

## HBEH 730

### *Theoretical Foundations of Behavioral and Social Science* Fall 2016

UNC Gillings School of Global Public Health  
Department of Health Behavior  
3 Credit Hours

**Meeting Time:** Monday/Wednesday 9:05-10:25 am

**Location:** McGavran-Greenberg 2301

#### **Instructor**

Kurt M. Ribisl, Ph.D.  
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#### **Teaching Assistants**

Dirk Davis, MPH  
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Abigail Shapiro, MSPH  
Ph.D. Student  
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**Prerequisite:** None

**Office Hours:** Dr. Ribisl will hold office hours on Monday from 10:30-11:15 and by appointment in his office. Dr. Ribisl will be unable to hold office hours a few times during the semester and will be happy to arrange a meeting via e-mail.

Dirk Davis will hold office hours on Wednesdays from 10:30-11:15 in the first floor atrium of the Michael Hooker Research Center. Abigail Shapiro will hold office hours on Mondays from 10:30-11:15 on the first floor atrium of the Michael Hooker Research Center. Please feel free to schedule time outside of office hours with TAs if needed.

- Please direct most general questions to the Teaching Assistants.

**Course Description:** This course will provide an overview of social and behavioral science theories and frameworks that are currently used to: 1) understand health related behaviors; and 2) guide development of interventions and policies designed to prevent, reduce or eliminate major public health problems. We will use an ecological framework to examine theories at multiple levels of the social ecology, focusing on applications that will impact health at the population level.

**Course Objectives:** To introduce and critically review a range of social and behavioral science concepts, theories, and models that are helpful in:

- understanding the development and maintenance of important health behaviors and behavioral health risks;
- understanding distribution, variation, and disparities in health and health behaviors; and
- developing theory-informed health promotion interventions.

**Methods:** We will employ multiple teaching methods, including: lectures, assigned readings, in-class discussions, guest speakers, skill-building activities, written assignments, a quiz, and an oral group presentation.

**Sakai:** Your UNC ONYEN will provide you with access to the course website on Sakai (sakai.unc.edu). The website includes course announcements, handouts, lecture slides, readings, assignments, and external links. Please contact Dirk for assistance with Sakai if needed.

**Readings:** Readings for each class session are listed at the end of this syllabus and will be accessible on the Sakai course website. There is one required text for the course, which will be supplemented by selected journal articles, book chapters, and online multimedia. There will be 1-3 assigned required readings for most class sessions, as well as some optional readings.

**Textbook:**

Glanz, K., Rimer, B.K., & Viswanath, K. (2015). *Health Behavior: Theory, Research and Practice*, 5th Edition. San Francisco, Jossey-Bass. **Noted below as “Glanz et al. 2015”**

**Additional Required and Optional Readings:** Required readings, noted as “RR” on the syllabus and website, will be available via the course website on Sakai. Go to “Resources” then “Course Content” and then “Readings” and click on the folder for the date for which the readings are assigned. Optional readings are noted as “OR” and can be found in the corresponding folder for each lecture date.

**Assignments:**

All assignments are detailed in this syllabus, and some have additional instructions or materials that will be emailed or are located under the Assignments feature in Sakai. Depending on the assignment, we may ask you to upload your file in the Sakai Drop Box, Assignments, or Group Folders feature. When asked to submit an assignment electronically, please refer to the following directions:

1. **For submission via “Assignments” feature:** Select Assignments from the left sidebar menu. Select the appropriate assignment. Scroll down, and select a file to attach. After you find the file and select it, click the “upload files now” button at the bottom of the screen.
2. **For submission via “Drop Box” feature:** Select Drop Box from the left sidebar menu. Click “add” next to your name, and select “upload file”. After you find the file and select it, click the “upload files now” button at the bottom of the screen.
3. **For submissions via Group Folders:** Select Resources from the left sidebar menu. Select “Group Folders” and then on your group’s folder. Click “add” next to your group’s name, and select “upload file”. After you find the file and select it, click the “upload files now” button at the bottom of the screen.

- We have developed file naming conventions for all assignments. This is very important to the organization of this large class. Please adhere to the naming conventions for each assignment when submitting electronic files.
  - In the instructions for each assignment, we will give an assignment filename to use. Please use this general naming convention for your assignments:

**LastName\_FirstName\_AssignmentName**

- For example, if Dirk were submitting the final version of his Theory Application Paper, his file name would look like:  
**Davis\_Dirk\_Paper.docx**

**Assignment Details and Grading:** Grades will be based on the following **five activities:**

**1. Theory Application Paper:** You will write an 8-10 page paper that discusses theory applied to health behavior and cites research on how well it has worked. You can choose to write about how one health behavior, such as condom use, has been explained and/or modified using two behavioral theories or concepts; Alternatively, you can write about one theory and its utility in explaining two behaviors. The paper should focus on how the chosen theory(ies) have been used to examine or intervene upon the chosen behavior(s), and include an assessment of how well the theory(ies) fit the behavior(s). For this assignment, please refrain from choosing the Social Ecological Framework. This assignment has several interim products and due dates, including:

