Georgia Southern University

Digital Commons@Georgia Southern

Public Health, Jiann-Ping Hsu College of

Fall 2016

PUBH 3330 -Modifying Health Behaviors

Moya L. Alfonso
Georgia Southern University, Jiann-Ping Hsu College of Public Health, malfonso@georgiasouthern.edu

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/coph-syllabi

Part of the Public Health Commons

Georgia Southern University
Jiann-Ping Hsu College of Public Health
PUBH 3330: Modifying Health Behaviors
Fall 2016

Instructor: Moya L. Alfonso, PhD, MSPH
Phone: 478-0966
Office: Hendricks Hall, Room 2014
Office Hours: Monday 12 am to 2 pm, Tuesday 12 to 2 pm, Thursday from 3:30 to 5:30 pm, no Fridays
Email: malfonso@georgiasouthern.edu (preferred, no communication on evenings or weekends, plan accordingly)
Class Meeting Days: Monday and Wednesday 2:30 to 3:45 pm
Course Location: Hollis 2103

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."

~Margaret Mead

Course Description

This course is intended to introduce students to the learning and behavioral science theories that provide a framework for the practice of health education and promotion. Application of the theories to planning and implementing health promotion and education programs for individuals, groups, families, and communities will be emphasized. This course also introduces the students to various approaches to describing, explaining, and predicting health behaviors that have or are perceived to have significant effect on human health. *Prerequisite: PUBH 2130*

Course Objectives:

As a result of taking this course, each student should be able to accomplish the following objectives:

1. Describe various health behavior theories and discuss, in detail, the assumptions that underlie the model.

2. Given a particular set of circumstances regarding health behavior, the student can explain the behavior using a variety of theoretical models.

3. Discuss the relationships that exist between health attitudes and health behavior.

4. Predict health behavior given a set of circumstances regarding health knowledge and attitudes.

5. Given a particular health problem, the student can identify and explain the most likely action to be taken by a member of a designated group.

6. Identify and explain theoretical factors that should be considered when evaluating the potential usefulness of health behavior research findings.

7. Use theoretical concepts in health promotion programs to assist with needs assessments, program conceptualization, program implementation and program evaluation.

Required Textbook
Hayde, J. (2014). *Introduction to health behavior theory (2nd ed)*. Burlington, MA: Jones & Bartlett.

Recommended Texts

APA. (2009). *Publication manual of the American Psychological Association. (6th ed).*
    Washington, D.C.: Author.

National Cancer Institute. (2005). *Theory at a glance: A guide to health promotion practice (2nd ed).*
    available at http://www.cancer.gov/PDF/481f5d53-63df-41bc-bfaf-5aa48ee1da4d/TAAG3.pdf.

Student Expectations and Responsibilities

1. Students are to be in class on time. After 5 minutes the door will be closed, if you are late please do not enter. You are responsible for all notes, classroom discussion, announcements, etc of what was covered on the day of your absence. IF you miss dates or other assignments because of a missed class, then you will receive a "0".

2. There will be no make-up exams given. Exams are the property of the professor, any exams removed from the classroom by students will result in the score of a "0" be assigned for that exam, and an "F" for the entire course. You must notify the professor IN ADVANCE if you have a university excused absence or a make-up test will not be offered. Any person not showing up for an exam without prior notification automatically receives an "F".

    No make-up tests are given except for **a university excused absence with full documentation**. If you miss a test, you have one week to make the exam up. If it is not made up **within one week**, you will receive 0 points for the exam. **You have 24 hours** after a test is taken by the class to contact me via email to schedule your make-up exam.

3. The final exam is mandatory. The final exam must be completed by the university scheduled date and time. See course schedule.

4. Late assignments are not accepted. Most assignments will be submitted through Folio (a day and time will be posted).

5. Please consult the STUDENT CONDUCT CODE 2014-15 for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to GSU's Judicial Board, and be assigned an "F" for the course.

6. The last day to drop without academic penalty is **October 10, 2016**.

7. Samples of your work may or may not be reproduced for research purposes and/or inclusion in the professor's teaching portfolio. You have a right to review anything selected for use, and subsequently ask for its removal.

8. This syllabus, my lectures, and all materials distributed and presented by me during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute,

transmit, display, or record notes from this class unless you have my written consent to do so.

9. If you are receiving services from the Student Disability Resource Center (SDRC), please notify me as soon as possible, to schedule an appointment to present me with our accommodation letter.

10. This course will use Folio (Desire 2 Learn) as a course supplement. You are responsible for all material uploaded online. To do well in this course you must check Folio regularly for any messages that I might have for you.

