



- Course Title:** Health Education and Behavioral Science in Public Health
- Course Number:** PHCO 0505
- Course Location:** Online via MOODLE
- Course Date & Time:** May 27 – July 3, 2014
- Course Instructor:** Allison Christian, EdD, CHES
Assistant Professor
Rutgers University - School of Public Health
Department of Health Education & Behavioral Science
335 George Street, Suite 2100
New Brunswick, NJ 08903
Office: (732) 235-4947
Email: allison.christian@rutgers.edu
- Office Hours:** By Appointment Only
- Course Assistant:** Olubukunola "Nife" Oyedele
Rutgers – School of Public Health
Department of Health Education & Behavioral Science
Email: oyedelo@sph.rutgers.edu
- Required Course Text:** Planning, Implementing, and Evaluating Health Promotion Programs: A Primer; 6th edition; James F. McKenzie, Brad L. Neiger, Rosemary Thackeray; Pearson; 2012.

Additional/Supplemental Readings/Resources: See Course Schedule

Course Description: This course provides students with an overview of the concepts, principles, and methods of health education and behavioral science. Health education is introduced as one of the core public health functions. The course will review behavioral determinants of health and consider these in the context of behavior change theories. In addition, the course aims to provide students with an applied overview of needs assessment as well as program planning and evaluation methods, which are critical to implementing and sustaining effective public health programs.

Selected Department Competencies Addressed: Each Department identifies competencies for each degree offered. The competencies addressed in this course for the MPH for the Department of Health Education & Behavioral Science include:

- Understand the importance and use of public health policy in health behavior change and health promotion
- Use various techniques to conduct needs assessments of diverse populations
- Utilize health behavior theories and models for understanding health behaviors
- Design, implement, conduct and evaluate health education/promotion programs in diverse settings
- Develop and critique health education materials, methods and program
- Apply management techniques in health education and health promotion settings

Please visit the Department webpages on the School of Public Health's website at <http://sph.rutgers.edu/> for additional competencies addressed by this course for other degrees and departments.

Course Objectives:

- 1) Introduce the health education profession and health education as a core public health function.
- 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.

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

- Broadly understand contributions of health behavior determinants in determining public health problems;
- Describe the role of health education agencies in the public health systems framework;
- Describe methods of needs assessment;
- Describe 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;
- Apply health education theory to program planning;
- Critique written health education materials for appropriateness, including low literate populations;
- Identify important resources for obtaining health education materials, including Internet-based health-related information and databases; and
- Identify the responsibilities of a Certified Health Education Specialist and the CORE MPH Competencies for Behavioral Science identified by ASPH.

Course Requirements and Grading:

	DUE	VALUE
<p><u>Active Participation</u>. Our greatest class resource is you! Your thoughts, ideas, questions and comments will enrich everyone's learning experience, so please be actively involved in class! Be prepared by viewing the lectures and reading the course text/articles (2 points) and participate in the online discussions (6 points). Students will be expected to post <u>at least two times per week</u> (high quality, course-related) and will be required to submit a certificate of completion for a web-based assignment (2 points).</p>	-----	10 points
<p><u>Assignment #1</u>: Choose either the Health Belief Model or the Transtheoretical Model Interview. Complete the interview, summary and critique. More details provided in MOODLE.</p>	June 8	15 points
<p><u>Exam One</u>: One midterm exam based on readings and lecture materials. Unless arranged one week prior to the dates of the exam, make-ups will not be permitted. More details will be provided on MOODLE.</p>	June 12-13	30 points

<u>Assignment #2</u> : Develop well written goals and SMART objectives. More details will be provided on MOODLE.	July 3	15 points
<u>Exam Two</u> : One final exam based on readings and lecture materials. Unless arranged one week prior to the dates of the exam, make-ups will not be permitted. More details will be provided on MOODLE.	July 2-3	30 points

TOTAL: 100 points

Grading Scale:

93 - 100 A
90 - 92.9 A-
87 - 89.9 B+
83 - 86.9 B
80 - 82.9 B-
77 - 79.9 C+
73 - 76.9 C
70 - 72.9 C-
67 - 69.9 D+
60 - 66.9 D
0 - 59.9 F

Assignment Standards:

Lateness. Assignments turned in after the official collection period are considered late. Unless the instructor and student come to an arrangement at least one week before the deadline there is a 10% point penalty for written work turned in late. Assignments are collected via MOODLE on the designated due date. If you need to turn in something after the date due, please discuss it with the instructor to avoid point penalty.