1. Topic Proposal Worksheet (Due 9/19)
2. Draft Paper (Due 10/3)
3. Peer Feedback (Due 10/10)
4. Final Paper (Due 10/17)

- **Topic Proposal Worksheet:** A worksheet will be posted in the “Assignments” tab in Sakai that allows you to propose the paper topic, justify briefly why it is important, and describe how you will organize the paper. You will conduct a preliminary literature search and include references for at least **5 peer-reviewed articles** (different than those assigned for this course) that you plan on citing in your paper to demonstrate that there is adequate published literature on this topic. Most of the literature that you cite in your paper should be either empirical studies or literature reviews that are published as journal articles or book chapters. You may cite electronic sources, but please do not have these comprise the majority of the literature cited.
  - **Due Monday, September 19<sup>th</sup> by 5pm. Please submit electronically using the Assignments tab in Sakai.**
  - **Naming Convention: LastName\_FirstName\_Topic Proposal** (ex: Davis\_Dirk\_Topic Proposal).
- **Draft Paper:** Please follow these guidelines for organizing your paper:
  - The length should be no more than **8-10 double-spaced pages** (excluding cover page and references). The number of sections and the number of pages allocated to each section are at the discretion of the student.
  - Use a standard 12-point font with 1” margins.
  - Cover page: Paper title, student name, course number, date, running head, and a statement that you have complied with the requirements of the Honor Code in all aspects of the submitted work.
  - This paper does not require an abstract. On the first page of text, state the rationale and purpose of the paper, and describe the structure or organization of the paper.
  - Please use several subheads to break up the paper into logical sections.
  - You might want to spend 1-1.5 pages describing the theory(ies) you selected, but the bulk of the paper should be how theory is applied to specific health behaviors.

- When describing prior studies, please describe their methods succinctly (i.e., mention sample size, how recruited) and consider giving actual study results rather than just broad findings (e.g., “One study of 755 North Carolina college students recruited through a school newspaper ad found that 39.9% reported searching for sexual health information online in the past 30 days”).
  - At the conclusion of your paper, summarize the study findings and make clear, tangible evidence-based recommendations about future studies that are needed or describe solutions to the problem you are addressing – do not be afraid to take a stand about an issue.
  - As with all writing, please use clear topic sentences at the beginning of each paragraph to guide the reader and use active voice. Be sure to attribute all ideas that are not your own to appropriate sources.
  - For cited references, the paper must adhere to the *American Psychological Association Style Manual* (see “APA Style Guide” [owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)).
  - **Due Monday, October 3<sup>rd</sup> by 5pm. Please submit electronically using the Drop Box feature in Sakai.**
  - **Naming Convention: LastName\_FirstName\_Paper Draft** (ex: Davis\_Dirk\_Paper Draft).
- **Peer feedback:** Each student will provide feedback on the paper of one of his or her peers (assigned by the Teaching Team). The TAs will copy your draft paper to your peer reviewer’s Sakai Dropbox for their review. Within one week (**by Monday, October 10<sup>th</sup> at 5pm**), each student will give 1-2 pages of typed feedback to their peer and submit an electronic copy to their Sakai Dropbox. The Teaching Team will then distribute peer feedback to students. Students should organize their feedback using the grading rubric that will be posted on Sakai. Please organize your comments under subheadings that correspond to these grading criteria (e.g., “Rationale for paper” or “Organization and writing quality”). Start your feedback with overall impressions – what you like about the paper, what you learned, and what is most interesting. Then provide a general critique with areas for improvement. Minor edits and comments made throughout the paper should be submitted with the original text. Please append your 1-2 pages of feedback to the end of the draft, submitting only **ONE** document to the instructors (draft with comments + feedback in paragraph format).
    - All files will be exchanged electronically. If you have printed out and made written comments on your partner’s paper, please scan the paper copy into a PDF file, and append your 1-2 pages of typed feedback at the end.
    - Re-save your comments and feedback in the same file as your partner’s paper, and upload to your own Sakai Drop Box.
    - You may submit **Word or PDF** files with the following naming convention: **Writer'sLastName\_FirstName\_ReviewedBy\_Reviewer'sLastName\_FirstName**. For example, if Abigail reviewed Dirk’s paper, the file name would be: Davis\_Dirk\_ReviewedBy\_Shapiro\_Abigail
    - The instructors will share this document with your original partner by copying the file into that person’s Sakai Drop Box.

- **Final paper:** The final paper is due in two forms **by 5 pm on Monday, October 17<sup>th</sup>**.
  - Submit an electronic copy via the Sakai Assignments function with the naming convention **LastName\_FirstName\_Paper\_Final** (ex: Davis\_Dirk\_Paper\_Final).

2. **Quiz** – A closed-book multiple choice and short answer quiz will be available on Sakai at 11:00am and **must be completed by 11:59pm on Monday, September 26<sup>th</sup>**. You will have only one opportunity to take the quiz (so do not start it until you are prepared to complete it in one sitting) and will have 1 hour to complete it once you have started. The quiz will close at 11:59 pm on the due date, even if it interrupts your hour, so be sure to begin by 10:59 pm on the due date.

3. **Media Advocacy Assignment** – Using your group project topic, you will practice using media advocacy tools and tactics to promote change in health policy. You will write an opinion-editorial (op-ed) or press release on the public health topic to which you are assigned for the group presentation. You may coordinate topics within your team, but all writing must be done individually. Be sure to include at least 2 newsworthiness sources (reminder below).

Although specific guidelines will vary according to the publication, op-eds and press releases are approximately 750 words in length. Please note: an op-ed is NOT a letter to the editor; these will not be accepted.

