

THEORIES OF HEALTH BEHAVIOR AND PRACTICE IN HEALTH EDUCATION – HSC 6603

University of Florida, Department of Health Education and Behavior

Fall 2010

Wednesdays, 5:10-8:10 PM

Weimer Hall (WEIM) Room 1076

Instructor: Michael Stellerfson, Ph.D.

Office: FLG 8

Office Phone: 392-0583 ext. 1310

Office Hours: Mon & Tues 2:00-4:00pm, Wed, 2:00-3:00pm, or by appt

E-mail: mstellerfson@ufl.edu (preferred method of contact)

REQUIRED TEXT: Glanz, K., Rimer, B. K., & Viswanath, K. (2008). *Health Behavior and Health Education: Theory, Research, and Practice*. 4th Edition. Jossey-Bass.



COURSE DESCRIPTION

The purpose of this course is to provide a thorough discussion of the determinants of health-related behavior, health behavior theory (HBT), and how theory can be utilized in research and practice. Emphasis will be placed on how various theories of health behavior may be used to design, implement, and evaluate health education interventions.

This course focuses on the presentation and critical analysis of the role of theory in health promotion, the description of different theories being utilized in health promotion research and interventions, and the application of these theories to interventions and research.

One course, however, cannot possibly cover all theories relevant to health education and health promotion. The intent of this course, therefore, is not to provide definitive coverage of theory, but rather introduce and prepare scholars and practitioners for continued work with health behavior theory throughout their careers.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Identify and describe the most commonly used theories in the field of health education.
2. Explain the unique strengths and weaknesses of each health behavior theory.
3. Illustrate the relationship among each health behavior theory's components and their underlying assumptions.
4. Apply health behavior theory in the planning, implementation, and evaluation of health education/promotion programs.
5. Identify and describe characteristics of explanatory versus change theories and explain how health behavior theory can be utilized to predict and/or change human behavior.
6. Identify the impact of different physical, social, environmental, and emotional factors upon health related behavior.
7. Apply a health behavior theory to a topic of interest in order to address a health related issue.

CLASS FORMAT

A combination of lectures, class discussions, and in- and out-of-class projects will be used to cover the course content. Behavioral theories and conceptual frameworks will be covered through lectures, and through individual and group projects.

WHAT IS EXPECTED OF YOU

In this course, you will be expected to:

1. Be prepared for every class by studying the material prior to coming to class. As we engage in class discussions, you will want to be familiar with the material so that you may contribute to discussions.
2. Participate in class discussions and contribute to the overall productivity of the class. This can be achieved by completing your readings, being sure that you understand them, and contacting the instructor if you have any questions.
3. Be present at all class meetings. In order to contribute to the overall productivity of the class, you must be here. Please inform the instructor of any scheduling conflicts prior to the beginning of class. As a graduate student, missed classes will result in an increased burden to make-up the work.
4. If you miss a class, for an emergency or professional activity/responsibility, it is your responsibility to obtain missed notes and materials from your classmates.

COURSE REQUIREMENTS EXPLAINED

Theory Quizzes (Individual Grade)

Each week, students will participate in an objective quiz on the weekly readings.

Individual Portfolio

Each student will develop a portfolio which outlines each of the main theories presented in class. The portfolio must include: 1) a brief overview of each theory, 2) the strengths and weaknesses of each theory, 3) the areas of research and/or practice in which each theory is most commonly utilized, and 4) a resource bibliography (the seminal publications/works on each theory and

relevant publications that provide clear application of the theory). Portfolios are to be written according to APA standards. A grading rubric will be provided to students at a later date.

- 1) *Brief Overview*: For each of the theories covered in class, include a diagram (if appropriate) to identify the main constructs. Provide a discussion on the development of the theory and an overview of each construct included within the theory. Make sure to include relevant citations within the overview.
- 2) *Strengths and Weaknesses*: Provide a discussion on the strengths and weaknesses of each theory. For example, describe the health behaviors and populations for which each theory is best applicable, and the behaviors and populations for which each theory is not as useful in explaining or changing health behaviors. Make sure to cite any references used throughout this discussion.
- 3) *Areas of Research/Practice*: Conduct a literature review on each theory and provide a brief discussion on the areas of research and/or practice that each theory is most commonly utilized. Cite any references used for this review.
- 4) *Resource Bibliography*: Provide resources on the seminal and foundational publications/works on each theory, and also include resources of relevant publications that provide clear examples of theory application.