11. Read communication rules, technology requirements, netiquette requirements and other materials posted in the Course Information module. This module provides you important information regarding course requirements and course management.

Instructor Objective
As a student in my class, you are important to me. I am committed to your continued learning and college experience. You are never an interruption of my work. You are the purpose of it. Students are the most important people at Georgia Southern University. I am honored that you entrust your education to me. Please feel free to visit my office, call, or e-mail me at any time.

Folio Requirements
Folio will be used to deliver the course materials, activities, lectures, etc. Activities, supplemental readings, webcasts, lecture notes and other relevant information will be available through Folio. Please login to Folio the first week of class. If you have any problem please contact the help desk immediately. Although, there may be a glitch from time to time, it is your responsibility to notify the instructor and the help desk as soon as a problem is discovered. **Even if there is problem with Folio, this does not exempt you for the requirements of the course.** Each case will be evaluated individually by the instructor.
If it is posted in Folio it is IMPORTANT course material, be sure to read and review.

Attendance and Participation

Participation constitutes a significant portion of the grade in the course and is particularly important during class presentations at the end of the term. A portion of the participation grade will come from a discussion of potential course projects in Folio. Group work that we collect during the semester will also factor into this grade.

No points are awarded for attendance, although penalties are assessed for absences. You may miss two class meetings without penalty (although any assignment due in class should be turned in early to avoid penalty). For a third, fourth and fifth absence, you will lose **half a letter grade** (or 10 points) for each absence. **Missing more than five classes will result in failure.** If you become seriously ill or have a family emergency, it is your responsibility to communicate with Dr. Alfonso within 48 hours, preferably before class.

Class begins promptly at 2:30 pm on Monday and Wednesday. Each two times you are tardy up to five minutes counts as an absence. After five minutes, I will mark you as absent for that day whether you attend or not. If you walk in late, please sit in the first row closet to the door.

Classroom Decorum
As a member of the University community you are expected to treat faculty, staff and other students with respect. During discussions, you may disagree with an interpretation of an issue or challenge assertions of fact, but you may not attack the person expressing the opinions. This is good form in all classes you'll take at Georgia Southern, but note in this particular class, being able to disagree in a constructive manner is one of the learning outcomes of the course (#1). Students who are consistently disrespectful will be asked to leave class and will be counted as absent for that day.

E-mail and Folio
E-mail is an official means of communication from the University. It is your responsibility to check your Georgia Southern e-mail address regularly and to open e-mails your professors and the University send. In this class, we will expect that you will have read by class time any email we send as late as Sunday evening at 5:00 pm before class on Monday and as late as Tuesday evening at 5 pm before class on Wednesday. Please also pay attention to announcements/news updates posted on Folio.

Most assignments will be posted to Folio. We expect you to seek help for any issues you may have with Folio through the Center for Academic Technology Support (912-478-2287). Except in cases where we can verify systematic problems with Folio, we will not accept technical problems as an excuse for late work. Our recommendation is to use Firefox or Chrome for work in Folio, although most other updated browser will work. If you have questions about whether or not your computer configuration will work with Folio, run the system check feature (see the "Navigating FYE 1410" video in the Online Course Tools folder in Folio for directions. Apple products/computers do not work well with Folio. This is officially a Microsoft Office campus. Please change Apple files into .doc or .docx files before submitting them – or they will come as blank files in the Assessment Dropbox. Please submit ALL assignments as a .doc or .docx files. Other files will not be accepted, opened, or graded and will receive an automatic "0".

Children in the classroom: The instructor understands that many students are parents and that, on occasion, child care issues emerge. If an occasion arises where child care is an issue and a student would like to attend class with their child, the student must ask the instructor for permission prior to bringing the child to class. This is because the instructor has to think of the needs of the entire class, which includes parents and their peers. Therefore, notice and a complete understanding of the requirements for having a child in the classroom are required. As 24 hour's notice is not always possible when dealing with child care, the instructor requires the request be placed in writing (via email) NO LESS than 5 hours prior to the start of class if the student wishes to attend class with their child. In addition, it is up to the instructor to consider and approve or deny the request based on their understanding of the situation **and** the needs of the class. If a child is brought to class without the consent of the instructor, the instructor has the right to request that the student leaves the classroom. Also, if consent to bring a child by the instructor is given, the instructor expects the child to not interfere with classroom management. Children who are disruptive, which is deemed so by the instructor, will be asked to leave along with their parent and the student will be responsible for making up the material missed in class. There are no exceptions to this policy.

