UVU UTAH VALLEY UNIVERSITY™

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring   **Year:** 2025
Course Prefix: HLTH   **Course and Section #:** 3260-X01
Course Title: Health Behavior Theory and Practice   **Credits:** 3

Course Description

Introduces the contribution of various academic fields to the development of historical and contemporary health and behavior change theories and models. Discusses historical contributions of various behaviorists. Examines the role of behaviorist, cognitive, humanistic, and social psychology approaches to behavior change. Applies constructs from individual, social/environmental, and multilevel health theories. Contrasts attractions and critiques of various models and theories. Discusses anthropologic, social normative, political, and communication approaches to behavior change. Applies health behavior theory to assessment, intervention, and evaluation strategies for personal health behavior change.

Course Attributes

This course has the following attributes:
☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☒ Discipline Core Requirements in Program
☒ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

Instructor Information

Instructor Name: Trevor Carter

Student Learning Outcomes

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

1. Analyze personal health behavior using theoretical constructs and focus on improving aspects of personal health.

2. Practice using the Health Belief Model, Theory of Planned Behavior, and Transtheoretical Model for intervention planning.

3. Apply concepts related to social/environmental and multi-level models and theories.

4. Design assessment, implementation, and evaluation strategies for public health intervention planning.

5. Justify the effectiveness of existing approaches to health behavior change related to social norms, cultural competency, policy, and communication campaigns.

Course Materials and Texts

Edberg, Mark (2018). Essentials of Health Behavior: Social and Behavioral Theory in Public Health (3rd Edition). Jones & Bartlett Publishers.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Preparatory Resources: Preparatory resources include learning material such as online lectures, supplementary videos, and textbook readings. Please complete these before completing other assignments in the module and prior to coming to class when listed in the "Online: Before Class" section of the module. In-Class Activities: There will be in-class activities for points each day that we meet. These activities are meant to apply lecture concepts to real-life scenarios to increase comprehension and understanding. This class often has a "flipped classroom" model where you will learn the concepts in readings and online lectures prior to coming to class, and apply the concepts during class. See attendance policy for more information. Virtual Classroom: Each week, there will be required virtual classroom activities due every Wednesday by 11:59pm Utah time (with some exceptions). Typically, these include online lectures (for points), online review activities, discussion posts and/or case studies, and open-book quizzes. Online lectures contain a recorded lecture and attention activities to allow you to progress further into the lecture. Online activities and quizzes are based on lectures (and readings), so be sure to watch the entire lecture and take notes. No skipping ahead! You will receive points for watching the online lectures, passing the knowledge checks in the lectures, and pressing the "submit" button at the end of the lecture. Online review activities are based on lectures (both in-person and online), readings, supplementary videos, and the textbook. Repetition is key to information retention, and these review activities are designed for repetition and memorization! The review activities can help you prepare for the quiz. I would encourage you to watch the online lecture, read the textbook or other assigned readings, and have your notes handy prior to completing online activities. Discussion posts, case studies, and other assignments may be included in the virtual classroom activities. Discussions are opportunities to explore topics together. Posts to the discussion board should add significantly to the conversation and support your point of view. In order to facilitate exposure to different viewpoints, you will need to read and comment on classmate's posts. Comments should go beyond "I agree," "I disagree," or re-stating what the person already said. It is okay to disagree in a discussion. Much learning happens when we disagree. However we need to be respectful and keep our online classroom a safe place to learn so please make sure to maintain a respectful tone. When in doubt, refer to this netiquette guideLinks to an external site.. Be sure to read the discussion post or case study instructions carefully and check the rubric prior to submitting. Open-note quizzes will be taken online.

Quizzes are open-book and open-note, but they are timed to approximately 1.5 minutes per question. Be sure to do all of the required assignments in the module, take notes, and review your notes before taking the quiz. Quizzes may consist of questions from the online lecture, review activities, in-person lecture, book, key points readings, supplementary videos, and any other content within the module. Be sure to complete all module activities before taking the quiz. Have your notes handy since quizzes are open-note. Personal Health Behavior Change Assignments: There are two personal health behavior change assignments for this course. See due dates in the Modules tab. See Canvas assignment for detailed instructions and rubric. Personal Health Behavior Change Plan: Students will choose a personal health behavior to modify throughout the semester. Students will analyze their current behavior using health theory, create SMART goals for behavior change and short-term health impact, develop a behavior change plan, create a tracking mechanism, and work on the project throughout the semester. Personal Health Behavior Change Reflection: At the end of the semester, students will submit a reflection analyzing successes and challenges of their semester-long behavior change plan. They will also submit their behavior tracking and graphs to show their behavior change throughout the semester. Midterm and Final Exam: The midterm and final exams will be taken online and remotely proctored through Proctorio. You will need a working webcam and microphone to take the exams. The midterm and final exams are timed and closed-book, closed-note, closed-resource and timed. There will also be online review activities to help you to review for the exams. Study Guides are provided for the Midterm and Final exams. You may want to consider following along with and filling out these study guides from the beginning of the course. To access the study guides, click on Files>Study Guides in Canvas.

