CBH:5220 Health Behavior and Health Education  
Fall 2016  
Mondays & Wednesdays, 3:00-4:20 p.m., S-106AB CPHB

Course Instructors:  
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Office hours: By appointment

Course Website:  
http://icon.uiowa.edu  
Your HawkID will provide you with access to the website. The website includes course announcements, lecture slides, additional readings, case study materials, discussion questions and external links.

Course Description:  
Health Behavior and Health Education introduces health behavior theories and their applications relevant to public health practice. The course is required for students seeking an MPH within the Community and Behavioral Health subtrack. It is designed to introduce students to concepts fundamental to the understanding of human health behavior. Most of these concepts will be addressed in the context of current theory and by the discussion of written reports of public health interventions. Ideally, the knowledge and skills gained in this course can be applied in addressing health concerns of individuals and communities.

Readings:  
Textbook  

Other readings  
Additional required readings are available on the course website (ICON)  
http://icon.uiowa.edu
Course Objectives:

Upon completion of the course, students will be able to:

1. Discuss and describe the major theories of individual and group health behavior and how these theories might be applied to change health behaviors.

2. Describe and evaluate published reports of health behavior interventions.

3. Participate in effective discussions on contemporary public health topics with peers.

4. Explain in writing how health behavior change theory can be applied to a specific public health issue.

College of Public Health Core MPH competencies addressed:

- Identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice.
- Identify the causes of social and behavioral factors that affect health of individuals and populations.
- Describe the role of social and community factors in both the onset and solution of public health problems.
- Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
- Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

Learning Methods:

REQUIRED READINGS
The textbook, *Health Behavior and Health Education, Theory, Research and Practice, fifth Edition* will be the primary source of the written content of the course. Students are asked to read and be prepared to discuss assigned readings listed in the class schedule. The content of required readings from the textbook will be covered on the examinations. Additional readings from professional journals will be assigned. These readings complement the book chapters covered in the course.

CLASS PARTICIPATION
Students are expected to participate in class discussions and to listen to and respect the contributions of their classmates. Students will also be assigned to periodically lead small group discussions.

EXAMINATIONS
The course will include two take home examinations. Exam due dates are listed in the course schedule. Questions on the exam will be related to the required journal readings, the textbook, and material covered in class.
TERM PAPER
Each student must write a term paper on a subject of their choosing. The chosen topic must be related to material covered in the course and is subject to approval of the course instructor. The guidelines for the paper are presented at the end of this document.

ONLINE QUIZZES
Five brief quizzes will be offered throughout the semester to reinforce recent reading assignments. These will be available on ICON for specified periods.

Student Assessment:
Student assessments are designed to help meet the learning objectives. They are composed of

1. two take-home exams (20% each),
2. one individual paper (40%),
3. class participation (10%)
4. online quizzes (10% in total)

Policies:

Administrative Home
This course is given by the College of Public Health. This means that class policies on matters such as requirements, grading, and sanctions for academic dishonesty are governed by the College of Public Health. Students wishing to add or drop this course after the official deadline must receive the approval of the Associate Dean for Academic and Student Affairs in the College of Public Health. Details of the University policy of cross enrollments may be found at: Cross-Enrollment Policy

Electronic Communication
University policy specifies that students are responsible for all official correspondences sent to their standard University of Iowa e-mail address (@uiowa.edu). Students should check this account frequently.

Availability of Accommodations for Students with Disabilities
Any student eligible for and needing academic adjustments or accommodations under the Americans with Disabilities Act is requested to notify the instructor as soon as possible to make appropriate arrangements. For more information please visit: Student Disability Services - The University of Iowa

Academic Misconduct
Academic misconduct is defined by the University of Iowa in its Code of Student Conduct here: Policies & Regulations Affecting Students. Please take the time to read this short description. Academic misconduct refers primarily to plagiarism or cheating. It is the student’s
responsibility to seek clarification from the course instructor of any situation in which he/she is uncertain whether academic misconduct is/has been involved.

