AHBR514 Health Behavior Theory (3 credits)
Theory and application of health promotion/education planning, implementation, and evaluation by health professions in a variety of settings. Emphasis on research related to determinants of health behavior, plus strategies and techniques used by professionals to foster human health.

Meeting Time/Location
W 5:00 – 7:30 PM; Taylor Ave. Bldg. (TAB) – General Medical Sciences (GMS) Suite, Room A

Instructor Information
Cheryl A. Houston, PhD, RD, LD, CFCS
Office Hours: By appointment
Phone: 314/719-8020 (office); 314/210-2521 (cell - preferred)
Email Address: chouston@fontbonne.edu

IMPORTANT
Send all email messages using AHBR514 (no space between the R and the 5) at the beginning of the subject line. Example: AHBR514 Question About Week 3 Reading

Email messages that do not conform to this requirement may not be read and may not receive a response.

Required Textbooks*


Additional readings are listed on the course schedule and are available on the course Blackboard (Bb) site.

Course Objectives
The learning activities and assignments in this course assess your mastery of these learning outcomes. By the end of the course, as guided by the Association of Schools of Public Health, students will be able to:

1. Identify the causes of social and behavioral factors that affect health of individuals and populations.
2. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
3. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.

4. Compare and describe the merits of social and behavioral science intervention and policies.

5. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

6. Describe the role of community and social factors in identifying appropriate intervention strategies for health promotion efforts.

7. Apply evidence-based approaches to solving public health problems.

8. Effectively communicate social and behavioral science concepts with other public health practitioners and lay audiences.

**Evaluation and Grading**

- **Discussion Board (Participant/Leader)**: 85 points (3 X 20; 1 X 25)
- **Online Journals**: 70 points (10 X 7)
- **Integrative In-class Application Exercises**: 90 points (4 X 10; 1 X 50)
- **Annotated Bibliography**
  - Draft (one article): 25 points
  - Final form: 100 points
- **Integration of Theory Research/Practice Paper**: 100 points
- **Integration of Theory Research/Practice Pres.**: 100 points

Total: 570 points

**1. Discussion Board (Participant/Leader)**

Each week, scholars are expected to have read and thoughtfully analyzed the assigned readings. All scholars must read the required readings before the class. The purpose of the Bb discussions are to provide an opportunity to further engage with specific content presented in class through application &/or comparison of theoretical ideas presented by selected scholars.

Each student will be required to serve as discussion leader (DL) once during the semester using the Blackboard course site. Scholars may choose from one of the course readings listed in the course schedule of this syllabus starting with class 3, but scholars may not choose a reading from the Glanz or Ariely textbooks. Given the there is more assigned reading in the first half of the semester, scholars should carefully examine their schedules and determine if it would be strategic to select an article listed for weeks 9-13. DLs should post questions that directly relate to the readings and focus on the conceptualization and/or application of health behavior theory.

Scholars in the class must respond to all of the discussion boards. The responses must be factually and grammatically correct, reflective and substantive, and advance the discussion to receive full credit. The instructor will model the role of discussion leader first. The assignment guidelines and rubrics used by the instructor for both the scholars’ role as DL and participant will be posted to the Bb course site.
The weekly postings are an important part of your participation and engagement with the course material. This is an opportunity to ask or comment on issues that may be confusing, enlightening, interesting, frustrating, etc. about the readings themselves.

Postings by participants should be limited to 1-2 short paragraphs.

i. Responses limited to “I agree” or “great idea,” etc. are not acceptable as an initial post. If you agree or disagree with something discussed in the readings, say why and support your statement with concepts from the readings or by bringing in a related example or experience.

ii. Use quotes from the articles that support your questions/comments and include page numbers from the article so DLs and other participants can refer back to the reading and easily locate the quote.

2. Online Journals
Scholars are required to complete brief online journals weekly during weeks 2 – 8; these journal entries focus on the information presented in the Ariely textbook. Each journal entry should:

a. start with a brief summary of the chapter (~1 paragraph).

b. include a brief analysis of how the issues/themes presented in the book can be applied to health behavior and the various theories and constructs discussed in the other readings.

c. The last journal entry (#7) should also include a brief discussion (1-2 paragraphs) about the book’s value for public health professionals.

