

**George Mason University
College of Health and Human Services**

Course Number:	GCH 310
Course Title:	Health Behavior Theories
Faculty:	Nancy Freeborne, DrPH, MPH, PA-C
Office Hours:	Wednesdays 3:00-5:00 PM, Thursdays 10:00 AM-12:00 PM or by appointment
Course Location:	West Building 1001
Course Time:	Tuesdays, Thursdays 1:30-2:45
Course Description:	Introduces health behavior from a global perspective. Various theoretical models are evaluated for understanding health and illness behavior. Case studies examine the nature of health from planning, implementing, and evaluating to prevention and treatment of health problems

Course Objectives:

Upon successful completion of this course, students will be able to:

1. Define health education in the context of global public health
2. Describe the role of social and community factors in both the onset and solution of global public health problems.
3. Identify the causes of social and behavioral factors affecting the health of individuals and populations.
4. Evaluate basic theories, concepts and models from a range of social and behavioral disciplines used in health behavior research and practice.
5. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions from a global perspective.
6. Differentiate among availability, acceptability, and accessibility of health care across diverse global populations.

Required Textbook and Materials:

Edberg, M., (2007) Essentials of Health Behavior: Social and Behavioral Theory in Public Health. Boston, MA: Jones & Bartlett

Glanz, K. and Rimer, B.K., (revised 2003). Theory at a Glance: A Guide for Health Promotion Practice. Available FREE on the web at <http://cancer.gov/aboutnci/oc/theory-at-a-glance/print>

Additional Course Material: Additional course material will be posted on Blackboard or distributed in class.

Teaching Strategies: Lecture/discussion, class activities, guest speakers, and videos.

Course Expectations:

*Please silence your cell phone during class. Please do not “text” message or communicate via your Blackberry during class.

*You may use your laptop to take notes during class, but I consider it very disrespectful for a student to be on Internet sites during class.

*Please check your GMU e-mail accounts and your Blackboard mail on a daily basis during the semester.

Course Requirements:

Pop Quizzes: Five pop quizzes will be administered over the course of the semester. The student will be allowed to drop the lowest grade, so only four of the five quiz grades will be counted toward the final grade. The instructor will not provide make-up quizzes. The purpose of the surprise quizzes is 1.) to assure that students read the assigned material before class and 2.) to encourage regular class attendance.

Project 1: Yes, No, or Maybe So! Do these types of theories/programs actually work? Work in groups to creatively discuss three theories we have studied and devise a method to display these theories and review whether or not your group believes the theory and/or programs effectively address health behavior and education.

Project 2: Together We Can Do It! In your groups, design, implement, and plan your own health behavior and education program. Using the models discussed in class, review all aspects of a sound program and convince your classmates of how it can be done.

Final Exam: A final exam will be administered on dates noted in course outline below. Question format will be multiple-choice, short essay, fill-in-the-blank, and short answer. The final exam will be cumulative.

Extra Credit: Three options for obtaining extra-credit will be offered this semester.

1. **Review of syllabus**—If you read the syllabus over in its entirety and send me an e-mail with a brief summary of three items in the syllabus, you will obtain one-point of extra credit. For instance, you would say in your e-mail: “I read over the syllabus on 9/2/09 and learned that: there are pop quizzes, etc, etc.”

2. **Panel Discussion/summary:**

What is the Role for Mind-Body Healing and Wellness in the Reshaping of America’s Health Policy?

When: Wed, September 23, 1:30pm – 3:00pm

Where: Johnson Center Cinema, George Mason University

Description: As changes to the nation’s healthcare system continues to dominate the headlines, come hear about dramatic initiatives from some of the people on the front lines of change: Neal Barnard, MD, founder and chair of the Physician’s Committee for Responsible Medicine; Karen Howard, executive director of the American Association for Naturopathic Physicians; Wayne Jonas, MD, president and CEO of the Samueli Institute and former director of the National Institute of

Health Office of Alternative Medicine; Esther Sternberg, MD, an internationally recognized NIH researcher in brain-immune interactions; and Jim Turner, an attorney and advocate of health choices for citizens

Extra Credit for 310: Summarize the seminar in a one-two page paper; you will receive up to 2 extra credit points for this exercise

3. **Symposium on childbirth and reproductive rights—October 7th**
www.birthsymposium.com

Extra Credit for 310: Summarize one of the lectures of seminar in a one-two page paper; you will receive up to 2 extra credit points for this exercise

Assignment Summary:

Assignment	% of Final Grade	Due Date
Quizzes	10 %	Surprise!
Class Participation	10 %	On-going
Project # 1	25 %	10/20, 10/22
Project # 2	25 %	11/17, 11/19
Final Exam	30 %	12/17
Extra Credit	1-5 %	One week after seminar
FINAL	100-105 %	

