NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Canvas site for enrolled students and may be more current than this sample syllabus.

MPH PROGRAM-CORE COURSE

H 571 * PRINCIPLES OF HEALTH BEHAVIOR * 3 credits

Course Description: This overview course is designed to provide students with basic information concerning the interaction of biological, psychological, behavioral, socio-cultural, and environmental processes that function in the promotion of health and prevention of disease. Theories developed to explain health and illness behaviors at the intrapersonal, interpersonal, and group/community levels are introduced and critiqued, and intervention-based research examples are used to provide a basis for understanding applications in public health practice. Ethical considerations inherent to efforts designed to produce health-related behavior change are examined.

Canvas — This course will be delivered via Canvas, your online learning community, where you will interact with your classmates and with me. Within the course Canvas site, you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; email other students and the instructor; participate in online activities; and display your projects. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance with Canvas and otherwise, see http://ecampus.oregonstate.edu/services/technical-help.htm.

Program Competencies in Public Health: Upon satisfactory completion of the degree in Public Health, the students will have met the program competencies found at http://health.oregonstate.edu/degrees/competencies.

Course Learning Competency #1: Communicate theoretical principles, constructs and models used to understand and affect the behavioral aspects of health.

Measurable Learning Outcomes:

1. Identify the multiple determinants of health.
2. Use key terms and concepts commonly used in modifying or researching health/illness behaviors.
3. Examine intrapersonal, interpersonal, community, and systems-based contributors to behavior.
4. Interpret applied behavioral research and discuss the strengths and limitations of behavioral theory in reducing risks to health.
**Course Learning Competency #2:** Plan and Assess intervention strategies based on complexities of human behavior and behavior change theory in the context of multi-faceted individual and environmental challenges.

**Measurable Learning Outcomes:**
1. Analyze ethical implications of applying individual versus population-based levels of analysis or intervention.
2. Assess the relative impact of theory-based interventions for individuals and populations and the rationale for level of impact in specific groups.
3. Critique applied behavioral research and discuss efficacy and effectiveness of behavioral theory in reducing risks.
4. Develop population-based interventions that integrate the ecological needs of diverse communities and populations.
5. Demonstrate skills in applying behavioral theory in public health practice.

**Learning Resources:**


**Assigned Readings:** Specific readings in addition to the textbooks will be in the designated week folders under Course Documents in Canvas.

**Note to prospective students:** Please check with the OSU Bookstore for up-to-date information for the term you enroll ([OSU Bookstore Website](http://osu-bookstore.com) or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

**Evaluation of student performance:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Post</td>
<td>5</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>70</td>
</tr>
<tr>
<td>Discussion Posts and Weekly Readings</td>
<td>85</td>
</tr>
<tr>
<td>Mid-term Assignment and Draft</td>
<td>80</td>
</tr>
<tr>
<td>Final Assignment and Draft</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>340</strong></td>
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</tbody>
</table>

**FINAL GRADES:**

A total of **340** points is possible for the course and the percentage of the total points obtained will be used to determine your grade according to the following:

- 94-100%  A  84-86%  B  74-76%  C  64-66%  D
- 90-93%  A-  80-83%  B-  70-73%  C-  60-63%  D-
- 87-89%  B+  77-79%  C+  67-69%  D+  0-59%  F
Course Policies:

**Incomplete**s — Take this course only if you plan to finish it in a timely manner (during this term). I assign an "I" or incomplete only when there is a strong and compelling case for doing so (e.g., health reasons, military commitment). I will not consider assigning an incomplete unless the individual has completed over 50% of the course tasks. Please note that students receiving incompletes are subject to assignment weight reduction (and consequently may not be eligible for A or A- grades) because some of their work will be submitted late.

**Late Assignments:**

Late assignments, discussion board posts, and exams will not be accepted unless the student has negotiated this with the instructor prior to the due date.

**Statement Regarding Students with Disabilities:**

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at [http://ds.oregonstate.edu](http://ds.oregonstate.edu). DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

**Expectations for Student Conduct:**

Student conduct is governed by the university’s policies, as explained in the [Student Conduct Code](#).

