

Health Behavior Theory
Fall 2015
Tuesdays: 4:30-7:30pm (August 25-November 17, 2015)

Division of Health Behavior Research
4444 Forest Park - Suite 6700
Syllabus is subject to change

Instructor	Enbal Shacham, PhD 3545 Lafayette Ave. College for Public Health and Social Justice Saint Louis University St. Louis, MO 63104 Office hours by appointment Email: eshacham@slu.edu
Required Reading	Glanz K, Lewis FM, Rimer BK. (Eds.) (2008) <i>Health Behavior and Health Education</i> (4 th ed.). San Francisco: Jossey-Bass. Ariely, Daniel (2010) <i>Predictably Irrational: The Hidden Forces that Shape our Decisions</i> . New York: Harper Collins Publishers
Course Description	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.
Course Objectives	By the end of the course, as guided by the Association of Schools and Programs of Public Health, students will be able to: Identify several theories, concepts and models from a range of social and behavioral disciplines that are used in public health practices; and apply these theories, concepts and models to: <ul style="list-style-type: none">• Identify the causes of social and behavioral factors that affect health of individuals and populations.• Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.• Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions. Compare and describe the merits of social and behavioral science intervention and policies. <ul style="list-style-type: none">• Specify multiple targets and levels of intervention for social and behavioral science program and/or policies.• Describe the role of community and social factors in identifying appropriate intervention strategies for health promotion efforts.• Apply evidence-based approaches to solving public health problems• Effectively communicate social and behavioral science concepts with other public health practitioners and lay audiences.

Attendance: You will be expected to be present and participate during all scheduled classes. Deductions in your grade will result if you miss more than 2 classes throughout the semester.

Email policy: Emails will be responded to within 24 hours, please do not expect a response immediately.

1. Reading assignment (36 points—4 points each)

Students are expected to complete all the readings for the assigned week before they come to class. Each student will ask 2 *thoughtful* questions from **each** of the assigned readings during the in-class discussion.

2. Discussion Leader (40 points –Once during the semester)

Students will have the opportunity to be a discussion leader in class. Each student will be responsible for presenting an overview of the assigned articles as well as facilitating discussion among the class. You will have 20-30 minutes to present an overview of the 2 articles and facilitate discussion. Discussion is the most important part of this assignment, so please limit your summary of the articles to 10 minutes so that you can use the majority of your time for leading discussion. Keep in mind that a brief overview of the articles does not mean reading the abstract for the article. Remember that everyone has also read the articles and is expected to participate in discussion weekly. Please be sure to include:

1. A brief overview about the purpose, setting, participants, methods, but also, most importantly, discuss how the theory was used in the article.
2. Discussion of how the authors connected theory and practice
3. How would you use these findings to improve your work?

3. Behavioral Economics Book Review (40 points)

All students will read *Predictably Irrational* (Ariely, 2009). The book review is to be emailed to professor by 5pm **9/29/15**. The book review should be structured as follows **and** include course and other related references (about 4 pages):

1. Brief summary of the book (~1 page)
2. Choose 3 issues/themes from the book and discuss how those points can be applied to health behavior and their application to different theories and constructs
3. Conclude by discussing the book's value for public health professionals and health behavior theory

3. Theory-Based Literature Review (60 points)

Students will conduct a recent literature review (find studies within the past 5 years) of a theory that has been used in explaining your chosen health issue. A research statement must be proposed and approved by the instructor (**by 9/22/15**). This research statement includes the health issue you are proposing to study, the population that is effected by your chosen health issue and that you will focus on, and the specific statement of the problem.

This paper will include:

- 1) Define and describe chosen theory
- 2) Define a health issue and its impact on the population
 - a. This should include an in-depth examination of the health issue from a social-ecological perspective (individual, peer, family, community, national)
- 3) Literature review of chosen theory (focus on research from the last 5-7 years)

- 4) An explanation of the linkages between the correlates of health behaviors and your chosen theory

Papers should include within text citations and a reference list and use AMA Style. At least **10** theory-based intervention articles should be included in the review. Grammar, punctuation, and general editing for clarity will be factored into grading. More detailed information will be provided. Papers are not to exceed 10 pages double-spaced (not including references).