- **Resources:**

*For op-eds:*

- Chapter 7 of *News for a Change* (located on Sakai)
- [http://newsoffice.duke.edu/duke\\_resources/oped](http://newsoffice.duke.edu/duke_resources/oped)
- <http://www.theopedproject.org/> (Check our Resources in bottom left corner)

*For press releases:*

- Chapter 5 of *News for a Change* (located on Sakai)
- <https://owl.english.purdue.edu/owl/resource/735/06/>
- <http://www.lynda.com/Business-Online-Marketing-tutorials/Writing-Press-Releases/152381-2.html> (login using your ONYEN)

- **Due on Monday, November 21<sup>st</sup> by 5 pm. Please submit electronically to Sakai in the Assignments function. Use the naming convention “Lastname\_Firstname\_Advocacy”**

- Ten points of extra credit will be awarded if your work is published in any daily or weekly newspaper in the US before December 5, 2016. To obtain extra credit, please submit the published article directly to Dirk no later than December 5<sup>th</sup> at midnight by email (dirkd@live.unc.edu) or in Dirk’s HB mailbox.

4. **Health Behavior Change Group Presentation:** Policy change has been one of the most effective ways to modify health behavior in large populations. Many policies are explicitly or implicitly based on theory. In this assignment, you will work in groups to develop a theory based policy advocacy campaign on a relevant health behavior.

*The health behavior topics for Fall 2016 are:*

1. *Gun Violence*
2. *Cyclist Safety*
3. *Affirmative consent/Bystander intervention*
4. *Reduction of meat consumption*
5. *Food security among seniors in Orange County*
6. *Zika*

You will rank all topics in order of preference, and the Teaching Team will assign all students to groups. As a group, you will then develop a succinct statement of the policy you want to change and utilize 3-4 media advocacy tactics to address the policy change. Describe in what ways your policy change is based on health behavior theory and include campaign materials (e.g., press release, op-editorial, sound bites). Use any relevant articles from the Media Advocacy Assignment, and please include all those that have been published. You do not need to use every piece created for the Media Advocacy Assignment. Many of the above items will be embedded in your presentation, but others, such as the press release, should be handed in as separate documents.

Please consult the **Class Project Presentation Template** and other materials on Sakai for what the instructor is looking for in a Project and Oral Presentation. You should structure your presentation in a way that you cover all of the items covered in this presentation.

- **Group Presentation Worksheet:** A worksheet will be posted on Sakai that allows your group to outline details of your topics.
  - **Due Wednesday, October 26<sup>th</sup>.**
  - **Please submit one copy per group using your Group Folder on Sakai.**
  - **Use the naming convention: “Group#\_Worksheet”.** The teaching team will provide feedback on your worksheet within one week.
- **Oral Presentation (December 5<sup>th</sup>, December 6<sup>th</sup> (TENTATIVE), or December 7<sup>th</sup>).** On the day of your presentation, please provide the instructors and judges with **five** hard copies of your PowerPoint handouts (printed 4 slides per page – black and white is fine) and any additional materials you would like the instructors to include in your evaluation. Additionally, please provide one copy that includes speakers’ notes. Much of the grading is done using the printed PowerPoint slides, so please be sure to put all pertinent information in your presentation. Presenters will have 12 minutes for presentation and 3 minutes for questions.
  - **Please upload your presentation to your Group Folder on Sakai by 8:00am on the morning of your presentation. Name your file “Group#\_Final Presentation”**

**5. Class participation** – You are expected to read all of the assigned readings, to participate in class discussions, and to attend class regularly and on time. Please note that you will be graded on the quality, not quantity, of your class participation. Incorporating a solid knowledge of the readings is desired, whereas viewing websites and checking email is not. Your participation also entails being a “good citizen” of the class, e.g. completing tasks on time, communicating with the teaching assistants as needed regarding absences, questions, etc., and following directions for both in-class and out-of-class assignments.



**Table 1. Points for course assignments**

Assignment	Number of Points	Percentage of Grade (%)
1. Theory Application Paper	150	30 %
2. Quiz	75	15 %
3. Media Advocacy Project	75	15 %
4. Health Behavior Change Presentation	150	30 %
5. Class participation	50	10 %
Total	500	100%
* Extra Credit	10	N/A

**Table 2. Grading Scale.**

Grade	Interpretation	Total points
H	High pass	475-500
H-	High pass minus	460-474
P+	Pass plus	440-459
P	Pass	420-439
P-	Pass minus	400-419
L	Low Pass	375-399
F	Fail	<375

Note: this grading scale is intended to help you interpret your grades on HBEH 730 assignments. Final course grades, in conformance with University policy, will be limited to H, P, L or F.

**Course Evaluation:** Informal feedback throughout the course is appreciated. There will also be a mid-course evaluation that will benefit current students, as well as a final evaluation to benefit future students. The final evaluation will be completed electronically and all students are expected to complete these evaluations during the two-week time window at the end of the course as listed on the UNC academic calendar.

**Honor Code:** The Honor Code is in effect in this class and all others at the University of North Carolina at Chapel Hill. We treat Honor Code violations seriously and urge all students to become familiar with its terms set out at this URL (<http://instrument.unc.edu>). If you have questions, it is your responsibility to ask us about the Code's application. All papers and projects submitted as part of this course must be submitted with a statement that you have complied with the requirements of the Honor Code in all aspects of the work.

An Honor System Tutorial is available on Sakai:

<http://studentconduct.unc.edu/students/honor-system-module>

UNC Libraries provides an excellent tutorial on plagiarism:

<http://www.lib.unc.edu/plagiarism/>

The Writing Center also provides a good handout on plagiarism:

<http://writingcenter.unc.edu/handouts/plagiarism/>

**Policy on Accommodations for Students with Disabilities:** If you have a disability that could impact your participation in the course, please notify the instructor if you wish to have special accommodations in instructional, and/or assignment format, etc. Please contact the University's Disability office to request the paperwork necessary for approved accommodations.

