

Georgia Southern University

Digital Commons@Georgia Southern

Public Health Syllabi

Public Health, Jiann-Ping Hsu College of

Spring 2018

PUBH 3330 - Modifying Health Behaviors

Stacy W. Smallwood

Georgia Southern University, Jiann-Ping Hsu College of Public Health, ssmallwood@georgiasouthern.edu

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



Part of the [Public Health Commons](#)

Recommended Citation

Smallwood, Stacy W., "PUBH 3330 - Modifying Health Behaviors" (2018). *Public Health Syllabi*. 250.
<https://digitalcommons.georgiasouthern.edu/coph-syllabi/250>

This other is brought to you for free and open access by the Public Health, Jiann-Ping Hsu College of at Digital Commons@Georgia Southern. It has been accepted for inclusion in Public Health Syllabi by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

Georgia Southern University
Jiann-Ping Hsu College of Public Health
PUBH 3330: Modifying Health Behaviors
Spring 2018

Instructor: Stacy W. Smallwood, Ph.D, MPH
Phone: 912-478-2040
Office: Hendricks Hall, Room 2039
Office Hours: Wednesdays 10:00am-12:00pm, Thursdays 10:00am-1:00pm, or by appointment
Email: ssmallwood@georgiasouthern.edu (preferred email address)
Web Page: <http://jphcoph.georgiasouthern.edu>

“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

Prerequisite: PUBH 2130

Class Meets: Mondays and Wednesdays, 2:30pm-3:45pm, Education Building 1127

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 effects on human health.

Required Text:

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

Articles, webinars, and government documents posted in Folio

Recommended Texts:

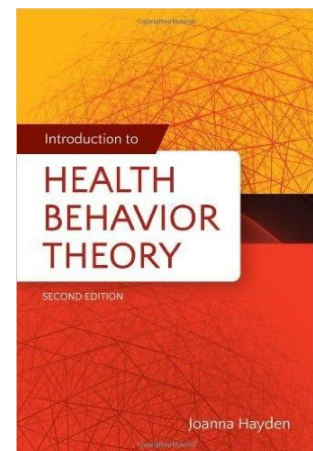
APA. (2009). *Publication manual of the American Psychological Association*. (6th ed).

Washington, D.C.: American Psychological Association

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>.



BSPH Health Promotion Student Learning Outcomes:

1. Identify and assess public health problems to develop appropriate public health education programs based on sound theoretical foundations of health behavior.
2. Design, implement, and evaluate public health educational programs for identified health problems for at-risk populations and communities.
3. Analyze evidence-based and innovative best practices of healthy behaviors to appropriate audiences.
4. Demonstrate argumentation, analysis, and synthesis skills writing through the development of comprehensive health promotion program plans and materials.
5. Apply the basic methodology and research design, data collection and data analysis for identification of health trends and public health problems.

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.

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” for that assignment.

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” being 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 2017-18 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 **March 5, 2018**.
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 (Desire2Learn) 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, so be sure to read and review.***

Attendance

Georgia Southern believes that significant student learning occurs in the classroom and recognizes the importance of in-class experiences, and if missed by a student even for legitimate reasons, cannot be fully recovered. This course will utilize many supplemental illustrations and examples that students will not be able to get any other place than in class. Attendance is highly recommended; however, if the student is unable to attend class please contact the instructor via email prior to class. The student is also responsible for the work missed during the day of absence. The instructor will be willing to meet with the student if clarification of missed material is needed; however, lecture will not be repeated. If a medical/family emergency occurs on the day of a scheduled assignment or exam the student must contact the instructor ***immediately***.

NOTE: If you miss more than three class sessions, your grade may be reduced by a full letter grade (e.g., an A becomes a B). Excessive absences may result in a failing grade (F) for the course.

Course Evaluation

Exams (2 @100 pts)	200 pts
Class Activities/Participation (7 @ 10pts)	70 pts
Theory Research Poster	100 pts
Poster Project Updates (3 @ 10pts) —	30 pts
Total Points	400 pts

360-400	A	90-100%
320-359	B	80-89%
280-319	C	70-79%
240-279	D	60-69%
0-278	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 7 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, pop 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. **NOTE: Some of these assignments will not be announced prior to the start of class, so class attendance is vital. No make-up assignments will be given. (7 @ 10 pts= 70 pts).**

Poor classroom engagement behavior includes sleeping with eyes open or closed, texting, earphones in, chatting, checking Facebook, Instagram, and other social media sites, emailing, etc. These behaviors are not considered “participating.”

