retake a quiz one time to improve scores. The two scores will be averaged for a final grade. Quizzes with short answer questions will count as bonus points.

**Discussion Forums**

There will be four asynchronous online discussion forums during the semester. Students will be divided into discussion groups of approximately five to seven students to respond to discussion prompts posted by the instructor. For each discussion forum, each student must post at least one original response and one response to another student’s original response. The third required post can be either another original response to the discussion prompt or another response to a classmate. ***The instructor will post a discussion prompt, and each student will be expected to post a minimum of three responses worth 5 points each by the final deadline.*** ***The first original response must be posted by the specified intermediate deadline following instructor’s discussion prompt*** in order to allow other students time to respond. Grades will be assigned based on individual participation and thoughtful responses, not “right or wrong” responses.

**Health education plan for an individual**:

Each student will turn in a typed health education plan for a fictitious client who is seeking to change a particular health behavior. The plan will be based on client information provided by the instructor. The plan should include **at least** an indication of which health behavior model or theory it is based on (including rationale for using this particular model), a description of the plan (numbered or bulleted steps work well) including how the plan fits the model/theory used, any teaching aids necessary to carry out the plan (can be draft/handwritten, or final form), and a description of how the effectiveness of the plan will be monitored and evaluated.

**Research Paper**:

Each student will write a 10-15 page research paper that focuses on the connection between theory and a health-related issue of the student’s choice. The student will review and critique the use of a theory or theories to address the issue as presented in the literature. References in proper citation format will be required. Suggested topics and specific guidelines for writing the paper will be provided.

**Final Exam**

The final exam will be comprehensive and will be open-book, open-note. Emphasis will be placed on application of course material. Format will be a combination of short answer and short discussion based on case scenarios.

# Honor Code

The tenets of the Virginia Tech Graduate Honor Code will be strictly enforced in this course, and all assignments shall be subject to the stipulations of the Graduate Honor Code. It is expected that all students are familiar with the Honor Code.

* Cheating includes but is not limited to the unauthorized use of notes, books or other sources of information; copying the work of another or allowing someone to copy the work of another student during a formal academic exercise (e.g. examination, homework assignment or written essay).
* Plagiarism is the undocumented use of other authors’ words, texts, images, and ideas that don’t come from your own head. Making up sources, altering numbers, statistics, or just a few words of a document is considered plagiarism. Poor documentation or paraphrasing of a source is also considered plagiarism. Assignments may be submitted through a text matching system (such as Turn-It–In) to determine the originality of your contributions to the class.
* Unauthorized collaboration is working with others without the specific permission of the instructor on assignments that will be submitted for a grade. This rule applies to in-class tests, papers, presentations, or homework assignments. Students may not collaborate without faculty authorization. The Honor Code is just as important in group work. All students are expected to do their own work.

Please visit the [Graduate School Honor System’s webpage](https://graduateschool.vt.edu/academics/expectations/graduate-honor-system.html) for specific information regarding expectations and policies related to the Graduate Honor Code.

# Principles of Community

Virginia Tech is a public land-grant university, committed to teaching and learning, research, and outreach to the Commonwealth of Virginia, the nation, and the world community. Learning from the experiences that shape Virginia Tech as an institution, we acknowledge those aspects of our legacy that reflected bias and exclusion. Therefore, we adopt and practice the following principles as fundamental to our on-going efforts to increase access and inclusion and to create a community that nurtures learning and growth for all of its members:

***We affirm*** the inherent dignity and value of every person and strive to maintain a climate for work and learning based on mutual respect and understanding.

***We affirm*** the right of each person to express thoughts and opinions freely. We encourage open expression within a climate of civility, sensitivity, and mutual respect.

***We affirm*** the value of human diversity because it enriches our lives and the university. We acknowledge and respect our differences while affirming our common humanity.

***We reject*** all forms of prejudice and discrimination, including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, and veteran status. We take individual and collective responsibility for helping to eliminate bias and discrimination and for increasing our own understanding of these issues through education, training, and interaction with others.

***We pledge*** our collective commitment to these principles in the spirit of the Virginia Tech motto of Ut Prosim (That I May Serve).

For more information, read the Virginia Tech Principles of Community at <https://www.inclusive.vt.edu/Initiatives/vtpoc0.html>.

# Course Support

The professor for this course does not provide technical support. Requests for technical support and/or Canvas support can be directed to 4Help by calling (540) 231-HELP (4357).

# Classroom Accessibility and Special Needs

Any student who has been confirmed by the University as having course accommodations will be provided these accommodations during this course. Notify the course instructor as soon as possible, preferably during the first week of the course. For more information please go to the [Services for Students with Disabilities website](http://www.ssd.vt.edu/).

Academic Support Services

Any student requiring academic support should investigate the Student Success Center at [www.studentsuccess.vt.edu](http://www.studentsuccess.vt.edu/). For complete information on student services at Virginia Tech, please visit the [website for the Division of Student Affairs](http://www.dsa.vt.edu/students.php).

# Final Note

*Instructor reserves the right to make changes to the syllabus or course content at any time.* **It is your responsibility to check for email or in class announcements for changes in assignment requirements, due dates, and mate**

# Class Schedule

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| --- | --- | --- | --- |
| **Lesson** | **Topic** | **Reading Simons-Morton Textbook** | **Assignments *All assignments due by 10:00pm on assigned days***  ***See Canvas for due dates*** |
| **1** | Health Behavior in the Context of Public Health | Chapter 1 | Online quiz 1 –  ***Discussion Forum #1***  ***First post due Monday*** |
| **2** | A Social Ecological Perspective | Chapter 2 | Online quiz 2 – |
| **3** | Theories of Motivation and Behavior | Chapter 3 | Online quiz 3 –  ***Discussion Forum #2*** |
| **4** | Expectancy Value Models:  TRA, TPB, HBM, I-M-B-S | Chapter 4 | Online quiz 4 |
| **5** | Self-Regulation and Social Cognitive Theory | Chapter 5 | Online quiz 5 |
| **6** | Social Influence Theory | Chapter 6 | Online quiz 6  ***Discussion Forum #3*** |
| **7** | Stage Models | Chapter 10 | Online quiz 7 |
| **8** | Learning, Teaching, Counseling | Chapter 8 | Online quiz 8 |
| **9** | Self-Determination Theory and Motivational Interviewing | Chapter 9 | Online quiz 9 |
| **10** | Diffusion of Innovations Theories | Chapter 7 | Online quiz 10  ***Health Education Plan*** |
| **11** | Health Communication and Social Marketing | Chapter 11 | Online quiz 11  ***Discussion Forum #4*** |
| **12** | Communities and Health Promotion | Chapter 12 | Online quiz 12 |
| **13** | Multilevel Program Planning | Chapter 13 | Online quiz 13 |
| **14** | Intro to Program Evaluation, Translation and Dissemination | Chapter 14 | Online quiz 14  ***Research Paper*** |
|  | Final Exam |  |  |

Additional reading posted on Canvas for most lessons.

The course schedule will be also available on the calendar in Canvas