I. Catalog Description and Credit Hours of Course: Behavior change theory, principles, predictive models, and their application to health behavior change programs and interventions. (3 credit hours)

II. Prerequisite(s): HL 120, HL 331/031, or consent of instructor, or graduate standing

III. Purposes or Objective of the Course:

A. Explain basic principles of behavior analysis and identify areas of public health in which these principles can be used

B. Examine health behavior theories and models used to measure, record, and observe individual and community-based health behaviors

C. Compare and contrast various health behavior theories in terms of theoretical constructs, applicability, and practicality

D. Synthesize planning models to develop, implement, and evaluate health behavior interventions

E. Demonstrate the ability to merge health behavior theory and planning models for intervention development

F. Develop culturally appropriate, theory-driven individual and community-based behavior change interventions.

G. Analyze research and literature applying health behavior theory and planning models within existing health promotion programs

IV. Expectations of Students:

A. Each student will complete all examinations and assignments.

B. Each student will actively participate in course assignments both in and out of the classroom

V. Course Content or Outline (Indicate number of class hours per unit or section):

A. Foundations of Health Behavior Change Theory
   1. Analysis of Health, Disease, and Behavior
      a. Scope and evolution of health promotion
      b. Changing context of health behavior
   2. Settings of Health Promotion & Behavior Change
   3. Role of Theory in Health Promotion

Hours

6
a. Interrelationship of theory and practice
b. Concepts, constructs, and variables
c. Usage trends of behavior theory

B. Models of Individual Health Behavior
1. Health Belief Model
   a. Perceived benefits and barriers
   b. Perceived susceptibility and severity
   c. Self-efficacy
   d. Cues to action
2. Theory of Reasoned Action
   a. Reasoned action vs. planned behavior
   b. Behavioral intentions, subjective norms, and perceived behavioral control
3. Transtheoretical Model and Stages of Change
   a. Decisional balance
   b. Self-efficacy
   c. Processes of change
4. Perspectives on Intrapersonal Theories of Health Behavior

C. Models of Interpersonal Health Behavior
1. Interaction of Individual, Environment, and Health Behavior
2. Social Cognitive Theory
   a. Reciprocal determinism
   b. Observational learning
   c. Behavioral capacity
   d. Reinforcement
3. Social Influence and Interpersonal Communication in Health Behavior
   a. Interdependence theory
   b. Health Influence and communication in varying relationships
4. Perspectives on Models of Interpersonal Health Behavior

D. Community and Group Models of Health Behavior Change
1. Community Organization and Community Building
   a. Community capacity
   b. Issue selection
2. Diffusion of Innovations
3. Theories of Organizational Change
   a. Stage theory and modern stage theory
   b. Organizational development theory
   c. Inter-organizational relations theory
4. Communication Theory and Health Behavior Change
5. Perspectives on Group, Organization, and Community Interventions

E. Utilizing Health Behavior Change Theory in Research and Practice
1. Planning Models to Apply Theory
2. PRECEDE-PROCEED Model
   a. Assessment phase
   b. Predisposing, enabling, and reinforcing factors
   c. Implementation phase
   d. Levels of evaluation
3. Social Marketing Models
   a. Product, price, place, promotion
   b. Cultural competence in social marketing
4. Ecological Models
a. Social ecology in health promotion  
b. Multilevel approaches to behavior change  
5. Cultural Competence in Theory Application  
6. Evaluation of Theory-Based Interventions  
a. RE-AIM model  
b. Internal, external, and construct validity  
7. Perspectives on Health Behavior Change Theory Usage

Total Hours = 45

VI. Textbook(s) and/or Other Required Materials or Equipment:

Required  

Suggested Supplemental Text (Available for download from National Cancer Institute)  

VII. Basis for Student Evaluation:

Undergraduate  
50% Examinations  
40% Project: Application of health behavior change theory and planning model to community health issue  
10% Quizzes/Class assignments

Graduate  
40% Examinations  
30% Project: Application of health behavior change theory and planning model to community health issue  
20% Literature Portfolio: Development of portfolio containing peer-reviewed publications of theory-driven health promotion programs and interventions. In a written report, the student will critically analyze each publication for practical application of theory and theoretical constructs.  
10% Quizzes/Class assignments

The weight of evaluation criteria may vary at the discretion of the instructor and will be indicated at the beginning of each course.

A=90-100%  
B=80-89%  
C=70-79%  
D=60-69%  
F=59% & below