

**Health Behavior Theory**  
**Fall 2017**  
**Wednesdays: 4:00-6:30pm (August 30-December 13, 2017)**  
*Syllabus is subject to change*

<b>Instructor</b>	Enbal Shacham, PhD Associate Professor 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 Phone: (314) 977-4563
<b>Required Reading</b>	Glanz K, Lewis FM, Rimer BK. (Eds.) (2015) <i>Health Behavior: Theory, Research, and Practice</i> (5 <sup>th</sup> ed.). San Francisco: Jossey-Bass.  Ariely, Daniel (2010) <i>Predictably Irrational: The Hidden Forces that Shape our Decisions</i> . New York: Harper Collins Publishers  Coates, Ta-Nehisi (2015) <i>Between the World and Me</i> . New York: Random House, LLC.
<b>Course Description</b>	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.
<b>Course Objectives</b>	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 to: <ul style="list-style-type: none"><li>• Identify the causes of social and behavioral factors that affect health of individuals and populations.</li><li>• Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.</li><li>• Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.</li></ul> Compare and describe the merits of social and behavioral science intervention and policies. <ul style="list-style-type: none"><li>• Specify multiple targets and levels of intervention for social and behavioral science program and/or policies.</li><li>• Describe the role of community and social factors in identifying appropriate intervention strategies for health promotion efforts.</li><li>• Apply evidence-based approaches to solving public health problems</li><li>• Effectively communicate social and behavioral science concepts with other public health practitioners and lay audiences.</li></ul>

**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 48 hours, please do not expect a response immediately.

### **1. Reading assignment (20 points—2 points each)**

Students are expected to complete all the readings for the assigned week before they come to class. Each student will ask **1 thoughtful** question from **each** of the assigned readings during the in-class discussion.

### **2. Discussion Leader (25 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. (5 points)
2. Discussion of how the authors connected theory and practice (5 points)
3. How would you use these findings to improve your work? (5 points)
4. How effectively did you lead discussion, ask thought-provoking questions? (10 points)

### **3. Behavioral Economics Book Review (40 points)**

All students will read *Predictably Irrational* (Ariely, 2010). The book review is to be emailed to professor by 4pm **9/20/17**. 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 methods in which the book explains and predicts behavior. Compare and contrast these predictions to other health behavior constructs. 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. Exploring structural determinants of health, Book Review (40 points)**

All students will read *Between the World and Me* (Coates, 2014). The book review is to be emailed to professor by 4pm **11/8/17**. The book review should be structured as follows **and** include course and other related references (about 4 pages):

1. Explore structural constructs that were described in the book that influence health outcomes.
2. Choose 3 methods in which the book explains and predicts how behavior is influenced by these structures. Compare and contrast these predictions to other health behavior constructs. 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.

#### **4. Theory-Based Personal Behavior Change Intervention Final Paper (50 points-due 12/13/17)**

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? (2-4 pages)
- Define a health issue and its impact on the population
  - This should include an in-depth examination of the health issue from a social-ecological perspective (individual, peer, family, community, national)
- Literature review of chosen theoretical constructs related to your behavior (focus on research from the last 5-7 years)
- What are challenges to implementing this behavior change intervention? (1 page)
- **Weekly reflections: 1 paragraph each week. (Total of 14 reflections)**

#### **5. Presentations (25 points –due 12/6/17)**

Each student will present their theoretical framework that they developed for the final paper. The presentation should be no longer than 10 minutes and should include:

- Background of health issue that instigates behavior change
- Final model with justification for each constructs

Assignment	Points	Due Date
<b>1. Questions on Weekly Reading Assignments/class participation</b>	<b>20</b>	<b>In each class</b>
<b>2. Discussion Leader</b>	<b>25</b>	<b>Varies</b>
Overview of articles	5	
Effectively lead discussion and engaged class members	10	
Asked appropriate, thought provoking questions	10	
<b>3. Book Reviews (2)</b>	<b>80 (2 @ 40)</b>	<b>9/20/17, 11/15/17</b>
<b>4. Final Presentation</b>	<b>25</b>	<b>12/6/17</b>
<b>5. Final Paper</b>	<b>60</b>	<b>12/13/17</b>

#### **GRADING SCALE**

- A 89.5%-100%
- B 79.5%-89.4%
- C 69.5%-79.4%
- D 59.5%-69.4%
- F ≤ 59.4%

## **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](mailto: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](mailto:drc@dosa.wustl.edu)). The DRC is responsible for approving and arranging all accommodations for University students.

## Class Schedule

Date	Topic	Reading
Class 1-8/30/17	Introduction to Health Behavior Theory	
	Glanz, Chapter 1, 2	
Class 2- 9/6/17	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.	
	Marmot M, Friel S, Bell R, Houweling TAJ, Taylor S. Closing the Gap in a Generation: Health Equity through Action on the Social Determinants of Health. <i>The Lancet</i> . 2008;372: 1661-69.	
9/13/17	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	
9/20/17	<b>Behavioral Economics</b>	<b>BOOK REVIEW DUE-No class</b>
9/27/17	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 &amp; Health</i> . Dec;49(8):662-81.	
10/4/17	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	
10/11/17	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.	
10/18/17	Social Networks and Social Support	
	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 &amp; Medicine</i> . 63(9):2489-99.	

Rhodes SD, Daniel J, Alonzo J, <a href="#">Vissman</a> AT, Duck S, Downs M, Gilbert PA. A snapshot of how Latino heterosexual men promote sexual health within their social networks: Process evaluation findings from an efficacious community-level intervention. <i>AIDS Educ Prev.</i> 2012 Dec; 24(6): 514–526.		
10/25/17	Diffusion of Innovations	
Glanz: Chapter 14 Chang (2010) A New Perspective on Twitter Hashtag Use: Diffusion of Innovation Theory. <i>Proceedings of the Association for Information Science and Technology.</i> 2010; 47 (1), 1-4 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, 96</i> (8), 1354-1358.		
11/1/17	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.		
11/8/17	<b>Structural Influences of Health Behavior</b>	<b>Book Review due-No class</b>
Ta-Nehisi Coates, <i>Between the World and Me</i>		
11/15/17	Social Marketing/Health Communication	
Glanz, Chapter 19 <a href="#">Moran</a> MB, <a href="#">Murphy</a> ST, and <a href="#">Sussman</a> S. Campaigns and Cliques: Variations in Effectiveness of an Antismoking Campaign as a Function of Adolescent Peer Group Identity. <i>J Health Commun.</i> 2012; 17(10): 1215–1231. <a href="#">Ngu</a> EM, Hamilton C, Nugent M, Simpson P, and Willis E. Evaluation of a Social Marketing Campaign to Increase Awareness of Immunizations for Urban Low-Income Children <i>WMJ.</i> 2015 Feb; 114(1): 10–15.		
<b>No class 11/22/17—Thanksgiving</b>		
11/30/17	Stress, Coping, and Health Behavior	
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.		
<b>12/6/17</b>	<b>Final Personal Intervention Presentation due</b>	
<b>12/13/17</b>	<b>Final Personal Intervention Paper due</b>	