### HBEH 730 Fall 2016 Calendar

#	DATE	TOPIC	PRESENTER(S)	TA	ASSIGNMENTS & NOTES
1	W 8/24	Intro: Course overview, objectives, relevance, assignments, Sakai.	Ribisl	DD	
2	M 8/29	Why Theory?: Behavior and Mortality & Morbidity	Ribisl	AS	
3	W 8/31	Social Ecological Framework, Health Impact Pyramid	Ribisl	DD	
	M 9/5	<b>No Class - Labor Day</b>			
4	W 9/7	Health Belief Model	Ribisl	DD	
5	M 9/12	Social Cognitive Theory	Ribisl	AS	
6	W 9/14	Transtheoretical Models	Ribisl	AS	
7	M 9/19	Integrated Behavioral Model, Theories of Reasoned Action and Planned Behavior	Moracco	AS	Paper Topic Proposal Worksheet due.
8	W 9/21	Theory Application Exercise	Ribisl	DD	
9	M 9/26	Social Support	Fisher	AS	Take Quiz. State group project preference.
10	W 9/28	Tailoring, Health Communication	Ribisl	DD	
11	M 10/3	Social Networks	Barrington & Davis	DD	Draft Paper due. Kurt out of town.
12	W 10/5	Social Influence	Ribisl	AS	
13	M 10/10	Diffusion of Innovations	Ribisl	AS	Mid-Course Evaluation. Peer Feedback due.
14	W 10/12	Theory Informed Intervention Materials Activity	Shapiro & Davis	DD	Group projects assigned.
15	M 10/17	How Social and Economic Policy Affects Behavior	Ribisl	AS	Final Paper due.
16	W 10/19	Helper Therapy Principle	Rini	DD	Fall Break begins at 5pm.
17	M 10/24	From Communication to Action	Sheeran	AS	
18	W 10/26	Class Project Team Meetings	Ribisl	DD	Group Presentation Worksheet due.
19	M 10/31	Policy and Media Advocacy #1	Ribisl	AS	
20	W 11/2	Policy and Media Advocacy #2	Ribisl	DD	
21	M 11/7	Community Organizing	Shapiro	AS	
22	W 11/9	Social Marketing	Ribisl	DD	
23	M 11/14	Theory application to Internet interventions	Tate	AS	
24	W 11/16	Behavioral Economics	Ribisl	DD	
25	M 11/21	Price and Behavior	Ribisl	AS	Media Advocacy Assignment due.
	W 11/23	<b>No Class - Thanksgiving</b>			
26	M 11/28	Case Study: California Tobacco Control	Ribisl	AS	
27	W 11/30	Group work day	Class	All	
28	M 12/5	Behavior Change Presentations	Class	All	Group Presentations
29	T 12/6 5 -7 pm	Behavior Change Presentations ( <i>TENTATIVE DATE AND TIME</i> )	Class	All	Group Presentations
30	W 12/7	Behavior Change Presentations	Class	All	Group Presentations



## Lecture Topics and Readings

**RR**= Required Reading      **OR**=Optional Reading

### **W 8/24- Intro: Course overview, objectives, relevance, assignments, and Sakai.**

**No Readings.**

### **M 8/29 - Why Theory? Behavior and Mortality & Morbidity**

**RR:** Glanz et al, 2015. Chapter 2: Theory, Research, and Practice in Health Behavior and Health Education (The Editors).

**RR:** Rothman AJ. 2004. Is there nothing more practical than a good theory? Why innovations and advances in health behavior change will arise if interventions are used to test and refine theory. *International Journal of Behavioral Nutrition and Physical Activity*, 1(11), 1-7.

**RR:** Wolff, S.H. (2008). The Power of Prevention and What It Requires. *The Journal of the American Medical Association*, 299(20), 2437-2439.

**OR:** Fries, J.F. (2005). The Compression of Morbidity. *The Milbank Quarterly*, 83(4), 801-823.

**OR:** Murray, C. J., Vos, T., Lozano, R., Naghavi, M., Flaxman, A. D., Michaud, C., ... & Bridgett, L. (2013). Disability-adjusted life years (DALYs) for 291 diseases and injuries in 21 regions, 1990–2010: a systematic analysis for the Global Burden of Disease Study 2010. *The Lancet*, 380(9859), 2197-2223.

**OR:** Painter et al. (2008). The Use of Theory in Health Behavior Research from 2000 to 2005: A Systematic Review *Ann. Behav. Med.* 35, 358–362

**OR:** Pasick, R. J., Burke, N. J., Barker, J. C., Joseph, G., Bird, J. A., Otero-Sabogal, R., ... & Guerra, C. (2009). Behavioral theory in a diverse society: like a compass on Mars. *Health Education & Behavior*, 36(5 suppl), 11S-35S.

### **W 8/31 - Social Ecological Framework (SEF) and Health Impact Pyramid**

**RR:** Glanz et al, 2015. Chapter 3: Ecological Models of Health Behavior (James F. Sallis and Neville Owen).

**RR:** Frieden, T. R. (2010). A framework for public health action: The health impact pyramid *American Journal of Public Health*, 100: 590-595

**RR:** McLeroy K., Bibeau D., Steckler D.A., and Glanz K. (1988). An Ecological Perspective on Health Promotion Programs. *Health Education and Behavior*, 15(4), 351-377.

**OR:** Golden S.D., Earp J.A. 2012. Social ecological approaches to individuals and their contexts: twenty years of health education & behavior health promotion interventions. *Health Education and Behavior* 39(3), 364-72.