3. Integrative In-class Application Exercises
Scholars will complete several integrative in-class application exercises during the semester to assist with mastery of the course content. By definition, in-class application exercises are completed in class. As such, scholars who miss class on the date in which these exercises are completed cannot make them up. However, scholars will be provided with copies of the exercises and may work through them on their own. The instructor is happy to give feedback, even though no points can be earned for missed in-class assignments. The only exception is integrative in-class application exercise #4 (worth 50 points). If an absence is unavoidable on the day of this scheduled integrative in-class application exercise, the student must contact the instructor immediately. It is up to the instructor whether or not this particular integrative in-class application exercise may be taken early or taken at a later time.

4. Annotated Bibliography
One of the best ways to learn about health and health behavior is to explore the evidence-based literature. A useful tool to guide this process is the use of an annotated bibliography. An annotated bibliography, simply put, is a summary and critique of a particular source (e.g., book, research article, etc.). For this assignment each scholar will select a specific health behavior of interest and then examine the research literature to
learn more about the topic. The annotated bibliography will become the foundation of the applied theory research paper described below. The assignment guidelines will be posted to the course Bb site.

5. Integration of Theory Research/Practice Paper & Presentation
   In addition to thoroughly reading, summarizing and critiquing the research literature, another great way to learn about health behavior is to interview individuals about their experiences with planning, implementing and evaluating a change in behavior. Scholars will interview one person who is working to improve or has tried to improve the health behavior related to the health topic used for the annotated bibliography (e.g., CVD and a desire to quit smoking; type 2 diabetes mellitus with a desire to lose weight; reducing risk for skin cancer with a desire to more consistently wear sunscreen; reducing stress using increased exercise; increase early detection of breast cancer by adhering to annual health screening practices such as mammograms, etc.). Once the interview is complete, each student will compare and contrast the findings from the annotated bibliography with the experience of the interviewee. Scholars will synthesis this information and compose a 10-page written paper, including a self-reflection piece. The assignment guidelines will be posted to the course Bb site.

Evaluation/Grading Scale
   The instructor assesses student work in terms of focus, development, organization, style and conventions. In addition, all course work will be assessed for completeness, accuracy, neatness/professional presentation, thorough preparation and adherence to style/format selected by the student. Grades will be based on a percentage of the total possible points as indicated below. Percentages are not rounded and the course scores are not curved in any way.

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<tr>
<th>Letter Grade</th>
<th>Percent</th>
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<tr>
<td>A</td>
<td>&gt;92-100</td>
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<tr>
<td>A-</td>
<td>&gt;89-91</td>
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<td>B+</td>
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<td>B</td>
<td>&gt;83-85</td>
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<td>B-</td>
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<td>C</td>
<td>&gt;70-79</td>
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<tr>
<td>F</td>
<td>&lt;70</td>
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The instructor will make every effort to grade and return assignments in one week from the stated due date. If a student is absent on the day an assignment is returned, s/he may pick it up from the instructor at the next class or by appointment.

Scholars should check the accuracy of each graded assignment and the posting of grades on Bb. All discrepancies in grading and/or posting to the grade center in Bb should be brought to the instructor’s attention within one week of the date the assignment was returned to the class. Discrepancies identified after this time frame will not be considered by the instructor.

AHBR514 Syllabus FL14 8-18-14
*This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs, emergency situations, and unexpected circumstances. Students must keep abreast of all announced changes to the syllabus.*
Grade Definitions
The following grading scale and definitions are used in this course.

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A, A-</td>
<td>Superior graduate work</td>
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<tr>
<td>B, B-</td>
<td>Satisfactory graduate work</td>
</tr>
<tr>
<td>C</td>
<td>Less than satisfactory graduate work</td>
</tr>
<tr>
<td>F</td>
<td>Unsatisfactory work; no academic credit</td>
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Course Policies

1. Attendance and Participation – Strategies for Success

It is the student’s responsibility to come to class prepared to learn and to participate in classroom discussion and activities. This means the student should read applicable materials prior to class, be prepared to ask and answer questions, and participate in both class and through the online assignments.

