

HSC 6603

Theories of Health Behavior and Practice in Health Education

FALL 2024

Instructor

Layton Reesor-Oyer, PhD

Assistant Professor, Department of Health Education and Behavior

Office: Florida Gym 069

Contact Information: (352) 294-2712 | l.reesoroyer@ufl.edu
(*** please use email for questions related to this course***)

Office Hours: Monday/Wednesday by appointment

Meeting Time and Location

Mondays	1:55-2:45 PM	FLG 0225
Wednesdays	1:55-3:50 PM	FLG 0235

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.

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.

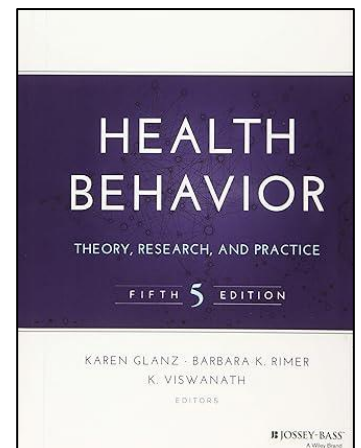
Course Objectives

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 health behavior theories to a topic of interest to address a health-related issue.

Text & Reading Material

- Glanz, K., Rimer, B. K., & Viswanath, K. (2015). Health Behavior: Theory, Research, and Practice. 5th Edition. Jossey-Bass.
ISBN: 978-1118628980 (**required**)
- 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.



Class Format

This section is scheduled to meet **in person** on Mondays from 1:55-2:45 in FLG 0225 and Wednesdays from 1:55-3:50 in FLG 0235 (**note these are 2 different classrooms**).

Any alternate meeting times/locations will be discussed in class and communicated via course announcements on Canvas.

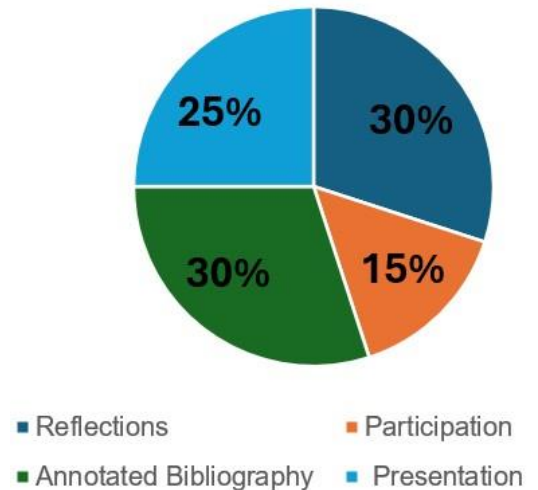
Course readings, assignments, some lecture materials, and grades will be posted on the course Canvas website, which you can access through the UF e-Learning dashboard. Assignments are due on the date and time specified in the syllabus and should be submitted via Canvas unless otherwise specified. E-Learning is not an exhaustive resource for this course. Attendance in class is important for synthesis of information. Please report any problems with Canvas directly to e-Learning Support Services (352-392-4357 or <https://helpdesk.ufl.edu/>).

Summary of Course Activities, Evaluation & Grading Scale

Course Activities and Evaluations

All assignments are due by 11:59 PM EST on the designated date.

Assignment	Points	Due Date
Theory Reflections	150	Fridays 11:59 pm
Class Participation and In Class Activities	75	Ongoing throughout semester
Annotated Bibliography	150	Friday 11/8 11:59 pm
Intervention Presentation	125	Week of 12/2/2024
Total	500	



Course Participation and In Class Activities (75 points)

Various activities will be provided in class throughout the semester. These opportunities will include formative assignments and discussion of course-related content in class. The purpose of these activities is to facilitate authentic engagement, participation, and skill development. Class engagement is extremely important to the learning experience for this course. The expectation is that you will participate in class sessions each week, including participation in individual and group-based class activities. In my experience, you learn from this class in direct proportion to your contributions - in other words, you get out what you put in!

