

# Theories of Health Behavior and Practice in Health Education

HSC 6603 | FALL 2025

## Welcome to 6603!

### Instructor

#### Layton Reesor-Oyer, PhD

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(\*\*\* please use email for questions related to this course\*\*\*)

**Office Hours:** Wednesdays 10:00 – 12:00 in office or via zoom.

I am also happy to schedule an appointment at another time.



### Meeting Time and Location

**Mondays**

**4:05 - 7:05 PM**

**Weimer Hall 1076**

### 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.

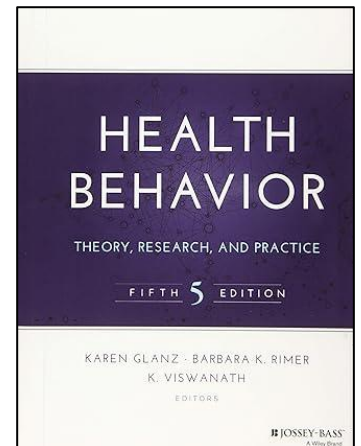
# Course Objectives

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

1. Identify and describe some of 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 4:05 – 7:05 PM in Weimer Hall 1076.

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

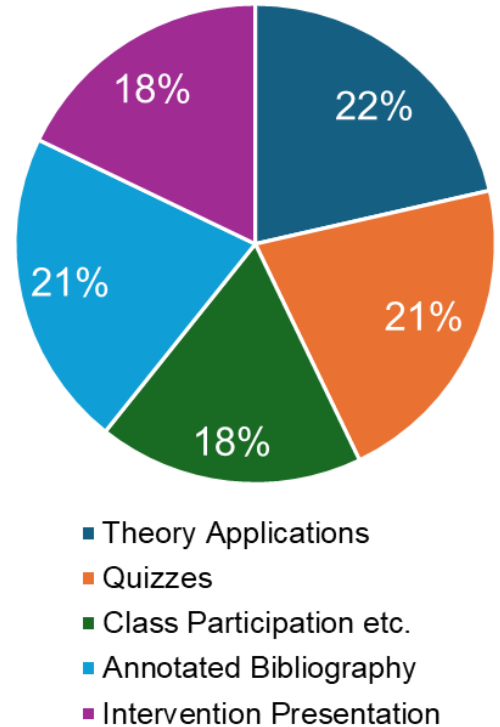
Course readings, assignments, some lecture materials, and grades will be posted on the course Canvas website, which you can access through the UF e-Learning dashboard. Assignments are due on the date and time specified in the syllabus and should be submitted via Canvas unless otherwise specified. E-Learning 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 9:00 AM on the designated date unless specified otherwise.

Assignment	Points	Due Date
Weekly Theory Application Assignments	150	Mondays at 9:00 AM
Quizzes	150	Mondays at 9:00 AM
Class Participation, In Class Activities, Other Assignments	125	Ongoing throughout semester
Annotated Bibliography	150	Saturday 11/15 at 9:00 AM
Intervention Presentation	125	Weeks of 11/17 and 12/2/2024



### **Class Participation, In Class Activities, and Other Assignments** (125 points)

Various activities will be conducted both in and outside of 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! When possible, students will have the option to submit assignments in multiple formats (e.g., audio, video, visual, or written). Additionally, multiple assessment modalities will be utilized throughout the course.

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.

### **Theory Application Assignments** (12 @ 12.5 points each- 150 points total)

Each week, students will apply the theory/model to a health behavior of their choice indicating how this theory/model can be used to change or explain their chosen health behavior. Students should provide sufficient detail to demonstrate that they have an overall understanding of the main constructs of each theory/model. See assignment instructions for further details.

### **Quizzes** (12 @ 12.5 points each- 150 points total)

Each week, students will complete an online quiz on the content covered in the course materials including: lectures, readings, and other supplemental materials (e.g. videos, links)

- Students are required to complete assessments in CANVAS using Honorlock. Please review each assessment's instructions & guidelines.
- Quizzes will be open note, but not open internet. Have all materials prepared prior to launching the assessment in Honorlock.
- Quizzes open on Monday at 7:06 PM and close the following Monday at 9:00 AM.