In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by the University and is subject to sanctions under university policies, [OSU Office of Student Conduct](#).

**Academic Integrity** — Students are expected to comply with all regulations pertaining to academic honesty, defined as: *An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.* For further information, review the policies on [Offenses](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

**Conduct in this online classroom** — Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance the Student Conduct Code. Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by the Student Conduct Code.
Communications:

Ground Rules for Online Communication & Participation:

- *Online threaded discussions* are public messages, and all writings in this area will be viewable by the entire class or assigned group members. If you prefer that only the instructor sees your communication, send it to me by email, and be sure to identify yourself and the class.
- Posting of personal contact information is discouraged (e.g. telephone numbers, address, personal website address).
- *Online Instructor Response Policy:* I will check email frequently and will respond to course-related questions within 24-48 hours.
- *Observation of “Netiquette”:* All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here are a couple of references that discuss
  - writing online: [http://goto.intwg.com/](http://goto.intwg.com/)
- Participate actively in the discussions, having completed the readings and thought about the issues.
- Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
- Think through and reread your comments before you post them.
- Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.

**Technical Assistance** — If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email computer.helpdesk@oregonstate.edu or visit the IS Service Desk online.

Course Assignments:

**Quizzes: (70 points total)**

There will be short quizzes each week during the term. Quizzes will be a combination of true/false, multiple choice and/or matching. They will appear under the “Modules” section of Canvas, in the designated Week section by 8 am the **FRIDAY** of that particular week. You will have 48 hours to complete the quiz. The quizzes are timed for 10 minutes each, and you must complete the entire quiz in the time allotted. Once you log on to the quiz, you have to finish it; you cannot log off and come back to it.

**Discussion Forum Participation: (70 points total)**

Every week you are expected to participate in discussion forums. You must answer the forum’s questions for that week by **THURSDAY** at 8am and then respond to at least TWO other’s responses by **FRIDAY** at 11:59pm of each designated week. Please refer to the course content at
the end of the syllabus for the schedule of the readings that need to be completed in order to answer the discussion questions for each week. The Discussion post must include in-text citations, and references at the end of the post in APA Format. For each discussion board, there is a maximum of 7 points. The introduction post in Week 1 is separate from the discussion forum and is worth 5 points. Refer to the Discussion Board Guidelines & Grading Rubric located in the Course Information section of Canvas for specific guidelines on how posts will be graded.

**Discussion Leader: (15 points total)**
At the beginning of the term, the instructor will assign 2-3 students to be discussion leaders in the Discussion Forum for that designated week. *The Saturday by 8 PM before your designated discussion week, you need to send a minimum of 2 questions to the instructor that are critical thinking questions for the class to answer regarding the journal article readings for that week.* Remember to ask questions that are at a graduate level, and will result in a variety of responses from the class specific to the journal articles. Please do not ask questions that involve the same answer, as that does not lend itself to a productive online discussion. As a leader that week, you will be responsible for reading the discussion posts and actively facilitating the discussion for that week, by possibly adding additional comments, providing further resources about the week’s topics, etc.

**Assignments:**
Each student will select a health behavior, and a specific population for which that behavior will be the focus for the two assignments.

**Midterm Assignment (Due Friday, 5 PM PST of Week 5): (70 points)**
Each student will write a brief (4-5 pages) paper summarizing, with appropriate references in APA Format, current knowledge about the following issues:

1. The extent of the problem for your chosen population.
2. The (risk) factors contributing to (predicting, causing, correlating with) the problem and the (protective) factors that are correlated with less of the problem.
3. The theory or theories that have been used to develop, implement, and/or evaluate prevention efforts to date.
4. The success of prior efforts to prevent or reduce it for your chosen population.
5. There should be a minimum of 2 or 3 journal articles included in the reference section that provide a review or summary, and your paper should include in-text citations in APA format.

Submit the Midterm Assignment in Week 5 folder.

