

**Theories of Health Behavior and Practice in Health Education**  
**Department of Health Education & Behavior**  
**Spring 2024**  
**HSC 6603 Section MHEO #12813**

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**Instructor:** Suzanne Sneed-Murphy, PhD

**Office:** FLG 6

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**Office Hours:** Tuesdays 3:00 pm-6:00 pm EST; alternate dates and times by appointment. Students are encouraged to meet with the instructor at least once during the semester either by phone, via e-mail conversation, or in person via Zoom. Phone calls, e-mails, and appointments outside of office hours are welcome. All office hours will be virtual office hours via Zoom.

**Department Chair:** Dr. Mildred Maldonado-Molina; FLG 5: [mmmm@ufl.edu](mailto:mmmm@ufl.edu)

**Course Website:** <http://elearning.ufl.edu>

**\*I am usually connected to my UF email so that may be the best way to get a timely and clear response.** The instructor will use @ufl.edu email accounts for instructor-initiated communication. **Please email me using the Canvas messaging tool.**

- Students must regularly check for course emails and announcements via ufl.edu and Canvas accounts.
- Email inquiries sent Mondays through Fridays will usually receive a reply within twenty-four business hours of receipt. Please resend your inquiry if you have not received an email reply within 48 hours (other than the weekends).

**Textbook and Resources (Required for all):**

- Glanz, K., Rimer, B. K., & Viswanath, K. (2015). Health Behavior: Theory, Research, and Practice. 5<sup>th</sup> Edition. Jossey-Bass.
  - ISBN: 978-1118628980
- Additional required readings, to supplement the book readings, will be assigned throughout the course of the semester. Those readings will be posted to your Canvas course site.

**UF Catalog Course Description:** This course examines selected health behavior theories and explains the application of the theories to the practice of health education and health promotion.

**Course Overview:** The purpose of this course is to provide a thorough discussion of the determinants of health-related behavior, health behavior theory (HBT), and how theory can be utilized in health education and behavior research and practice. Emphasis will be placed on how various theories of health behavior are used to design, implement, and evaluate behavior change and health education interventions. This course focuses on the presentation and critical analysis of the role of theory in health promotion and eliciting behavior change, the description of different theories being utilized in behavior change interventions, and the application and evaluation of these theories in practice. One course, however, cannot possibly cover all theories relevant to health behavior, health education, and health promotion. The intent of this course,

therefore, is not to provide definitive coverage of theory, but rather to introduce and prepare health education and behavior graduate students for continued work using select health behavior theories throughout their professional careers.

**Course Objectives:** Upon completion of this course, you will be able to:

1. Identify and describe the most used theories in the field of health education and behavior change.
2. Explain each health behavior theory's unique strengths and weaknesses.
3. Illustrate, through assignments and course discussion, an understanding of the relationship among each health behavior theory's components and their underlying assumptions.
4. Discuss applications of health behavior theory in planning, implementation, and evaluation of health education/promotion programs
5. Identify and explain how health behavior theory can be utilized to predict and/or change human behaviors related to health promotion.
6. Locate and critique sources of health information and intervention/prevention programs using theory and evidence from the literature.
7. Identify and explain the impact of different physical, social, environmental, and emotional factors on health-related behavior
8. Apply a health behavior theory to a topic of interest to address a health-related issue.

**Class Format:**

- Remote delivery only - delivered online through the University of Florida's E-Learning System, CANVAS <http://elearning.ufl.edu>
- The course is organized around modules. Each module includes lectures, articles, additional resources, etc. Students will engage in quizzes, discussion activities, theory video reflections, and additional writing assignments.
- Faulty internet connections **WILL NOT** be accepted as an excusable reason for any missed assignments, activities, quizzes, and/or exams.