**OR:** Robinson T. 2008. Applying the Socio-Ecological Model to fruit and vegetable intake among low-income African Americans. *Journal of Community Health*, Published online: 2 July 2008.

**OR:** Kumar S., Quinn S.C., Kim K.H., Musa D., Hilyard K.M., Freimuth V.S. 2012. The social ecological model as a framework for determinants of 2009 H1N1 influenza vaccine uptake in the United States. *Health Education and Behavior*, 39(2), 229-43. Published online 7 Oct 2011.

**OR:** Suarez-Balcazar et al. 2007. Introducing systems change in the school: the case of school luncheons and vending machines. *American Journal of Community Psychology*, 39:335-345.

#### **M 9/5 - LABOR DAY – NO CLASS**

#### **W 9/7 - Health Belief Model**

**RR:** Glanz et al, 2015. Chapter 5: The Health Belief Model (Celette Sugg Skinner, Jasmin Tiro, and Victoria L. Champion).

**RR:** de Paoli, M. M., Manongi, R., and Klepp, K.-i. (2004). Factors influencing acceptability of voluntary counseling and HIV-testing among pregnant women in Northern Tanzania. *AIDS Care: Psychological and Socio-Medical Aspects of AIDS/HIV*, 16(4), 411-425. Published online 27 Sept 2010.

**OR:** Parker, E. M., Gielen, A. C., McDonald, E. M., Shields, W. C., Trump, A. R., Koon, K. M., & Jones, V. (2013). Fire and scald burn risks in urban communities: who is at risk and what do they believe about home safety? *Health education research*.

**OR:** Lin, P.J. et al (2005). The Health Belief Model, sexual behaviors, and HIV risk among Taiwanese Immigrants. *AIDS Education and Prevention* 17(5), 469-483

**OR:** Shahrabani S, Benzion U. (2012). How Experience Shapes Health Beliefs: The Case of Influenza Vaccination. *Health Education and Behavior*. Published online: 27 Jan 2012.

#### **M 9/12 - Social Cognitive Theory**

**RR:** Glanz et al, 2015. Chapter 9: How Individuals, Environments, and Health Behaviors Interact: Social Cognitive Theory (Steven H. Kelder, Deanna Hoelscher, and Cheryl L. Perry).

**RR:** Bandura A. Health promotion by social cognitive means. *Health Educ Behav*. Apr 2004;31(2):143-164.

**OR:** [Bandura's address at USC Annenberg Center](http://www.youtube.com/watch?v=xjIbKaSXM3A&feature=youtu.be) 2007 (90 min )  
<http://www.youtube.com/watch?v=xjIbKaSXM3A&feature=youtu.be>

**OR:** Taymori P, Rhodes RE, & Berry TR. (2008) Application of a Social Cognitive Model in Explaining Physical Activity in Iranian Female Adolescents. *Health Education Research* 25 (2) 257-267.

**OR:** Amaya M and Petosa RL. (2011) An evaluation of a worksite exercise intervention using the social cognitive theory: A pilot study. *Health Education Journal*. Published online 10 June 2011.

#### **W 9/14 – Transtheoretical Models**

**RR:** Glanz et al, 2015. Chapter 7: The Transtheoretical Model and Stages of Change (James O. Prochaska, Colleen A. Redding, and Kerry E. Evers).

**RR:** Marcus, B., H., Hartman, S. J., Pekmezi, D., Dunsiger, S. I., Linke, S., ... Rojas, Carlos. (2015). Using interactive Internet technology to promote physical activity in Latinas: Rationale, design and baseline findings of Pasos Hacia La Salud. *Contemporary Clinical Trials*. pp. doi: 10.1016/j.cct.2015.08.004.

**OR:** de Vet E, de Nooijer J, deVries NK, & Brug J. (2007). Testing the Transtheoretical Model for Fruit Intake: Comparing Web-Based Tailored Stage-Matched and Stage-Mismatched Feedback. *Health Education Research*, 23 (2) 218-227.

**OR:** Farmanbar, R., Niknami, S., Lubans, D. R., & Hidarnia, A. (2013). Predicting exercise behaviour in Iranian college students: Utility of an integrated model of health behaviour based on the transtheoretical model and self-determination theory. *Health Education Journal*, 72(1), 56-69.

#### **M 9/19 – Integrated Behavioral Model (Theory of Reasoned Action/Theory of Planned Behavior)**

**RR:** Glanz et al, 2015. Chapter 6: Theory of Reasoned Action, Theory of Planned Behavior, and the Integrated Behavioral Model (Daniel E. Montañó and Danuta Kasprzyk).

**RR:** Roncancio, A. M., Ward, K. K., Sanchez, I. A., Cano, M. A., Byrd, T. L., Vernon, S. W., ... & Fernandez, M. E. (2015). Using the theory of planned behavior to understand cervical cancer screening among Latinas. *Health Education & Behavior*, 1090198115571364.

**RR:** Potente S., Coppa K., Williams A, and Engels R., (2011). Legally brown: using ethnographic methods to understand sun protection attitudes and behaviours among young Australians ‘I didn't mean to get burnt—it just happened!’ *Health Educ. Res.* (2011) 26(1): 39-52

**OR:** Altherr A.M., Mosler H.J., Tobias R., Butera F. (2008). Attitudinal and Relational Factors Predicting the Use of Solar Water Disinfection: A Field Study in Nicaragua. *Health Education & Behavior*, 35; 207.

**OR:** Prapavessis, H., Gaston, A., & DeJesus, S. (2015). The Theory of Planned Behavior as a model for understanding sedentary behavior. *Psychology of Sport and Exercise*, 19, 23-32.

