

Course Title: Health Education and Behavioral Science in Public Health

Course Number: PHCO 0505J Fall 2019

Course Location: Online via Canvas

Course Date & Time: Asynchronous on-line

Course Instructor: Marybec Griffin
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Office Hours: By appointment through FaceTime, Skype or phone. Students are encouraged and welcome to contact the instructor.

Required Course Text: None

Additional/Supplemental Readings/Resources: Required reading materials will include a combination of chapter texts, articles, websites and other sources.

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.

Course Synopsis and Learning Methods: Class is structured for participatory learning. Most class sessions will contain a didactic presentation of the week's topic but not summarize the assigned readings. Class time will be spent exploring, analyzing, discussing, critiquing, and synthesizing the issues.

Competences Addressed: The competencies addressed in this course include:

- 1) Describe the role of a health educator and behavioral scientist in addressing public health problems (*Assessed by Midterm*);
- 2) Explain behavioral and psychological factors that affect a population's health (*Assessed by Assignment 1*);
- 3) Apply basic theories concepts and models from a range of social and behavioral disciplines that are used in public health research and practice (*Assessed by Assignment 2 and Midterm*);
- 4) Assess population needs, assets and capacities that affect communities' health (*Assessed by Final*);
- 5) Select communication strategies for different audiences and sectors (*Assessed by Final*);
- 6) Apply awareness of cultural values and practices to the design or implementation of public health policies or programs (*Assessed by Final*);
- 7) Describe the importance of cultural competence in communicating public health content (*Assessed by Final*);
- 8) Select methods to evaluate public health programs (*Assessed by Final and Group Health Education Program*);
- 9) Design a population-based policy, program, project or intervention (*Assessed by Group Health Education Program*); and
- 10) Communicate audience-appropriate public health content, both in writing and through oral presentation (*Assessed by Assignment 1 and Group Health Education Program*).

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

- Articulate the role of health education/health promotion in addressing public health problems;
- Describe the role of health education agencies and critical stakeholders in the public health systems framework;
- Provide examples of the role of social and community factors in both the onset and solution of public health problems;
- Identify and apply basic health behavior theories and models to developing health education programs;
- Undertake methods of needs assessment and understand their importance in various populations;
- Describe methods for effectively planning and implementing health education programs;
- Critically assess written health education materials; and
- Broadly apply methods for evidence-based program evaluation.

Course Requirements and Grading:

This table contains course requirements and grading

	DUE	GRADE VALUE
<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 this online class! Be prepared by reading the course text and articles and participate in the online discussions, and activities, as well as the course conversations on Twitter.	Weekly (See deadlines in each module)	20 points
<u>Personal Behavior Change Journal.</u> Each student will choose one health behavior that they want to change for themselves. Then each student will apply the knowledge and skills learned in the course to help them change their own behavior. More details will be provided on Canvas.	Weekly (Due each Sunday, 11:59PM)	5 points
<u>Assignment 1: Behavioral and Psychological Factors Affecting Health.</u> Each student will choose one leading cause of death (health problem) and a target population (age group) and develop a written document (not a paper) for laypeople explaining the behavioral and psychological factors (PRE Factors) affecting that health problem.	OCTOBER 7, 11:59PM	10 points
<u>Assignment 2: Application of Behavior Change Models.</u> Each student will choose one interpersonal theory and one intrapersonal theory and complete the assignment for each theory selected.	OCTOBER 28, 11:59PM	10 points
<u>Module Examinations.</u> Two online module exams will be based on readings and presentation materials. These online module exams will be timed and students must complete each of them independently, without the assistance from the readings, notes, other classmates, etc. Students will be able to start the exam when they choose but they must be completed by the deadline.	OCTOBER 30 AND DECEMBER 10, 11:59PM	20 points
<u>Assignment 3: Group Health Education Program.</u> In small groups, students will choose a health topic and associated	VARIOUS DEADLINES	20 points

health behavior of interest and design a small-scale health education program for the college-aged student population. Groups will then create a video of their education program. More details will be provided on Canvas. DUE DATES: Topic Selection: November 8 Goals and Objectives: November 20 Brief Program Description: December 2 Final Video (group) and Program Proposal (individual): December 16		
<u>Final Examination</u> . One final exam will be based on readings and presentation materials. The final exam will be open-book and not be timed; however, students must complete the final exam independently without the assistance from other classmates.	DECEMBER 16, 11:59PM	15 points
	TOTAL	100 points

Grading Policy*

This table contains numerical and letter grades

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

*Grades will not be rounded.