**Midterm Assignment Draft (Due Friday, 5 PM PST of Week 4): (10 points)**
The week before your final draft is due; you will exchange rough draft papers with a peer assigned by the instructor. You will complete a worksheet (located in Week 4, “Draft Midterm Assignment” folder, answering specific questions about their draft and submit it to the “Draft Assignment Peer Review” with both of your names. Your peer will do the same with your draft and you will then be able to make revisions before the final draft, based on their feedback. There
is a maximum of 10 points for the worksheet and your draft paper, please remember to give comprehensive feedback to your peer and provide them with a comprehensive draft.

**Final Assignment (Due Friday, 5 PM PST of Week 10): (90 points)**

The final project is designed to help you develop the skills necessary to effectively justify a particular behavioral intervention utilizing an appropriate “theoretical approach.” You will take the first steps in utilizing the existing literature base surrounding a specific health problem in a specific population to select the “best” theory with which to develop a plan for developing an effective intervention for preventing the problem among your selected population. You will make suggestions for designing an intervention.

For your chosen/assigned topic, you should find articles (different from the midterm assignment) that provide examples of the application of at least two of the theories discussed in the readings to promote the positive behavior or prevent/reduce the problem. Write a succinct (2-3 pages each) statement of the primary theories they say are important in working with your chosen/assigned problem and population. For the theories, give a brief description of the theory; then be sure that your description provides brief, but in-depth, coverage of the following issues:

1. What evidence do they cite, if any, that their choice of theory is appropriate?
2. Do they provide an adequate explanation of how they use this theory?
3. How do they know that this theory works for this issue/population?
4. What environmental/social supports were or were not included in the study? How important do you think they would be?
5. Are there any ethical concerns about the methods used in the study?
6. What is the essential “nugget of wisdom” that you would take away from this paper that should be helpful to you in the future?
7. Other points you would like to make.

In a 3- or 4-paragraph summary (no more than 2 pages), provide your judgment about which of the theories you have discussed is the most applicable to your health behavior and likely to lead to the most effective approach to its prevention/control.

As with the first assignment, a reference page should be included in APA format, and using in-text citations. The final paper should be 8-12 pages.

**Final Assignment Draft (Due Friday, 5 PM PST of Week 9): (10 points)**

The week before your final draft is due; you will exchange rough draft papers with a peer assigned by the instructor. You will complete a worksheet, answering specific questions about their draft and submit it to the draft folder for this assignment with both of your names. Your peer will do the same with your draft and you will then be able to make revisions before the final draft, based on their feedback. There is a maximum of 10 points for the worksheet and your draft paper, please remember to give comprehensive feedback to your peer and provide them with a comprehensive draft.
Course content:

**Week 1: Intro to health behavior theory in public health and health promotion**
- Readings
  - DSC Chapter 1: Health behavior in the context of the “new” public health
  - DSC Chapter 2: How theory informs health promotion and public health practice
  - NCI Theory at a Glance: Pages 4-7 Foundations of Theory in Health Promotion
  - Marmot et al., 2008: Social determinants of health
  - Komro et al., 2011: Creating nurturing environments
- Discussion Board Grading Rubrics
- Discussion Boards
  1. Introduce yourself
  2. Topic: Public Health Theory
- Quiz

**Week 2: Value-Expectancy Theories**
- Readings
  - DSC Chapter 4: Value-Expectancy Theories
  - NCI Theory at a Glance: Pages 16-18 Theory of Planned Behavior and Theory of Reasoned Action
  - NCI Gibbons: Behavioral intentions, expectations and willingness
  - NCI Trafimow: Normative beliefs
  - French et al., 2005: The importance of affective beliefs and attitudes in the theory of planned behavior: predicting intention to increase physical activity.
  - Plotnikoff et al., 2011: Test of theory of planned behavior to explain physical activity in a large population sample of adolescents from Alberta, Canada.
  - Richardson et al., 2012: Blowing the whistle against greek hazing: the theory of reasoned action as a framework for reporting intentions.
- Discussion Board
- Quiz

