

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

University of Florida, Department of Health Education and Behavior

Fall 2011

Wednesdays, 4:05-7:05 PM (30 min break)

Florida Gym (FLG), Room 265

Instructor: Michael Stellefson, Ph.D.

Office: FLG 8

Office Phone: 392-0583 ext. 1310

Office Hours: Mondays: 2:00-5:00 PM, Tuesdays: 2:00-4:00 PM or by appt (preferred)

E-mail: mstellefson@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 health education 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 education research and interventions, and the application of these theories in practice.

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. Discuss applications of health behavior theory in the planning, implementation, and evaluation of health education/promotion programs.
5. Explain how health behavior theory can be utilized to predict and/or change human behaviors related to health promotion.
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 writing 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 necessary work.
4. If you miss 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

Students will complete 10 objective quizzes on the weekly lectures/readings.

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 to address your topic and use constructs from your theory to structure your review. As well, you may want to include a diagram which identifies main constructs in the theory (if appropriate) and/or provide a brief overview of the development of the theory with a description of important constructs described within the theory. Make sure to include relevant citations within this discussion.
- Develop a rationale for referencing your selected health behavior theory in a literature review devoted to your health education/health promotion topic. You may want to provide an explanation regarding the strengths of your theory in terms of how it is especially useful explaining/predicting your health issue in a specific population.
- Comprehensively review the literature in your specific area informed by the health behavior theory you choose. Cite any and all references used for this review.

The paper will be graded critically 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 20 pages long*** (this does not include the title page, abstract or references). **PLEASE** conform to referencing standards published by the American Psychological Association (APA) Publication Manual (6th edition) (see <http://owl.english.purdue.edu/owl/resource/560/01/> for sample guidelines on appropriate APA formatting and citation protocol). A more detailed grading rubric will be provided to students at a later date.

Student Presentations

Towards the end of term, all students will be tasked with presenting material from one chapter in our textbook. These presentations will be worth a total of 100 points. All students will be asked to give a 20-25 minute presentation on an approved health behavior theory discussed in one of the textbook chapters not covered in lecture by the instructor (but approved by the instructor – see list of approved chapters below). Students have the option to work independently on this project or with a partner. If working with a partner, the presentation must last for 40-50 minutes. The selection of topics should be done after reviewing the chapters within the textbook, and students should carefully choose a topic that is relevant to their own academic interests. If the student elects to give a presentation on another health behavior theory not included in the list below, he/she must get instructor permission to do so. Please choose a topic that you have a genuine interest in so that others in the class will see your interest come to light during your presentation. This will be important, given that content covered in these presentations will be fair game for all remaining quizzes. More detailed guidelines for presentations will be distributed later on in the semester.

List of Potential Chapters for Presentation

Stress, Coping, & Health Behavior	Glanz et al. Ch. 10
Perspectives on Models of Interpersonal Health Behavior	Glanz et al. Ch. 12

Community Building and Organization	Glanz et al. Ch. 13
Diffusion of Innovations	Glanz et al. Ch. 14
Mobilizing Organizations for Health Promotion: Theories of Organizational Change	Glanz et al. Ch. 15
Communication Theory	Glanz et al. Ch. 16
PRECEDE/PROCEED	Glanz et al. Ch. 18
Evaluations of Theory Based Interventions	Glanz et al. Ch. 21
Perspectives on Using Theory: Past, Present, & Future	Glanz et al. Ch. 22

GRADE BREAKDOWN

<i>Evaluation Items</i>	<i>Points</i>
Theory Quizzes (10 @ 15 pts ea.)	150
Theory-Based Lit Review	175
Student Chapter Presentations	100
TOTAL POINTS	425

GRADING POINTS

- A = 395-425
- A- = 382-394
- B+ = 370-381
- B = 353-369
- B- = 340-352
- C+ = 327-339
- C = 306-326
- C- = 297-305
- D+ = 284-296
- D = 255-283
- E = Below 255

****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 “E” 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/QUIZ DATES/Items Due
August 24	Course Introduction	
August 31	Overview of Health Behavior Theory	Glanz et al. Ch. 1 & 2 QUIZ #1
September 7	Health Belief Model (HBM)	Glanz et al. Ch. 3 QUIZ #2
September 14	Theory of Reasoned Action (TRA), Theory of Planned Behavior (TPB), & Integrated Behavioral Model (IBM)	Glanz et al. Ch. 4 QUIZ #3 <i>Theory-Based Lit Review Topics Due</i>
September 21	Transtheoretical Model/Stages of Change	Glanz et al. Ch. 5 QUIZ #4
September 28	Precaution Adoption Process Model	Glanz et al. Ch. 6 <i>OPTIONAL Theory-Based Lit Review DRAFTS Due</i> QUIZ #5
October 5	Social Cognitive Theory	Glanz et al. Ch. 8
October 12	Social Network/Social	Glanz et al. Ch. 9

	Support	QUIZ #6
October 19	Social Marketing	Glanz et al. Ch. 19 QUIZ #7
October 26	Ecological Models of Health Behavior	Glanz et al. Ch. 20 <i>Theory-Based Lit Review Due by 3:30 PM</i>
November 2	Student Presentations	Glanz et al. Ch. TBD
November 9	Student Presentations	Glanz et al. Ch. TBD QUIZ #8
November 16	Student Presentations	Glanz et al. Ch. TBD QUIZ #9
November 23	NO CLASS - Thanksgiving	
November 30	Student Presentations	Glanz et al. Ch. TBD
December 7	Student Presentations	Glanz et al. Ch. TBD QUIZ #10

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, 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, 38-48.

Social Cognitive/Social Learning Theory

Bandura, A. (2004). Health promotion by social cognitive means. *Health Education and Behavior*, 31, 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, 465-480.

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, 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, 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.

General

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