4. Theory-Based Personal Behavior Change Intervention Final Paper (60 points-due 11/17/15)

During the course of this class you are going to select a health behavior that you have wanted to change. Each week, you will describe your behavior change experiences. Based on a selected theory, you will explore the constructs (1 or multiple theories) that influence your behavior patterns.

Papers should include within text citations and a reference list and use AMA Style. Papers are not to exceed 7 pages double-spaced + weekly reflections (14 paragraphs, not including references). You will need to include:

- Select the health behavior.
- Describe why the health behavior is important to change. (Epidemiological profile, 1-2 page)
- Study the behavior, determine factors that influence that behavior: Individual, Interpersonal, Community, Organizational, Policy, Neighborhood-levels (behavioral assessment, 1-2 pages)
- Which theoretical framework best suits the behavior and approach you need to change the behavior? Why? (1-2 pages)
- What are challenges to implementing this behavior change intervention? (1 page)
- **Weekly reflections: 1 paragraph each week. (Total of 14 reflections)**

Assignment	Points	Due Date
1. Questions on Weekly Reading Assignments	36	In each class
2. Discussion Leader	40	Varies
Overview of articles	10	
Effectively lead discussion and engaged class members	15	
Asked appropriate, thought provoking questions	15	
3. Book Review	40	9/29/15
4. Midterm Theory Paper/Literature Review	60	11/2/15
5. Final Paper	60	11/17/15

GRADING SCALE

- A 212-236 points
- B 189-211 points
- C 165-188 points
- D 142-164 points
- F 141 or fewer points

ACADEMIC INTEGRITY

Plagiarism, copying from other students and other forms of cheating will not be tolerated. Violations of standard rules of academic integrity should be reported to the Dean and 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 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.

WRITING ASSISTANCE

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 contact the Center directly at 935-4981 to schedule appointments. Each semester there are also workshops on writing.

You can access the Writing Center's website for more information and the workshop list at <http://artsci.wustl.edu/~writing/home.html>. The Writing Center is an excellent resource for assistance on writing style and also for policies on citation and plagiarism. The website also includes a "helpful hint" section relating to these topics.

Other resources for questions on writing include your course instructor and/or Irene Fischer, Associate Director for the Master of Health Science Program in Health Care Services (phone: 314-286-1916; e-mail: ifischer@wustl.edu).

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 the Disability Resource Center (DRC) at 5-4062 on the lower level of the Women's Building (drc@dosa.wustl.edu). The DRC is responsible for approving and arranging all accommodations for University students.