Academic Integrity
It is important for your future to understand that instructors at Georgia Southern treat cases of academic dishonesty seriously, including plagiarism, self-plagiarism, and cheating on tests, quizzes and assignments. Violations of the Honor Code will be reported to the Dean of Students

Office. Being able to explain the academic integrity provisions of the Student Code of Conduct is a learning outcome of the course. For now, understand at that we will treat cases of academic dishonesty seriously. If you ever have questions about what is permissible, ask one of us in advance.

Be aware of the Georgia Southern Honor Code and Honor Pledge:

"I will be academically honest in all of my course work and will not tolerate the academic dishonesty of others."
>The Georgia Southern University Honor Code was proposed and jointly adopted by the Student Government Association and the Faculty Senate in 1998 to enhance the University's academic integrity standards.

"On my honor, I will be academically honest in all of my course work and will not tolerate the academic dishonesty of others. I also pledge to engage in ethical behavior on-campus and off-campus, to live an honorable lifestyle, and to create a campus environment that is characterized by individual responsibility, civility, and integrity." (Georgia Southern University Campus Honor Pledge, an expansion of the Honor Code, approved by the Student Government Association in Spring 2014)

New to the Student Conduct Code:
Student Code of Conduct specifically prohibits "self-plagiarism" defined as "resubmitting work previously submitted without explicit approval from the instructor."

Originality Checker
All assignments that you submit via Folio are graded with "originality checker". This checker is a software device in Folio that tells me what percentile of your work is copied from others – it could be a paper you have turned in for a different class, verbage that you copies off of internet sources without proper citation or words that you have copied (or "collaborated" with) from another student within the university system. Please make sure that everything you submit is your original thoughts, ideas and expressions. ANY paper that has 65% or more listed by the originality checker – gets and automatic "0" points and I will not grade it. Repeated instances will be reported to Georgia Southern University's Judicial Board.

Creating a Positive Environment for Learning:
Civility Statement for PUBH 3330:
Your individual success is my priority. I feel my job is to shape you both intellectually and professionally. Because this class needs to be participatory and students need to fulfill their potential for learning, people who disrupt this classroom environment by their words or actions disrupt this process. Talking out of turn, rude, sarcastic, obscene, or disrespectful speech and disruptive behavior have a negative impact on everyone's learning. When a person disrupts the class in these ways, the course instructor will ask the disruptive person to leave the class and meet with the student one-on-one prior to the next classroom meeting.*(Adapted from Department of Communication Arts, Language and Literature, WSC, Gunnison, CO)*

Georgia Southern Student Handbook (p.5.) defines "6) "Classroom Disruption" as "any classroom behavior that interferes with the instructor's ability to conduct class or the ability of

other students to learn". Respect requires that when one person is talking, others remains quiet and listen. Cross-talking is disruptive. In this class, there will be times when I will need to talk while everyone listens or remains quiet, you will get opportunities to share and we will remain quiet and listening, and we will group share.

Professional Dispositions:
BSPH students are expected to graduate the program with competent professional skills. Professional skills and dispositions are also expected while completing the internship experience. As a student in this course, you are expected to exhibit professionalism at all times. The following is a list of skills BSPH majors are expected to demonstrate:

- Written communication skills: Student uses appropriate professional title, grammar, structure, punctuation, spelling, tone, etc.
    - Email and other media communication: Student uses appropriate professional title, grammar, structure, punctuation, tone, etc. To write a professional email, please include the following:
        - a salutation,
        - identify who you are,
        - what the contact is in reference to (i.e. PUBH4132), and
        - what you would like me to do.
        - At the bottom of the email, please type out your name.
- Oral and non-verbal communication skills:
    - In interpersonal communication, student uses or maintains appropriate tone, language, attitude, interpersonal space, etc.
    - In public speaking, student uses or displays appropriate volume, speed, enunciation, eye contact, structure, etc.
- Organization: Student keeps track of assignments and materials, is prepared for presentations, etc.
- Initiative: Student can begin tasks and work independently, initiate tasks/projects, etc.
- Reliability: Student is punctual, completes assignments, meets deadlines, and is prepared for class etc.
- Collegiality: Student exhibits appropriate, positive, helpful interactions with others
- Collaboration: Student collaborates with others on tasks or projects, accepts others' suggestions and criticisms, participates in and provides constructive inputs to discussion and debate, etc.
- Judgment: Student considers options and their implications when making decisions, does not act impulsively, etc.
- Respectful: Student respects confidentiality, treats others with respect, etc.
- Self-Presentation: Student is well groomed, dressed appropriately, well rested, etc.
- Interpersonal interactions: Students will practice civility when interacting with faculty and fellow students; in cases of disagreement or conflict, students will make every effort to resolve such matters in a respectful manner with a goal towards mutual resolution.

