Course Title: Modifying Health Behaviors: Theory and Practice

Course Number: HBSP 0653J

Course Pre-requisite: PHCO 0505J

Course Location: SPH, Room 2A
Course Date & Time: Thursdays 3:00pm - 5:00pm

Course Instructor: Patrick R. Clifford, Ph.D.

Professor
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Office Hours: Thursdays 5:00pm – 6:00pm and by appointment

Course Website: canvas.rutgers.edu

Required Course Text:

Glantz, Karen, Rimer, Barbara K. and Viswanath, Kasisomayajula (Eds.). (2015). Health
       behavior: Theory, research, and practice (5th Ed.). San Francisco, CA: Jossey-Bass.

Mason, Pip (2019). Health Behavior Change: A guide for practitioners (3rd Ed.). Poland:
       Elsevier Limited.

Additional/Supplemental Readings/Resources: Select Journal Articles

Course Description: A major focus of Public Health is to prevent illness, disease and injury as well as the promotion of health and well-being through various strategies, to include behavior change. Health behaviors often are complex, and successful behavior change can be challenging. The purpose of this course is to familiarize students with the more commonly used, and scientifically supported, health behavior modification theories and models that facilitate successful behavior change within and across diverse populations/communities as well as the principles of learning theory that underlie these health behavior modification theories and models.

Selected Concentration Competencies Addressed: Each Concentration identifies competencies for each degree offered. The competencies addressed in this course for the MPH in *Social and Behavioral Health Sciences include*:

- Using health behavior theory and models to understand health behaviors (1)
- Utilizing health behavior theory and models to design health behavior/health promotion programs (2)

Please visit the Concentration webpages on the School of Public Health's website at sph.rutgers.edu for additional competencies addressed by this course for other degrees and concentrations.

Course Objectives: By the completion of this course, students will be able to:

- identify key concepts/constructs of behavioral science theories/models that are commonly used in public health oriented behavior change interventions (a)
- evaluate the strengths and weaknesses of these theoretical frameworks (b)
- integrate health behavior interventions and behavioral science theory (c)

Competency	Course Objective(s)	Lessons	Assessment
1	a	1 thru 14	Examinations
1	b	7 and 8	Behavior Change Theory Project
1	c	9 thru 12 Online 30 activities	Behavior Change Skill Sets
2	c	13 and 14	Behavior Change Program Project

Course Requirements and Grading:

- Class Participation – Based on assigned readings/class lectures, students are expected to engage in meaningful dialogue regarding behavior change and its maintenance across diverse populations.

- Examinations – There are two examinations that are specific to the assigned readings and class lectures. These examinations will be comprised of multiple choice and short answer type questions.

- Behavior Change Theoretical Model - Each student team (i.e., 2 students) will review the relevant literature regarding a specific behavior change theory and/or model. The students will deliver an in-class PowerPoint presentation that is to include a summary of the relevant literature regarding the model's utility/efficacy (i.e., overall and specific to the identified population of interest) as well as a graphical representation of the theoretical model that depicts the interrelationships among model components. Model strengths and limitations should be presented and discussed. This presentation should be approximately 15 minutes in duration, well organized, and presented in a professional manner. The student should be prepared to address issues raised by the instructor and

fellow classmates (approximately 8-10 minutes will be allocated for this discussion period). An electronic copy of the presentation should be uploaded to canvas and emailed to the instructor by 5:00pm the Monday prior to the scheduled presentation.

- Behavior Change Interview Session Role Plays - Each student will role-play an initial health behavior change interview session using motivational interviewing (MI) techniques. The purpose of this role-play session is to provide students an opportunity to practice rapport building and MI language and procedures when assisting others with behavior change. A broad underpinning of MI is respect for person irrespective of their social circumstance. Students will role-play client, health practitioner, and consultant roles. Each role-play will be approximately 20-25 minutes. A 10-12 minute discussion will follow each role-play.

- Behavior Change Project Presentation - Each student team (2 students) will identify a contemporary behavioral health concern and population that they would like to address. Specific health behaviors (i.e., immediate and distal, if appropriate) targeted for change should be identified. Each student team will develop a theoretically based behavior change protocol to modify the selected behavior(s) that will include an overview of the theoretical model (i.e., graphic representation), identification of the health concern and population to be addressed, a description of the procedures that will be used to modify the selected behavior(s), and a protocol for monitoring behavior change (**Not Program Evaluation!**). Each student team will deliver an in-class presentation of approximately 15 minutes. Students should be prepared to address and discuss issues raised by the instructor and fellow classmates regarding their projects (approximately 8-10 minutes will be allocated for this discussion period). The presentation should be well organized and presented in a professional manner. An electronic copy of the presentation should be uploaded to canvas and emailed to the instructor by 5:00pm the Monday prior to the scheduled presentation.

Grading:
- Class Participation – Although class participation is not part of the grading calculation per se', the instructor reserves the right to adjust student grades based on in-class contributions to class discussions.

- Examinations (40%) – The two examination grades will each account for 20% of the final grade. Thus, the two examinations will account for 40% of the final grade.

- Behavior Change Theoretical Model (20%) – Grading considerations include, but are not necessarily limited to, the development and presentation of a selected theoretical model (i.e., graphical representation), summary of the relevant literature that addresses the model's utility/efficacy, strengths, and limitations (i.e., both overall and specific to the

population of interest). In addition, grading considerations will include organization of material, presentation style, and fielding audience questions.