### **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 self-selected health behavior. Annotated bibliographies should include 5 empirical articles using each selected theory/model (total of 10 empirical articles). See assignment instructions for further details.

### **Intervention 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 10 minutes in length, but no longer than 12 minutes and include the following information: background of health behavior and target population, brief overview of chosen theory, application of theory to chosen health behavior, intervention strategies, outcome assessment. See assignment instructions for further detail.

**A note on ChatGPT and similar resources:** ChatGPT/AI may **not** be used to generate responses but can be used to '**clean up**' responses. All course components were developed such that use of AI systems/large language models (e.g., ChatGPT, Microsoft co-pilot) to generate responses defeats the learning objectives. Thus, use of these systems to generate responses is not allowed unless explicitly indicated in writing by the instructor. **If use of these tools is suspected, students may be subject to oral examination about the assignment and have points deducted for poor performance on oral exam.**

## Grading Scale

A	= 100-93	C(S)	= 76.99-73
A-	= 92.99-90	C-(U)	= 72.99-70
B+	= 89.99-87	D+	= 69.99-67
B	= 86.99-83	D	= 66.99-63
B-	= 82.99-80	D-	= 62.99-60
C+	= 79.99-77	E	= 59.99-0

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.**

## What to do if you are struggling?

Contact me as soon as possible! I want to help you be successful in this course, but I cannot provide additional assistance/support if I am not aware of a problem. The sooner you reach out, the sooner we can work together to find a solution.

## Academic Policies and Campus Resources

The most up-to-date information regarding academic policies and resources on campus is available here: <https://go.ufl.edu/syllabuspolicies>

# Fall 2025 Course Schedule

Week of	Topic	Assignment	Reading
8/25	Introductions and Overview of Health Behavior Theory	Syllabus Quiz Introduction to Instructor Survey	Syllabus Chapters 1 & 2 Glanz, 2010
9/1	<b>University Holiday- No class</b>		
9/8	Ecological Models of Health Behavior	Application Assignment 1 Discussion Board	Chapter 3 Hu, 2021
9/15	Health Belief Model	Application Assignment 2	Chapter 5 Austin, 2002
9/22	Theory of Reasoned Action and Planned Behavior	Application Assignment 3	Chapter 6 Erbe, 2020
9/29	Transtheoretical Model/Stages of Change	Application Assignment 4	Chapter 7 Arnett, 2022
10/6	Social Cognitive Theory	Application Assignment 5	Chapter 9 Buro, 2022
10/13	Self-Determination Theory	Application Assignment 6	Williams, 2006
10/20	Social Networks and Social Support	Application Assignment 7	Chapters 10 & 11 Prochnow, 2020
10/27	Community Engagement	Application Assignment 8	Chapter 15 Wilcox, 2010
11/3	Behavioral Economic Theory	Application Assignment 9	Chapter 20 Dougherty, 2015
11/10	Implementation, Dissemination and Diffusion	Application Assignment 10 <b>Annotated Bibliography</b>	Chapter 16 Shelomi, 2015
11/17	Social Marketing Information Richness Theory	Application Assignments 11&12 <b>Presentations</b>	Chapter 21 Wong, 2004
11/24	<b>University Holiday- No class</b>		
12/1	Theory Application Presentations	<b>Presentations</b>	

# 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. Click here to get started with the Disability Resource Center (<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.

All course materials (PDFs, slides, etc.) will be provided in accessible formats (e.g., screen-reader compatible, captions for videos). Please inform the instructor if there are additional accommodations that can be utilized to further support you. I want you to be able to be successful in this course and have a fruitful learning experience!.

## Respectful Environment

I strive to make this classroom a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, and beliefs. All members of this class are expected to contribute to a respectful and inclusive environment for every other member of the class. This does not mean we cannot disagree or have different ideas. It does mean we try to consider perspectives other than our own, though they may differ from our own beliefs/experiences. If you experience disrespect or discrimination in this class, please report your experiences to me.” (Edited statement courtesy of Cal Poly Center for Teaching, Learning, & Technology)

## 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. 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](mailto: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/>. Summaries of course evaluation results are available to students at <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 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