

**Health Behavior Theory
Fall 2019**

Syllabus is subject to change

Instructor Enbal Shacham, PhD
 Professor
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Required Reading Glanz K, Lewis FM, Rimer BK. (Eds.) (2015) *Health Behavior: Theory, Research, and Practice* (5th ed.). San Francisco: Jossey-Bass.

Ariely, Daniel (2010) *Predictably Irrational: The Hidden Forces that Shape our Decisions*. New York: Harper Collins Publishers

Coates, Ta-Nehisi (2015) *Between the World and Me*. New York: Random House, LLC.

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 to:

- 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.

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

1. Reading assignment (10 points—1 point 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 the assigned articles during the in-class discussion.

2. 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 **9/19/18**. 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) (5 points)
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? (10 points each)
3. Conclude by discussing the book's value for public health professionals and health behavior theory (5 points)

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 **11/13/19**. 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. Presentations (25 points –due 12/4/19)

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

5. Theory-Based Personal Behavior Change Intervention Final Paper (50 points-due 12/11/19)

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? And justification of which constructs are relevant. (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)**

Assignment	Points	Due Date
1. Weekly reading	10	weekly
2. Book Reviews (2)	80 (2 @ 40)	9/18/19, 11/13/19
2. Final Presentation	25	12/4/19
3. Final Paper	60	12/11/1

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).

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
Class 1-8/28/19	Introduction to Health Behavior Theory	
	Glanz, Chapter 1, 2	
Class 2- 9/4/19	Ecological Model of Health Behavior	
	Glanz, Chapters 3	
	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.	
9/13/19	Health Belief Model	
	Glanz, Chapter 4,5	
	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> .	
9/17/19	Theory of Reasoned Action and Planned Behavior	
	Glanz; Chapter 6	
	Elske Stolte, Marijke Hopman-Rock, Marja J. Aartsen, Theo G. van Tilburg, and Astrid Chorus. (2017) The Theory of Planned Behavior and Physical Activity Change: Outcomes of the Aging Well and Healthily Intervention Program for Older Adults. <i>Journal of Aging and Physical Activity</i> . 25 (3)438-445.	
9/25/19	Behavioral Economics BOOK REVIEW DUE-No class	
	Glanz: Chapter 20	
10/2/19	Transtheoretical Model	
	Glanz, Chapters 7	
	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	
10/9/19	Social Cognitive Theory	
	Glanz; Chapter 9	
	Christopher Ring & Maria Kavussanu (2017): The role of self-regulatory efficacy, moral disengagement and guilt on doping likelihood: A social cognitive theory perspective, <i>Journal of Sports Sciences</i> , DOI: 10.1080/02640414.2017.1324206	
10/16/19	Social Networks	
	Glanz: Chapter 11	
	Rhodes SD, Daniel J, Alonzo J, Vissman 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.	
10/23/19	Implementation, Diffusion of Innovations	
	Glanz: Chapter 16	
	Lindsey Young, Phil Schumm, Leigh Alon, Alida Bouris, Matthew Ferreira, Brandon Hill, Aditya S Khanna, Thomas W Valente, John A Schneider. PrEP Chicago: A randomized controlled peer change agent intervention to promote the adoption of pre-exposure prophylaxis for HIV prevention among young Black men who have sex with men. <i>Clinical Trials</i> . 2017. 15(1)44-52.	
10/30/19	Introduction to the Program Planning/RE-AIM	
	Glanz: Chapter 19	

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.	
11/7/19	Structural Influences of Health Behavior Book Review due-No class Chapter 3
	Ta-Nehisi Coates, <i>Between the World and Me</i>
11/12/19	Social Marketing/Health Communication
Glanz: Chapter 17 Ngu 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.	
11/19/19	Stress, Coping, and Health Behavior & Social Support
Glanz, Chapter 12, 10	
No class 11/27/19—Thanksgiving	
12/5/18	Final Personal Intervention Presentation due
12/12/18	Final Personal Intervention Paper due