

GEORGE MASON UNIVERSITY
College of Health and Human Services

Course Number:	GCH 610 (Sec 02)
Course Title:	Foundations of Health Education and Behavior
Faculty:	Jennifer Anne Bishop, Sc.D., MPH Phone: 301.443.8138 Fax: 301.480.6732 E-Mail: jbishop5@gmu.edu; jbishop@hrsa.gov
Office Hours:	By appointment
Course Time and Location:	Friday, 5:00-7:20 Enterprise Hall 175

Course Description

Introduces students to the fundamentals of social and behavioral sciences, emphasizing current health behavior theories and models. Students develop an understanding of the theoretical and scientific basis of health promotion/health education interventions and develop community need assessment skills.

Course Objectives:

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

1. Compare and evaluate basic theories, concepts and models from a range of social and behavioral disciplines that are used in health behavior research and practice.
2. Identify the causes of social and behavioral factors affecting the health of individuals and populations.
3. Describe the role of social and community factors in both the onset and solution of public health problems.
4. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.

Required textbook(s):

Glanz, K., Rimer, B.K., & Viswanath, K., eds. (2008). Health behavior and health education: Theory, practice and research (4th edition). San Francisco, CA: Jossey-Bass.

Additional Readings:

1. Burgard, S.; Lee-Rife, S. Community Characteristics, Sexual Initiation and Condom Use among Young Black South Africans. *Journal of Health and Social Behavior*. 2009, 50:293-309
2. Chang, M. Predicting Unethical Behavior: A Comparison Theory of Reasoned Action and the Theory of Planned Behavior. *Journal of Business Ethics*. 1998. 17:1825-1834.
3. Brug, J.; Conner, M.; Harre, N.; Kremers, S.; McKellar, S.; Whitelaw, S. The Transtheoretical Model and Stages of Change: A Critique (Observations by five

Commentators on the paper by Adams, J. and White, M. (2004) Why don't stage-based activity promotion interventions work?). Health Education Research. 2004. 20(2):244-258.

4. Berkman, L. The Role of Social Relations in Health Promotion. Psychosomatic Medicine. 1995. 57:245-254.
5. Ball, K.; MacFarlane, A.; Crawford, D.; Saviage, G.; Andrianopoulos, N.; et al. Can Social Cognitive Theory Constructs Explain Socio-economic Variations in Adolescent Eating Behaviours? A Mediation Analysis. Health Education Research. 2009.24(3):496-506.

COURSE SCHEDULE

Week	Topic	Readings	Assignments Due
Sep 4	Course overview and introduction to health behavior/education	Glanz - Chap 1	
MODELS OF INDIVIDUAL BEHAVIOR			
Sep 11	Health Belief Model	Glanz – Chap 3	Concept paper 1
Sep 18	Transtheoretical Model/ Stages of Change	Glanz - Chap 5 Brug - Article	Concept paper 2
Sep 25	Theory of Reasoned Action\Planned Behavior Perspectives on Interpersonal Models	Glanz – Chap 10 Glanz – Chap 12 Chang Article	Concept paper 3
MODELS OF INTERPERSONAL HEALTH BEHAVIOR			
Oct 2	Social Cognitive Theory	Glanz - Chap 8 Ball -Article	Concept paper 4
Oct 9	Social Networks/Social Support Theories	Glanz – Chap 9 Berkman- Article	Concept paper 5
Oct 16	Stress, Coping and Health Behavior Perspectives on Interpersonal Models	Glanz – Chap 10 Glanz – Chap 12	
COMMUNITY AND GROUP MODELS OF HEALTH BEHAVIOR CHANGE			
Oct 23	Community Organization and Community Building Models	Glanz – Chap 13 Burgard - Article	
Oct 30	Diffusion of Innovations	Glanz – Chap 14	Concept paper 6
Nov 6	Theories of Organizational Change	Glanz – Chap 15	
Nov 13	Perspectives on Community and Group Interventions	Glanz – Chap 17	
USING THEORY IN RESEARCH AND PRACTICE			
Nov 20	Communication Theory PRECEDE-PROCEED Planning Model	Glanz – Chap 16 Glanz –Chap 18	
Nov 27	No Class Happy Thanksgiving	---	---
Dec 4	Social Marketing Theory Structural Influence Model	Glanz – Chap 19	
Dec 11	Ecological Models of Health Behavior Community Based Participatory Research and Evaluation and Final Wrap-up	Glanz –Chap 20	Final paper

COURSE ASSESSMENT

Final grades will be based on your performance on four class components, concept paper assignments, a short group presentation, your weekly class participation and your final paper.

The breakdown of each components contribution towards your final grade is as follows:

Component	Due Date	% of Final Grade
Concept papers	Throughout semester	30
Article Presentation	Throughout semester	10
Class Participation	Throughout semester	10
Final Paper	December 11 th	50
TOTAL		100

COURSE ASSIGNMENTS

For the duration of the course, define a population, specific health behavior (to be predicted and changed), and an associated health outcome that will be the focus of most of your concept papers and your final assignment. The subject you choose should be something that you are knowledgeable or have an interest in learning about. You will not be required to do significant epidemiological research on the subject, but should have a functional knowledge of the key issues related to the subject and can fully define the scope of the public health problem.

Concept papers assignments: Concept papers are 1-2 page (12 point font—Times New Roman--single spaced) thought pieces that demonstrate your knowledge of the theories and your ability to apply what you have learned to address a salient health promotion issue.

