

Theories of Health Behavior and Practice in Health Education
Department of Health Education & Behavior
Fall 2021
HSC 6603 Section 156F #14884

Instructor: Suzanne Sneed-Murphy, PhD

Office: FLG 6

Phone: 352-294-1607

E-MAIL: murphysm@hnp.ufl.edu

Office Hours: Wednesday 9:00 AM – 12:00 noon EST; alternate dates and times by appointment. Students are encouraged to meet with the instructor at least once during the semester either by phone, 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.

***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 note - I much prefer students e-mail me using my hnp.ufl.edu email address instead of using the canvas messaging tool.** E-mails are answered in a timelier manner when students use my hnp.ufl.edu address (due to a Canvas message lag time).

- It is your responsibility to regularly check for course emails and announcements via ufl.edu and Canvas accounts.
- Email inquiries sent Mondays through Fridays will usually receive a reply with 24 business hours of receipt. If you have not received an email reply within 48 hours (other than the weekends), please resend your inquiry

Textbook and Resources (Required for all):

- Glanz, K., Rimer, B. K., & Viswanath, K. (2015). Health Behavior: Theory, Research, and Practice. 5th 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.

Department Chair: Dr. Mildred Maldonado-Molina; FLG 5: mmmm@ufl.edu

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

Course Description: This course examines selected health behavior theories and the application of these theories to the practice of health education, health promotion, and behavior change.

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, students will be able to:

1. Identify and describe the most used theories in the field of health education and behavior change.
2. Explain the unique strengths and weaknesses of each health behavior theory discussed.
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
5. health education/promotion programs
6. Identify and explain how health behavior theory can be utilized to predict and/or change human behaviors related to health promotion.
7. Locate and critique sources of health information and intervention/prevention programs using theory and evidence from the literature.
8. Identify and explain the impact of different physical, social, environmental, and emotional factors upon health-related behavior
9. Apply a health behavior theory to a topic of interest to address a health-related issue.

Class Format:

- Remote delivery only - delivered online through 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 prior to beginning any assessment and engaging in discussion forums.
 - Be an active participant in course discussion forums and **respect the viewpoints & contributions of your instructor and fellow 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 prior to the deadline of a circumstance that may cause a student to miss an assignment, an extension may be granted.**
- **If an emergency arises which causes you to miss a deadline, it is your responsibility to contact the instructor within 24 hours and provide formal documentation within 48 hours. I will not be receptive to retrospective requests for extension.**
- 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 the topics of interest.

Course Requirements, Accessibility:

- Reliable Internet connection (DSL, LAN, or cable connection desirable)
- Access to 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.

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 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 20 minutes to complete each quiz. I encourage students to be well versed in module content prior to 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 11:59pm). 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. 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 **health behavior** of your choice
 5. One talking point – ask a question – state a comment that promotes thought from your audience
- Videos should be imbedded 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 in our canvas course page. Please see rubric for more information.

Rubric for theory reflection video:

<p>10.0 pts Great Job, that is exactly what I was looking for! Reflects good understanding of related theory content; responds to all 5 prompts in thorough format</p>	<p>7.0 pts Not too bad, it is close to what I was looking for. Lacks full development of 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>4.0 pts Close - but you may wish to consider reviewing course information. Lacks full development of 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>0.0 pts Uh oh, what happened here? You missed it completely. Posts information that is off-topic, incorrect, or irrelevant to the theory. OR no post submitted. Late assignments also receive 0 points</p>
--	--	--	---

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.

- **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 which one decides to reply.

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

Rubric for personal post article:

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

Rubric for replies (1.5 points for each reply – 3 points total) – must respond to both prompts.

<p>1.5 pts Great Job, that is exactly what I was looking for! 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>.5 pts Not too bad, it is close to what I was looking for. Elaborates on an existing posting with further comment or observation. Post is 25 to 49 words in length for each prompt response.</p>	<p>0.0 pts Uh oh, what happened here? You missed it completely. Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion. Posts no follow-up responses to others. Late reply posts also receive 0 points</p>
--	---	--

4. Theory-Based Literature Review (150 points)

All students will be asked to complete a literature review (written like an annotated bib/literature review combined) related to the application of health behavior theory to a health-related research topic of interest. I will not assign topics for these papers; rather, students will select their own topic based on their own shared interests. The project will provide students the opportunity to critically consider, evaluate, and report on how a selected health behavior theory/model has been applied in a health education research area.

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 (medication adherence) has been explained and modified using two different behavioral

theories/models; or 2) Write about one theory/model and its utility in explaining and modifying two behaviors. The theories chosen DO NOT have to be ones discussed during class.