**What You Can Do to Be Successful in HSC 6603:**

- Be motivated and willing to learn
- **Watch ALL lecture videos and supplement videos – this is a requirement**
- Take ownership of your education and learning experience.
- Familiarize yourself with all course due dates.
- Read assigned textbook chapters and/or supplementary materials before beginning any assessment and engaging in discussion forums.
  - Be active in course discussion forums and **respect the viewpoints and contributions of your instructor and classmates.**
- **You are expected to adhere to deadlines. Assignments will NOT be accepted late. I do recognize that personal circumstances may interfere with your ability to meet a deadline. I require prior notification when able to do so. If notified before the deadline of a circumstance that may cause a student to miss an assignment, an extension may be granted.**
- **If an emergency arises that causes you to miss a deadline, it is your responsibility to contact the instructor within 48 hours and provide formal documentation (if**

needed) within 72 hours. I will not be receptive to retrospective requests for extension outside of an illness or emergency.

- Inform me whenever there is a problem related to the class, whenever you feel the need to clarify questions, or whenever you desire to further explore topics of interest.

**Course Requirements, Accessibility:**

- Reliable internet connection (DSL, LAN, or cable connection desirable)
- Access to the University of Florida's E-Learning System, CANVAS  
<http://elearning.ufl.edu>
- Webcam and some type of speakers and microphone

**Course Activities and Evaluations: All assignments are due by 11:59 PM EST. Please be sure to set your time for Eastern Standard Time.**

**\*\*Students need to log in and log out of Canvas once an assignment is uploaded to double-check the following:**

- **The correct assignment uploaded.**
  - **The assignment was uploaded correctly with all parts**
  - **Incorrect/incomplete uploads will be graded accordingly.**
1. **Introduction video/Peer response and syllabus quiz (10 points each).**
    - **Introduction video/Peer response** – Please submit a recorded video introducing yourself. Answer the following questions:
      1. Name
      2. Why you chose to take this course
      3. What do you hope to learn/gain from taking this course
      4. Health behavior, disorder, or disease of interest to you and
      5. Career goals.
    - Students are also required to respond to **ONE** student's introduction in writing with the following:
      1. Hello and your name
      2. Do you hope to learn/gain something similar as they? Not just yes or no – comment on what they hope to learn and speak to what you hope to learn.10 points
    - **Syllabus quiz:** Complete the 10-question syllabus quiz by the due date indicated.  
10 points

**2. Timed Quizzes: (12 @ 10 points each).**

Each student will complete 12 timed, open note/book quizzes. The quiz questions will come from book and lecture material and will ask “true/false”, “multiple choice,” and/or “fill-in” questions to assess student understanding of the readings and in-class discussions. Each quiz will be worth 10 points, and students will have 25 minutes to complete each quiz. I encourage students to be well-versed in module content before taking the timed quiz – you will run out of time if you must look up every response. Please read the required readings in advance to ensure you do well on the quizzes.

The quizzes will be made available on Canvas at the beginning of the Module week until the day it is due (by 11:59 pm). You will have only one opportunity to take the quiz. Make-ups will not be allowed for a missed quiz. See assignment policy in syllabus.

**3. Theory Reflection Assignments (video reflections): (5 @ 10 points each).**

Beginning with module 4, students will have the opportunity to provide a video reflection of information learned from select theories and lecture/supplemental material. These video reflections serve to determine if students can communicate an overall understanding of theory/model information/constructs and how best to apply the theory/model to health education/behavior research. **ChatGPT may not be used to generate responses but can be used to ‘clean up’ responses.** Students will record themselves responding to the following:

1. Overall explanation of theory/model
2. Brief explanation of constructs/concepts/main aspects of theory/model
3. Limitations and strengths of theory/model
4. Brief application of theory to the **health behavior** of your choice
5. One talking point – ask a question – state a comment that promotes thought from your audience
  - Videos should be embedded as a media file and should be at least 5 minutes in length, but no more than 10 minutes long.
  - Further information is located within the assignment location on our canvas course page. Please see the rubric for more information.