Scholars who need assistance with course content are responsible for following these steps:

- Make a list of questions and/or concerns that may impact other scholars in the class (e.g., a question about an assignment) and present those questions in class, or via the Blackboard (Bb) Q&A Discussion Board so that all scholars may benefit from the answers.
- Call or e-mail the instructor to set up an individual appointment time.

The instructor and the scholars are expected to maintain a professional and mature level of behavior and to respect one another. Disrespectful behavior will not be tolerated. Please be sure to silence or turn off all cell phones during class.

If a student has demonstrated a good faith effort to attend class and to keep up with the workload yet continues to struggle with the course material, the instructor is available to work individually with that student. The instructor’s cell phone number is identified on page 1 of this syllabus as a courtesy to all scholars. Scholars should use this number without hesitancy. If you are sent to voice mail, please leave a message with your call back number.

The student is responsible for all missed information and materials when absent or tardy. Note that the syllabus is subject to change to accommodate instructional and/or student needs, emergency situations, and unexpected circumstances. Scholars must keep abreast of all announced changes. Changes will be announced in class, sent via email and/or posted on the Blackboard course site (see announcements section on Bb). If an assignment is due the day of a tardy or an absence, it is the scholar’s responsibility to turn it in ahead of time (see next section for late assignments). If an absence is unavoidable on the day integrative in-class application exercise #4 (worth 50 points) is scheduled, the scholar must contact the instructor immediately. It is up to the instructor whether or not
this specific integrative in-class exercise may be taken early or taken at a later time. There will be no make-ups allowed for the other 10-point integrative in-class application exercises.

Special Circumstances Related to Absences: Scholars who are involved in any university-related activities or professional commitments that might have an effect upon attendance or grade assessment must make an appointment and meet with the instructor ahead of time to devise a mutually-agreeable solution.

2. Late Assignments
All assignments are due on the date specified in the course schedule of this syllabus. Assignments must be submitted in hard copy (unless instructions specify an electronic submission) during the first 15 minutes of class on the day indicated. Assignments turned in after this time, but on the due date, will be penalized by a deduction of 5 points from the total possible points. After the due date, a deduction of 10 points per day will be assessed for late assignment. No assignments will be accepted beyond seven days after the due date unless there are extenuating circumstances and arrangements are made ahead of time with the instructor. If such an assignment cannot be handed directly to the instructor on the due date, it should be submitted electronically to verify a time stamp. Failure to follow these instructions will result in the receipt of a grade of zero (0) for the assignment.

3. Assignments – Format and Use of Style/Writing Assistance
All assignments are expected to be complete and accurate with few, if any, grammar and spelling or typographical errors. Scholars may choose the style for formatting their assignments, but it should be consistent and accurate. Excessive errors related to grammar, spelling and/or format will result in a 10 point deduction on the assignment.

The Writing Center is a free service for all students (both graduate and undergraduate) currently enrolled at Washington University. Writing Center tutors will work with students on essays, senior theses, personal statements, oral presentations, and more. The Writing Center is located in Eads Hall, room 111. You may visit the web site at http://writingcenter.wustl.edu/ or contact the Center directly at 314/935-4981 or writing@wustl.edu to schedule appointments. Each semester there are also workshops on writing that students often find useful.

Scholars are also strongly advised to make a copy of all work prior to turning it in. In the unlikely event that an assignment is missing, the scholar will be able to furnish a copy to the instructor upon request.

4. Communication Between Faculty and Scholars
Scholars should be courteous to each other and the faculty at all times. Disrespectful behavior, comments or attitudes will not be tolerated. It is also important that scholars check the Bb course site and their email account(s) often for communication from the instructor. Send all email messages using AHBR514 (no space between the “R” and
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the “5”) at the beginning of the subject line (e.g., AHBR514 Question About Class Today). Scholars will be required to utilize the Bb course site as a component to this course. It is the scholar’s responsibility to seek assistance in utilizing Bb.

