



## Request for Graduate Course Addition - Page 2

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College: COHP

Department/Division: Public Health

Alpha Designator/Number: PH 663

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Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

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1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Dr. Robert Lowinger

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not Applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Please see syllabus.

### 7. COURSE OUTLINE (May be submitted as a separate document)

- Week 1 : Introduction to the course; Health Behavior at the Individual Level
- Week 2: Health Behavior at the Individual Level
- Week 3: Health belief model
- Week 4: Health belief model
- Week 5: Theory of Reasoned Action; Theory of Planned Behavior
- Week 6: Theory of Reasoned Action; Theory of Planned Behavior
- Week 7: Social learning theory/social cognitive theory
- Week 8: Social learning theory/social cognitive theory
- Week 9: Stress, Coping, and Health Behavior
- Week 10: Ecological Models of Health Behavior
- Week 11: Transtheoretical Model of Behavior Change
- Week 12: Transtheoretical Model : Intimate Partner Violence
- Week 13: Cultural Aspects of Health Behavior
- Week 14: Behavioral Economics & Health
- Week 15: Review for Final Exam
- Week 16: Final Exam

### 8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

- Glanz, K., Rimer, B.K., & Lewis, F.M. (2008). Health Behavior and Health Education: Theory, Research, and Practice. (4th ed.) San Francisco, CA: Jossey-Bass.
- National Cancer Institute (2005). Theory at a Glance: A Guide for Health Promotion Practice. U.S. Department of Health and Human Services, National Institutes of Health

### 9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Lectures, videos, discussions

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### 10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Oral presentation, paper submission, mid-term and final exams.

### 11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not Applicable

### 12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

1. Glanz, K., Rimer, B.K., & Lewis, F.M. (2008). Health Behavior and Health Education: Theory, Research, and Practice. (4th ed.) San Francisco, CA: Jossey-Bass.
2. National Cancer Institute (2005). Theory at a Glance: A Guide for Health Promotion Practice. U.S. Department of Health and Human Services, National Institutes of Health
3. Cynthia D. Belar, William W. Deardorff, (2009). Clinical Health Psychology in Medical Settings, American Psychological Association.
4. Baum, A, Revenson, TA, & Singer, JE. Handbook of Health Psychology. New York: Psychology Press; 2012.
5. Brannon, L, Updegraff, JA, & Feist, J. Health Psychology: An Introduction to Behavior and Health. Boston, MA: Cengage Learning; 2014.
6. Faith MS, Fontaine KR, Baskin ML, Allison DB. (2007) Toward the reduction of population obesity: macrolevel environmental approaches to the problems of food, eating, and obesity. Psych Bull. , 133:205–26

## Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Public Health

Course Number and Title: PH 663-Health Behavior

Catalog Description: This course introduces students to the models of health behavior as it applies to public health.

Prerequisites: None

First Term Offered: Spring 2019

Credit Hours: 3



**PH 663 Syllabus – Health Behavior**  
 Spring 2019

**Course & Instructor Information**

**Course Number and Title:** PH 663 Health Behavior

**Term/Year:** Spring 2019

**Days/Time:** TBD

**Location:** TBD

**Credit Hours:** 3

**Prerequisites:** None

**Instructor:** Dr. Robert Lowinger

**Office:** Prichard Hall 215

**Phone:** 304-696-5769

**Email:** [Lowinger@marshall.edu](mailto:Lowinger@marshall.edu) (Preferred contact)

**Office Hours:** Monday and Wednesday 10AM- 12 noon, Tuesday and Thursday 10AM-11AM. You may also schedule an appointment with me.

**Academic Calendar:**

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](#).

**University Policies:**

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to [www.marshall.edu/academic-affairs](http://www.marshall.edu/academic-affairs) and clicking on “Marshall University Policies.” Or, you can access the policies related to Academic Dishonesty/ Excused Absence Policy for graduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment directly by going to [http://www.marshall.edu/academic-affairs/?page\\_id=802](http://www.marshall.edu/academic-affairs/?page_id=802)

**Course Description: From Catalog**

This course introduces students to the models of health behavior as it applies to public health.

