

Course Title: Modifying Health Behaviors: Theory and Practice

Course Number: SBHS 0653J

Course Pre-requisite: PHCO 0505J

Course Location: SPH, 683 Hoes Lane West, Room 234

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

Mason, P., and Butler, C. (2010). Health behavior change: A guide for practitioners (2nd Ed.). Edinburgh, UK: Churchill Livingstone.

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 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.
- 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 12-15 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 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, 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 10-12 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 12-15 minutes. Students should be prepared to address and discuss issues raised by the instructor and fellow classmates regarding their projects (approximately 8 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 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 a 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.

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	Topic
1	Introduction
2	Learning Theory: Classical Conditioning
3	Learning Theory: Operant Conditioning
4	Learning Theory: Operant Conditioning (contd.)
5	Social Cognitive Theory
6	Social Cognitive Theory (contd.) and Examination 1
7	Critiques of Health Behavior Theoretical Models
8	Critiques of Health Behavior Theoretical Models
--	Spring Break – No Class
9	Self-Regulation Theory (SRT)
10	Assessments and Behavior Change
11	Practical Applications/Skill Building (Motivational Interviewing)
12	Practical Applications/Skill Building (Motivational Interviewing Role Play)
13	Health Behavior Change Program Presentations
14	Health Behavior Change Program Presentations and Examination II

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

2	Glanz et al. Preface, Chapters 1 and 2
3	Glanz et al. Chapter 3
4	Glanz et al. Chapters 4, 5 and 6
5	Glanz et al. Chapter 7
6	Kazdin and Nock Article
7	Glanz et al. Chapters 8 and 9
8	Mackinnon et al. Article
9	Glanz et al. Chapters 10 and 11
10	Glanz et al. Chapters 12; Clifford and Davis Article
11	Glanz et al. Chapters 13 and 14;
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

Online 30 Readings and Skill Practice Activities

3	Mason and Butler Chapters 1 and 2
4	Practice Chapter 1 and 2 Skills (assessing importance, confidence, & readiness)
5	Mason and Butler Chapter 3
6	Mason and Butler Chapters 4 and 5
7	Practice Chapter 3, 4, and 5 Skills (building rapport, agenda setting, scaling questions, readiness, importance, and confidence strategies)
8	Mason and Butler Chapters 6 and 7
9	Practice Chapter 6 and 7 Skills (exchanging information, reducing resistance)
10	Mason and Butler Chapter 8
11	Practice Chapter 8 Skills (ending consultation)



School of Public Health

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