Course Information
Semester: Fall 2021
Course Number: HLTH 639
Course Title: Behavioral Foundations of Health Education
Section: 600
Time: Mondays from 12:40pm – 3:10pm
Location: ANTH, 130
Credit Hours: 3

Instructor Details
Instructor: Christopher Owens, PhD, MPH
Office: Gilchrist, 263
Phone: 979-845-3290
E-Mail: chrisowens@tamu.edu
Office Hours: Talk to me before/after class or via Canvas Inbox to schedule an appointment

Course Description
Theoretical and historical foundations of health behavior research: emphasis placed on understanding and predicting behavior, as well as facilitating behavior change programs through health education.

This course focuses on the presentation and critical analysis of the role of theory in health promotion, the description of different theories being utilized in health promotion research and interventions, and the application of these theories to intervention and research.

Course Prerequisites
None

Special Course Designation
None

Course Learning Outcomes
1. Name some of the most influential theories being used in the field of health promotion.
2. Describe each theory’s primary factors and their relationships.
3. Identify a diversity of factors that influence health behaviors.
4. Propose examples of theory-based strategies for promoting behavior change.
5. Apply theory to both research and practice.
6. Critique other researchers’ and practitioners’ use of theory in health promotion.

Learning Goals
My hope for you in this class is you will:
1. Acquire foundational knowledge about health behavior theory.
2. Acquire skills, critical thinking skills, and creative thinking skills regarding health behavior theory, as well as to apply foundational knowledge in health behavior theory.
3. Connect what you are learning in this class to other subjects/fields, careers/industries, and other areas of life.
4. Learn about yourself and others.
5. Develop new feelings and interests in health behavior theory.
6. Create and answer questions regarding health behavior theory, and become life-long learners of health behavior theory.
Textbook and/or Resource Materials

You will have additional readings of journal articles, technical papers, and other documents that will be available on Canvas.

Grading Policy
The table below provides an overview of how much each assignment is worth. All points must be earned before Monday, December 13th at 12:30pm. Any incomplete assignments at this time will be given zero points. I do not round your percentage points nor give extra credit. A grade of “I” (Incomplete” will follow policy guidelines (see Student Rule 10).

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
<th>Due Date (Central Time)</th>
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<tr>
<td>Class Participation and Discussion Facilitator</td>
<td>25%</td>
<td>Throughout the semester</td>
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<tr>
<td>Intervention or Research Design Paper and Oral Presentation</td>
<td>50%</td>
<td>Monday, Nov 29 by 8am</td>
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<tr>
<td>Exam 1: Intrapersonal and Interpersonal Theories</td>
<td>10%</td>
<td>Monday, Oct 18 by 8am</td>
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<td>Exam 2: Community and Other Theories</td>
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<td>Monday, Nov 22 by 8am</td>
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<td>Pre-Competency Self-Assessment</td>
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<td>Monday, Sept 6 by 8am</td>
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<td>Post-Competency Self-Assessment</td>
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<td>Monday, Dec 13 by 12:30pm</td>
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Class Participation and Discussion Facilitator
Active participation is the first part of your participation grade. You are expected to read readings before class, attend class, come prepared to engage in lively discussion and debate, and offer your thoughts, reactions, and questions to the readings. Because the class is once a week and a graduate course, this course will be structured as a seminar (e.g., discussion-heavy, reading-heavy).

Leading a discussion session/day is the second part of your participation grade. You will sign up to lead the discussion of the readings for that day. Your peer and you will give a brief presentation that sets the stage for the readings, that theory, and class discussion (20-30 minutes).

You must find two articles, one that applies the theory in research and one that applies the theory in an intervention. These articles should connect with your field of study (e.g., health outcome, population). The research article should provide detailed information about the operational definitions/measures of constructs. You must send the class these two articles five days before class begins.

In addition the application articles, you can assign additional materials for the class (e.g., a YouTube video to watch, a website to look at). You must send these additional materials to the class five days before class begins.