**If a student fails to comply with the list of professional skills, the faculty will provide the student a warning for the first offense. If failure to improve behavior or to make progress in the relevant skills, the faculty member will immediately report the student to the University Student Conduct Board for violating the Student Code of Conduct. In cases of severe disruption, the professor reserves the right to request that the student removes themselves from the classroom immediately and schedule an appointment to meet with the professor prior to the next class session.

Course Evaluation
Exams (2 @100 pts)	200 pts
Class Activities/Participation	60 pts
Final Systematic Review Paper	100 pts
Systematic Review Updates	30 pts

Total Points   **390 pts**

351-390	A	90-100%
312-350	B	80-89%
273-311	C	70-79%

| 234-272 | D | 60-69% |
| 0-233 | F | 0-59% |

Assignments

Exams. All **exams (200 pts)** must be taken on scheduled dates according to the University policy. If a medical emergency should arise, please contact the instructor immediately. Exams may include multiple choice, true/false, matching, short answer and essay questions.

1. There will be two (2) examinations worth a total of 200 points (100 points each).
2. Unless documentation of special circumstances is provided before the exam, you will be allowed no more than 75 minutes from the start of the exam period to complete an exam (except for the final)
3. *MAKE UP EXAM POLICY*

Students are required to take exams as scheduled or announced in class. Makeup exams are rare and should not be expected. Makeup exams will be considered for the following: (1) an official GSU activity and (2) illness so severe that you were unable to take the exam as scheduled. In these rare instances, you must notify the instructor **PRIOR** to the scheduled examination. In addition, you must present an official university excuse or written documentation from a physician to the instructor prior to the exam and **NO LATER** than the class following the missed exam. If approved, the date and time for the makeup exam will be determined by the instructor. If you do not qualify for a makeup or if you miss the scheduled makeup exam, a zero (0) will be recorded for the exam grade.

Class Participation/Activities:
These activities will vary throughout the semester. A total of 12 activities will be completed; the due dates will be posted by the instructor in a timely manner. Activities will include things such as reflections, critiques, in-class group work, quizzes, webcast summations (some of the webcasts may require Real Player/RealOne), etc. Each activity will have specific instructions and criteria, so please read before completion **(12 @ 5 pts= 60 pts).**

Poor classroom engagement behavior includes sleeping with eyes open or closed, texting, earphones in, chatting, checking Fb or instagram, and other social media sites, emailing, etc. These behaviors are not considered "participating." Cell phone usage is not permitted during class time unless directed to do so by the professor.

Systematic Review Paper: A scholarly, well-prepared review on the scientific literature will be completed by the end of the semester. This review will be a modified version of a systematic review. The instructor will discuss this requirement in detail within the first 2 weeks of the course. Each student will choose a health behavior to examine. The student will search for articles that highlight **interventions** used to change the health behavior chosen. Each student will set inclusion and exclusion criteria for the review of literature. The student will review the articles and report on the common themes found regarding the interventions used to change the behavior. The five page paper should be professional using APA format to reference sources (a minimum of 5 references is required). The font should be easily read (Arial or Times New Romans are recommended). The presentation layout should include the following major headings: **Introduction, Methodology, Results, Discussion, and Recommendations. S**ub-headings can be used if needed. A rubric is available in Folio. Please see rubric to identify grading criteria.

Systematic Review Paper Updates (3): The purpose of the paper updates is to allow students the

opportunity to receive feedback on progress towards the final submission of the systematic review paper. It is highly recommended that each student uses the updates to their benefit (**3 @ 10 pts** = **30 pts.).**