Class Schedule

Date	Topic	Reading
Week 1: 8/25/15	Introduction to Health Behavior Theory	
Glanz, Chapter 1, 2		
Week 2: 9/1/15	Ecological Model of Health Behavior	
Glanz, Chapters 20		
Fleury, J. & Lee, S.M. (2006). The social ecological model and physical activity in African American women. <i>American Journal of Community Psychology</i> , 13, 129-140.		
Naar-King, S., Arfken, C., Frey, M., Harris, M., Secord, E. and Ellis, D.(2006) Psychosocial factors and treatment adherence in paediatric HIV/AIDS. <i>AIDS Care</i> ,18:6,621 — 628		
Week 3: 9/8/15	Health Belief Model	
Glanz, Chapter 3		
Deavenport A, Modeste N, Hopp Marshak H, Neish C. (2011) Closing the Gap in Mammogram Screening: An Experimental Intervention Among Low-Income Hispanic Women in Community Health Clinics. <i>Health Education Behavior</i> .		
Reiter PL, Brewer NT, Gottlieb SL, McRee AL, Smith JS. (2009) Parents' health beliefs and HPV vaccination of their adolescent daughters. <i>Soc Sci Med</i> . 2009 Aug;69(3):475-80		
Week 4: 9/15/15	Transtheoretical Model	
Glanz, Chapters 5 & 6		
Basta, T., Reece, M., & Wilson, M. (2008). The transtheoretical model and exercise among individuals living with HIV. <i>American Journal of Health Behavior</i> , 32(4), 356-367.		
Sealy YM, Farmer GL (2011) Parents' Stage of Change for Diet and Physical Activity: Influence on Childhood Obesity. <i>Social Work in Health Care</i> , 50:4, 274-291		
Week 5: 9/22/15	Theory of Reasoned Action and Planned Behavior	
Glanz; Chapter 4		
Randolph ME, Pinkerton SD, Somlai AM, Kelly JA, McAuliffe TL, Gibson RH, Hackl K. (2009) Seriously mentally ill women's safer sex behaviors and the theory of reasoned action. <i>Health Educ Behav</i> . Oct;36(5):948-58		
Griva F, Anagnostopoulos F, Madoglou S. (2009) Mammography screening and the theory of planned behavior: suggestions toward an extended model of prediction. <i>Women & Health</i> . Dec;49(8):662-81.		
Week 6: 9/29/15	Behavioral Economics	BOOK REVIEW DUE
Week 7: 10/6/13	Social Cognitive Theory	
Glanz; Chapter 8		
Kolopaking R, Bardosono S, Fahmida U J (2011) Maternal Self-efficacy in the Home Food Environment: A Qualitative Study among Low-income Mothers of Nutritionally At-risk Children in an Urban Area of Jakarta, Indonesia. <i>Nutr Educ Behav</i> . May-Jun;43(3):180-8.		
Van Zundert RM, Nijhof LM, Engels RC. (2009)Testing Social Cognitive Theory as a theoretical framework to predict smoking relapse among daily smoking adolescents. <i>Addict Behav</i> . Mar;34(3):281-6.		
Week 8: 10/13/15	Social Networks and Social Support/ Stress, Coping, and Health Behavior	
Glanz; Chapter 9, Glanz: Chapter 10		
Lakon CM, Ennett ST, Norton EC. (2006). Mechanisms through which drug, sex partner, and friendship network characteristics relate to risky needle use among high risk youth and young adults. <i>Social Science & Medicine</i> . 63(9):2489-99.		
Lackner JM, Brasel AM, Quigley BM, Keefer L, Krasner SS, Powell C, Katz LA, Sitrin MD. (2010)The ties that bind: perceived social support, stress, and IBS in severely affected patients.		

Neurogastroenterol Motil. 22(8):893-900		
Week 9: 10/20/15	Diffusion of Innovations	
<p>Glanz: Chapter 14</p> <p>Burke, J. (2004). Infant HIV infection: Acceptability of prevention strategies in central Tanzania. <i>AIDS Education and Prevention</i>, 16(5), 415-425.</p> <p>Des Jarlais, D.C., Sloboda, Z., Friedman, S.R., Tempalski, B., McKnight, C. & Braine, N. (2006). Diffusion of DARE and syringe exchange programs. <i>American Journal of Public Health</i>, 96(8), 1354-1358.</p>		
Week 10: 10/27/15	Introduction to the Program Planning/RE-AIM	
Glasgow RE, Vogt TM, Boles SM (1999). Evaluating the public health impact of health promotion interventions: The RE-AIM framework. <i>American Journal of Public Health</i> . 89(9): 1322-7.		
Week 11: 11/2/15	NO CLASS	LITERATURE REVIEW PAPER DUE
Week 12: 11/9/15	Social Marketing	
<p>Glanz, Chapter 19</p> <p>Fraze, J., Rivera-Trudeau, M. & McElroy, L. (2007). Applying behavioral theories to a social marketing campaign. <i>Social Marketing Quarterly</i>, 13(1), 2-14.</p> <p>Sun X, Guo Y, Wang S, Sun J. (2007) Social Marketing Improved the Consumption of Iron-fortified Soy Sauce among Women in China. <i>J Nutr Educ Behav</i>. 2007;39:302-310</p>		
Week 13: 11/17/15	Final Personal Intervention Papers DUE	