Concept paper 1: Using the specific health behavior that you have identified, describe how the Health Belief Model can explain your population's resistance to changing your chosen behavior. What is missing from the model that might help to explain the resistance?

Concept paper 2: Describe how the Transtheoretical Model might apply to your target behavior and population. Which elements of the model are most useful in thinking about the behavior? How might the model inform the design of a behavior change program?

Concept paper 3: Determine whether the Theory of Reasoned Action or the Theory of Planned Behavior would be most useful in addressing your chosen health behavior. Explain why the theory you chose works better than the other option.

Concept paper 4: Choose 4 constructs from the Social Cognitive Theory that would best address aspects of your chosen behavior to promote behavior change. Describe the constructs and why you believe that focusing on them would promote behavior change in your population.

Concept paper 5: How would social support and/or social networks influence the performance of the behavior you have chosen in your population? Would it make it more or less likely? Under what circumstances? How might you enlist social support or networks in order to change behavior in your population?

Concept paper 6: Provide a one page description of what you will be exploring for your final assignment. In the final paragraph, consider whether technology has any role in promoting the behavior you plan to address. Briefly identify how Diffusion of Innovations Theory can influence how you plan to use technology with your population.

Group Presentations: Five articles have been assigned as additional reading for the class. For each article, a group of students will be responsible for summarizing the article, identifying how it relates to the theories the class is reviewing and to lead a 10-15 minute discussion of its content.

Final Paper: In a five page paper (12 point font—Times New Roman--single spaced), identify one theory that has been covered in the course and use it to create a health promotion intervention that addresses the health behavior in the population that you have been working with throughout the semester. Begin by first providing a brief epidemiological overview of the implications of the health behavior you are trying to change/promote and the population you will be addressing (specificity is helpful here). Provide a description of how you plan motivating behavioral change in your chosen community using your theory. Identify which constructs you will be using, the reasons why, and whether you will be assisted by community partners and other stakeholders. Additionally, identify the role that social support and social networks may play in your intervention. Conclude your paper by identifying two or three outcomes that can be used to evaluate whether your intervention was successful.

Assignments must be submitted on time--which is defined as 5:00 pm on the day that the assignments are due unless arrangements have been made with the instructor. Five points will be deducted for every day an assignment is submitted late (includes weekends).

COURSE POLICIES AND COMMUNICATION

Because oral and written communication skills are critical to your professional development, I will evaluate your work not only on content, but also on spelling, punctuation, and grammar. You are strongly encouraged to use spell and grammar checks, to seek assistance from the writing tutors at the University's Writing Center (<http://writingcenter.gmu.edu/students.html>) and to ask for peer reviews of your work prior to submission.

CELL PHONES, PAGERS, AND MISCELLANEOUS COURTESIES

If you bring a cell phone or pager with you to class, please turn it off or put it on vibrate if possible, as the ringing can disrupt class activities.

LAPTOP COMPUTERS

Students are welcome to use laptops to take notes in the class during lectures, but not for any other activities, such as surfing the web, emailing, or working on assignments for other classes.

ONLINE CLASS MATERIALS

Materials for this course are available on WebCT at <http://webct41.gmu.edu> or GMU library e-References. The online resources include the usual course materials (e.g., syllabus and schedule, assignments, and lecture outline slides available before each class) and other health promotion information (e.g., job search sites, public health graduate school information, health promotion tools, and government press releases) that may be useful to you.

ACCESS TO STUDENT WORK

Copies of your work in this course including copies of any submitted papers may be kept on file for institutional research, assessment and accreditation purposes. All work used for these purposes will be submitted anonymously.

OTHER CONCERNS

If you have concerns relating to the content or conduct of the class, please talk with me directly. Although the specifics of these conversations are confidential, they may provide me with useful suggestions to share indirectly with the class to improve the learning experience. As a matter of policy, I do not respond to anonymous e-mails.

UNIVERSITY POLICIES

Disability

Any student with a documented disability or other condition that may affect academic performance should: 1) make sure this documentation is on file with the Office of Disability Services (SUB I, Rm. 211; 993-2474; www.gmu.edu/student/ods) to determine the accommodations you might need; and 2) talk with the instructor to discuss reasonable accommodations.

Academic Honesty and Collaboration

The integrity of the University community is affected by the individual choices made by each of us. GMU has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct.

With collaborative (group) work, names of all the participants should appear on the work. Collaborative projects may be divided up so that individual group members complete portions of the whole, provided that group members take sufficient steps to ensure that the pieces conceptually fit together in the end product. Other individual homework assignments are designed to be undertaken independently. You are responsible for making certain that there is no question that the work you hand in is your own. If only your name appears on an assignment, your instructor expects that you have done the work yourself, fully and independently.

Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see the instructor. You can read the University policies on academic integrity, which includes information on plagiarism at: <http://mason.gmu.edu/~montecin/plagiarism.htm>

E-mail Accounts: Please remember that due to the new privacy policies at the university, we shall be sending all e-correspondence to your GMU accounts.

OTHER RELEVANT CAMPUS AND ACADEMIC RESOURCES

Counseling Center

Student Union 1 (SUB 1), Rm. 364; 993-2380; www.gmu.edu/departments/csdc

SUB 1, Rm. 345; 993-2700; www.gmu.edu/student/msaf/index.html

Student Technology Assistance and Resources (STAR) Center

Johnson Center 229; 993-8990; media.gmu.edu

Writing Center

Robinson A116; 993-1200; writingcenter.gmu.edu.