Update #1 –**Introduction & Methodology– Due 9/26**

Update #2 – **Results-Due 10/12**

Update #3 –**Discussion & Recommendations– 10/26**

<u>Requirements for Written Work</u>
1. Papers must be typed. Papers will be unacceptable if the text is difficult to read. Please use 12 point font (Arial or Times New Roman), set all margins to 1 inch, and double space.
2. Correct all errors neatly. Written work is expected to be free from errors that would be detected in a careful proofreading, i.e., a word omitted, a word inserted twice, or out of place, a typographical error, omission of the "s" from plural word, etc. Do not rely on the spell-checking utility of your word processing program to detect all spelling errors. The program cannot detect the inappropriate use of correctly spelled words. If you have the paper in final form and you detect any omission errors, you do not have to reprint the page. Simply make the correction neatly in ink.
3. Grammar, spelling, and punctuation are expected to meet the same standard as are required in English classes. There is never any excuse for spelling errors. Use a dictionary. If you have the slightest doubt about the use of grammar, punctuation, or capital letters consult a good reference book.
4. Written work is expected to be organized to read smoothly and fluently without skipping from point to point and back. The use of appropriate introductory and concluding statements or paragraphs is a necessary part of this organization.
5. You are expected to be able to use terms encountered in class or in your readings in appropriate contexts, thus demonstrating that you understand them. If you are using other highly specific terms, explain or define them the first time you use them, and after that, use them in the proper way.
6. Use non-sexist language in all papers. Consult the APA Publication Manual (6th edition) for guidance in the use of non-sexist language.
7. Use quotation marks when quoting directly from written works of others, Use reference notes when you discuss information or ideas that have been expressed by others. Plagiarism is unethical and illegal. Any form of plagiarism will result in a grade of "0" for the assignment for the entire group if it is a group project and may result in a failure for the course. Refer to Georgia Southern's Student Handbook for information about Academic Dishonesty.
8. Attach a separate reference list including all works cited in the paper. Refer to the APA Publication Manual (6th edition) if you have any questions regarding citations or preparation of a reference list.

<u>**Tentative Course Schedule**</u>

Week 1: 8/15 & 8/17   Course Introduction and Syllabus Review
What is Health Behavior? What is an intervention?
Module 1 on Folio (complete on your own including required quiz prior to 8/17): Health Behavior and its Theoretical Roots

Week 2: 8/22 & 8/24   Topic: How to prepare a literature review (meet in library on the 22nd)
What is plagiarism? How do I avoid it?
Begin Reading Chapters 1&2

Week 3: 8/29 & 8/31   Topic: Motivation to Behavior Change and Self Efficacy Theory

Week 4: 9/5 & 9/7   **No Class 9/5 - Holiday**
Module 2: Introduction to Intrapersonal Theory
Read Chapter 4
Topic: Health Belief Model

Week 5: 9/12 & 9/14   Topic: Transtheoretical Model/Stages of Change
Theory of Reasoned Action/Theory of Planned Behavior
Read Chapters 6&3

Week 6: 9/19 & 9/21   **Module 3**: Introduction to Interpersonal Theory
Read Chapter 7
Topic: Social Cognitive Theory
Expectations for Systematic Review Paper Update #1- working session, bring laptop on 9/19

Week 7: 9/26 & 9/28   **Review of Expectations for Systematic Review Paper Update #2**
Bring laptop for working session on 9/26
Topic: Empowerment Theory

Systematic Review Project Update #1 Due 9/26

Week 8: 10/3 & 10/5   Mid-term Exam Review – In Class Session

Mid-Term Exam 10/5

Week 9: 10/10 & 10/12   **Bring laptop for working session on 10/10**
Module 5: Topic: Diffusion of Innovation
Read Chapter 8
Systematic Review Paper Update #2 Due 10/12

Week 10: 10/17 & 10/19   **Module 5:** Topic: Health Communication
Read Chapter 8
Review of Expectations for Systematic Review Paper Update #3
Bring laptop for working session on 10/19

Week 11: 10/24 & 10/26   **Module 6**: Ecological Models
Topic**:** Ecological Perspective (SEM) & Community Organizing
Read Chapter 10

Systematic Review Paper Update #3 Due 10/26

Week 12: 10/31 & 11/2   No Class – Attend American Public Health Association Conference

Week 13: 11/7 & 11/9   Topic: Social Marketing and Community-based Prevention Marketing
Read Chapter 9

Week 14: 11/14 & 11/16   Topic**:** Social Capital Theory
Module 7: Program Planning and Theory Selection
Systematic Review Paper Due 11/16

Week 15: 11/21 & 11/23   Thanksgiving Break – No Class

Week 16: 11/28 & 11/30   **Module 8**: Program Evaluation
In Class Review for Final Exam
Read Chapter 11
Extra Credit Due 11/28

Finals Week   Final Exam Monday, December 5th 3 pm to 5 pm

Extra Credit Assignments

1. Assignment One: Write a one page, single spaced paper describing how students can pass this class.
2. Assignment Two: Write a one page, single spaced paper describing how students can fail this class.

Each assignment is worth a maximum total of 3 points toward your final grade. To receive full credit, please submit assignments by November 30, 2016 via Folio Dropbox.