### W 9/21 – Theory Application Exercise

#### Review “Theories at a Glance Document”

### M 9/26 – Social Support

**RR:** Glanz et al, 2015. Chapter 10: Social Support and Health (Julianne Holt-Lunstad and Bert N. Uchino).

**RR:** Fisher, E. B., Coufal, M. M., Parada, H., Robinette, J. B., Tang, P. Y., Urlaub, D. M., ... & Xu, C. (2014). Peer Support in Health Care and Prevention: Cultural, Organizational, and Dissemination Issues. *Annual review of public health*, 35, 363-383.

**OR:** Fisher, E. B., Todora, H., & Heins, J. (2003). Social support in nutrition counseling. On the cutting edge: Diabetes care and education, 24(4), 18-20.

**OR:** Wright, M.S. et al. (2010) A Qualitative study of parental modeling and social support for physical activity in underserved adolescents. *Health Education Research* 25(2) 224-232.

### W 9/28 – Tailoring, Health Communication

**RR:** Glanz et al, 2015. Chapter 17: Communication and Health Behavior in a changing Media Environment (K. Viswanath, John R. Finnegan Jr., and Sarah Gollust).

**RR:** Hawkins, R. P., Kreuter, M., Resnicow, K., Fishbein, M., & Dijkstra, A. (2008). Understanding tailoring in communicating about health. *Health Educ Res*, 23(3), 454-466.

**RR:** Rawl, S. M., Skinner, C. S., Perkins, S. M., Springston, J., Wang, H. L., Russell, K. M., ... & Champion, V. L. (2012). Computer-delivered tailored intervention improves colon cancer screening knowledge and health beliefs of African-Americans. *Health education research*, 27(5), 868-885.

**OR:** Grummon, A. H., Heaney, C. A., Dellinger, W. A., & Wilkins, J. R. (2014). What influences youth to operate all-terrain vehicles safely? *Health education research*, Vol. 29(3), 533–54

**OR:** Yuan NP, Castañeda H, Nichter M, Nichter M, Wind S, Carruth L, Muramoto M. (2011) Lay Health Influencers: How They Tailor Brief Tobacco Cessation Interventions. *Health Education and Behavior*. Published online: 10 Oct 2011.

## M 10/3 – Social Networks

**RR:** Glanz et al, 2015. Chapter 11: Social Networks and Health Behavior (Thomas W. Valente).

**RR:** Barrington et al 2009. Talking the talk, walking the walk: Social network norms, communication patterns, and condom use among the male partners of female sex workers in La Romana, Dominican Republic. *Social Science & Medicine*, 68(11), 2037-2044

**RR:** TED Talk by Nicholas Christakis. “The hidden influence of social networks” 2010 (18 minutes)  
[http://www.ted.com/talks/nicholas\\_christakis\\_the\\_hidden\\_influence\\_of\\_social\\_networks.html](http://www.ted.com/talks/nicholas_christakis_the_hidden_influence_of_social_networks.html)

**OR:** Christakis, N.A., & Fowler, J.H. (2007). The spread of obesity in a large social network over 32 years. *New England Journal of Medicine*, 357, 370-379.

**OR:** Hurt, C. B., Beagle, S., Leone, P. A., Sugarbaker, A., Pike, E., Kuruc, J., ... & Hightow-Weidman, L. B. (2012). Investigating a sexual network of black men who have sex with men: implications for transmission and prevention of HIV infection in the United States. *Journal of acquired immune deficiency syndromes* (1999), 61(4), 515.

**OR:** Schneider, J. A., Cornwell, B., Ostrow, D., Michaels, S., Schumm, P., Laumann, E. O., & Friedman, S. (2013). Network mixing and network influences most linked to HIV Infection and risk behavior in the HIV epidemic among black men who have sex with men. *American journal of public health*, 103(1), e28-e36.

## W 10/5 – Social Influence

**RR:** Cialdini RB (2003). Crafting Normative Messages to Protect the Environment. *Current Directions in Psychological Science*, 12, 4: 105-109.

**RR:** Goldstein, N. J., Cialdini, R. B., & Griskevicius, V. (2008). A room with a viewpoint: Using normative appeals to motivate environmental conservation in a hotel setting. *Journal of Consumer Research*. Vol 35(3), Special issue: Consumer welfare. pp. 472-482.

**RR:** Neighbors, Clayton, O'Connor, Roisin M., Lewis, Melissa A., Chawla, Neharika, Lee, Christine M., Fossos, Nicole. (2008). The relative impact of injunctive norms on college student drinking: The role of reference group. *Psychology of Addictive Behaviors*. 22(4), 576-581.

**OR:** Limaye, R. J., Babalola, S., Kennedy, C. E., & Kerrigan, D. L. (2013). Descriptive and injunctive norms related to concurrent sexual partnerships in Malawi: implications for HIV prevention research and programming. *Health Education Research*.

**OR:** Nolan, J. M., Schultz, P. W., Cialdini, R. B., Goldstein, N. J., & Griskevicius, V. (2008) Normative social influence is underdetected. *Personality and Social Psychology Bulletin*, Vol 34(7), 8. pp. 913-923

## **M 10/10 – Diffusion of Innovations**

**RR:** Glanz et al, 2015. Chapter 16: Implementation, Dissemination, and Diffusion of Public Health Interventions (Ross C. Brownson, Rachel G. Tabak, Katherine A. Stamatakis, Karen Glanz).

**RR:** Heri S and Mosler HJ. (2008) Factors Affecting the Diffusion of Solar Water Disinfection: A Field Study in Bolivia *Health Educ Behav* 35, 541-560.