1. Determine theory/model of choice
2. Determine health behavior of choice
3. Seek out 15-20 articles about your theory and behavior - must be specific to theory/behavior - background articles do not count toward overall theory count
4. Read all articles and organize information. I suggest using this table to help keep information easily accessible and organized. I have a table within canvas which may help you organize and ensure you have the correct information in your review section.
5. Write your review - and please view the rubric when writing

Papers are to be submitted via Canvas by 11:59pm on the date for which the paper is due.

The paper is uploaded through TURN IT IN – you MUST review the flagged items from the submission and correct where you ‘lift’ information directly from articles. **Your turn it in score ideally should be less than 30%.**

FOLLOW THIS GUIDE CAREFULLY - The review should include (Please see Appendix B for the rubric and review canvas instructions for more information):

- **Background** information about the selected public health problem/concern, health behavior, disease, or disorder.
- Complete **description** of the selected health behavior theory(ies) and its concepts, variable, constructs, and dimensions
- **Aims/purpose of review** – or research question to be answered (i.e., how well the theory explains the behavior; does one theory explain behavior better than another or how effective are the theory-based interventions in changing the behavior).
- **Review of studies that applied the theory/model to the selected health issue, behavior, disease, or disorder.** This requires a narrative for each - re-telling what the article is about, methods, findings, etc. **Here is where we switch to an annotated bibliography format - not written as a large overview of all studies... I am requesting students organize by article instead of by theme. I need to see articles organized article by article with specific information in the reviews below each.
- **Synthesize** findings from retrieved studies
- **Conclusion:** Discuss **implications of findings and recommendations** for future research and health education practice.

Paper Format:

- 15-25 double spaced pages with 1” margins (this does not include title page, abstract or references)
- At least 15-20 peer-reviewed articles used in the review.
- Include in-text citations and reference list using APA format – review APA resources carefully
- Include Title Page and Abstract (APA) – review APA resources carefully

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:

Course Requirement	Points	% Total Points
Introduction video	10	2.5%
Syllabus quiz	10	2.5%
Quizzes (12 @ 10 points each)	120	30.0%
Theory reflection assignments (5 @ 10 points each)	50	12.5%
Article discussions (6 @ 10 points each)	60	15.0%
Literature Summary	150	37.5%
Total Points	400	100%

Grading Scale Range: HSC 6603

Points	Letter Grade	Percentage	GPA Point Value
374 and above	A	93.5 % and above	4.0
360-373.999	A-	90 – 93.49 %	3.67
346-359.999	B+	86.5-89.99 %	3.33
334-345.999	B	83.5-86.49 %	3.0
320-333.999	B-	80.0-83.49 %	2.67
306-319.999	C+	76.5-79.99 %	2.33
294-305.999	C	73.5-76.49 %	2.0
280-293.999	C-	70.0-73.49 %	1.67
266-279.999	D+	66.5-69.99 %	1.33
254-265.999	D	63.5-66.49 %	1.0
240-253.999	D-	60.0-63.49 %	.67
239.999 and below	E	Below 60 %	0

****Please note: I will not provide any opportunities for “extra credit”. Please do not ask for any extra credit opportunities.***

UF Lecture Recording Policy:

UF Grading Policies. Information related to current UF grading policies and for assignment points can be found at <http://ufl.edu/catalog/policies/regulationgrades.html>.

****Please understand that 359.9999999999999999 points equals a “B+” semester grade. I do not give extra credit assignments, extra points, nor fractions of extra points, so please do not ask.***

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 of their disabilities. If you registered through the Disabilities Resource Program in the Dean of Students Office at 392-1261, or www.dso.ufl.edu/drc and you need specific accommodations 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.

Respect Policy:

Please read the following respect policy:

"All individuals, regardless of their gender, gender identity, gender expression, sexual identity, sexual orientation, race, ethnicity, religious affiliation, physical or mental ability, political affiliation, or any other perceived generalized differentiator, is welcome in this course. It is expected that we treat each other with respect and as equals. Treat one another as you want to be treated so that we can have valuable discussion in this course. Intolerant, inflammatory, or insulting behavior or speech is not acceptable and may lead to dismissal from the course."

Preferred Pronoun and Name Change in Canvas: It is important to the learning environment that you feel welcome and safe in this class; and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class if your name and pronouns are not reflected by your UF-rostered name.

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.

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 in 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 teach 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 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.