Rubric for theory reflection video:

<p><b>10.0 pts</b>  <b>Great Job, that is exactly what I was looking for!</b>          Reflects good understanding of related theory content; responds to all 5 prompts in a thorough format</p>	<p><b>7.0 pts</b>  <b>Not too bad, it is close to what I was looking for.</b>          Lacks full development of a concept or thought related to theory. Does not respond to prompts in a thorough format or only responds to 3 or 4 prompts</p>	<p><b>4.0 pts</b>  <b>Close - but you may wish to consider reviewing course information.</b>          Lacks full development of a concept or thought related to the theory. Does not respond to prompts in a thorough format and/or responds to only one or two prompts.</p>	<p><b>0.0 pts</b>  <b>Uh oh, what happened here? You missed it completely.</b>          Posts information that is off-topic, incorrect, or irrelevant to the theory. OR no post submitted. Late assignments also receive 0 points</p>
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**4. Article Reading Discussions (6 at 10 points per article).**

Beginning with Module 3, one supplemental article per module will be used to enhance student understanding of how theories are applied in research. Questions will be used to facilitate a discussion on the assigned readings and how specific theories were applied in the research article. Each discussion has three prompts/questions – students will choose two of the three to answer. Students will then respond to TWO student discussions by supporting/disputing the reactions of others. **ChatGPT may not be used to generate responses but can be used to ‘clean up’ responses.**

- **IMPORTANT:** Each article discussion includes three question prompts. Students must choose two of the three and respond accordingly. Student posts must respond to **EACH prompt using 150-200 words** (each prompt response must meet the 150–200-word count) and must respond to **BOTH prompts for peer reply with 50-100 words each.**
- **Student replies: In other words, students will use 50-100 words to respond to the first prompt for their first chosen student and 50-100 words for the second prompt for their first chosen student. The same will be accomplished for the second student to whom one decides to reply.**

Due by 11:59 on the date indicated in the syllabus. See Appendix A for more information related to discussion posts and reply etiquette. Please see the rubric for more information.

Rubric for personal post article:

<p><b>7.0 pts</b>  <b>Great Job, that is exactly what I was looking for!</b>          Reflects good understanding of related article content; answers all prompts in a thorough format (150-200 words for each prompt)</p>	<p><b>4.0 pts</b>  <b>Not too bad, it is close to what I was looking for.</b>          Lacks full development of a concept or thought related to the article. Does not answer prompts in a thorough format (100-149 words for each prompt)</p>	<p><b>2.0 pts</b>  <b>Close - but you may wish to consider reviewing course information.</b>          Lacks full development of a concept or thought related to the article. Does not answer prompts in a thorough format and/or does not answer all prompts (50-99 words for each prompt).</p>	<p><b>0.0 pts</b>  <b>Uh oh, what happened here? You missed it completely.</b>          Posts information that is off-topic, incorrect, or irrelevant to the article. OR no post submitted. Late assignments also receive 0 points</p>
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Rubric for replies (1.5 points for each reply – 3 points total) – must respond to both prompts.

<p><b>1.5 pts</b>  <b>Great Job, that is exactly what I was looking for!</b>          Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts          Post is 50-100 words in length for each prompt response.</p>	<p><b>.5 pts</b>  <b>Not too bad, it is close to what I was looking for.</b>          Elaborates on an existing posting with further comment or observation. Post is 25 to 49 words in length for each prompt response.</p>	<p><b>0.0 pts</b>  <b>Uh oh, what happened here? You missed it completely.</b>          Posts shallow contribution to the discussion (e.g., agrees or disagrees); does not enrich the discussion. Posts no follow-up responses to others. Late reply posts also receive 0 points</p>
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## 5. Theory Review and Application Presentation \* More information in Canvas

The project will provide you the opportunity to critically consider, evaluate, and report on how a selected health behavior theory/model has been applied and/or can be applied to a health education research area.

**Step One** – Review Model, Theory, and behavior of choice - What Model? What Theory? What Behavior? This can be done one of two ways: 1) Reviewing two theories/models

applied to a health behavior of your choice, in which the student will discuss how one health behavior can be explained and modified using two different behavioral theories/models; or 2) Review one theory/model and its utility in explaining and modifying two behaviors.

- Step 1 A: Determine theory/model or theories/models of choice AND determine health behavior or behaviors of choice
- Step 1 B: Seek out 5-10 articles about your theory(ies) and behavior(s) – these must be specific to theory/behavior. Read all articles and organize information so you can easily refer to studies during your presentation.

### **Step Two – Presentation**

You will present your findings using Voice Thread and PowerPoint (PPT), Zoom and PPT, PPT record, etc. You may choose voice-over (audio only with PPT) or video (student is visible during PPT). You will upload a link to the presentation to the assignment location within Canvas.