**OR:** Mitchell et al (2009). Assessing Social Preparedness for Antiretroviral Therapy in a Generalized AIDS Epidemic: A Diffusion of Innovations Approach. *AIDS Behavior* 13, 76-84.

**OR:** Rogers, E.M. *Diffusion of Innovations, 5<sup>th</sup> edition*. Chapter 10: Innovations in Organizations (402-435).

**OR:** Cabell, A., Casteel, C., Chronister, T., Nocera, M., Vladutiu, C. J., & Peek-Asa, C. (2013). Factors influencing law enforcement decisions to adopt an evidence-based robbery prevention program. *Health education research*, 28(6), 1105-1115.

## **W 10/12 - Theory-Informed Intervention Materials Activity**

**Review Glanz individual level theory chapters**

## **M 10/17- How Social and Economic Policy Affects Behavior (and vice versa)**

**RR:** Ainsworth, M, Beyrer, C, & Soucat, A. (2003). AIDS and Public Policy: the Lessons and Challenges of ‘Success’ in Thailand. *Health Policy*, 64, 13-37.

**RR:** Fell et al (2009). The Impact of Underage Drinking Laws on Alcohol-Related Fatal Crashes of Young Drivers. *Alcoholism: Clinical and Experimental Research*, 33 (7), 1208-1219.

**OR:** Evans, L. (2014). Twenty thousand more Americans killed annually because US traffic-safety policy rejects science. *American Journal of Public Health*, 104(8), 1349-1351.

**OR:** Oliver, TR (2006). The Politics of Public Health Policy. *Annu. Rev. Public Health*, 27, 195-233.

## **W 10/19 – Helper Therapy Principle**

**RR:** Riessman, F. (1990) Restructuring help: a human services paradigm for the 1990s. *American Journal of Community Psychology*, (18)2: 221-230.

**RR:** Rini, C., Austin, J., Wu, L. M., Winkel, G., Valdimarsdottir, H., Stanton, A. L., & Redd, W. H. (2013). Harnessing Benefits of Helping Others: A Randomized Controlled Trial Testing



Expressive Helping to Address Survivorship Problems After Hematopoietic Stem Cell Transplant.

**OR:** Humphreys K, Ribisl KM. The case for a partnership between public health professionals and self-help groups. *Public Health Reports*. 1999;114:322-327.

#### **M 10/24 – From Communication to Action**

**RR:** Sheeran, P., Harris, P. R., & Epton, T. (2014). Does heightening risk appraisals change people's intentions and behavior? A meta-analysis of experimental studies. *Psychological Bulletin*, 140(2), 511.

**OR:** Epton, T., Harris, P. R., Kane, R., van Koningsbruggen, G. M., & Sheeran, P. (2015). The impact of self-affirmation on health-behavior change: A meta-analysis. *Health Psychology*, 34(3), 187.

**OR:** Gollwitzer, P.M., & Sheeran, P. (2008). Implementation Intentions. *National Cancer Institute*: [http://dccps.cancer.gov/brp/constructs/implementation\\_intentions/index.html](http://dccps.cancer.gov/brp/constructs/implementation_intentions/index.html).

#### **W 10/26 – Group Project team meetings**

**No Readings.**

#### **M 10/31 – Policy and Media Advocacy, Part 1**

**RR:** Dorfman, L., & Wallack, L. (2007). Moving nutrition upstream: the case for reframing obesity. *J Nutr Educ Behav*, 39(2 Suppl), S45-50.

**RR:** Wallack, L., & Dorfman, L. (1996). Media advocacy: a strategy for advancing policy and promoting health. *Health Educ Q*, 23(3), 293-317.

**OR:** Wallack, L., & Lawrence, R. (2005). Talking about public health: developing America's "second language". *Am J Public Health*, 95(4), 567-570.

**OR:** Cuttino, Phyllis; Negrette, Juan Carlos. (September 2006). Media Advocacy for Contraceptive Security: A Tool for Strategy Development. Baltimore: The Health Communication Partnership based at Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs.

**OR:** Clip from *This American Life* (2011). "The Million Dollar Idea: Get Rich or Die Trying." Please listen from 22:00 minute mark until 38:00.

<http://www.thisamericanlife.org/radio-archives/episode/412/million-dollar-idea>

## W 11/2 – Policy and Media Advocacy, Part 2

**RR:** *News for a change: An advocates guide to working with the media.* Chapters 1 - 4.

**RR:** Jou, J., Niederdeppe, J., Barry, C. L., & Gollust, S. E. (2014). Strategic Messaging to Promote Taxation of Sugar-Sweetened Beverages: Lessons From Recent Political Campaigns. *American journal of public health, 104*(5), 847-853.

**OR:** Franck, C., Grandi, S. M., & Eisenberg, M. J. (2013). Taxing Junk Food to Counter Obesity. *American journal of public health, 103*(11), 1949-1953.

**OR:** O'Hara, J., (2013). The \$11 Trillion Reward. Union of Concerned Scientists. [www.ucsusa.org/1trillionreward](http://www.ucsusa.org/1trillionreward).

**OR:** *News for a change: An advocates guide to working with the media.* Chapters 5 – 9.

## M 11/7 - Community Organizing

**RR:** Glanz et al, 2015. Chapter 15: Improving Health Through Community Engagement, Community Organization, and Community Building (Nina Wallerstein, Meredith Minkler, Lori Carter-Edwards, Magdalena Avila, and Victoria Sanchez).

