Course Title: Modifying Health Behaviors: Theory and Practice

Course Number: HEBS 0653J

Course Location: SPH, 683 Hoes Lane West, Room 1B

Course Date & Time: Wednesdays 3:00 - 5:00pm

Course Instructor: Patrick R. Clifford, Ph.D.
Professor and Interim Chair,
Department of Social and Behavioral Health Sciences
Institute for Health, 112 Paterson St., Room 404
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Office Hours: By appointment

Required Course Text:


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 principles of learning theory that underlie the more commonly used, and scientifically supported, health behavior modification theories and models that facilitate successful behavior change.

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
- Utilizing health behavior theory and models to design health behavior/health promotion programs

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
• evaluate the strengths and weaknesses of these theoretical frameworks
• integrate health behavior interventions and behavioral science theory

Course Requirements and Grading:

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

• Examinations – There are two in-class examinations 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 (or 2 student team) will review the relevant literature regarding a specific behavior change theory and/or model. The student will deliver an in-class Power Point presentation that is to include a summary of the relevant literature regarding the model’s utility/efficacy as well as an overview (i.e., 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 12 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 (an additional 5-6 minutes will be allocated for this discussion period). An electronic copy of the presentation should be emailed to the instructor and all students by 5:00pm the Monday prior to the scheduled presentation.

• Behavior Change Interview Session Role Plays - Each student will role-play, using motivational interviewing techniques, a health behavior change interview session. Students will role-play client, health practitioner, and consultant roles. Each role-play will be approximately 20-25 minutes. A 10-minute discussion will follow each role-play.

• Behavior Change Project Presentation - Each student (or 2 student team) will identify a contemporary behavioral health concern that s/he would like to address. Specific health behaviors (i.e., immediate and distal, if appropriate) targeted for change should be identified. The student 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), 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 (or 2 student team) will deliver an in-class presentation of approximately 12 minutes. Students should be prepared to address and discuss issues raised by the instructor and fellow classmates regarding their projects (an additional 5-6
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 emailed to the instructor and all students 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 behavior change discussions.

• Examinations (40%) – The two in-class 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 an overview of the selected
  theoretical model (i.e., graphical representation), summary of the relevant literature that
  addresses the model’s utility/efficacy and strengths and limitations. 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), and articulation of a behavior
  monitoring protocol.

Course Schedule:

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<td>Introduction</td>
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6 Social Cognitive Theory (contd.) and Examination 1
7 Critiques of Health Behavior Theoretical Models
8 Critiques of Health Behavior Theoretical Models (contd.)
-- Spring Break – No Class
9 Self-Regulation Theory (SRT)
10 Assessments and Behavior Change
11 Examination II and Practical Applications/Skill Building (Motivational Interviewing)
12 Practical Applications/Skill Building (Role Playing)
13 Health Behavior Change Program Presentations
14 Health Behavior Change Program Presentations (contd.)

Session Reading Assignments (Should be read prior to class):
2 Glanz et al. Preface, Chapters 1 and 2
3 Glanz et al. Chapter 3; Mason and Butler Chapters 1 and 2
4 Glanz et al. Chapters 4, 5 and 6
5 Glanz et al. Chapter 7; Mason and Butler Chapter 3
6 Mason and Butler Chapters 4 and 5
7 Glanz et al. Chapters 8 and 9; Kazdin and Nock Article
8 Mason and Butler Chapters 6 and 7; Mackinnon et al. Article
9 Glanz et al. Chapters 10 and 11
10 Glanz et al. Chapters 12 and 13; Clifford and Davis Article
11 Glanz et al. Chapter 14; Mason and Butler Chapter 8
12 Glanz et al. Chapters 15, and 16
13 Glanz et al. Chapters 17 and 18
14 Glanz et al. Chapter 19, 20 and 21
Learning Management System: Moodle 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 Moodle and check it regularly. If you have difficulties accessing Moodle, please inform the instructor and Moodle Support (moodlehelp@ca.rutgers.edu). Moodle is accessible at moodle.rutgers.edu.

School of Public Health Honor Code: The School of Public Health Honor Code is found in the student bulletin (sph.rutgers.edu/academics/catalog/index.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.

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_requirements.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.

Withdrawal/Refund Schedule: Students who stop attending their course(s) without processing an 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/registration/school_calendars.html