In order to be effective professionals, it is critical to listen to the worldview of others. The classroom is a place to learn and to share your perspectives and listen to others. In order to do this effectively, it is important that:

- everyone contributes to discussions,
- no one person dominates the discussions,
- differences of opinions voiced both inside and outside the classroom are respected, and
- stereotypes and prejudices about our own and other social groups are acknowledged. In doing so, it is important to re-examine, re-evaluate, and re-learn.

5. Faculty Unannounced Absence or Late to Class

For courses which meet only once per week, scholars must wait a minimum of 30 minutes before leaving a class for which the instructor has not arrived. One scholar in the class will assume responsibility for starting a dated attendance record for student signatures and for seeing that the attendance record is submitted to Deb Pfeiffer as soon as possible. Ms. Pfeiffer’s contact information is:

Debbie Pfeiffer, MA | AHBR Program Project Manager | Graduate Programs in Applied Health Behavior Research | Washington University School of Medicine | Campus Box 8051 | 660 South Euclid Avenue | Saint Louis, MO 63110 | Phone: 314.454.8956 | dpfeiffer@wustl.edu.

6. Academic Integrity/Honesty – Instructor’s Policy

Plagiarism, copying from other students and other breaches of academic integrity/honesty will not be tolerated. Violations of standard rules of academic integrity will be reported to the Dean. Students will be notified when this occurs. Such actions may lead to disciplinary action which could result in expulsion from the University.

Instructors have an obligation to prevent or control cheating. Where appropriate, this might entail distribution of the Statement of Student Academic Integrity in classes, a discussion of the appropriate forms of citation required for a particular writing or research project, or special seating arrangements or exam formats during written examinations.

All graduate students may receive a statement of the Academic Integrity Policy for Graduate Students from the Graduate School of Arts & Sciences. Please contact the Office of the Dean if you would like a copy of this document. By remaining in this course you indicate that you have read and understood the academic integrity/honesty statement of the University. Any student who violates academic integrity/honesty on any assignment in this course will receive a zero for that assignment. Please note that a zero is less than an F; therefore, a zero could jeopardize your ability to pass the course.
This policy is nonnegotiable and does not distinguish between complete or partial plagiarism, intentional or “unintentional” plagiarism.

7. Disability Services
Washington University is committed to providing accommodations and/or services to students with documented disabilities. Students who are seeking support for a disability or a suspected disability should contact Cornerstone: The Center for Advanced Learning at 314/935-5970 or cornerstone@wustl.edu. They are responsible for approving and arranging all accommodations for University students. You may view their web site at http://cornerstone.wustl.edu/DisabilityResources.aspx
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Scholars will continue to explore the models and theories at the individual/intrapersonal level of the ecological model. This week scholars explore key concepts from the **Transtheoretical Model** (TTM). While it is often referred to in the literature as the Stages of Change Model because of its emphasis on patient/client stage of readiness to change, the model includes many interesting and useful variables beyond the stage construct.

**Readings:**
- Glanz et al., chapter 5 *The Transtheoretical Model and Stages of Change*

| W 9/24 – Week 5 | Online Journal #4; Ariely, chapters 8-9 |
| W 9/24 – Week 5 | Integrative In-class Application Exercise #1 |

**Ecological Model – Individual Level (continued)**

Scholars add two more theories to their understanding of health behavior at the individual/intrapersonal level of the ecological model. This week is focused on the development of the **Theory of Reasoned Action and Planned Behavior** and the application of their use in moving individuals toward the intention to change.

**Readings:**

| W 10/01 – Week 6 | Online Journal #5; Ariely, chapters 10-11 |
| W 10/01 – Week 6 | Integrative In-class Application Exercise #2 |

**Behavioral Economics**

Over the past six weeks, scholars read about mechanisms that drive public choice using concepts from behavioral economics. Reflections about the reading/textbook occurred using online journals. This week, scholars come together to begin exploring how the concept of behavioral economics might be applied to various health behaviors and health behavior theories and constructs.