The presentation must be a minimum of 15-20 minutes in length. The presentation cannot go over 30 minutes in length. I will stop reviewing at the 30-minute mark.

### **FOLLOW THIS GUIDE CAREFULLY (be sure to answer and address all question prompts thoroughly) - The presentation must include:**

- Engagement Activity
- Background information about the selected public health problem/concern, health behavior, disease, or disorder. Why is the problem important to the field of health education and behavior?
- Complete description of the selected health behavior theory(ies) and its concepts, variables, constructs, and dimensions. Must provide information about all constructs.
- Brief overview of each study that applied the theory/model to the selected health issue, behavior, disease, or disorder. Provide overall methodology, demographics, findings, and recommendations for EACH of the studies you read. The above information must be discussed for EACH article – not as an overall information slide.
- Synthesize findings from retrieved studies – what did you learn overall from the articles? Discuss the implications of findings and recommendations for future research and health education practice using information from your chosen studies.
- Conclusion: Which theory or model would you choose to implement for your chosen behavior – how would you do this/which behavior better fits your model/theory? Apply to your chosen behavior using your own words and thoughts.
- A reference list should be included on the last slide of your presentation. Please follow the APA format carefully.

Presentations are to be submitted via Canvas by 11:59 pm on the date for which the assignment is due. Be sure to review the rubric when completing the assignment – located within Canvas.

**Grade Appeals.** It is your responsibility to review your graded exams when they are returned. After review, students have one week to appeal the grade with the instructor. After one week, a grade will not be changed. **THERE WILL BE NO EXCEPTIONS TO THIS POLICY.**

### **Course Activities and Evaluation:**





You may also change your “Display Name” in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

**Name Coach:** It is important to the learning environment that you feel welcome and heard. To encourage a welcoming environment, I strive to learn each student’s name and pronounce it correctly. I encourage you to use the Name Coach tab in our course Canvas site to help me better pronounce your name correctly.

**Class Recording:** Per the House Bill 233 Intellectual and Viewpoint Diversity Act, students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or preparation for, a criminal or civil proceeding. All other purposes are prohibited. **Specifically, students may not publish recorded lectures without the written consent of the instructor.**

A “class lecture” is an educational presentation intended to inform or instruct enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. **A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.**

**Publication without the permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section.** Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

**Americans with Disabilities Act (ADA):**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other entities, this legislation requires that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation for their disabilities. To connect with the Disability Resource Center please visit <https://disability.ufl.edu/students/get-started/>. If you



and you need specific accommodation for the course, I will gladly provide those accommodations.

- If you did not register formally, but you know you have behavioral or learning disabilities or other issues that might affect your performance in the course, please tell me and I will help you. If special needs/circumstances arise, it is your responsibility to notify me immediately, not at the course's end.

### **Health and Wellness:**

- **U Matter, We Care:** Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.
- **Counseling and Wellness Center:** [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- **University Police Department:** [Visit the UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

### **Academic Resources (additional student resources in Canvas):**

- **E-learning technical support:** Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- **Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- **Library Support:** The Department of Health Education and Behavior has a designated librarian to support your research needs. To contact your subject specialist visit: <https://uflib.ufl.edu/specialists/>. There are many ways to receive assistance concerning using libraries or finding resources.
- **Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- **Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- **Student Complaints On-Campus:** [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- **On-Line Students Complaints:** [View the Distance Learning Student Complaint Process](#).

**ACADEMIC HONESTY:** You are expected to make an honest effort in this class and to be scrupulous in maintaining academic integrity. Cheating and plagiarism will not be tolerated, and college guidelines on academic misconduct will be enforced.