Theory Application Paper (Individual Paper)

Students will choose a health behavior theory (HBT) and apply it to a health education/health promotion topic of his/her choice for the purposes of writing a theory-based literature review. The topic is subject to instructor approval. After the topic is approved, the students will be responsible for the following:

- Research and evaluate the theory currently being utilized in the field to address your topic and structure your literature review.
- Develop a rationale for using your selected health behavior theory in a literature review devoted to a health education/health promotion program topic.
- Develop a comprehensive literature review informed by health behavior theory.

The paper will be graded for integration of information and ideas from a sufficient number of sources (25%), depth and accuracy of information/critical analysis (25%), application of theory/model to a selected health behavior issue or prevention strategy (30%), and writing style and flow of paper (20%). Papers are to be written according to APA standards and are to be between 12 and 25 pages long (this does not include the title page, abstract or references).

Group Activities

Throughout the term, your group will be assigned in-class activities which will be graded. The objective of all activities is to have you problem-solve, synthesize, or analyze the concepts you have learned up to that point in the course. The group activities will be worth a total of 100 points.

Peer Assessment

This is an opportunity to evaluate your teammates’ contributions to group work during the semester, including reliable class attendance, individual preparation for team work, positive contributions to team discussions, and valuing and encouraging input from fellow team members. You will be evaluated by all members in your group. Individuals’ peer assessment score will be the average of the points she/he receives from the members of her/his group. Detailed instructions will be provided at a later date.

GRADE BREAKDOWN

Evaluation Item	Points	Final Grade (%)
GROUP		A = 93-100
Group Activities (4 @ 25 ea.)	100	A-= 90-92
INDIVIDUAL		B+ = 87-89
Theory Quizzes (15 @ 10 ea.)	150	B = 83-86
Theory-Based Lit Review	100	B-= 80-82
Individual Portfolio	100	C+ = 77-79
PEER ASSESSMENT	50	C = 72-76
		C-= 70-71
TOTAL POINTS	500	D+ = 67-69
		D = 60-66
		F = Below 60%

***Note:** Late work will be subject to a 10% decrease for every day received after the specified due date. For example, a paper worthy of a 95% will receive a final grade of 85%, if turned in a day past due.

Academic Honesty:

Though this course involves group work where individuals are expected to share information and work together, several assignments are to be accomplished by an individual working alone. In the case of individual assignments, the acts of cheating, plagiarism, and falsification or attempts to cheat, plagiarize or falsify will not be tolerated. Should an academic integrity violation take place, the student(s) involved will either be assigned a grade penalty or the case will be referred to the Dean of Students Office for further evaluation. The *minimum* grade penalty that will be assigned is an F for the assignment. As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the University of Florida Student Rules (<http://regulations.ufl.edu/chapter4/4017.pdf>), (Student Honor Code). Every student that is admitted to the University of Florida has signed a statement of academic honesty committing

him/her to be honest in all academic work and understanding that failure to comply with this commitment will result in disciplinary action.

This statement is a reminder to uphold your obligation as a student at the University of Florida and to be honest in all work submitted and exams taken in this class and all others.

Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Dean of Students Office, The Disability Resource Center, 001 Reid Hall, 352-392-8565.

TENTATIVE CLASS SCHEDULE

Date	Topic	Readings/Items Due
August 25	Introduction	Glanz et al. Ch. 1 & 2
September 1	HBM, TRA, TPB, IBM	Glanz et al. Ch. 3 & 4
September 8	Transtheoretical Model/Stages of Change	Glanz et al. Ch. 5
September 15	Precaution Adoption Process Model	Glanz et al. Ch. 6
September 22	Social Cognitive Theory	Glanz et al. Ch. 8
September 29	Social Network/Social Support	Glanz et al. Ch. 9
October 6	Stress, Coping, & Health Behavior	Glanz et al. Ch. 10
October 13	Perspectives on Models of Interpersonal Health Behavior	Glanz et al. Ch. 12
October 20	Community Organization & Community Building	Glanz et al. Ch. 13 and 15
October 27	Diffusion of Innovations, Communication Theory, ELM	Glanz et al. Ch. 14 and 16

November 3	PRECEDE/PROCEED	Glanz et al. Ch. 18
November 10	Social Marketing	Glanz et al. Ch. 19
November 17	Ecological Models of Health Behavior	Glanz et al. Ch. 20
December 1	Evaluations of Theory Based Interventions	Glanz et al. Ch. 21
December 8	Perspectives on Using Theory: Past, Present, & Future	Glanz et al. Ch. 22

Additional Readings

Health Belief Model

Harrison, J. A., Mullen, P. D., Green, L. W. (1992). A meta-analysis of studies of the health belief model with adults. *Health Education Research*, 7(1), 107-116.

