

SYLLABUS

General Information

Course Title: Health Education and Behavioral Science in Public Health

Course Number: PHCO 0505 (3 credits)

Note: The last day to withdraw with a grade of W is October 20, 2014

Date and Time: Mondays, 3:00pm-5:50pm September 8, 2013 – December 15, 2014

Classroom Location: 675 Hoes Lane West, Robert Wood Johnson Medical School Building Room V 14.

Instructor: Neal Richard Boyd, Ed.D., M.S., M.S.P.H.
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Textbook: Cottrell R.R., Girvan J.T., McKenzie J.J. (2011). *Principles and Foundations for Health Promotion and Health Education*. 5th Edition. San Francisco: Benjamin Cummings.

Course Description: The overall goal of this course is to introduce the M.P.H. student to learning and behavioral science principles, theories, and practices that provide the framework for the practice of health education. Students will be introduced to health education in a public health context, will be required to perform tasks frequently requested of health educators, and will be introduced to nationally endorsed competencies of Certified Health Education Specialists.

Course Goals:

1. Introduce the health education profession and health education and behavioral science as a core function of public health.
2. Understand the role of health education/health promotion in addressing public health problems.
3. Foster appreciation for the intricacies of the educational processes in various health-related settings.

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

1. Broadly state the contributions of health behavior determinants in understanding public health problems.
2. Describe methods of needs assessment.
3. Identify methods for effectively planning health education programs including the development of program objectives, matching educational interventions to program objectives, identifying appropriate evaluation techniques, and applying ethical principles to public health programming.
4. Apply health education theory to program planning.
5. Critique written health education materials for appropriateness, including low literate populations.
6. Describe the responsibilities of a Certified Health Education Specialist and the M.P.H. Core Competencies for Behavioral Science identified by A.S.P.P.H.

Course Competencies: By the completion of this course, the student will be able to:

1. Provide examples of the role of social and community factors in both the onset and solution of public health problems.
2. Identify the causes of social and behavioral factors that affect the health of individuals and populations.
3. Identify and apply basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice.
4. Integrate ethical principles in public health education program planning, implementation, and evaluation.
5. Specify multiple targets and levels of intervention for social and behavioral science programs.
6. Describe a process to identify individual, organizational, and community concerns, assets, resources, and deficits for social and behavioral science interventions.
7. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
8. Describe the merits of social and behavioral science interventions.
9. Describe the steps and procedures for the planning, implementation, and evaluation of public health education programs and interventions.
10. Identify critical stakeholders for the planning, implementation, and evaluation of public health education programs and interventions.
11. Describe the role of a health educator and behavioral scientist in addressing public health problems.
12. Critique health education materials for appropriateness to target audience needs.

Grading:

Value

Active Participation and Assignments	10 points
Behavior Change Theory Assignment	20 points
Critique of Health Education Material	10 points
Midterm Examination	30 points
Final Examination	30 points
TOTAL	100 points

Course Requirements:

1. Active Participation and Assignments: The greatest class resource is you! Your thoughts, ideas, questions, and comments will enrich everyone's learning experience, so please be **actively involved** in class! Come to class prepared by reading the assigned readings prior to our meeting time.
2. Behavior Change Theory Assignment: Choose a Healthy People 2020 topic area and plan a health education intervention using an appropriate behavior change theory. Develop goals and objectives and describe strategies you would use to deliver these objectives. Due date: November 24, 2014.
3. Critique of Health Education Material: Using principles of message design and health literacy, critique a health education material or brochure. Recreate a more effective information sheet for the target audience.
4. Midterm Examination: A midterm examination will be based on readings and lecture materials.
5. Final Examination: A final examination will be based on readings and lectures in the second half of the semester. This examination will **NOT** be comprehensive.

Assignment Standards:

1. Late Assignments: Assignments turned in after the original collection period are considered late. Unless the instructor and student come to an arrangement prior to the class that the assignment is due. If you need to turn in something after the due date, please discuss it with the instructor to avoid penalties.
2. Grammar/Spelling: If more than 8 gross punctuation, grammar, or spelling errors occur in the written assignments, they will be returned with no evaluation/assessment. The assignment may be resubmitted within one week with a 5 point penalty. There is a formal policy on plagiarism on the next page.
3. Citations: Preferred citation style for references in written assignments will be the reference style conforming to the Uniform Requirements for Manuscripts submitted to biomedical journals (what the *American Journal of Public Health* uses).
4. Course Materials: Students are responsible and will be held accountable for all assignments and materials given out during missed classes. Contact the instructor before or after a missed class to pick up any materials provided. Slides, readings and assignments will also be available via Moodle.

Notice: All work is bound to the School of Public Health Honor Code of Academic Integrity.