**RR:** Blaine, T., Forster, J., Hennrikus, D., O'Neill, S., Wolfson, M., & Pham, H. (1997). Creating tobacco control policy at the local level: Implementation of a direct action organizing approach. *Health Education & Behavior, 24*(5), 640-651.

**OR:** O'Dougherty ME, Widome R, Forster JL. Communicating With Local Elected Officials: Lessons Learned From Clean Indoor Air Ordinance Campaigns. *Health Promotion Practice.* 2010 Mar; 11(2): 275-281.

**OR:** Hatcher A, et al. (2011) Promoting critical consciousness and social mobilization in HIV/AIDS programmes: lessons and curricular tools from a South African intervention. *Health Education Research, 26*(3), 542-555.

## W 11/9 - Social Marketing

**RR:** Glanz et al, 2015. Chapter 21: Social Marketing (J. Douglas Storey, Ronald Hess, and Gary Saffitz).

**RR:** Cerdeño, F.A., Martínez-Donate AP, Zellner JA, Sañudo F, Carrillo H, Engelberg M, Sipan C, Hovell M. (2012). Marketing HIV Prevention for Heterosexually Identified Latino Men Who Have Sex with Men and Women: The Hombres Sanos Campaign. *Journal of Health Communication.* 17(6):61-58.

**OR:** Evans-Whipp, T. J., Plenty, S. M., Catalano, R. F., Herrenkohl, T. I., & Toumbourou, J. W. (2013). The impact of school alcohol policy on student drinking. *Health education research*.

### **M 11/14 - Theory Application to Internet Interventions**

**RR:** Winett, RA, Tate, DF, Anderson, ES, Wojcik, JR, & Winett, SG (2005). Long-term weight gain prevention: A theoretically based internet approach. *Preventive Medicine*, 41(2):629-41.

**RR:** Noar, SM et al (2011). Using computer technology for HIV prevention among African-Americans: development of a tailored information program for safer sex (TIPSS). *Health Educ. Res.* (2011) 26(3): 393-406.

**OR:** Cowan, L. T., Van Wagenen, S. A., Brown, B. A., Hedin, R. J., Seino-Stephan, Y., Hall, P. C., & West, J. H. (2013). Apps of steel: Are exercise apps providing consumers with realistic expectations? A content analysis of exercise apps for presence of behavior change theory. *Health Education & Behavior*, 40(2), 133-139.

### **W 11/16 – Behavioral Economics**

**RR:** Glanz et al, 2015. Behavioral Economics and Health (Kevin Volpp, George Lowenstein, and David Asch).

**RR:** García-Romero, M. T., Geller, A. C., & Kawachi, I. (2015). Using behavioral economics to promote healthy behavior toward sun exposure in adolescents and young adults. *Preventive medicine*, 81, 184-188.

**RR:** Brooks, D. (2013, August 8). The Nudge Debate. *The New York Times*.  
<http://www.nytimes.com/2013/08/09/opinion/brooks-the-nudge-debate.html?nl=todaysheadlines&r=0>

**RR:** Wolfers, J. (2015, September 25). A Better Government, One Tweak at a Time. *The New York Times*. [http://www.nytimes.com/2015/09/27/upshot/a-better-government-one-tweak-at-a-time.html?\\_r=0](http://www.nytimes.com/2015/09/27/upshot/a-better-government-one-tweak-at-a-time.html?_r=0)

**OR:** Cherukupalli, R. (2010). A behavioral economics perspective on tobacco taxation. *American Journal of Public Health*, 100(4), 609-615.

**OR:** Ford P.B. and Dzewaltowski D.A. (2008). Disparities in obesity prevalence due to variation in the retail food environment: three testable hypotheses. *Nutrition Reviews*, 66(4), 216–228.

**OR:** Executive Office of the President National Science and Technology Council. (2015). *Social and Behavioral Sciences Team 2015 Annual Report*. Washington, DC: U.S. Government Printing Office

**M 11/21 – Price and Behavior**

**RR:** Faith MS, Fontaine KR, Baskin ML, Allison DB. (2007) Toward the reduction of population obesity: macrolevel environmental approaches to the problems of food, eating, and obesity. *Psych Bull.* , 133:205–26

**RR:** Frieden, T. R., & Bloomberg, M. R. (2007). How to prevent 100 million deaths from tobacco. *Lancet*, 369(9574), 1758-1761.

**OR:** Duffey, K. J., Gordon-Larsen, P., Shikany, J. M., Guilkey, D., Jacobs, D. R., Jr, & Popkin, B. M. (2010). Food price and diet and health outcomes: 20 years of the CARDIA study *Archives of Internal Medicine*, 170(5), 420-426. doi:10.1001/archinternmed.2009.545

**W 11/23 – NO CLASS (Thanksgiving Holiday)**

**M 11/28 – Case Study: California Tobacco Control Program**

**RR:** Roeseler A, Burns D. (2010) The Quarter that Changed the World. *Tob Control*, 19, i13-i12.

**RR:** Lightwood, J., & Glantz, S. A. (2013). The effect of the California tobacco control program on smoking prevalence, cigarette consumption, and healthcare costs: 1989–2008. *PloS one*, 8(2), e47145.

**OR:** Francis JA, Abramsohn EM, Park HY. (2010) Policy-driven tobacco control. *Tob Control*, 19, i16-i20.

**W 11/30 – Group Work Day**

**No Readings**

**M 12/5 – Health Behavior Change Presentations**

**T 12/6 (5-7pm) (TENTATIVE DATE/TIME) – Health Behavior Change Presentations**

**W 12/7 – Health Behavior Change Presentations**