Required or Recommended Reading Assignments
Lesson 1. Read: Instructor Information, Course Information, Course Schedule, and Syllabus Take Syllabus Quiz; Lesson 2: Prepare: Watch: Health Belief Model Introduction Lecture Look Ahead: Lesson 3: Personal Health Behavior Change Assignment; Read: Chapter 4 (pp 35-43) in your textbook; Lesson 4: Prepare: Complete the Extended Parallel Process Model Introduction Lecture; Lesson 5: Prepare: Complete Transtheoretical Model Introduction lecture Read - Chapter 4 (pg. 43-50) in your textbook; Lesson 6: Read: Read: Key Points - Process, Impact, and Outcome Evaluation Chapter 15 in your textbook; Lesson 7: Prepare: Begin working on Study Guide for Midterm (not for points, found under Files > Study Guides) Complete Online Midterm Review Activity (for points) Complete Proctorio Practice Quiz; Lesson 8: Read: Chapter 5 (pp. 51-56) in your textbook; Lesson 9: Read: Chapter 5 (pp. 56-59) in your textbook; Lesson 10: Read: Chapter 5 (pp. 59-63) in your textbook; Lesson 11: Read: Chapters 7 & 9 in your textbook; Lesson 12: Read: Chapter 6 (pp. 65-70) and Chapter 12; Lesson 13: Read: Chapter 6 (pp. 75-79) and Chapter 13; Lesson 14: Read: Chapter 6 (pp. 70-75) and Chapter 10

General Description of the Subject Matter of Each Lecture or Discussion
Lesson 1: M1 Lecture: Factors that Influence Health Inequities - Upon successful completion of this lesson, students will be able to: Discuss why people behave in healthy and unhealthy ways Identify social determinants of health that influence health choices in individuals and populations Assess current strengths and weaknesses of personal health behavior; Lesson 2: Upon successful completion of this lesson, students will be able to: Define theory Identify four concepts western theory is predicated on Describe the predecessors of public health theory Differentiate between individual, social/environmental, and multi-level theories Describe all constructs and definitions in the Health Belief Model Identify successes and challenges of the Health Belief Model Analyze a personal behavior change topic using the Health Belief Model; Lesson 3: Upon successful completion of this lesson, students will be able to: Describe all constructs and definitions in the Theory of Planned Behavior Analyze a health issue using the Theory of Planned Behavior constructs Identify successes and challenges of the Theory of Planned Behavior Identify how social norms impact human behavior Describe how power and authority norms can influence behavior Analyze a health-related intervention that impacted social norms Discuss how health related norms can be changed in society; Lesson 4: Upon

successful completion of this lesson, students will be able to: Describe all constructs and definitions in the EPPM Analyze a health issue using the EPPM constructs Analyze advertisements based on EPPM constructs Identify successes and challenges of the EPPM; Lesson 5: Upon successful completion of this lesson, students will be able to: Describe all constructs and definitions in the TTM Analyze a health issue using the TTM constructs Create an intervention for a particular stage of change using stage specific strategies Identify successes and challenges of the TTM; Lesson 6: Upon successful completion of this lesson, students will be able to: Define assessment, intervention, and evaluation stages Differentiate between process, impact, and outcome evaluations Differentiate between historical record-keeping approach, qualitative evaluation approach, benchmarking, quasi-experimental design, and classic experimental design Apply components of a logic model to health behavior change interventions; Lesson 7: Mid-term exam preparation; Lesson 8: Upon successful completion of this lesson, students will be able to: Understand the concept of operant conditioning. Differentiate between positive reinforcement, negative reinforcement, positive punishment, and negative punishment. Differentiate between natural, social, token, and tangible reinforcers. Explain the 1961 and 1963 bobo doll experiments. Identify key components of and the relationship between Social Learning Theory and Social Cognitive Theory. Identify all constructs in Social Cognitive Theory and their relationship to each other. Recognize the definitions of vicarious learning, vicarious reinforcement, and reciprocal determinism. Analyze a health issue using Social Cognitive Theory.; Lesson 9: Upon successful completion of this lesson, students will be able to: Identify all constructs and definitions in Social Network Theory. Identify how Social Network Theory can be used to improve health outcomes. Discuss successes and limitations of Social Network Theory.; Lesson 10: Upon successful completion of this lesson, students will be able to: Identify all stages in Diffusion of Innovations model Identify categories of adopters Define and give examples of how to cater to each stage Define and apply relative advantage, compatibility, complexity, trialability, and observability Describe several health innovations that have been created in recent years Simulate creation of an innovation based off the model.; Lesson 11: Learning Outcomes: Upon successful completion of this lesson, students will be able to: Identify constructs of three multi-level models (Socioecologic Model, Theory of Triadic Influences, Chaos Theory) Differentiate between the three models. Apply the Socioecologic Model to perform assessments and plan interventions. Discuss critiques of each model.; Lesson 12: Upon successful completion of this lesson, students will be able to: Describe the process of encoding and decoding messages Identify target audiences and appropriate message content and communication channels for each audience Discuss elements of successful branding Define key terms related to communication campaigns and marketing Identify, compare, and contrast various advertising tactics Debate ethical issues in health communication messaging Conduct an analysis of a health issue using an appropriate communication theory and develop a health advertisement based off the analysis; Lesson 13: Upon successful completion of this lesson, students will be able to: Define and give examples of culture Differentiate between illness and disease Identify culture-bound syndromes and compare the western view to the indigenous view Analyze how culture impacts health Discuss how to change health behaviors through cultural interventions; Lesson 14: Upon successful completion of this lesson, students will be able to: Discuss the political, economic, and structural factors influencing health choices Explain the health impacts of sugar and caffeine in everyday beverages Discuss how political and economic forces have shaped laws and advertising surrounding sugary drinks Discuss ethical issues of legislation to encourage people to engage in healthy behaviors or avoid unhealthy behaviors (e.g. beverage size regulations, trans fat ban, boy scout policy, etc.

Required Course Syllabus Statements

Generative AI

This course requires you to complete assignments that assess your understanding and application of the material. You are expected to do your own work, and the use of artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, is strictly prohibited for any part of your assignments. Using these tools will be considered academic dishonesty and will be handled according to the university's policy. If you have questions about acceptable use of AI tools, please consult the instructor before submitting your work.

Using Remote Testing Software
☐ This course does not use remote testing software.

☒ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities
Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity
At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX
Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation
UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.
To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.