**Course Outcomes**

Upon completion of the course, students will:

1. Understand the role of behavioral science in public health.
2. Be able to differentiate between types and functions of behavioral theories.
3. Be able to describe key elements, overall function, general utility, and appropriate application of behavioral theories/models.
4. Be able to critically evaluate current research literature in regard to strength and weakness of behavioral theory.
5. Identify controversial issues in the use of various behavioral theories/models.
6. Identify key theoretical concepts relevant to behavioral intervention in public health.
7. Understand how behavioral theory is applied in public health practice as a function of other core disciplines such as epidemiology, health services management, and environmental health.

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Objective 1. Provide an overview of the theoretical approaches in behavioral health science to the study	Lectures, discussions,	Term Paper, Oral Presentation, Midterm and

and practice of public health.	presentation.	Final Exam.
<u>Objective 2.</u> Conceptualize and synthesize behavioral health theories in their application to public health.	Lectures, discussions, presentation	Term Paper, Oral Presentation, Midterm and Final Exam.
<u>Objective 3.</u> Critically evaluate the public health literature using psychosocial theories.	Lectures, discussions, presentation	Term Paper, Oral Presentation, Midterm and Final Exam.
<u>Objective 4.</u> Identify strategies to use behavioral health theory in developing and evaluating public health programs.	Lectures, discussions, presentation	Term Paper, Oral Presentation, Midterm and Final Exam.

### Required Texts/Readings/Other Materials

- Glanz, K., Rimer, B.K., & Lewis, F.M. (2008). Health Behavior and Health Education: Theory, Research, and Practice. (4th ed.) San Francisco, CA: Jossey-Bass.
- National Cancer Institute (2005). Theory at a Glance: A Guide for Health Promotion Practice. U.S. Department of Health and Human Services, National Institutes of Health

### Additional References:

1. Cynthia D. Belar, William W. Deardorff, (2009). Clinical Health Psychology in Medical Settings, American Psychological Association.
2. Baum, A, Revenson, TA, & Singer, JE. Handbook of Health Psychology. New York: Psychology Press; 2012.
3. Brannon, L, Updegraff, JA, & Feist, J. Health Psychology: An Introduction to Behavior and Health. Boston, MA: Cengage Learning; 2014.
4. Faith MS, Fontaine KR, Baskin ML, Allison DB. (2007) Toward the reduction of population obesity: macrolevel environmental approaches to the problems of food, eating, and obesity. Psych Bull. , 133:205–26
5. Personal computer and smartphone (iPhone or Android) are required.
6. Students will be provided outlines, PowerPoint slides and selected recordings and readings.

### Syllabus Information

- You have 48 hours from the time this syllabus is provided online via blackboard to identify any possible errors to the attention of the instructor of this course.
- For any given reason if you happen to download a wrong/incorrect/outdated syllabus – It is completely your responsibility to bring this to the attention of the instructor. Failure to do so and following a wrong syllabus/due dates and seeking extension/s after assignment/s are overdue will not be entertained.

### Communication

- You must use your Marshall email when communicating with me. Do not use the Course Messages or Mail (Internal) tool in Blackboard.
- FERPA rules and regulations require you to use your Marshall email when communicating about a class. I will not speak to a family member or friend on your behalf regarding coursework so kindly do not ask them to communicate with me.
- If you are confused by an email, it is the responsibility of the student to seek clarification of that email, in writing, within 24 hours. If you do not notify me within 24 hours, I will not discuss or entertain changes to that email.
- All course related announcements will be sent to your Marshall email.
- When you send the instructor an email account, turn on a “read receipt” if possible.
- It is the student’s responsibility to check their email regularly (2-3) times a day and follow email instructions.

### Grading Policy

Class attendance & participation	20%
Oral Presentation	20%
Midterm	20%
Term paper	20%