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 so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor are 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 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:

- **E-learning technical support:** Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- **Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- **Library Support:** Various ways to receive assistance with respect to using the 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: Each student is 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. **One assignment will use Turn it In after upload. Review your results and make changes where needed.**

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 individual 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: 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/sccr/process/incident-report/
- www.dso.ufl.edu/sccr/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 the

student's ability to meet a deadline. If these things do occur, let the course instructor know as soon as you know – **prior to the deadline. I will not be receptive to retrospective requests for extensions; it is your responsibility to notify me of the circumstance before the deadline.** Your emails will be responded to within 24 business hours (typically sooner). 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:

Please note: **I much prefer students e-mail me using my hhp.ufl.edu email address instead of using the canvas messaging tool.** E-mails are answered in a timelier manner when students use my hhp.ufl.edu address (due to a Canvas message lag time).

- The subject line should indicate content of or reason for the message **and course number**
- 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:

Students wishing to request a letter of recommendation need to fulfill the following:

- Student must be in good standing in Dr. Murphy's classes (good attendance, grade, etc.)
- Student has taken at least **TWO** courses with Dr. Murphy
- Student has met with Dr. Murphy at least **TWICE** in her office or via Zoom
- Student both verbally and electronically requests 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 have also provided a discussion post specifically for student questions. Other students may have similar questions – this discussion post allows me to answer for all students to view. Students should review the syllabus and the student discussion post prior to sending an e-mail as the answer may already be answered.**

Online Course Evaluation: Students 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 in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students 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 the 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:

Date	Class Content	To Do	ASSIGNMENT DUE These dates are NOT flexible
Aug 23-27	Module 1 – Introduction	<ul style="list-style-type: none"> • View Introduction Lecture Videos • Read ALL Introduction information • Review and become familiar with syllabus • Complete All Assignments • Check announcements 	Intro Video – Aug 26 Intro Video Replies –Aug 27 Syllabus Quiz – Aug 27
Aug 30-Sept 3	Module 2- Overview Health Behavior Theory	<ul style="list-style-type: none"> • View lecture videos • Read Module 2 article • Read Chapters 1 and 2 in textbook • Complete All Assignments • Check announcements 	Quiz 1 – Sept 3
Sept 6-Sept 10 Sept 6 – Labor Day holiday	Module 3 – Ecological Models of Health Behavior	<ul style="list-style-type: none"> • View lecture videos • Read Module 3 article • Read Chapter 3 in textbook • Complete All Assignments • Check announcements 	Article Discussion 1 –Sept 9 Replies 1– Sept 10 Quiz 2 – Sept 10
Sept 13-Sept 17	Module 4 – Health Belief Model	<ul style="list-style-type: none"> • View lecture videos • Read Module 4 article • Read Chapter 5 in textbook • Complete All Assignments • Check announcements 	Theory Reflection Assignment 1 – Sept 16 Quiz 3 –Sept 17

Sept 20-Sept 24	Module 5 – Theory of Reasoned Action and Theory of Planned Behavior	<ul style="list-style-type: none"> • View lecture videos • Read Module 5 article • Read Chapter 6 in textbook • Complete All Assignments • Check announcements 	<p>Article Discussion 2 – Sept 23</p> <p>Replies 2 – Sept 24</p> <p>Quiz 4 – Sept 24</p>
Sept 27-Oct 1	NO New Information	<ul style="list-style-type: none"> • Use this week to begin/continue working on your literature review • Check announcements 	N/A
Oct 4-Oct 8 Oct 8 – Homecoming holiday	Module 6 – Transtheoretical Model/Stages of Change	<ul style="list-style-type: none"> • View lecture videos • Read Module 6 article • Read Chapter 7 in textbook • Complete All Assignments • Check announcements 	<p>Theory Reflection Assignment 2 – Oct 6</p> <p>Quiz 5 – Oct 7</p>
Oct 11-Oct 15	Module 7 – Social Cognitive Theory	<ul style="list-style-type: none"> • View lecture videos • Read Module 7 article • Read Chapter 9 in textbook • Complete All Assignments • Check announcements 	<p>Article Discussion 3 – Oct 14</p> <p>Replies 3 – Oct 15</p> <p>Quiz 6 – Oct 15</p>
Oct 18-Oct 22	Module 8 – Social Networks and Social Support	<ul style="list-style-type: none"> • View lecture videos • Read Module 8 article • Read Chapter 10 and 11 in textbook • Complete All Assignments • Check announcements 	<p>Theory Reflection Assignment 3 – Oct 21</p> <p>Quiz 7 – Oct 22</p>
Oct 25-Oct 29	Module 9 – Community Engagement	<ul style="list-style-type: none"> • View lecture videos • Read Module 9 article • Read Chapter 15 in textbook • Complete All Assignments • Check announcements 	<p>Article Discussion 4 – Oct 28</p> <p>Replies 4 – Oct 29</p> <p>Quiz 8 – Oct 29</p>
Nov 1-Nov 5	Module 10 – Behavioral Economic Theory	<ul style="list-style-type: none"> • View lecture videos • Read Module 10 article • Read Chapter 20 in textbook • Complete All Assignments • Check announcements 	<p>Theory Reflection Assignment 4 – Nov 4</p> <p>Quiz 9 – Nov 5</p>