In order to better understand how health behavior theory can be utilized to predict and/or change human behaviors related to health promotion, we will read and critique a number of research articles which utilize health behavior theory in health education/promotion programs. Most weeks, students will have at least one article assigned to read for a journal club style in-class discussion. Students will rotate through presenting various sections of the research articles. Students will be assigned to their section weekly. Each week, students are expected to have 1) read the article(s), 2) be prepared to present the assigned section, and 3) participate in a class discussion of the article(s).

A note on attendance:

Requirements for class attendance and make-up quizzes, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies. If personal

circumstances arise that may interfere with your ability to meet a deadline, please let me know as soon as possible before the due date.

Acceptable absences with documentation include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, court-imposed legal obligations, and participation in official University activities.

Theory Reflection Assignments (12 @ 12.5 points each- 150 points total)

Each week, students will provide a reflection of information from the week's theory and corresponding lecture/supplemental material. These 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. Reflections must include the following information:

- Overall summary of theory/model (diagrams/figures encouraged as appropriate)
- Brief explanation of constructs/concepts/main aspects of theory/model
- Limitations and strengths of theory/model
- Brief application of theory to the health behavior of your choice (diagrams/figures encouraged as appropriate)

Theory Review and Application Annotated Bibliography (150 points)

This project will provide you the opportunity to critically consider, evaluate, and report on how selected health behavior theories/models have been applied to a health education research area.

Students will select two theories/models covered in the course and identify empirical research articles that use the selected theories/models to change or explain a selected health behavior. Annotated bibliographies should include 5-10 empirical articles using each selected theory/model (total of 10-20 empirical articles).

For each article, students will include the following information:

- APA citation
- The purpose of the study/article.
- Summary of study sample
- Overview of the research methods
- How the selected theory was used- students are encouraged to use diagrams when appropriate.
- The strengths and weaknesses of the study
- What would you do differently if you were to repeat the study?
- Did the authors utilize the selected theory appropriately? Why or why not?

Additionally, students will summarize and compare the application of their two selected theories to their chosen health behavior. Based on the included articles, were the chosen theories successful in

explaining/changing the chosen health behavior? Why or why not? Was one theory more successful in explaining or changing the chosen health behavior? Why do you think this is/ is not the case?

Theory Application Presentation (125 points)

Students will design a research study which aims to improve a chosen health behavior using one of the health behavior theories/models covered in the course. Students will present their proposed research studies using PowerPoint (or a similar presentation method). The presentation must be a minimum of 15-20 minutes in length, but no longer than 30 minutes. Presentations will be stopped at the 30 minute mark. Presentations should include the following information:

- Background of health behavior and target population. Why should this behavior be changed in this group?
- Brief overview of chosen theory.
- Explanation of how the chosen theory can be used to explain the chosen health behavior.
- What strategies will your intervention use to try to change the chosen health behavior and how do these fit within the context of your chosen theory/model.
- How will you assess your intervention outcomes?

A note on ChatGPT and similar resources: ChatGPT may **not** be used to generate responses but can be used to 'clean up' responses.

Grading Scale

A	465.00 – 500.00 points	4.00 UF Grade Points
A-	450.00 – 464.99 points	3.67 UF Grade Points
B+	437.50 – 449.99 points	3.33 UF Grade Points
B	415.00 – 437.49 points	3.00 UF Grade Points
B-	400.00 – 414.99 points	2.67 UF Grade Points
C+	387.50 – 399.99 points	2.33 UF Grade Points
C	365.00 – 387.49 points	2.00 UF Grade Points
C-	350.00 – 364.99 points	1.67 UF Grade Points
D+	335.00 – 349.99 points	1.33 UF Grade Points
D	315.00 – 334.99 points	1.00 UF Grade Points
D-	300.00 – 314.99 points	0.67 UF Grade Points
E	299.99 points and below	0.00 UF Grade Points

Note: 449.999999999 points equals a “B+” semester grade. Extra points/fractions of extra points will **not** be added to final grades. See current [UF Grading Policies](#) for further details

Grade Appeals. It is your responsibility to review your graded assignments 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 Schedule