Plagiarism includes but is not limited to the following:

- presentation of ideas of others without credit to the source;
- use of direct quotations without quotation marks and without credit to the source;
- paraphrasing without credit to the source;
- participation in a group project which presents plagiarized materials;
- failure to provide adequate citation for material obtained through electronic research;
- downloading and submitting work from electronic databases without citation;
- submitting material created/written by someone else as one’s own, including purchased term/research papers;

Cheating includes but is not limited to the following:

- copying from someone else’s exam, homework, or laboratory work
- allowing someone to copy or submit one’s work as his/her own
- accepting credit for a group project without doing one’s share
- submitting the same paper in more than one course without the knowledge and approval of the instructors involved;
- using notes or other materials during a test or exam without authorization;
- not following the guidelines specified by the instructor for a “take-home” test or exam.

Academic misconduct is a serious matter and is reported to the departmental DEO and to the Associate Dean for Education and Student Affairs. Instructors and DEOs decide on appropriate consequences at the departmental level while the Associate Dean enforces additional consequences at the collegiate level. For example, an incident involving plagiarism will result in consequences to the student ranging from a grade of 0 for that assignment to being terminated from his/her graduate program. Egregious acts of misconduct, such as cheating on a final exam, may result in the course grade being reduced to an F. Additional details concerning the consequences associated with acts of plagiarism, including a student appeals process, is provided in the Graduate College Manual section IV.F.

Concerns about Faculty Actions

Students who have a concern about a faculty action should first address the issue with the instructor, then the course supervisor (if there is one), and then the departmental DEO. Students may also contact the Associate Dean for Education and Student Affairs in the College of Public Health. Another resource for students is the Office of the University Ombudsperson. If a complain cannot be resolved at the departmental and/or collegiate level, students may file a formal complaint utilizing the procedure specified in the Operations Manual (II-29.7).

Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual
harassment should be reported immediately. The policy in its entirety may be found at [II-4 Sexual Harassment | Operations Manual](#)

If you or someone you know may be a victim of sexual assault, sexual harassment, dating/domestic violence, stalking, or any other behaviors prohibited under this policy, you are strongly encouraged to seek assistance and support. Assistance is available 24 hours a day, 7 days a week, from:

- Rape Victim Advocacy Program (RVAP) -- confidential, certified victim advocacy services, 319-335-6000
- Domestic Violence Intervention Program (DVIP) -- confidential, certified victim advocacy services, 319-351-1043 or 800-373-1043
- Emergency Department, University of Iowa Hospitals and Clinics -- confidential medical services, 319-356-2233
- University of Iowa Department of Public Safety -- law enforcement services, 319-335-5022, or 911 from any campus phone

During business hours, you may also seek assistance from the University of Iowa Office of the Sexual Misconduct Response Coordinator at 319-335-6200.