**Readings:**

| W 10/08 – Week 7 | Online Journal #6; Ariely, chapters 12-13 |
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<table>
<thead>
<tr>
<th>Week 10/15</th>
<th>Week 8</th>
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<tbody>
<tr>
<td><strong>Ecological Model – Interpersonal Level (continued)</strong></td>
<td><strong>Social Networks and Social Support</strong></td>
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<tr>
<td>This week scholars examine the role of social networks and social support on health behavior and outcomes. Emphasis will be placed on the concepts of stress and coping. The role of culture as a dynamic factor in the health process is also explored.</td>
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<tr>
<td><strong>Readings:</strong></td>
<td><strong>Online Journal #7:</strong></td>
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<tr>
<td>Glanz et al., chapter 9 Social Networks and Social Support</td>
<td>Ariely, chapters 14-15</td>
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<th>Week 10/22</th>
<th>Week 9</th>
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<tr>
<td><strong>Social Networks and Social Support (continued)</strong></td>
<td><strong>Stress, Coping, and Health Behavior</strong></td>
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<tr>
<td><strong>Readings:</strong></td>
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<tr>
<td>Glanz et al., chapter 10 Stress, Coping and Health Behavior</td>
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**Readings:**

Glanz et al., chapter 8 How Individuals, Environments and Health Behavior Interact: Social Cognitive Theory


**Readings:**

Glanz et al., chapter 9 Social Networks and Social Support


**Readings:**

Glanz et al., chapter 10 Stress, Coping and Health Behavior


Detroit’s east side. *Social Science and Medicine, 62*, 510-522.

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<thead>
<tr>
<th>W 10/29 – Week 10</th>
<th>Annotated Bibliography Draft final form due</th>
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<tr>
<td><strong>Ecological Model – Diffusion, Dissemination and Adoption of Health Behavior Strategies</strong></td>
<td><strong>Integrative In-class Application Exercise #4 (50 points)</strong></td>
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<td>Scholars will move beyond the interpersonal level of the ecological framework by examining the role of key characteristics of innovations that make them more or less likely to be diffused, disseminated, adopted and maintained. The focus this week is on <strong>Diffusion of Innovation theory</strong>.</td>
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**Readings:**
- Glanz et al., chapter 14 Diffusions of Innovations

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<th>W 11/05 – Week 11</th>
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<tr>
<td><strong>Introduction to the PRECEDE-PROCEED Model/RE-AIM</strong></td>
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**Readings:**
- Glanz et al., chapter 18 Using the PRECEDE-PROCEED Model to Apply Health Behavior Theories

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<th>W 11/12 – Week 12</th>
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<tr>
<td><strong>Ecological Model - Organizational and Community Factors of Health Behavior</strong></td>
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<tr>
<td>Scholars will move to the next level of the ecological framework by examining the role of organizations and community factors in the context of health behaviors and change. The role of policy will also be explored.</td>
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**Readings:**
- Glanz et al., chapter 13 Improving health through community organization and community building
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<th>Date</th>
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<th>Topic</th>
<th>Assignment</th>
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<tr>
<td>W 11/19</td>
<td>Week 13</td>
<td>Social Marketing</td>
<td>Integrative In-class Application Exercise #5</td>
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<td></td>
<td>Using some similar concepts to traditional commercial marketing, social marketing is an approach that is employed to shape individual behavior in order to impact change at the population level. Scholars will apply behavioral theories to a social marketing framework.</td>
<td>Glanz et al., chapter 19 Social Marketing Fraze, J., Rivera-Trudeau, M., &amp; McElroy, L. (2007). Applying behavioral theories to a social marketing campaign. <em>Social Marketing Quarterly, 13</em>(1), 2-14.</td>
</tr>
<tr>
<td>W 11/26</td>
<td>Week 14</td>
<td>No Class; Thanksgiving Break</td>
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<tr>
<td>W 12/03</td>
<td>Week 15</td>
<td>Putting it All Together</td>
<td>Scholar Presentations: Integration of Theory Research/Practice Paper</td>
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<tr>
<td>W 12/10</td>
<td>Final Exam Period</td>
<td>No class</td>
<td>Integration of Theory Research/Practice Paper due</td>
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