Week of	Topic	Assignment	Reading
8/26/2024	Introductions/ Course Assignment Overview of Health Behavior Theory		Syllabus Chapters 1 & 2 Glanz, 2010
9/2/2024	Ecological Models of Health Behavior	Reflection 1	Chapter 3 Fleury, 2006
9/9/2024	Health Belief Model	Reflection 2	Chapter 5 Austin, 2002 Cao, 2014
9/16/2024	Theory of Reasoned Action and Planned Behavior	Reflection 3	Chapter 6 Yazdanpanah, 2015 Conner, 2002
9/23/2024	Transtheoretical Model/Stages of Change	Reflection 4	Chapter 7 Assigned Articles
9/30/2024	Social Cognitive Theory	Reflection 5	Chapter 9 Assigned Articles
10/7/2024	Self-Determination Theory	Reflection 6	Assigned Articles
10/14/2024	Social Networks and Social Support	Reflection 7	Chapters 10 & 11 Assigned Articles
10/21/2024	Community Engagement	Reflection 8	Chapter 15 Assigned Articles
10/28/2024	Behavioral Economic Theory	Reflection 9	Chapter 20 Assigned Articles
11/4/2024	Social Marketing	Reflection 10 Annotated Bibliography	Chapter 21 Assigned Articles
11/11/2024	Information Richness	Reflection 11	Assigned Articles
11/18/2024	Implementation, Dissemination and Diffusion	Reflection 12	Chapter 16 Assigned Articles
11/25/2024	University Holiday- No Class		
12/2/2024	Presentations		

Course Policies & Information

Learning Barriers

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](https://disability.ufl.edu/students/get-started/). [Click here to get started with the Disability Resource Center \(https://disability.ufl.edu/students/get-started/\)](https://disability.ufl.edu/students/get-started/). It is important for students to [share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.](#)

Respectful Environment

Each of you has a heritage, history, and variety of experiences that influence how you see the world. We tend to attach labels, develop values, and express attitudes based on this diversity. It is this diversity, however, that makes us each unique and important. In this course, we will attempt to minimize barriers of sensitive topics and maximize a trusting environment.

Academic Integrity

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.” The Honor Code specifies a number of behaviors that are in violation of this code and the [possible sanctions](https://sccr.dso.ufl.edu/process/student-conduct-code/). [Click here to read the Honor Code \(https://sccr.dso.ufl.edu/process/student-conduct-code/\)](https://sccr.dso.ufl.edu/process/student-conduct-code/).

All students must adhere to university regulations regarding academic integrity. Any form of academic dishonesty (including but not limited to any form of cheating, plagiarism, misrepresentation, etc.) will not be tolerated. Any student guilty of academic dishonesty will receive a failing grade (E) for the course, and the matter will be forwarded to the UF Office Student Affairs and the Dean of Students. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with me.

Office Hours & Communication

Please feel free to contact me at my UFL email (l.reesoroyer@ufl.edu) if you have questions or concerns throughout the semester. I am available to meet on an appointment basis. I am happy to work with your schedule and ask you to provide advance notice for optimal scheduling.

Course Evaluation

Students are expected 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/](https://gatorevals.aa.ufl.edu/students/). [Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/](https://gatorevals.aa.ufl.edu/public-results/).

Copyright/Recording Statement

The materials used in this course are copyrighted. The content presented is the property of UF and may not be duplicated in any format without permission from the College of Health and Human Performance and University of Florida and may not be used for any commercial purposes. Content includes but is not limited to syllabi, videos, slides, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy or distribute the course materials, unless permission is expressly

granted. Students violating this policy will be subject to disciplinary action under the UF Conduct Code.

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 teach enrolled students about a inform or 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 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 University of Florida Regulation 4.040 Student Honor Code and Student Conduct Code.

Disclaimer

This syllabus represents the objectives and **tentative plans** for the course. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes will be communicated clearly, are not unusual, and should be expected.

Resources

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 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.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Health and Wellness

Counseling and Wellness Center: counseling.ufl.edu, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

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](#).

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](#)

University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

[E-learning technical support](#), 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

[Career Resource Center](#), Reitz Union, 392-1601. Career assistance and counseling.

[Library Support](#), Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#), Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

[Writing Studio](#), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

[Student Complaints Campus](#)

[On-Line Students Complaints](#)