After your brief presentation, you will lead a 45 minute discussion for your application articles. You have control over how many minutes you want to dedicate time for your two readings (e.g., 25 minutes for research article and 20 minutes for intervention article, 15 minutes for research article and 30 minutes for...
intervention article). Your discussion should not merely be a synopsis of the readings; instead, it is a challenge to be engaging, creative, etc. You may want to draw from other HLTH courses, courses outside of HLTH, and other materials (e.g., YouTube videos, contemporary topics and events) for your discussion facilitation. You will facilitate the classroom discussion by raising questions and issues about the assigned materials, engaging other students in the discussion, and by helping to integrate the material.

For days that have one discussion facilitator, I will co-facilitate. Most weeks consist of 5 readings:
1. Glanz chapter – provide you with a historical background of the theory, conceptual and operational definitions of constructs, application of the theory, limitations of the theory, and future directions of the theory.
2. Facilitator #1 research application article
3. Facilitator #1 intervention application article
4. Facilitator #2 research application article
5. Facilitator #2 intervention application article

**Intervention or Research Design Paper and Oral Presentation.**

Developing a paper in which you design an intervention OR design a research project that addresses a public health problem, is informed by a health behavior theory, and is based in evidence. The structure and flexibility of this assignment is intended to be professionally meaningful to you as you advance through your scholarly and professional trajectories. Use the American Psychological Association (APA) Style when writing this paper. Comply with APA guidelines for citations (e.g., use peer-reviewed articles than Wikipedia as a cited reference). **You will give an oral presentation of your intervention or research proposal.** The presentation’s structure (20-30 minutes) will be organized as if you were giving this presentation in a professional setting.

The paper will include the following information:

**Introduction**

The introduction section is an overview of the health issue.

1. Health Issue
   b. The relationship between the biological pathways of the health problem/issue and the behavioral factors influencing the disease/health process.

2. Priority Population
   a. The specific priority or targeted population.

**Health Behavior**

The health behavior section is an overview of the health behavior theory.

1. Behavior.
   a. Definition – conceptually and operationally define the health behavior.
   b. Relationship – the relationship between the biological pathways of the health outcome and the behavior.
   c. Justification – reasoning for choosing this behavior compared to other behaviors that come into play in the literature you have reviewed. This might include the prevalence of the priority population performing this behavior.
   d. Critique – the limitations of this behavior, proponents and critics concerns about this behavior, and other critiques.

2. Theory.
   a. Definition – conceptually and operationally define central constructs in the theory.
   b. Relationship – the relationship of central constructs to each other and other factors that come into play in the literature you reviewed (e.g., affect, mediate, moderate, interact)
   c. Justification – reasoning for choosing this theory and central constructs compared to other theories/factors that come into play in the literature you have reviewed. This might
include prior literature, literature reviews, meta-analyses, and other evidence that the theory or central construct improves our understanding or predicting or changing of the behavior.

d. Critique – the limitations of this theory or central constructs, proponents and critics concerns about this theory or central constructs, and other critiques.

**Intervention Option**
The intervention section is an overview of the intervention. This is the main focus of the paper and will be detailed.

1. Design – discuss and provide reasoning for the design of the intervention.
   a. What are the outcomes, activities, and inputs? How do activities influence the outcomes?
   b. How does theory and the central constructs inform the intervention?
   c. What behavior change methods/strategies are within the intervention? How will these change methods/strategies be implemented, and why are these methods relevant?
   d. Who are the implementers of the intervention and the setting of the intervention?
   e. Are there similar or related interventions? How is this intervention innovative or addresses a need/gap? components validated, tested to be effective, etc.? However, you can propose new and promising approaches that haven’t been evaluated—but you do need to justify why these new approaches are being used compared to tested approaches.
   f. What are your recruitment methods?

2. Evaluation – write a 1-2 evaluation plan of the intervention (e.g., evaluation questions, data collection methods, timepoints).