By formally registering for coursework at the University of Florida, you agreed to abide by the following statements from the University:

- As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. “You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g., assignments, papers, quizzes, exams).
- Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. To avoid misunderstandings on both our parts, please refer to the University of Florida Student Honor Code located at <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

**Title IX:** the University of Florida has zero tolerance for sexual discrimination, harassment, assault/battery, dating violence, domestic violence, or stalking. Students are encouraged to report any experienced or witnessed occurrences to law enforcement and/or one of UF’s Title IX Coordinators. Students can report incidents or learn more about their rights and options by contacting Student Conduct and Conflict Resolution at 202 Peabody Hall, 352-392-1261; or visit: [www.dso.ufl.edu/scr/process/incident-report/](http://www.dso.ufl.edu/scr/process/incident-report/) OR [www.dso.ufl.edu/scr/process/victim-rights/](http://www.dso.ufl.edu/scr/process/victim-rights/)

**Assignments: Due by the date specified on the syllabus - EST. Assignments will not be accepted late.** I do recognize that personal circumstances arise that may interfere with your ability to meet a deadline. If these things do occur, let the course instructor know as soon as you know – **before the deadline**. See the emergency information above. Anytime you have a question or problem, email the course instructor immediately.

**E-mail Etiquette: Email Dr. Sneed-Murphy: I prefer the following email etiquette:**

- The subject line should indicate the content of or reason for the message.
- Please begin the message by addressing your recipient with “Dear Dr. Sneed-Murphy, or Dr. Murphy.”
- The message ends with your name (please include your first AND last name).

**Recommendation Letter Policy (please provide 6 weeks prior notice):**

- You must be in good standing in Dr. Murphy’s classes (good attendance, grade, etc.)
- You have taken at least **TWO** courses with Dr. Murphy
- You have met with Dr. Murphy at least **TWICE** in her office or via Zoom.
- You both verbally and electronically request the letter of recommendation.

**Course Assistance:** If you have questions about course expectations or the grading procedures, or if you have difficulty with the course content, the readings, the lectures, the class activities, or the assignments, please email the course instructor immediately. **Do not wait until it is too late.**

**I provide a discussion post specifically for student questions. Other students may have related questions – this discussion post allows me to answer for all students to view. Students should review the syllabus and the student discussion post before sending an e-mail as the answer may already be answered.**

**Online Course Evaluation:** You are asked to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback professionally and respectfully is available at <https://gatorevals.aa.ufl.edu/students/>. You will be notified when the evaluation period opens and can complete evaluations through the email, they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

**Success and Study Tips:**

- Listen to all course lectures – imperative toward understanding exam performance.
- Ask questions – as soon as they arise.
- Engage in course discussion and course office hours.
- Do not fall behind – ask questions as soon as you think of one.
- Stay organized – post the due dates, place the due dates in your phone calendar – set reminders!
- Check Canvas announcements daily – or twice daily.
- Review all power points and supplemental material weekly.
- Contact the instructor or post to the student question discussion if you need/want further information/clarification.
- Stay motivated and positive – this material is super interesting! This is the course that created the spark toward my wanting to earn a Ph.D.!

**\*\*\*\*\*Syllabus is subject to change with instructor notification.**

**Course Schedule:**

<b>Date</b>	<b>Class Content</b>	<b>To Do</b>	<b>ASSIGNMENT DUE These dates are NOT flexible</b>
Jan. 8 – Jan. 12	Module 1 – Introduction	<ul style="list-style-type: none"> <li>• View Introduction Lecture Videos</li> <li>• Read ALL Introduction information</li> </ul>	