Course Evaluation:

Instructor Grading Scale:

93-100%= A	63-67%=D
90- 92 %= A-	60-62%=D-
88- 89 %= B+	59% = F
83- 87 %= B	Plagiarism=Potential F on assignment or course
80- 82 %= B-	
78- 79 %= C+	
73- 77 %= C	
70- 72 %= C-	

68- 69 %= D+

Late Assignments and Make-Up Policy:

*Pop quizzes will NOT be made up

*Projects will be due on their assigned due date unless there are extenuating circumstances explained to the instructor in detail

*Make-up final exam will be given only in the case of extenuating circumstances explained to the instructor in detail

Honor code:

"To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: *Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work*" (George Mason University Catalog, 2006-2007, p. 31).

Individuals with disabilities:

George Mason University is committed to complying with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 by providing reasonable accommodations for disabled applicants for admission, students, applicants for employment, employees, and visitors. Applicants for admission and students requiring specific accommodations for a disability should contact the Disability Resource Center at 703-993-2474, or the Equity Office at 703-993-8730. Applicants for employment and employees should contact Human Resources at 703-993-2600 or the Equity Office. Students and employees are responsible for providing appropriate documentation and requesting reasonable accommodation in a timely manner (George Mason University Catalog, 2006-2007, p. 55).

Proposed Course Outline (Subject to Change):

Week	Date	Topic	Reading Assignment	Assignment
Week 1	Sept 1st	Course Orientation	None	
	Sept 3rd	Intro. to Health Behavior/Education	Edberg, Chapter 1	
Week 2	Sept 8th	Health Issues and Health Behavior	Edberg, Chapter 2	
	Sept 10th	Health Issues and Health Behavior	http://www.cfah.org/hbns/news/ *Read article on "College Students are Sleep-Deprived"	
Week 3	Sept 15th	Behavioral Theories	Edberg, Chapter 3, Theory at a Glance: A Guide for Health Promotion Practice, Part I	
	Sept 17th	NO Class		
Week 4	Sept 22nd	NO Class		
	Sept 23rd			Fall for the Book: Seminar, 1:30; Extra Credit
	Sept 24th	Behavioral Theories	Review Edberg, Chapter 3	
Week 5	Sept 29th	Individual Health Behavior Theories	Edberg, Chapter 4 Theory at a Glance: A Guide for Health Promotion Practice, Part II	
	Oct 1st	Individual Health Behavior Theories	Review Edberg, Chapter 4	
Week 6	Oct 6th	Individual Health Behavior Theories	http://www.cfah.org/hbns/news/ Read "Adolescent Athletes Enjoy Better Sleep"	Class to begin at 2:05
	Oct 7th			Symposium on Childbirth and Reproductive Rights; Extra Credit
	Oct 8th	Social, Cultural, and Environmental Theories	Edberg, Chapter 5	
Week 7	Oct 13th	Social, Cultural, and Environmental Theories	Review Edberg, Chapter 5	
	Oct 15th	Social, Cultural, and Environmental Theories	Edberg, Chapter 6	
Week 8	Oct 20 th	Project # 1 Due	Be prepared to present your project in class	Project #1
	Oct 22nd	Project # 1 Due	Be prepared to present your project in class	Project # 1

Week	Date	Topic	Reading Assignment	Assignment
Week 9	Oct 27th	The Ecological Perspective	Edberg, Chapter 7	
	Oct 29th	The Ecological Perspective	Review Chapter 7, Theory-at-a-Glance, Part III	
Week 9	Nov 3rd	Communities and Populations	Edberg, Chapter 8	
	Nov 5th	Communities and Populations: Schools	Edberg, Chapter 9	
Week 10	Nov 10th	Communication Campaigns	Edberg, Chapter 10	
	Nov 11th	Global Health	Edberg, Chapter 11	
Week 11	Nov 17th	Project # 2 Due	Be prepared to present your project in class	Project # 2
	Nov 18th	Project # 2 Due	Be prepared to present your project in class	Project # 2
Week 12	Nov 24th	High-Risk, Special Populations	Edberg, Chapter 12	
	Nov 26 th	Thanksgiving Holiday		
Week 13	Dec 1	High-Risk, Special Populations	Review Chapter 12	
	Dec 3	Evaluation	Edberg, Chapter 13	
Week 14	Dec 8	Culture, Diversity and Health Disparities	Edberg, Chapter 14	
	Dec 10	Career Choices	Edberg, Chapter 15	
Week 15	Dec 15th	Review		
	Dec 17th	Final Exam		