COURSE SCHEDULE

Table give Topics, explains competencies and provides assignments

MODULE	COURSE TOPIC	LINK TO COMPETENCIES AND ASSESSMENTS	ASSIGNMENTS/ASSESSMENTS
1 Sept 18-29	Course Overview and Health Education Roles and Responsibilities in Public Health	Describe the role of a health educator and behavioral scientist in addressing public health problems (<i>Assessed by Module Exam</i>) Explain behavioral and psychological factors that affect a population's health (<i>Assessed by Assignment 1</i>)	Discussion and Personal Journal Posts DUE: Assignment 1: Behavioral and Psychological Factors Affecting Health Presentation (10/7)
	Overview of Approaches to Behavior Change		
2 Oct 9-20	Introduction to Theory and Intrapersonal Level Behavior Change Theories: Health Belief Model and Transtheoretical Model	Apply basic theories concepts and models from a range of social and behavioral disciplines that are used in public health research and practice (<i>Assessed by Assignment 2 and Module Exam</i>)	Discussion and Personal Journal Posts DUE: Assignment 2: Application of Behavior Change Models (10/28)
	Interpersonal Level Behavior Change Theories: Social Cognitive Theory and Diffusion of Innovations		
	Community Level Behavior Change Theories: Community Organization and Social Support Networks		

<p>3 Oct 30- Nov 10</p>	<p>PRECEDE/PROCEED</p>	<p>Assess population needs, assets and capacities that affect communities' health (<i>Assessed by Module Exam</i>)</p> <p>Design a population-based policy, program, project or intervention (<i>Assessed by Group Health Education Program</i>)</p>	<p>Discussion and Personal Journal Posts</p> <p>DUE: Module 1-2 Exam (10/30)</p> <p>DUE: Group Health Education Program: Topic Selection (11/8)</p>
	<p>Needs Assessment</p>	<p>Select methods to evaluate public health programs (<i>Assessed by Final and Group Health Education Program</i>)</p>	
	<p>Program Planning</p>		
	<p>Program Implementation</p>		
	<p>Program Evaluation</p>		
<p>4 Nov 20- Dec 1</p>	<p>Communication Strategies</p>	<p>Select communication strategies for different audiences and sectors (<i>Assessed by Final</i>)</p> <p>Apply awareness of cultural values and practices to the design or implementation of public health policies or programs (<i>Assessed by Final</i>)</p> <p>Describe the importance of cultural competence in communicating public health content (<i>Assessed by Final</i>)</p>	<p>Discussion and Personal Journal Posts</p> <p>DUE: Group Health Education Program: Goals and Objectives (11/20)</p>
	<p>Health Literacy</p>		
	<p>Critique of Educational Materials</p>		

	Cultural Awareness and Competence		
5 Dec 11-16	Group Health Education Program: - Program Proposal (one per student) - Final Video (one per group)	Communicate audience-appropriate public health content, both in writing and through oral presentation (<i>Assessed by Assignment 1 and Group Health Education Program</i>)	Discussion and Personal Journal Posts DUE: Group Health Ed Program: Brief Program Description (12/2) DUE: Module 3-4 Exam (12/10) DUE: Final Exam (12/16) DUE: Group Health Ed Program: Final Video and Program Proposal (12/16)

ASSIGNMENT STANDARDS

The Module Examinations and Final Examination are to be done INDEPENDENTLY, not with other classmates.

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 class, there is a 15% point penalty for written work turned in late. Assignments are posted to Canvas by the 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 five (5) point penalty or the student can accept a failing grade. There is a formal policy on plagiarism in the college catalog that will be the policy for the class.

Citations. Preferred citation style for references in written assignments will be American Psychological Association (APA). Please use this APA citation style for electronic references.

Course Materials. Readings, presentations and assignments will be available on Canvas.

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. Instructions will be available on Canvas.

Extra Credit. There will be a couple of ways to earn extra credit for this class (such as being actively engaged in the Twitter conversations-above expectations and for quality). Extra credit opportunities will be posted.

SCHOOL SYLLABUS POLICIES

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.

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/school-calendar.html

Course Communication

******I will communicate with you primarily through the tools within this Canvas course. If you have a question that you feel may help other students as well, please post your question in the "Class Help: Ask A Question" discussion thread. If you have a personal concern or question you would like to talk about, please send me an email directly. During the work week, I will respond to personal emails or your posts directed to me within 48 hours. I will try to respond to communications posted/emailed over the weekend by the end of the business day on Monday for most situations. If I am out of town without Internet access, I will post a note in Canvas in the course Announcements. Our goal is to post grades within 7 days of the final due date of the assignment, unless otherwise stated. I will work to foster community through discussion boards, chat sessions, group projects, etc.***

Next Steps

After reviewing information in this syllabus, including the course schedule below, please click on [Modules](#) in the course navigation menu at the left and proceed to the content items listed under the [Getting Started](#) and [Course Essentials](#) modules.

Save or print a copy of the syllabus for offline reference. For a printout of this page, including the schedule, see [Print a Page: Chrome](#) or [How To Print Web Pages in Firefox](#). Once you have completed these steps, proceed to [Module 1](#).