Grammar/Spelling. If more than eight (8) gross punctuation, grammar or spelling errors occur in the written assignments, they will be returned with no grade. These can be resubmitted within one week with a two (2) point penalty or the student can accept a failing grade.

Citations. Preferred citation style for references in written assignments will be American Psychological Association (APA). Please use this APA citation style for electronic references. There is a formal policy on plagiarism in the college catalog that will be the policy for the class. The professor may be utilizing the "TurnItIn" tool in Moodle to check for plagiarism. Any assignments that are found to contain content from an original source will be returned with a failing grade. You can either redo the assignment within one week, with the understanding that the highest possible grade is a B+, or accept the F.

Margins and Page Limits Requirements. Refer to each assignment instructions for margins and page limit requirements. A deduction of 10% will occur if assignment over the maximum page limit.

Mode of Instruction and Course Structure:

This is a 3-credit course conducted via the Internet through MOODLE. Most weeks there will be an audio-taped lecture with accompanying Power Point slides. Interactive learning will make it much more enjoyable. Consequently, group participation will be very important, so responding to each other's posts and making thoughtful comments about others' contributions will be important.

Online Component:

It is required that all SPH students complete this web based training entitled "Orientation to Public Health". Students must turn in their certificate by the end of the semester; this will count towards your class participation. The course can be found at: <http://www.phtc-online.org/learning/pages/catalog/oph/>

Expectations of the Course:

This is a fully online course and is asynchronous. In other words, you are welcome to view the lectures and do readings and assignments on your own timeline for that week. However, please note that discussions are extremely important to participating in. Fully online courses are not independent study courses. You will be expected to interact online with the course instructors and your fellow students, do assignments, take the exams and meet deadlines.

Requirements for Technology:

Students should have access to a reasonably fast computer. Lectures will be conducted via video and audio files. Be sure to look at the opening page of the *Apressio* file and select the appropriate "speed" for your downloading of files. You should purchase a headset to hear the files well. If you are having problems be sure and check the dialog box on the lower right-hand side of the RU portal to check compatibility with MOODLE needs. Handheld devices (such as iPads, iPhones) are not acceptable devices for accessing course materials and should not be used for taking exams. Students experiencing technical difficulties during an exam should contact the professor and/or TA during the exam time as make-ups will not be permitted after a scheduled exam time.

Course Schedule: See below

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.

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.

Proposed Course Outline and Schedule

WEEK OF	TOPICS	READINGS	ASSIGNMENTS DUE
WEEK 1			
May 27	Course Overview	<ol style="list-style-type: none"> Mokdad AH. (2004). Actual Causes of Death in the United States, 2000. JAMA. 291(10): 1238-1245. Committee on Assuring the Health of the Public in the 21st Century, Board on Health Promotion and Disease Prevention. (2003). Chapter 1: Assuring America's Health. Washington, DC. The National Academies Press, pp. 19-45. Calhoun JG et al. Development of a Core Competency Model for the Master of Public Health Degree. Am J Public Health. 2008;98:1598-1607. <p>http://www.asph.org/userfiles/AJPHSept08_Development MPH_Core_Competency_Model.pdf</p>	<ul style="list-style-type: none"> Log-in to MOODLE and view the course website and required readings "Orientation to Public Health" free, web-based training (see MOODLE for instructions) – Email your certificate to the TEACHING ASSISTANT for credit
	Public Health Foundations	<ol style="list-style-type: none"> Turnock BJ. (2001). Chapter 1: What is Public Health? In Public Health: What It Is and How It Works. 2nd Edition. Gaithersburg, MD: Aspen Publishers, Inc., pp. 1-30. http://publichealth.jpub.com/turnock/3e/Chapter01.pdf Committee on Assuring the Health of the Public in the 21st Century, Board on Health Promotion and Disease Prevention. (2003). Chapter 2: Understanding Population Health and Its Determinants. In The Future of the Public's Health in the 21st Century. Washington, DC. The National Academies Press, pp. 46-84. McKenzie Chapter 1 – Health Education and Promotion (Textbook) 	
	What is Health Education?		