**Reacting Safely to Severe Weather**

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit [Hawk Alert](#)
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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING ASSIGNMENT</th>
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<tbody>
<tr>
<td>8/22</td>
<td>Course Overview</td>
<td>Chapter 1, The Scope of Health Behavior</td>
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<tr>
<td>8/24</td>
<td>Why Link Research, Theory and Practice?</td>
<td>Chapter 2, Theory, Research and Practice in Health Behavior</td>
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<tr>
<td>8/29</td>
<td>Ecological Models</td>
<td>Chapter 3, Ecological Models of Health Behavior (Journal articles)</td>
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<td>8/31</td>
<td>Discussion/Case Study</td>
<td>(case study will be done in small groups in class)</td>
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<tr>
<td>9/5</td>
<td>Labor Day</td>
<td>No Class</td>
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| 9/7      | The Health Belief Model                       | Chapter 4, Introduction to Health Behavior Theories That Focus on Individuals  
<p>|          |                                               | Chapter 5, The Health Belief Model (Journal articles)   |
| 9/12     | Discussion/Case Study                         |                                                        |
| 9/19     | Discussion/Case Study                         |                                                        |
| 9/21     | The Transtheoretical Model of Behavior Change  | Chapter 7, The Transtheoretical Model and Stages of Change (Journal articles) |
| 9/26     | Discussion/Case Study                         |                                                        |</p>
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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>10/3</td>
<td>Discussion/Case study</td>
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<tr>
<td>10/5</td>
<td>Social Support and Social Networks</td>
<td>Chapter 10 Social Support and Health Chapter 11 Social Networks and Health Behavior (Journal articles and self-assessment)</td>
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<tr>
<td>10/10</td>
<td>Exam 1 due by 10pm. (no class)</td>
<td>The exam will cover the assigned textbook chapters and class discussions</td>
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<tr>
<td>10/12</td>
<td>Stress, Coping and Health Behavior</td>
<td>Chapter 12, Stress, Coping and Health Behavior (Journal articles)</td>
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<tr>
<td>10/17</td>
<td>Discussion/Case study</td>
<td>Term paper proposal due today at 10pm.</td>
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<tr>
<td>10/19</td>
<td>Interpersonal Communication</td>
<td>Chapter 13, Interpersonal Communication in Health and Illness (Journal articles)</td>
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<td>10/24</td>
<td>Discussion/case study</td>
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<tr>
<td>10/26</td>
<td>Community Engagement and Community Organization</td>
<td>Chapter 14, Introduction to Community and Group Models of Health Behavior Change Chapter 15, Improving Health Through Community Engagement, Community Organization and Community Building (Journal articles)</td>
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<td>10/31 and 11/2</td>
<td>APHA week NO CLASS</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Activity</td>
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<tr>
<td>11/7</td>
<td>Monday</td>
<td>Discussion/Case study</td>
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<tr>
<td>11/9</td>
<td>Wednesday</td>
<td>Dissemination of Interventions</td>
</tr>
<tr>
<td>11/14</td>
<td>Monday</td>
<td>Discussion/Case study</td>
</tr>
<tr>
<td>11/16</td>
<td>Wednesday</td>
<td>Communication and Health Behavior</td>
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<tr>
<td>11/21-23</td>
<td></td>
<td>Thanksgiving Break No class</td>
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<tr>
<td>11/28</td>
<td>Monday</td>
<td>Social Marketing</td>
</tr>
<tr>
<td>11/30</td>
<td>Wednesday</td>
<td>Discussion/Case study</td>
</tr>
<tr>
<td>12/5</td>
<td>Monday</td>
<td>Behavioral Economics</td>
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<tr>
<td>12/7</td>
<td>Wednesday</td>
<td>(No Class) Exam 2 due Monday, 12/12 at 10:00pm.</td>
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The purpose of this research paper is to complement your understanding of the course content with an assignment that requires you to investigate a problem in public health and consider the role of health behavior change in addressing the problem. In the paper you should identify a health-related behavior, review the interventions and theoretical frameworks that have been used to address the behavior, and suggest interventions relevant to current practice.

A brief paper proposal is due on **October 17th at 10pm**. This proposal should be no more than one page that discusses your chosen topic and a preliminary assessment of the literature that exists on the topic. This should be submitted to the ICON course dropbox.

Write a research paper that is 12-15 pages in length. All papers are to be typed using 12 point font, double spaced with page numbers inserted, and include last name and first name in the header. Each paper must include a cover page (not to be counted as part the total paper page length) that includes the student’s name, date and course title. Each paper must also include a separate cited list of references (not to be counted as part of the total paper page length). Use a standard reference style (e.g., APA or AMA). Papers are due **December 5 at 10pm**. This should submitted to the ICON course dropbox. The research paper comprises 40% of the final grade for this course.

The research paper should be organized in the following manner with the designated section headings listed below:

- **Epidemiology.** Describe the epidemiology of the behavior (who, where, when, potential risk factors or determinants, etc.) 2 pages; 10 pts.

- **Review of the behavior change literature.** What kinds of behavioral intervention approaches and theoretical frameworks have been used to address this behavior and how successful have they been? Look specifically for examples at different levels (e.g., individual level approaches, community and environmental or policy approaches). You are not required to find an example for every level though. If you find some examples of programs where the applied theory is not specified, then please speculate on what theory or theories the work best represents. Conclude this section with a few sentences that summarize the most promising approaches. 4-5 pages; 35 pts.

- **New approach(es) recommended.** Given your understanding of the behavior and what you have learned from the behavior change literature, briefly describe a novel intervention approach or combination of approaches to the problem that you believe might be successful. Provide a rationale for your approach and discuss how it is guided by a theory or theories. **Appropriate application of theory** is the cornerstone of this part, so concentrate your efforts on this rather than describing elaborate activities with little theoretical connection. 4-5 pages; 35 pts.

- **Remaining questions.** In general, what are some of the remaining research questions and practice issues to address regarding this behavior? 1-2 pages; 20 pts.