Health Behavior and Health Education: Theoretical and Conceptual Foundations  
Spring 2012  
Dept. of Health Behavior and Health Education, School of Public Health  
University of North Carolina at Chapel Hill  
HBHE 816: Module 4  
Mondays, 1:00-3:50pm, 324 Rosenau

Course Instructor:  
Jennifer M. Gierisch, PhD, MPH  
507 Legacy Towers  
411 West Chapel Hill St, Durham, NC  
Office: (919) 668-5519  
j.gierisch@duke.edu  
Office Hours: By appointment

Teaching Assistant:  
Tamara Taggart, MPH  
ttaggart@email.unc.edu  
Office Hours: By appointment

Description of the theory module:  
This module provides an in-depth understanding of the theoretical and conceptual foundations that have traditionally served the field of health behavior and health education. Course readings and discussions will describe 1) the theoretical role of beliefs, social networks, stress and coping mechanisms and organizations in producing health and health behaviors; and 2) the cumulative and reinforcing effects of multi-level determinants of health at critical times over the lifecourse. Students should be prepared to actively engage the subject matter, critique existing theoretical paradigms, and work in an independent and professional manner.

Course Learning Objectives:  
By the conclusion of the course, students will be able to:
1. Evaluate the utility of selected health behavior theories and models for advancing public health research and examining determinants of important public health problems and issues
2. Critically analyze empirical research for the appropriate application and interpretation of theoretical constructs related to health behavior.
3. Generate integrative theoretical frameworks for resolving public health problems.

Class Format  
For each class, there will be a speaker, presentation, or didactic from 1:00-1:20. We will then have discussion from 1:20-2:30. We will break from 2:30-2:45 pm. General discussion will resume after the break and end at 3:40. The last 5-10 minutes of the class (3:40-3:50) will be used for wrap-up.

Website  
You can access course materials and announcements through the course website under the Module 4 tab.

Required Text  

Course Articles  
The course articles are divided into three categories. The first category is required readings. Students should come to class prepared to discuss these articles. Next are supplemental readings, which are not required for class but are
designed to enhance your understanding of concepts or topics addressed in the required readings. These articles will be especially helpful if you have not had a master’s level course in health behavior theory and in preparing your course papers (described later in this document). **Optional readings** are articles that provide additional explications of theories covered in the required reading. These articles can be read if your schedule permits and should be added to your “theoretical tool-kit” for later use.

**Grading**
The course grade is based on points earned from class participation and facilitation, reflection papers, a theory integration paper, and an in-class presentation.

95-100 = High Pass    83-94 = Pass    70-82 = Low Pass    Below 70 = Fail

**Class preparation and participation in discussions (30 points)**
This is a seminar class; the primary function of class time is to discuss the reading and their utility for health behavior and health education research. Thus, students should take an active role in seminar discussions. Additionally, students will submit two discussion questions by 5pm on Sunday evening preceding class to the TA (ttaggart@email.unc.edu) and student facilitators. These questions are designed to stimulate class discussion.

**Facilitate Seminar Discussion (10 points)**
The instructor will provide a brief introduction to the material at the start of the class; however, the primary discussion will be facilitated by students. Each week two students will create a discussion plan informed by the readings. Students should plan for discussion that incorporates 10-15 minutes for instructor introduction of the material, a 15-minute break toward the middle of class time and 5-10 minutes for instructor wrap-up. Students should schedule a brief meeting with the instructor before class to finalize their discussion plan. We will have three facilitators on weeks 2 and 7.

**Reflection Papers (2 papers at 1-2 pages each, double space; 20 points)**
Due on Weeks 2 and 4, email your papers to the instructor (j.gierisch@duke.edu) by 7:30pm Wednesday
The goal of these papers is to tie class readings and class content to your own perspective. These reflections should demonstrate your understanding of the material for that week, but more importantly, how you are integrating key theoretical constructs into your thinking and practice. Be very specific and use concrete examples of points you make. In other words, you must refer to the class readings in very specific ways in these papers. The following questions or others can be addressed: What was most interesting in the readings and/or class discussion and why? What did you agree or disagree with in the readings and/or the class discussion and why? What fit or contradicted your own experiences in the readings and/or class discussion and why? And most importantly, what was confusing and needs to be re-explained in the readings and or class discussion? Reflection papers will be graded on the following scale:

8-10 points = Addresses two or more questions with substantial use of important concepts; extremely thoughtful integration of course materials with personal experience and practice (with detail); free of spelling or grammatical errors.
6-7 points = Addresses one or two questions with some use of important concepts; some integration with personal experience (with some detail); may contain one spelling or grammatical error.
1-5 points = Addresses one question but relevance to course concepts and/or personal experience is vague; lack of detail or description; more than one spelling or grammatical error.

**In-Class Presentation (10-15 minute presentation; 10 points)**
Week 8; April 23, 2012

Students will give an in-class presentation of ideas that will be presented in their theory integration paper on. A document detailing specific guidelines for the presentation will be distributed during class and posted on the blackboard.

Theory Integration Paper (8-10 pages in length; 30 points)
Due Thursday April 26, 2012

During the third week of class, students will identify a health problem affecting a population/group of interest (i.e., African American adolescent boys, US women Veterans) that will become the focus of their theory integration paper. These topics will need to be submitted via email by 7:30pm on March 21, 2012. Students can also opt to submit a draft of the conceptual model and brief justification by 7:30pm on April 5, 2012. Papers should use APA formatting style (5th edition) when citing references. An easy to follow guide can be found at: http://owl.english.purdue.edu/owl/resource/560/01/. A document detailing specific paper guidelines will be distributed during class and posted on class website.

Schedule of Course Readings/Assignments
RR = Required Reading SR = Supplemental Reading OR = Optional Reading

February 27, 2012: Week 1
(Downstream Theories – The Health Belief Model/ TRA/TPB)

The Health Belief Model


Theory of Reasoned Action/Planned Behavior


March 5, 2012: No Class (Spring Break)

March 12, 2012: Week 2

(Downstream Theories – TTM & PAPM)

Transtheoretical Model (TTM) and Precaution Adoption Process Model (PAPM)


*Reflection Paper #1 Due*

March 19, 2012: Week 3

(Midstream Theories - Social Cognitive Theory)

Social Cognitive Theory


*Topics for Theory Integration Paper Due by 7:00pm*

March 26, 2012: Week 4  
**Midstream Theories - Stress, Coping, & Social Support**

**Stress, Coping & Health**


**Social Networks & Social Support**


*Reflection Paper #2 Due*
April 2, 2012: Week 5
(Theories Situated Between Perspectives – Health Communication)


*Optional: Draft of Conceptual Model and Brief Theoretical Justification for Feedback by 7pm*

April 9, 2011: Week 6
(Theories Situated Between Perspectives – Organizations and Health Services Utilization)


April 16, 2012: Week 7
(Upstream Health Behavior Theories - Life Course Health Development/Social Ecological Models)

Life Course Health Development


Social Ecological Models


April 23, 2012: Week 8
*In-class presentations*
Thursday April 26, 2012:
Theory Integration Paper Due by 7pm.