Nov 8-Nov 12 Nov 11 – Veteran’s Day holiday	Module 11: Social Marketing	<ul style="list-style-type: none"> • View lecture videos • Read Module 11 article • Read Chapter 21 in textbook • Complete All Assignments • Check announcements 	Article Discussion 5 – Nov 10 Replies 5 – Nov 12 Quiz 10 – Nov 12
Nov 15-Nov 19	Module 12: Information Richness	<ul style="list-style-type: none"> • View lecture videos • Read Module 12 article • Complete All Assignments • Check announcements 	Theory Reflection Assignment 5 – Nov 18 Quiz 11 – Nov 19
Nov 22-Nov 26 Nov 24-26 Thanksgiving/fall break	NO New Information	<ul style="list-style-type: none"> • Complete and submit Literature review 	Literature review – Nov 22
Nov 29-Dec 3	Module 13: Implementation, Dissemination, and Diffusion of Interventions	<ul style="list-style-type: none"> • View lecture videos • Read Module 13 article • Read Chapter 16 in textbook • Complete ALL Assignments • Check announcements 	Article Discussion 6 – Dec 2 Replies 6 – Dec 3 Quiz 12 – Dec 3
Dec 6-Dec 8	Have a great holiday/winter break!	<ul style="list-style-type: none"> • Course close out • Contact instructor with any final questions 	N/A

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 in order 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 really combine as pieces of a larger puzzle.
 - **Ask a thought-provoking question or taking 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 case, 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, or 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 clear and precise.
- **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.

Appendix B Literature Summary Rubric

Criteria	Not Mastered	Mastered Somewhat	Mastered Good	Mastered	Points
Style and Grammar	(0) Contains six or more grammatical, punctuation, or spelling errors Language is frequently unclear	(5) Contains four or five grammatical, punctuation, or spelling errors Language is frequently unclear	(10) Contains two or three grammatical, punctuation, or spelling errors Language is clear	(15) No more than one grammar error Language is clear and precise	15
Organization and Structure	(0-10) Structure and organization not evident Length of paper is not consistent with guidelines (0-4 pages) 0-4 articles included May or may not use all written guidelines	(11-19) Structure and organization evident but do not present a clear message to the reader Length of paper is not consistent with guidelines (5-9 pages) 5-9 articles included Use of 12-point font, double space, and 1-inch margins	(20-29) Structure and organization are easy to follow Length of paper is nearly consistent with guidelines (10-14 pages) 10-14 articles included Use of 12-point font, double space, and 1-inch margins	(30) Structure and organization clear and easy to follow Length of paper is consistent with guidelines (15-20 pages) 15-20 articles included Use of 12-point font, double space, and 1 – inch margins	30
Content	(0-39) Inappropriate content/topic Topic underdeveloped and difficult to understand Purpose of review not included Review of studies missing some or all the following: purpose, findings and recommendations Missing or incomplete synthesis of articles included Conclusion not clearly stated with	(40-59) Topic is not fully related to the course Topic is somewhat developed and may be difficult for the reader to understand Purpose of review somewhat clearly stated Review of studies is incomplete – missing some purpose, findings, and recommendations Incomplete or missing synthesis of articles	(60-84) Topic is somewhat related to the course Topic is developed adequately and understood by the reader Purpose of review clearly stated Review of studies includes less limited information regarding purpose, findings, and recommendations Limited synthesis of articles included Conclusion less than clearly stated with implications	(85) Topic is directly related to the course Topic is developed thoroughly and easily understood by the reader Thorough information regarding background Purpose of review clearly stated Review of studies includes thorough information regarding purpose, findings, and recommendations Thorough synthesis of articles included	85

	implications and recommendations	Conclusion lacks clarity or is missing implications and/or recommendations	and recommendations	Conclusion clearly stated with implications and recommendations	
References	(0) Not included	(10) Included but not formatted correctly in text and/or in reference list	(15) Included but not ALL format correct – some error on reference page and/or within text	(20) All references listed relate to information within the body of the paper and are formatted correctly – both within the paper and on reference list	20