Theory of Planned Behavior/Reasoned Action

Ajzen, I., & Madden, T. J. (1986). Prediction of goal-directed behavior: Attitudes, intentions, and perceived behavioral control. *Journal of Experimental Social Psychology*, 22, 453-474.

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50, 179-211.

Ajzen, I., & River, B. L. (1991). Prediction of leisure participation from behavioral, normative, and control beliefs: An application of the theory of planned behavior. *Leisure Sciences*, 13, 185-204.

Integrated Behavioral Model

Kasprzyk, D., Montano, D. E. (1998). Application of an integrated behavioral model to predict condom use: A prospective study among high HIV risk groups. *Journal of Applied Social Psychology*, 28, 1557-1583.

Stages of Change/Transtheoretical Model

Prochaska, J. O., & Velicer, W. F. (1997). The transtheoretical model of health behavior change. *American Journal of Health Promotion*, 12(1), 38-48.

Precaution Adoption Process Model

Weinstein, N. D., Lyon, J. E., Sandman, P. M., Cuite, C. L., Experimental evidence for stages of health behavior change: The precaution adoption process model applied to home radon testing. *Health Psychology*, 17(5), 445-453.

Social Cognitive/Social Learning Theory

Bandura, A. (2004). Health promotion by social cognitive means. *Health Education and Behavior*, 31(2), 143-164.

Social Networks/Social Support

Schulz, A. J., Israel, B. A., Becker, A. B., Hollis, R. M. (1997). "It's a 24-hour thing...a living-for each-other concept:" Identity, networks, and community in an urban village health worker project. *Health Education and Behavior*, 24(4), 465-480.

Transactional Model of Stress and Coping

Laubmeier, K. K., Zakowski, S. G., Bair, J. P. (2004). The role of spirituality in the psychological adjustment to cancer: A test of the transactional model of stress and coping. *International Journal of Behavioral Medicine*, 11(1), 48-55.

Community Organization

Israel, B. A., Checkoway, B., Schultz, A., & Zimmerman, M. Health education and community empowerment: Conceptualizing and measuring perceptions of individual, organizational, and community control. *Health Education Quarterly*, 21(2), 149-170

Diffusion of Innovations

Monahan, J. I., & Scheirer, M. A. (1988). The role of linking agents in the diffusion of health promotion programs. *Health Education Quarterly*, 15, 417-433.

Elaboration Likelihood Model

Frewer, L. J., Howard, C., Hedderley, D., & Shepherd, R. (1997). The elaboration likelihood model and communication about food risks. *Risk Analysis*, 17(6), 759-770.

PRECEDE/PROCEED

Ransdell, L. B. (2001). Using the PRECEDE-PROCEED model to increase productivity in health education faculty. *The International Electronic Journal of Health Education*, 4, 276-282.

Social Marketing

Bernhardt, J. M. Improving health through health marketing. *Preventing Chronic Disease*, 3(3), 1-3.

Ecological Approach

McLeroy, K., Bibeau, D., Steckler, A., & Glanz, K. (1988). An ecological perspective on health promotion programs. *Health Education Quarterly*, 15, 351-377.

Evaluating Theory Based Interventions

Eisen, M., Zellman, G. L., & McAlister, A. L. (1990). Evaluating the impact of a theory-based sexuality and contraceptive education program. *Family Planning Perspectives*, 22(6), 261-271.

General

Hochbaum, G. M., Sorenson, J. R., & Lorig, K. (1992). Theory in health education practice. *Health Education Quarterly*, 19(3), 295-313.

National Cancer Institute. (2003). *Theory at a glance: A guide for health promotion practice*.
<http://www.cancer.gov/cancerinformation/theory-at-a-glance>