**Research Option**
The research section is an overview of the research design, and is the main focus of the paper.

1. Design – discuss and provide reasoning for the design of the research proposal. This is the main focus on the paper and will be detailed.
   a. What is your research question(s) or aim(s)?
   b. What is your design and methodology?
   c. What are your collection methods? Are data collection methods (e.g., scales, questionnaires, measures) validated? However, you can propose new and promising approaches that haven’t been evaluated—but you do need to justify why these new approaches are being used compared to tested approaches.
   d. What are your analytical methods? Note how your analytical methods align with the research question, the methodology, and the data collection methods.
   e. What are your recruitment methods?

2. Dissemination – write a 1-2 dissemination plan of the research (e.g., budget, journals to submit the research to and reasoning, community dissemination methods and reasoning).

**Assignment Submission**
Your assignments must be submitted via Canvas, be final versions, and will be submitted by the due date.

For me to read, comment, and grade your assignments, you need to upload them to Canvas as either a .doc, .docx, or .pdf file. Documents not in these file types cannot be seen on Canvas. If I cannot see it, I cannot grade it and give you feedback. Assignments that are submitted as not .doc, .docx, or .pdf will receive an automatic zero.

**Academic Expectations and Policies**
You will comply with the Student Rules, with special attention to the Academic Rules (Rules 1-22 and 61). This includes but is not limited to: attending and arriving to class on time, participating and engaging
in learning activities, completing assignments to the best of your abilities, behaving in accordance to with classroom behavior and norms, and following academic conduct codes and the Aggie Honor System.

**Late Work Policy**
No late work will be accepted. Assignments that are not submitted by the due date will receive a zero. Work submitted by a student as makeup work for an excused absence is not considered late work and is exempted from the late work policy.

**Attendance Policy**
The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments. Please refer to Student Rule 7 in its entirety for information about excused absences, including definitions, and related documentation and timelines.

You must attend the Presentation days, regardless if you present on that day. Failure to attend when you present will result in you earning a zero on your presentation.

If you are experiencing circumstances that are eligible/defined as an excused absence (according to Student Rule 7) that prevents you from submitting an assignment on the due date, you must email me before the assignment is due and provide documentation of the circumstance the day you return to class. I will work with you to create a new due date for the submission.

**Makeup Work Policy**
Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student’s grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to Student Rule 7 in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor” (Student Rule 7, Section 7.4.1).

“The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence” (Student Rule 7, Section 7.4.2).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See Student Rule 24.)

**Academic Integrity Statement and Policy**
“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” (Section 20.1.2.3, Student Rule 20).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.
Electronic Devices in Class
You can use laptops and other note-taking devices. We will use technology during class, so bring a device that has access to Wi-Fi. Be respectful to your peers and yourself by avoiding using technology for non-class use.

Communication
I will use Canvas for course announcements, emails, and grades. You are responsible to check Canvas for announcements, emails, and grades.

Use Canvas Inbox (rather than Outlook, Gmail, or other email sites) to send me emails/messages about your questions, comments, or concerns about the course. I will respond to emails within 48 business hours. My response is delayed on the weekends and on university breaks (e.g., Thanksgiving Break, Spring Break).

My response to your question about the assignment does not impact when the assignment is due. Do not email me a question about an assignment 48 hours before it is due. Ask you questions in advance to when an assignment is due (e.g., at least 72 hours).

Assignment Feedback
I will use Canvas to provide feedback on your assignments. To see my feedback and your rubric score, click on the Assignment tab → click on the assignment → click on Submission Details → click on View Feedback.

Feedback
You are the key stakeholders of this class, and this class is to benefit you. I’m happy to hear your suggestions of how to improve the class at any time.

Mid-Term Evaluation
I encourage you to complete the mid-term evaluation, as your anonymous response will inform instruction and policies post-evaluation.

Student Course Evaluations
I encourage you to complete the Student Course Evaluations, as I use your anonymous feedback to inform the class in the future.

Americans with Disabilities Act (ADA) Policy
Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below) Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu.

Title IX and Statement on Limits to Confidentiality
Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual
harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see University Rule 08.01.01.M1):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University’s goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with Counseling and Psychological Services (CAPS).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University’s Title IX webpage.