		<ul style="list-style-type: none"> <li>Review and become familiar with the syllabus</li> </ul>	
<p>Jan. 15 – Jan. 19</p> <p><b>Jan. 15 – MLK Day Holiday</b></p>	Module 1 – Introduction	<ul style="list-style-type: none"> <li>View Introduction Lecture Videos</li> <li>Read ALL Introduction information</li> <li>Review and become familiar with the syllabus</li> </ul>	<ul style="list-style-type: none"> <li>Intro Video – Jan. 17</li> <li>Intro Video Replies – Jan. 18</li> <li>Syllabus Quiz – Jan. 19</li> </ul>
Jan. 22 – Jan. 26	Module 2 – Overview of Health Behavior Theory	<ul style="list-style-type: none"> <li>View lecture videos</li> <li>Read Module 2 article</li> <li>Read Chapters 1 and 2 in the textbook</li> <li>Complete All Assignments</li> <li>Check announcements</li> </ul>	<ul style="list-style-type: none"> <li>Quiz 1 – Jan. 26</li> </ul>
Jan. 29 – Feb. 2	Module 3 – Ecological Models of Health Behavior	<ul style="list-style-type: none"> <li>View lecture videos</li> <li>Read Module 3 article</li> <li>Read Chapter 3 in the textbook</li> <li>Complete All Assignments</li> <li>Check announcements</li> </ul>	<ul style="list-style-type: none"> <li>Article Discussion 1 – Jan. 31</li> <li>Replies 1 – Feb. 1</li> <li>Quiz 2 – Feb. 2</li> </ul>
Feb. 5 – Feb. 9	Module 4 – Health Belief Model	<ul style="list-style-type: none"> <li>View lecture videos</li> <li>Read Module 4 article</li> <li>Read Chapter 5 in the textbook</li> <li>Complete All Assignments</li> <li>Check announcements</li> </ul>	<ul style="list-style-type: none"> <li>Theory Reflection Assignment 1 – Feb. 8</li> <li>Quiz 3 – Feb. 9</li> </ul>
Feb. 12 – Feb. 16	Module 5 – Theory of Reasoned Action and Theory of Planned Behavior	<ul style="list-style-type: none"> <li>View lecture videos</li> <li>Read Module 5 article</li> <li>Read Chapter 6 in the textbook</li> <li>Complete All Assignments</li> <li>Check announcements</li> </ul>	<ul style="list-style-type: none"> <li>Article Discussion 2 – Feb. 14</li> <li>Replies 2 – Feb. 15</li> <li>Quiz 4 – Feb. 16</li> </ul>
Feb. 19 – Feb. 23	Module 6 – Transtheoretical Model/Stages of Change	<ul style="list-style-type: none"> <li>View lecture videos</li> <li>Read Module 6 article</li> <li>Read Chapter 7 in the textbook</li> <li>Complete All Assignments</li> </ul> <p>Check announcements</p>	<ul style="list-style-type: none"> <li>Theory Reflection Assignment 2 – Feb. 22</li> <li>Quiz 5 – Feb. 23</li> </ul>
Feb. 26 – March 1		<ul style="list-style-type: none"> <li>View lecture videos</li> <li>Read Module 7 article</li> </ul>	<ul style="list-style-type: none"> <li>Article Discussion 3 – Feb. 28</li> </ul>

	Module 7 – Social Cognitive Theory	<ul style="list-style-type: none"> <li>• Read Chapter 9 in the textbook</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> </ul>	<ul style="list-style-type: none"> <li>• Replies 3 – Feb. 29</li> <li>• Quiz 6 – March 1</li> </ul>
March 4 – March 8	Module 8 – Social Networks and Social Support	<ul style="list-style-type: none"> <li>• View lecture videos</li> <li>• Read Module 8 article</li> <li>• Read Chapters 10 and 11 in the textbook</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> </ul>	<ul style="list-style-type: none"> <li>• Theory Reflection Assignment 3 – March 7</li> <li>• Quiz 7 – March 8</li> </ul>
March 18 – March 22	Module 9 – Community Engagement	<ul style="list-style-type: none"> <li>• View lecture videos</li> <li>• Read Module 9 article</li> <li>• Read Chapter 15 in the textbook</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> </ul>	<ul style="list-style-type: none"> <li>• Article Discussion 4 – March 20</li> <li>• Replies 4 – March 21</li> <li>• Quiz 8 – March 22</li> </ul>
March 25 – March 29	Module 10 – Behavioral Economic Theory	<ul style="list-style-type: none"> <li>• View lecture videos</li> <li>• Read Module 10 article</li> <li>• Read Chapter 20 in the textbook</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> </ul>	<ul style="list-style-type: none"> <li>• Theory Reflection Assignment 4 – March 28</li> <li>• Quiz 9 – March 29</li> </ul>
April 1 – April 5	Module 11: Social Marketing	<ul style="list-style-type: none"> <li>• View lecture videos</li> <li>• Read Module 11 article</li> <li>• Read Chapter 21 in the textbook</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> </ul>	<ul style="list-style-type: none"> <li>• Article Discussion 5 – April 3</li> <li>• Replies 5 – April 4</li> <li>• Quiz 10 – April 5</li> </ul>
April 8 – April 12	Module 12: Information Richness	<ul style="list-style-type: none"> <li>• View lecture videos</li> <li>• Read Module 12 article</li> <li>• Complete All Assignments</li> <li>• Check announcements</li> </ul>	<ul style="list-style-type: none"> <li>• Theory Reflection Assignment 5 – April 11</li> <li>• Quiz 11 – April 12</li> <li>• Theory Review and Application Presentation – April 12</li> </ul>
April 15 – April 19	Module 13: Implementation, Dissemination, and Diffusion of Interventions	<ul style="list-style-type: none"> <li>• View lecture videos</li> <li>• Read Module 13 article</li> <li>• Read Chapter 16 in the textbook</li> <li>• Complete ALL Assignments</li> <li>• Check announcements</li> </ul>	<ul style="list-style-type: none"> <li>• Article Discussion 6 – April 17</li> <li>• Replies 6 – April 18</li> <li>• Quiz 12 – April 19</li> </ul>