## COURSE REQUIREMENTS / DUE DATES

1. Oral Presentation #1 (Weeks 12-14)
2. Midterm Exam (Week 10)
3. Term Paper (Week 15)
4. Final exam (Week 16)

**Term Paper and Oral Presentation of the Paper:** The term paper will require you to compare two theories that were discussed in class, as applied to a health behavior or public health intervention of your choice. Prior approval of the instructor is required for selection of the topic. Students are encouraged to decide early in the semester if they wish to earn a grade of “A” and if so, to discuss the term paper topic with the instructor. Deadlines are described below. The student should select a health behavior or public health intervention that is of interest to him or her and review the literature to determine which health behavior theories have been applied to address it most fruitfully. Two of these theories should be selected and the student should develop a critical analysis of the application of these theories to the health issue or public health intervention. The student is free to focus on whichever critical issues are most appropriate; examples of issues to address are: What are the similarities and differences between each of the theories as applied to this health issue or public health intervention? To what extent have the constructs of each theory been faithfully applied to the health issue/public health intervention and shown to mediate it? Have critical tests of the theories been applied to this health issue or intervention? If “yes” to the preceding question, what is your verdict regarding the usefulness of the theory for explanation and prediction of the health issue under study? If “no,” what are the critical tests that need to be applied? Overall, how strong is the evidence that the theories usefully explain and predict relevant behavior change? The term paper should be approximately 10-12 pages (double spaced) exclusive of references, tables, or figures, one-inch margins all around, 12-point font, formatted in Microsoft Word. The purpose of the term paper is to provide a coherent, thorough, but relatively brief critical analysis comparing the usefulness of two theories to explain and predict a specific public health intervention regarding changing a behavior. As such, get right to the point and do not waste your time providing a lengthy review of theory components or other tangential issues.

**Oral Presentation:** The oral presentation is a twenty-minute presentation of your term paper using Powerpoint. You will be expected to provide your PowerPoint presentation at least one week before you present so that I can upload it to Blackboard for your classmates.

**Midterm and Final Exams:** The midterm and final exam will be non-cumulative take-home assessing all learning outcomes for the course. They will contain a series of essays from which you will select 6 to answer with a response required of approx. one page for each essay. The essays will target your understanding of aspects of the material that you might not have covered in your papers. For example, you might be asked specifically to address how the health belief model might be used in the formation of health programs to encourage the use of prostate screening tests in African American males.

### Grading Scale

**A** (90 – 100); **B** (80 – 89); **C** (70 – 79); **D** (60 – 69); **F** (<60)

- No curving; grades ending in .5 will be rounded up; grades ending in .4 or lower will round down.
- No extra credit will be offered.
- No incompletes will be given in this class unless an extraordinary circumstance, accompanied by a University Excused Absence, warrants it. Please make sure you inform the instructor immediately if applicable.
- Turning in late work or late posts will result in loss of points.

*The Honor Code – Academic Dishonesty*



– is a very important and serious matter, so please do not jeopardize your grades or academic status by violating it. A violation of the Honor Code involves cheating, plagiarism, collusion, academic negligence, or other acts of dishonesty in the area of academics. The most frequent violations of the Honor Code are cheating, collusion and plagiarism:

- Taking credit for work another person has done.
- Using notes, textbooks, or reference materials on a test, quiz, or exam, unless the professor specifically permits the use.
- Giving or receiving facts or ideas either verbally or in writing during a test.
- Working on an assignment with others for any work meant to be completed individually.

*The professor will, without exception, immediately report any perceived violation to the Marshall University Honor Council.*

## **Graded Activities**

### ***Late Work***

- No makeup exams or extensions will be provided unless you supply a University Excused Absence.

### ***Athletes***

- You must provide the instructor a copy of your travel and game schedule at the beginning of the semester.
- Assignments will not be accepted late unless prior arrangements have been made with the instructor.

### ***Activities - Assessments***

- The Course Schedule contains topic information and activity due dates (located on Syllabus).
- Problem sets and exams are not open book.

## **University Policy on Disability**

Marshall University is committed to equal opportunity in education for all students, including those with physical, learning and psychological disabilities. University policy states that it is the responsibility of student with disabilities to contact the Office of Disability Services (ODS) in Prichard Hall 117 (304) 696-2271 to provide documentation of their disability. Following this, the ODS Director will send a letter to each of the students' instructors outlining the academic accommodations he/she will need to ensure equality in class experiences, outside assignments, testing and grading. The instructor and student will meet to discuss how the accommodation(s) requested will be provided.

## **ATTENDANCE POLICY**

This class meets weekly. Attendance is mandatory. More than 2 unexcused absences will result in a penalty of full grade deducted from the final grade.

## **Technical Skills**

Minimum Technical Skills required:

- Microsoft Office (Word and PowerPoint)
- Marshall email access and use
- Adobe Reader
- General understanding of Blackboard and how to navigate
- High-speed internet access and access to a computer on a regular basis (Please do not attempt to complete this course with a tablet or mobile device alone).

- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit Marshall IT: Office 365 (URL: <http://www.marshall.edu/it/office365/>).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

### Technology Assistance

- If you have technical problems, please contact one or more of the following:
- Blackboard Support Center (URL: <http://marshall.edusupportcenter.com>)
- Marshall Information Technology (IT) Service Desk (Help Desk) (URL: <http://www.marshall.edu/it/departments/it-service-desk/>)
  - Huntington: (304) 696-3200
  - South Charleston: (304) 746-1969
  - Email the IT Service Desk ([itservicedesk@marshall.edu](mailto:itservicedesk@marshall.edu))

### Marshall University E-Mail Accounts

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit Marshall IT: Office 365 (URL <https://www.marshall.edu/it/office365/>).

### Marshall University Writing Center

If you would like assistance with your writing, the Writing Center is available to all students, including distance students. The Writing Center is a free tutoring service, provided by the English Department, in conjunction with Reference Librarians. If you need help with any aspect of writing, including citation methods, or if you are struggling to understand how library resources or reference works, you should contact the Writing Center:

<http://www.marshall.edu/writingcenter/>

### Course Schedule

Week	Date	Topic	Readings
1	TBD	Introduction to the course; Health Behavior at the Individual Level	NCI: Theory at a Glance: A Guide for Health Promotion Practice. 2nd Edition. pp. 52. Bethesda MD: National Cancer Institute; 2005:52. Part 1, Foundations of Theory, Pages 3 to 8 Part 2 (first section), Theories and Applications, Pages 9 to 14. Pay particular attention to Table 2 on Page 14  Coreil J: Chapter 4: Behavioral and Social Science Theory. In: Social and Behavioral Foundations of Public Health. 2nd edition. Edited by Coreil J. Thousand Oaks, CA: Sage Publications; 2009: 69-88.
2	TBD	Health Behavior at the Individual Level	Textbook, ch. 4  Munro S, Lewin S, Swart T, Volmink J. A review of health behaviour theories: how useful are these for developing interventions to promote long-term medication adherence for TB and HIV/AIDS? BMC Public Health. 2007;7:104.  Elder JP, Ayala GX, Harris S. Theories and intervention approaches to health-behavior change in primary care. American Journal of Preventive Medicine. 1999;17(4):275-84.

3	TBD	Health belief model	Buglar ME, White KM, Robinson NG: The role of self-efficacy in dental patients' brushing and flossing: testing an extended Health Belief Model. <i>Patient Educ Couns</i> 2010; 78:269-272. Downing-Matibag TM, Geisinger B. Hooking up and sexual risk taking among college students: a Health Belief Model perspective. <i>Qual Health Res</i> 2009, 19:1196-1209. Textbook, ch. 5
4	TBD	Health belief model	Lindsay JJ, Strathman A. Predictors of recycling behavior: An application of a modified Health Belief Model. <i>J Appl Soc Psych</i> 1997; 27(20): 1799-1823.  Phuanukoannon S, Brough M, Bryan JH. Folk knowledge about dengue mosquitoes and contributions of Health Belief Model in dengue control promotion in Northeast Thailand. <i>Acta Trop</i> 2006;99(1):6-14. Textbook, Ch. 5
5	TBD	Theory of Reasoned Action; Theory of Planned Behavior	Montano DE, Kasprzyk D. The Theory of Reasoned Action, Theory of Planned Behavior, and the Integrated Behavioral Model. In: Glanz K, Rimer BK, Viswanath K, editors. <i>Health Behavior and Health Education: Theory, Research, and Practice</i> 4th ed. San Francisco: Jossey-Bass; 2008. p.67-96. NCI: Theory at a Glance: A Guide for Health Promotion Practice. 2nd Edition. pp. 52. Bethesda MD: National Cancer Institute; 2005:52. Part 2 (second section), Theories and Applications, Pages 15 to 18. Pay particular attention to Figure 3 on Page 18  Textbook, ch. 6
6	TBD	Theory of Reasoned Action; Theory of Planned Behavior	Lifflander A, Gaydos LM, Hogue CJ: Circumstances of pregnancy: low income women in Georgia describe the difference between planned and unplanned pregnancies. <i>Matern Child Health J</i> 2007, 11:81-89. Munoz-Silva A, Sanchez-Garcia M, Nunes C, Martins A. Gender differences in condom use prediction with Theory of Reasoned Action and Planned Behaviour: the role of self-efficacy and control. <i>AIDS Care</i> . 2007;19(9):1177-81.
7	TBD	Social learning theory/social cognitive theory	NCI: Theory at a Glance: A Guide for Health Promotion Practice. 2nd Edition. pp. 52. Bethesda MD: National Cancer Institute; 2005:52. Part 2 (third section), Theories and Applications, Pages 19 to 21 Pay particular attention to Table 5 on Page 20 Textbook, ch. 8
8	TBD	Social learning theory/social cognitive theory	Anderson-Bill ES, Winett RA, Wojcik JR, Williams DM. Aging and the social cognitive determinants of physical activity behavior and behavior change: evidence from the guide to health trial. <i>J Aging Res</i> . 2011;2011:505928.  Bandura A. Social cognitive theory: an agentic perspective. <i>Annual Review of Psychology</i> 2001;52:1-26.  Gaines A, Turner LW. Improving Fruit and Vegetable Intake Among Children: A Review of Interventions Utilizing the Social Cognitive Theory. <i>Californian Journal of Health Promotion</i> 2009; 7(1): 52-66.
9	TBD	Stress, Coping, and Health Behavior	Textbook, Ch. 12  Lackner JM, Brasel AM, Quigley BM, Keefer L, Krasner SS, Powell C, Katz LA, Sitrin MD. (2010). The ties that bind: perceived social support,