Systematic Review Poster Presentation: 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 presentation 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**. Sub-headings can be used if needed. A rubric is available in Folio. Please see rubric to identify grading criteria. A poster template will be provided by the instructor, please use this template to present the information. A student example will also be provided by the instructor (See Course Information).

Systematic Review Poster Project Updates (3): The purpose of the project updates is to allow students the opportunity to receive feedback on progress towards the final submission of the systematic review poster project. It is highly recommended that each student uses the updates to their benefit (**3 @ 10 pts = 30 pts.**). **Project updates are due prior to the start of class.**

Update #1 –**Introduction & Methodology– Due February 14**

Update #2 – **Results-Due March 7**

Update #3 –**Discussion & Recommendations–Due April 4**

Requirements for Written Work

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.

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. PUBH 3330), and
 - the purpose of your email.

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 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 a student fails 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.**

One Final Note:

The contents of this syllabus are as complete and accurate as possible. **The instructor reserves the right to make any changes necessary to the syllabus and course material.** The instructor will make every effort to inform students of changes as they occur. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

Preview of the Content to be Covered during the Semester:

Date	Topic	Readings	Assignment Due
January 9	Welcome and introductions, Syllabus review		
January 11	What is Health Behavior?		
January 15	MARTIN LUTHER KING, JR. HOLIDAY—NO CLASS		
January 17	Introduction to Theory and Motivation to Behavior Change	<i>Read Chapters 1 and 2</i>	
January 22	Review Guidelines of Theory Research Poster Presentation		
January 24	Health Belief Model	<i>Read Chapter 4</i>	
January 29	Theory of Reasoned Action/Theory of Planned Behavior	<i>Read Chapter 3</i>	APA Activity
January 31	Transtheoretical Model/Stages of Change	<i>Read Chapter 6</i>	
February 5	Review of Individual Level Theories		
February 7	Social Cognitive Theory	<i>Read Chapter 7</i>	
February 12	Stress and Coping	<i>Readings in Folio</i>	Social Cognitive Theory and CATCH
February 14	Peer Review Day		Poster Project Update #1
February 19	Midterm Exam Review		
February 21	IN-CLASS MIDTERM		
February 26	Social Capital Theory and Community Organizing	<i>Read Chapter 10</i>	
February 28	Community-Based Participatory	<i>Readings in Folio</i>	

	Research		
March 5	Community Empowerment Center Study	Smallwood, S. W., Freedman, D. A., Pitner, R. O., Sharpe, P. A., Cole, J. A., Hastie, S., & Hunter, B. (2015). Implementing a Community Empowerment Center to Build Capacity for Developing, Implementing, and Sustaining Interventions to Promote Community Health. <i>Journal of Community Health</i> , 40(6), 1122-1129	
March 7	“Beloved Community” Panel Discussion	Beloved Community Facilitated Group Listening Summary Report	Poster Project Update #2
March 13-17	SPRING BREAK—NO CLASS		
March 19	Diffusion of Innovations	<i>Read Chapter 8</i>	BC Panel Reflection
March 21	Health Communication and Social Marketing	<i>Readings in Folio</i>	
March 26	Ecological Models	<i>Read Chapter 9</i>	
March 28	Ecological Models: Power and Privilege	<i>Readings TBA</i>	
April 2	Ecological Models: Power and Privilege, continued	<i>Readings TBA</i>	
April 4	Peer Review Day		Poster Project Update #3
April 9	Power and Privilege (cont’d)		Racism and Public Health
April 11	School-Based Health Behavior		
April 16	Behavior Change in Action		
April 18	SYSTEMATIC REVIEW POSTER PRESENTATIONS		
April 23	Choosing a Theory	<i>Read Chapter 11</i>	Behavior Change Reflection
April 25	Evaluations and Final Exam Review		Final Systematic Review Poster

April 30	FINAL EXAM FROM 3:00PM-5:00PM
----------	-------------------------------