

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

**University of Florida, Department of Health Education and Behavior**

**Spring 2012**

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

**Florida Gym (FLG), Room 285**

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**Office Hours:** Mondays: 2:00-4:00 PM, Tuesdays: 2:00-5:00 PM or by scheduling an Appt (preferred)

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## **Recommended Textbook:**

Glanz, K., Rimer, B. K., & Viswanath, K. (2008). *Health Behavior and Health Education: Theory, Research, and Practice*. 4<sup>th</sup> 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 on 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.

Article Reviews

Students will be asked to locate 5 peer-reviewed journal articles that apply one selected theory to a topic of interest. For each article, the student will be asked to describe the major findings from the research study, explain how those findings relate to the constructs within the theory/model chosen, interpret what the findings mean for health educators, and suggest what implications the findings from each article might have for research and practice in health education and health promotion. Article reviews will be graded critically for: (a) integration of information and ideas (25%); (b) depth and accuracy of information (25%); (c) depiction of theory/model constructs used within each article (30%); and (d) writing style and grammar (20%). More detailed guidelines for article reviews will be distributed later on in the semester.

Student Presentations

Towards the end of the term, all students will be tasked with presenting material from one chapter in our textbook on a health behavior theory (theory chosen does not have to be from recommended 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 quizzes. More detailed guidelines for presentations will be distributed later on in the semester.

*List of Potential Topics 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
PRECEDE/PROCEED	Glanz et al. Ch. 18
Perspectives on Using Theory: Past, Present, & Future	Glanz et al. Ch. 22
Ecological Models of Health Behavior	Glanz et al. Ch. 20
Motivational Interviewing	TBD
Chronic Care Model	TBD
Objectification Theory	TBD

## GRADE BREAKDOWN

<i>Evaluation Items</i>	<i>Points</i>
Theory Quizzes (10 @ 15 pts ea.)	150
5 Journal Article Reviews	150
Student Chapter Presentations	100
Class Participation	25
<b>TOTAL POINTS</b>	<b>425</b>

## 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, an assignment 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/ <b>QUIZ DATES/Items Due</b>
January 9	Course Introduction	
January 23	Overview of Health Behavior Theory	Glanz et al. Ch. 1 & 2 <b>QUIZ #1</b>
January 30	Health Belief Model (HBM)	Reading TBA <b>QUIZ #2</b>
February 6	Theory of Reasoned Action (TRA), Theory of Planned Behavior (TPB), & Integrated Behavioral Model (IBM)	Reading TBA <b>QUIZ #3</b>
February 13	Transtheoretical Model/Stages of Change	Glanz et al. Ch. 5 <b>QUIZ #4</b>
February 20	Precaution Adoption Process Model	Glanz et al. Ch. 6 <b>QUIZ #5</b>
February 27	Social Cognitive Theory	Glanz et al. Ch. 8 <b>QUIZ #6</b>
March 12	Out of Class Activities	
March 19	Social Networks/Social Support	Glanz et al. Ch. 9
March 26	Social Marketing	Glanz et al. Ch. 19 <b>QUIZ #7</b>
April 2	Student Presentations	Readings TBD
April 9	Student Presentations	Readings TBD <b>QUIZ #8</b>
April 16	Student Presentations	Readings TBD <b>QUIZ #9</b> <i>Article Reviews Due by 4:05 PM</i>
April 23	Student Presentations	Readings TBD <b>QUIZ #10</b>

## 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>