April 22 – April 24		<ul style="list-style-type: none"><li>• No information this week – finalize any questions with Dr. Murphy</li></ul>	
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**\*March 9-16 – Spring Break**

## Appendix A

### Supplemental Information about Discussion Posts & Replies: by Elle O'Keefe

<http://www.rasmussen.edu/student-life/blogs/online-learning/creating-the-perfect-discussion-post-for-online-classes/>

- The discussion area is the foundation for two-way communication with your instructors and classmates. The discussion forum is the heart of the online course as it serves as a platform for learning and engaging.
- As an online learner, you hope that your post will draw other students' attention to validate your opinions, add insight, and build a stronger learning experience. Classmate feedback can be priceless to your learning process as an online student. After you make such an investment, it can be discouraging to see that nobody responded to your discussion post.
- There are a few things online students can do to make your discussion posts stand out to your peers and to your instructors to get more responses and help increase your grades. This article will highlight some great tips for creating the perfect discussion post for your online college courses.

#### **Content**

- **Make sure that your posts facilitate comments.** Sometimes in a discussion forum the questions can be worded so that everyone's responses are similar. In this case, you will want to go the extra mile by adding a question at the end of your post, so you are facilitating a question-and-answer-type conversation among your classmates and instructor.
- **Beyond answering just the questions, incorporate your experiences with a related subject matter.** People love to read stories because it helps them feel an emotional connection to the content.
- **Current events are an effective way to get people involved in discussion forums.** Local or national news stories may tie in perfectly content discussed in your online classroom's forum. For example, an article about mortgage fraud might be beneficial in a discussion forum about ethical decision-making.
  - **Do not be afraid to intertwine the course content learned in different courses to supplement your discussion forums.** Learning is funny: even though we might just think that all courses are taught in isolation, they all combine as pieces of a larger puzzle.
  - **Ask a thought-provoking question or take a controversial stand.** After you learn the material, you can step back and look how you can apply it in a difficult situation where your original answer might seem counterintuitive. Do not be afraid to ask the "Yeah, but what if..." questions.
  - **If you say the same thing everyone else says, you can expect the same results.** Add something different, something of value, and look at the changes to your response rate.

#### **Formatting**

- **If your post is easy to read, it is likely that more people will read and respond.** In such cases, if everyone is using single spacing, use single spacing. If everyone is formatting the text to the left, format it to the left. If everyone uses size 3, use size 3. If everyone is using a specific font and color, use the specific font and color. You want to avoid any distracting colors, fonts, awkward spacing, or other odd formatting. Look at your posts, to see how similar they are to your classmates' posts. If they are quite different, then change them.



- **Avoid spelling or grammatical errors.** You lose credibility and your instructors and fellow students may discount the quality of your posts if your posts are riddled with errors. Do not let the reader try to interpret what you are saying: say it clearly and precisely.
- **Replies.** If you want to maximize the number of responses, respond to several peers each week. First, identify a group of peers whose opinions you value (by judging the quality of their posts and responses to other classmates) and make sure to respond to at least one of the members of that group each week.
- **Try to respond to every one of your classmates throughout the course.** When you show that you value your classmates' contributions, they will value yours. Remember the saying; the best way to make a friend is to be one. Well, the best way to be responded to in the discussion forum is by providing good responses to your classmates.