School of Public Health Honor Code: 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 his/her 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.

Policies 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, in any, on the use of mobile communication or recording devices.

COURSE SCHEDULE

Session 1: September 8, 2014

Course introduction and overview

Session 2: September 15, 2014

Health Education Roles and Responsibilities in Public Health

Philosophy of health education

Determinants of health

Epidemiologic transition

Healthy People 2020: Objectives for the Nation

Assigned Readings:

In text: Chapter 1 (p. 1-29); Chapter 6 (p. 189-197)

<http://healthypeople.gov/2020/default.aspx>

Session 3: September 22, 2014

Healthy People 2020 Debate

Philosophy of Health Education

Conducting a Needs Assessment

PRECEDE PROCEED Planning Framework

Case Study

Assigned Readings:

In text: Chapter 4 (p. 99-103, 122-124)

Session 4: September 29, 2014

Use of theory in program planning

Health Belief Model

Case Study

Assigned Readings:

In text: Chapter 4 (pp. 104-106)

Janz NK, Champion VL, Strecher VJ. The Health Belief Model. In Glanz K, Lewis FM, Rimer BK: *Health Behavior and Health Education: Theory, Research and Practice*, 3rd Edition. San Francisco: Jossey-Bass, 2002.

Session 5: October 6, 2014

Social Learning Theory/Social Cognitive Theory

Case Study

Assigned Readings:

In text: Chapter 4 (pp. 114-116)

Baranowski T, Perry CL, Parcel GS. How individuals, environments, and health behavior interact: Social Cognitive Theory. In Glanz K, Lewis FM, Rimer BK: *Health Behavior*

and Health Education: Theory, Research and Practice, 3rd Edition. San Francisco: Jossey-Bass, 2002.

Session 6: October 13, 2014

Midterm Examination

Session 7: October 20, 2014

Transtheoretical Model/Stages of Change

Case Study

Assigned Reading:

In text: Chapter 4 (pp. 111-112)

Prochaska JO, DiClemente CC, Norcross JC: In search of how people change: Applications to addictive behaviors. *American Psychologist*. 1992; 47: 1102-1114.

Session 8: October 27, 2014

Theory of Reasoned Action/Theory of Planned Behavior

Stress and Coping

Social Networks and Social Support

Case Study

Exam Review

Assigned Readings:

In text: Chapter 4 (pp. 106, 115)

Montano DE, Kasprzyk D. The Theory of Reasoned Action and the Theory of Planned Behavior. In Glanz K, Lewis FM, Rimer BK: *Health Behavior and Health Education: Theory, Research and Practice*, 3rd Edition. San Francisco: Jossey-Bass, 2002.

Heaney CA, Isreal BA. Social networks and social support. In Glanz K, Lewis FM, Rimer BK: *Health Behavior and Health Education: Theory, Research and Practice*, 3rd Edition. San Francisco: Jossey-Bass, 2002.

Wenzel L, Glanz K, Lerman C. Stress, coping and health behavior. In Glanz K, Lewis FM, Rimer BK: *Health Behavior and Health Education: Theory, Research and Practice*, 3rd Edition. San Francisco: Jossey-Bass, 2002.

Session 9: November 3, 2014

Diffusion of Innovation

Social Marketing

Case Study

Assigned Readings:

In text: Chapter 4 (pp. 120)

Boyd NR, Sutton C, Orleans CT, et al. Quit Today!: A targeted communications campaign to increase use of the Cancer Information Service by African American smokers. *Preventative Medicine*. 1998; 27: S50-S60.

Maibach EW, Rothschild ML, Novelli WD. Social marketing. In Glanz K, Lewis FM, Rimer BK: *Health Behavior and Health Education: Theory, Research and Practice*, 3rd Edition. San Francisco: Jossey-Bass, 2002.

Orleans CT, Boyd NR, Bingle R, et al. A self-help intervention for African American smokers: Tailoring Cancer Information Service counseling for a special population. *Preventative Medicine*. 1998; 27: S61-S70.

Session 10: November 10, 2014

Message design

Mass communications

Choosing channel and materials

Case Study

Session 11: November 17, 2014

Cultural Competence

Community organization

Public policy and legislative strategies

Session 12: November 24, 2014

Behavior Change Theory Assignment Due

Evaluating health education materials

Health literacy

Session 13: December 1, 2014

Critique of Health Education Materials Due

Large scale behavioral change projects: COMMIT, ASSIST

Behavior change in different settings: clinical, worksite, schools

Review for the final examination

Assigned Readings:

Story M, Kaphingst KM, French S. The role of schools in obesity prevention. *The Future of Children*. 2006; 16: 109-142.

Session 14: December 8, 2014

Final Examination Review

Session 15: December 15, 2014

Final Examination