			<p>stress, and IBS in severely affected patients. <i>Neurogastroenterol Motil.</i> 22(8):893-900.</p> <p>ACrystal L. Park &amp; Megan O. Iacocca (2013). Stress and coping perspective on health behaviors: theoretical and methodological considerations, <i>Anxiety, Stress, &amp; Coping</i>, Vol. 27(2). Pp. 123-137.</p>
10	TBD	Ecological Models of Health Behavior	<p>Textbook, Ch. 3</p> <p>Fleury, J. &amp; 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.</p> <p>Naar-King, S., Arfken, C., Frey, M., Harris, M., Secord, E. and Ellis, D.(2006) Psychosocial factors and treatment adherence in paediatric HIV/AIDS. <i>AIDS Care</i>,18:6,621 — 628</p>
11	TBD	Transtheoretical Model of Behavior Change	<p>Textbook, Ch. 7</p> <p>Basta, T., Reece, M., &amp; Wilson, M. (2008). The transtheoretical model and exercise among individuals living with HIV. <i>American Journal of Health Behavior</i>, 32(4), 356-367.</p> <p>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</p>
12	TBD	Transtheoretical Model : Intimate Partner Violence	<p>Prochaska JO, DiClemente CC, Norcross JC. In search of how people change. <i>Applications to addictive behaviors. American Psychologist</i> 1992;47(9):1102-14.</p> <p>Burke JG, Denison JA, Gielen AC, McDonnell KA, O'Campo P. Ending intimate partner violence: an application of the transtheoretical model. <i>American Journal of Health Behavior</i> 2004;28(2):122-33.</p>
13	TBD	Cultural Aspects of Health Behavior	<p>NCI: Theory at a Glance: A Guide for Health Promotion Practice. 2nd Edition edition. pp. 52. Bethesda MD: National Cancer Institute; 2005:52. Pages 9-21.</p> <p>Harris M. History and significance of the emic/etic distinction. <i>Ann Rev Anthropol.</i> 1976; 5:329-50.</p> <p>JUCKETT, G. (2005). Cross-Cultural Medicine, <i>Am Fam Physician</i>, 72(11):2267-2274.</p>
14	TBD	Behavioral Economics & Health	<p>Textbook, ch. 20</p> <p>Faith MS, Fontaine KR, Baskin ML, Allison DB. (2007) Toward the reduction of population obesity: macrolevel environmental approaches to the problems of food, eating, and obesity. <i>Psych Bull.</i> , 133:205–26</p> <p>Frieden, T. R., &amp; Bloomberg, M. R. (2007). How to prevent 100 million deaths from tobacco. <i>Lancet</i>, 369(9574), 1758-1761.</p>
15	TBD	Review for Final Exam	All readings listed above
16	TBD	Final Exam Due	All readings listed above