**Week 3: Perceived Threat and Fear Appeals**
- Readings
  - DSC Chapter 5: Models based on perceived threat and fear appeals
  - NCI Theory at a Glance: Pages 12-14 The Health Belief Model
  - NCI Gerrard & Houlihan: Perceived Vulnerability
  - Carpenter, 2010: A meta-analysis of health belief variables in predicting behavior
  - Green & Witte, 2006: Can fear arousal in public health campaigns contribute to the decline of HIV prevalence?
  - Brewer et al., 2004: Risk perceptions and their relation to risk behavior
- Discussion Board
- Quiz
**Week 4: Behavioral Economics**
- Readings
  - DSC Chapter 7: Behavioral economics of health behavior
  - Buttenheim & Asch, 2012: Behavioral economics: the key to closing the gap on maternal, newborn and child survival for millennium development goals 4 and 5?
  - Robinson & Hammitt, 2011: Behavioral economics and regulatory analysis
  - Lee et al., 2011: Behavioral economics to design persuasive technology for health choices
- Discussion Board
  - Peer Draft & Worksheet Due
  - Quiz

**Week 5: Social Cognitive Theory**
- Readings
  - DSC Chapter 8: Social cognitive theory applied to health behavior
  - NCI Theory at a Glance: Pages 19-21 Social Cognitive Theory
  - NCI Thompson & Schlehofer: Perceived control
  - NCI Schwarzer & Luszczynska: Perceived self-efficacy
  - White et al., 2012: SCT influences on physical activity in adults
  - Anderson et al., 2010: SCT mediators of change in nutrition & physical activity intervention
  - Amaya & Petosa, 2012: Eval of worksite exercise intervention using SCT
- Discussion Board
  - Quiz
  - Midterm Assignment Due

**Week 6: Communications theories**
- Readings
  - DSC Chapter 9: Health communication: theory, social marketing, and tailoring
  - NCI at a glance: Pages 29-33 Communication Theory and pages 36-39 Social Marketing
  - Abroms & Maibach, 2008: Effectiveness of mass communication to change public behavior
  - Barry et al., 2012: Are Americans ready to solve the weight of the nation?
  - Evans et al., 2008: Systematic review of public health branding
  - Freudenberg et al., 2009: Public health campaigns to change industry practices that damage health
- Discussion Board
  - Quiz
Week 7: Diffusion of Innovations and community theories

- Readings
  - DSC Chapter 10: Diffusion of innovations theory
  - NCI at a glance: Pages 22-29 Community Level & Diffusion of Innovations
  - Rogers, 1995: Diffusion of drug abuse prevention programs: spontaneous diffusion, agenda setting, and reinvention
  - Israel et al., 1998: Review of community-based research
  - Israel et al., 2010: Community-based participatory research: a capacity-building approach to policy advocacy aimed at elimination health disparities
  - Wilson et al., 2006: Getting to social action: the Youth Empowerment Strategies (YES!) project

- Discussion Board
- Quiz

Week 8: Ecological approaches and integrative theories

- Readings
  - DSC Chapter 6: Stage models for health promotion
  - DSC Chapter 11: Ecological approaches in the new public health
  - NCI Theory at a glance: Pages 10-12 The Ecological Perspective
  - Flay, Snyder & Petraitis, 2009: The theory of triadic influence (skip pages 468-479 if you like)
  - West 2005: Time for a change: putting the Transtheoretical (stages of change) model to rest

- Discussion Board
- Quiz

Week 9: Program planning

- Readings
  - DSC Chapter 3: The PRECEDE-PROCEED Planning Model
  - NCI Theory at a glance: pages 39-43 PRECEDE-PROCEED and pages 43-46 Where to Begin: Choosing the Right Theories
  - Kok et al., 2004: Intervention mapping A protocol for applying health psychology theory to prevention programmes
  - Glanz & Bishop, 2010: The role of behavioral science theory in development and implementation of public health interventions
  - Wallerstein & Duran, 2010: Community-based participatory research contributions to intervention research: the intersection of science and practice to improve health equity

- Peer Review Draft & Worksheet Due
- Discussion Board
- Quiz
**Week 10: Program evaluation**

- Readings
  - DSC: Chapter 12 Measurement and design related to theoretically based health promotion research and practice
  - DSC: Chapter 13 Evaluating theory-based public health programs: linking principles to practice
  - Berkowitz et al., 2008: Overview of formative, process and outcome evaluation methods used in the VERB campaign
- Discussion Board
- Quiz
- **Final Assignment Due**