- Behavior Change Project Presentation (40%) – The final behavior change protocol should be realistic (e.g., not dependent upon the submission and/or potential funding of a grant application). Grading considerations include, but may not be limited to, the identification and specification of behavior(s) (immediate and distal if appropriate) targeted for change (caution: Do not confuse desired outcomes with targeted behaviors. For example, an exercise program and weight loss; weight loss is an outcome not a behavior.), integration of the selected theoretical model and behavior change protocol (i.e., specification of the actual procedures that will be used to modify chosen behavior), appropriateness of the program procedures, materials, and resources for the targeted audience (e.g., age, gender, sexual orientation appropriate and culturally sensitive), and, if feasible, articulation of a behavior monitoring protocol.

SPH Grading Scale:

94 - 100	A
90 - < 94	A-
87 - < 90	B+
84 - < 87	B
80 - < 84	B-
77 - < 80	C+
70 - < 77	C
< 70	F

Course Schedule:

Session/Date		Topic
1	1/20	Introduction
2	1/27	Learning Theory: Classical Conditioning
3	2/3	Learning Theory: Operant Conditioning
4	2/10	Learning Theory: Operant Conditioning (contd.)
5	2/17	Social Cognitive Theory
6	2/24	Social Cognitive Theory (contd.) Examination I
7	3/3	Health Behavior Theoretical Model Presentations
8	3/10	Health Behavior Theoretical Model Presentations
--	3/17	Spring Break – No Class

9	3/24	Self-Regulation Theory (SRT)
10	3/31	Assessments and Behavior Change
11	4/7	Practical Applications/Skill Building (Motivational Interviewing)
12	4/14	Practical Applications/Skill Building (Motivational Interviewing Role Play)
13	4/21	Health Behavior Change Program Presentations
14	4/28	Health Behavior Change Program Presentations
15	5/5	Course Wrap Up Examination II

Session/Date   Reading Assignments (Should be read prior to class):

2	1/27	Glanz et al. Preface, Chapters 1 and 2
3	2/3	Glanz et al. Chapters 3 and 4
4	2/10	Glanz et al. Chapters 5 and 6
5	2/17	Glanz et al. Chapter 7; Kazdin and Nock Article
6	2/24	Glanz et al. Chapters 8 and 9
7	3/3	Glanz et al. Chapters 10; Mackinnon et al. Article
8	3/10	Glanz et al. Chapters 11 and 12
9	3/24	Glanz et al. Chapters 13; Clifford and Davis Article
10	3/31	Glanz et al. Chapters 14 and 15
11	4/7	Glanz et al. Chapters 16, and 17
12	4/14	Glanz et al. Chapters 18 and 19
13	4/21	Glanz et al. Chapter 20 and 21

Online 30 Readings and Skill Practice Activities

3	2/3	Mason and Butler Chapters 1 and 2
4	2/10	Practice Chapter 1 and 2 Skills (assessing importance, confidence, & readiness)
5	2/17	Mason and Butler Chapter 3

6	2/24	Mason and Butler Chapters 4 and 5
7	3/3	Practice Chapter 3, 4, and 5 Skills (building rapport, agenda setting, scaling questions, readiness, importance, and confidence strategies)
8	3/10	Mason and Butler Chapters 6 and 7
9	3/17	Practice Chapter 6 and 7 Skills (exchanging information, reducing resistance)
10	3/24	Mason and Butler Chapter 8
11	3/31	Practice Chapter 8 Skills (ending consultation)

Special Circumstances During COVID-19 (For Fall 2020): The School of Public Health recognizes that students may experience challenges or be negatively impacted due to the COVID-19 pandemic, mental and emotional health toll from systemic racism, altered personal and professional obligations, and other crises existing at the moment in our local, national, and global communities. Students are encouraged to discuss these challenges and circumstances with their instructor, if they feel they may need additional support or temporary accommodations at the beginning or during this course. The course instructor may consider making reasonable temporary adjustments depending on the student's situation. If additional support is needed, students may reach out to the Office of Student Affairs (studentaffairs@sph.rutgers.edu) or any of the appropriate referral resources listed on the Student Connect Canvas page.

Learning Management System: Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@canvas.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

School of Public Health Honor Code: The School of Public Health Honor Code is found in the School Catalog (sph.rutgers.edu/academics/catalog.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the School community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at ods.rutgers.edu. The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide

you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

Commitment to Safe Learning Environment: The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

Reporting Discrimination or Harassment: If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the RBHS Title IX Office or to the School of Public Health's Office of Student Affairs. Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School's Office of Student Affairs. The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the RBHS Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University Policy 10.3.12. For more information about your options at Rutgers, please visit Rutgers Violence Prevention and Victim Assistance.

Graduate Student Computer Policy: Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: sph.rutgers.edu/student-life/computer-support.html

Policy Concerning Use of Recording Devices and Other Electronic Communications Systems: When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

Policy Concerning Use of Turnitin: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

Withdrawal/Refund Schedule: Students who stop attending their course(s) without submitting a completed Add/Drop Course form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed Leave of Absence form from the School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition

only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at:
sph.rutgers.edu/academics/academic-calendar.html