**Statement on Mental Health and Wellness**

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student’s academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing available resources and services available from Counseling and Psychological Services (CAPS).

Students who need someone to talk to can contact CAPS or call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.

**Technology Support**

Texas A&M University students can direct their technical questions to the Department of Information Technology or the Division of Information Technology.

**Department of Information Technology**

Phone: 979-862-7990
Email: help@doit.tamu.edu
Address: John J. Koldus Building, 227

**Division of Information Technology**

Phone: 979-845-8300
Email: helpdesk@tamu.edu
Chat: https://it.tamu.edu/help/index.php
Address: Computing Service Center, CS00
Learning Resources
The University Writing Center – The University Writing Center provides students with writing and public speaking resources.

APA resources – Purdue OWL, the APA website, and the University Writing Center provides students with free APA resources.

The Academic Success Center – The Academic Success Center provides students with academic performance resources.

COVID-19
To help protect Aggieland and stop the spread of COVID-19, Texas A&M University urges students to be vaccinated and to wear masks in classrooms and all other academic facilities on campus, including labs. Doing so exemplifies the Aggie Core Values of respect, leadership, integrity, and selfless service by putting community concerns above individual preferences. COVID-19 vaccines and masking — regardless of vaccination status — have been shown to be safe and effective at reducing spread to others, infection, hospitalization, and death.

If you are feeling ill or are ill (not COVID-related but with another communicable illness), stay home and seek medical attention.

If you are experiencing COVID-19 related symptoms, follow the Guide for Sick or Exposed Campus Members.
Course Schedule
The course schedule, readings, assignments, and syllabus policies are subject to change at instructor’s discretion. You will be notified of changes via Canvas Announcements and during class. Changes are often to benefit the needs of the class.

Sign-Up

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<td>Week 3: Health Belief Model</td>
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<td>Week 4: Theory of Planned Behavior and the Reasoned Action Approach</td>
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<td>Week 5: Transtheoretical Model</td>
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<td>Week 9: Community and System Theories</td>
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<td>Week 10: Behavior Change Methods and Techniques</td>
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<td>Week 11: Access</td>
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<td>Week 12: TBD</td>
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Week 1 Monday, Aug 30
Introduction

The Syllabus

Week 2: Monday, Sept 6
Why Health Behavior Theory

Ch 1: The scope of health behavior

Ch 2: Theory, research, and practice in health behavior


**Week 3: Monday, Sept 13**  
*Intrapersonal Theories: Health Belief Model*  
Ch 5: The Health Belief Model

**Week 4: Monday, Sept 20**  
*Intrapersonal Theories: Theory of Planned Behavior and the Reasoned Action Approach*  

**Week 5: Monday, Sept 27**  
*Intrapersonal Theories: The Transtheoretical Model*  
Ch 7: The Transtheoretical Model and stages of change

**Week 6: Monday, Oct 4**  
*Social Ecological Models*  
Ch 3: Ecological models of health behavior

**Week 7: Monday, Oct 11**  
*Interpersonal Theories: Social Cognitive Theory*  
Ch 9: How individuals, environments, and health behaviors interact

**Week 8: Monday, Oct 18**  
*Interpersonal Theories: Social Support and Social Network Models*  
Ch 10: Social support and health  
Ch 11: Social networks and health behavior

**Week 9: Monday, Oct 25**  
*Community and System Models*  
Ch 15: Improving health through community engagement, community organization, and community building


**Week 10: Monday, Nov 1**

*Behavior Change Methods and Techniques*


**Week 11: Monday, Nov 8**

*Health Care Access Frameworks*


**Week 12: Monday, Nov 15**

*Open Class – Topic TBD*

**Week 13: Monday, Nov 22**

*Open Class: Paper and Presentation Preparation Time*

**Week 14: Monday, Nov 29**

Presentation 1

**Week 15: Monday, Dec 6**

Presentation 2

**Exam Week: Week 16: Monday, Dec 13**