WEEK 2		Assignment #1	DUE JUNE 8
May 31	Introduction to Theory and Approaches to Behavior Change	7. National Cancer Institute. (2005). Part 1: Foundations of Theory in Health Promotion and Health Behavior Theory - AND- Part 2: Theories and Application. In Theory at a Glance: A Guide for Health Promotion Practice. pp. 3-33. http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf 8. McKenzie Chapter 7 – Theories (Textbook)	<ul style="list-style-type: none"> Choose HBM or TTM. Complete interview, summary and critique.
	Behavior Change Theories	9. Janz NK, Champion VL and Strecher VJ. (2002). Chapter 3: The Health Belief Model. In Glanz K, Rimer BK, Lewis FM (Eds). Health Behavior and Health Education: Theory, Research and Practice. 3rd Edition. San Francisco, CA: Jossey-Bass, pp. 45-63.	
	Intrapersonal Level: Health Belief Model & Transtheoretical Model	10. Prochaska JO, Redding CA and Evers KE. (2002). Chapter 5: The Transtheoretical Model and Stages of Change. In Glanz K, Rimer BK, Lewis FM (Eds). Health Behavior and Health Education: Theory, Research and Practice. 3rd Edition. San Francisco, CA: Jossey-Bass, pp. 99-116.	
	Interpersonal Level: Social Cognitive Theory	11. Baranowski T, Perry CL, Parcel GS. (2002). Chapter 8: How Individuals, Environments and Health Behavior Interact: Social Cognitive Theory. In Glanz K, Rimer BK, Lewis FM (Eds). Health Behavior and Health Education: Theory, Research and Practice. 3rd Edition. San Francisco, CA: Jossey-Bass, pp. 165-184.	
WEEK 3			
June 7	More Behavior Change Theories: Community Level: Social	12. Minkler M and Wallerstein N. (1997). Chapter 3: Improving Health through Community Organization and Community Building. In Community Organization and Community Building for Health. New Brunswick, NJ: Rutgers University Press, pp. 30-52. 13. Heaney CA and Israel BA. (2002). Chapter 9: Social Networks and Social Support. In Glanz K, Rimer BK, Lewis	

	Support & Networks Community Organization	FM (Eds). Health Behavior and Health Education: Theory, Research and Practice. 3 rd Edition. San Francisco, CA: Jossey-Bass, pp. 185-209. 14. McKenzie Chapter 8: pgs 228-232 – Community Organization (Textbook), pp. 185-209.	
	Diffusion of Innovations	15. Rogers EM. (1995). Chapter 1: Elements of Diffusion. In Diffusion of Innovations. 4th Edition. New York, NY: The Free Press, pp. 1-37.	
June 12-13	Exam #1 – This will be a timed (3 hour) test available in Moodle JUNE 12-13 ONLY. Please plan accordingly. More details to follow.		
WEEK 4			
June 14	Needs Assessment	16. McKenzie Chapter 4 - Assessing Needs (Textbook)	
	Goals & Objectives	17. McKenzie Chapter 6 - Mission Statement, Goals, and Objectives (Textbook)	
WEEK 5			
June 21	Program Planning: Part 1	18. McKenzie Chapter 2 – Starting the Planning Process, Program Planning (Textbook)	Assignment #2 DUE JULY 3
	Program Planning: Part 2	19. W.K. Kellogg Foundation: Logic Model Development Guide and Handout. http://www.epa.gov/evaluate/pdf/eval-guides/logic-model-development-guide.pdf	Develop goals and SMART objectives
WEEK 6			
June 28	Program Evaluation: Part 1	20. McKenzie Chapter 13 – Evaluation: An Overview (Textbook)	
	Program Evaluation: Part 2	21. McKenzie Chapter 14 – Evaluation: Approaches and Designs (Textbook)	

	Health Literacy	<p>22. Simply Put: A guide for creating easy-to-understand materials. (2009). US Department of Health and Human Services. Centers for Disease Control and Prevention.</p> <p>23. The Health Literacy of America's Adults. (2006). National Center for Education Statistics.</p> <p>24. Zemke R and Zemke S. (1995). Adult learning: What do we know for sure? Training. 32(6):31-34.</p>	
July 2-3	Exam #2 – This will be a timed (3 hour) test available in Moodle JULY 2-3 ONLY. Please plan accordingly. More details to follow.		

