

California State University, Fullerton
Department of Health Science

Determinants of Health Behavior

HESC 440

Spring, 2010

(Section 1, code #: 12721, 3 units)

Instructor:	Jie Wu Weiss, Ph. D.
Office:	KHS Building Room 225
Office Hours:	M&W 2pm to 4pm or by appointment
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Classroom & Schedule:	KHS Room 104 Wednesday: 4:00p.m. – 6:45p.m.
Prerequisite:	
<u>For Health Science Major:</u>	HESC 320 or 220: Concepts in Health Science
<u>For Kinesiology Major:</u>	KNES 302 or 202: Perspectives in Kinesiology
Required Readings:	“ Theory at a Glance ” and Supplementary reading articles all posted on Blackboard

A. Course Catalog Description:

This three-unit course is a survey of contemporary research on the health effect of human behavior. Introduction to theoretical foundations and practical applications of behavior in the context of health are explored, including physical, psychological, cultural and social health. The course includes discussions on current issues and theories of health behavior.

B. Process Objectives:

To accomplish the product objectives, the teaching style used in this course include lectures, discussions, small group work, and experiential learning. Specific process objectives include:

1. Extend learning beyond the classroom by observing and analyzing health behavior;
2. Providing cooperative learning opportunities for students to participate in interactive and dynamic classroom activities;
3. Utilizing group activities to allow exposure to different opinions and help students develop appreciation for perspectives and experiences of all students (diversity);
4. The students will demonstrate, through performance on exams, both knowledge and comprehension of the topics listed under course outline (synthesized knowledge);
5. The students will demonstrate, through discussions and written papers, evidence of application and synthesis of concepts listed under course outline (experiential and active learning).

C. Student learning goals:

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

1. Identify historical and contemporary constructs of health and disease;
2. Identify behaviors that promote, maintain, and protect health;
3. List a variety of factors/determinants that affect health behavior;
4. Explain key components of health behavior theories and models;
5. Analyze the similarities and differences among health theories and models;
6. Critique health promotion practice using theories and models as a framework.

D. Student Responsibilities:

Each student is responsible for the materials and the reading assignments listed in the class syllabus and on Blackboard. You are requested to read assignments prior to class and to participate in class discussion actively. Specific responsibilities are:

1. Be punctual to class and participate in all class activities;
2. Turn off all electronic devices to reduce/avoid distractions;
3. Keep side conversations to a minimum; if you are disruptive you will be asked to leave;
4. Submit all homework assignments (double space, typed with font Arial & size 11 or 12) on due dates;
5. Check the Blackboard site on a weekly basis;
6. Keep a copy of all written work submitted;
7. Listen with respect to your peers, and the instructor as part of the learning process;
8. Work cooperatively with peers on course assignments;
9. Inform instructor the first week of class regarding any conflicting commitments (academic, athletic, personal);
10. No laptop is allowed in class for checking emails and other online search that are not relevant to the class;
11. If you miss a class, it is your responsibility to speak with your peers regarding missed assignments, class notes, etc.

E. Course Assignments and Grading Criteria:

Course requirements will consist of: 1) two midterm and one final examinations, 2) one project paper, 3) project presentation, and 4) participation and attendance. Students are expected to take exams and submit assignments on time as stated in the class syllabus.

F. Grading:

1. Midterm exam 1	40 points/20% (evaluated on individual basis)
2. Midterm exam 2	40 points/20% (evaluated on individual basis)
3. Final exam	50 points/25% (evaluated on individual basis)
4. Group presentation	20 points/10% (evaluated on individual basis)
5. Project paper	30 points/10% (evaluated on group basis)
6. Participation	10 points/5% (5 pts. on individual & 5 pts. on peer basis)
7. Attendance	10 points/5% (evaluated on individual basis)
Total	200 points/100%

GRADING SCALE: A plus/minus grading scale is used in this class.

Percentage %	Letter Grade	Points	Points
100%	A+	4.0	196-200
94-98%	A	4.0	189-195
90-93 %	A-	3.7	180-188
87-89%	B+	3.3	174-179
84-86%	B	3.0	168-173
80-83%	B-	2.7	160-167
77-79%	C+	2.3	154-159
73-76%	C	2.0	146-153
70-72%	C-	1.7	140-145
67-69%	D+	1.3	134-139
64-66%	D	1.0	128-133
60-63%	D-	0.7	120-127
Below 60%	F	0.0	119-less

G. Assignment:

1. Midterm and final examinations:

All three exams will consist of multiple choice questions, definitions of constructs, and short-essay questions. Only writing utensils are allowed during the exams. The examination will cover text materials, course lectures, guest speakers' lectures, group discussions, and specific assigned readings. The final exam will cover 60% of new lectures taught after the 2nd exam and 40% of lectures covered via the entire semester.

2. Group presentation and project paper is **described in details on page 5** of this syllabus.

3. Participation (10 pts. on individual's participation in class and 5 pts. on peer basis):

Active participation is very important in this course because many of our class activities will involve in-class discussion and feedback from your peers and the instructor. It is a requirement that everyone raises issues, asks questions and critically evaluates application of theories in public health field. Active participation also includes the ability to integrate readings, concepts and experiences, to provide constructive feedback to student colleagues and faculty and to be open to the feedback from others. **Active participation in group project is required** and will be evaluated by both instructor and group peers. Participation will count for **5%** of the final grade.

4. Attendance (10 points):

It is important to follow the course schedule. Arriving late to class and leaving early is disruptive to other students and to the instructor. Plan your schedule well ahead, so that you can be in the classroom on time. When you are absent from the class, you miss an integral part of the learning experience provided in the course and interrupt your group collaborative work. Therefore, missing classes will reduce your overall grade. For the benefit of every student's learning, appropriate behavior of college students is expected. Appropriate and courteous behavior includes being awake for every class, paying attention, not talking to classmates during class, and not doing work for other classes. Each student is allowed for one absence. For each additional class missed, 2 points will be taken off your grade. Absence may be accepted with the instructor's approval or legitimate documentation. ***Any significant tardiness or early departure from class will be counted as a half absence.***

Policy for Late Work:

To be fair to all the students, late reports and papers will be penalized. Late submission of assignments will only be permitted under extenuating situations. The projects must be submitted at the beginning of class on the due date. Late projects will be accepted until the beginning of the next class. Any project submitted late will be eligible to receive up to 50% of the total points for the project. Late projects are to be submitted to the KHS office and must include a date/time stamp (the machine is on the office counter next to the box into which the late project needs to be submitted).

Academic Dishonesty (cheating)

Academic dishonesty is a broad category of actions that use fraud and deception to improve a grade or obtain course credit. Academic dishonesty is not limited to examinations alone, but arises whenever students attempt to gain an unearned academic advantage. **PLAGIARISM** is a specific form of academic dishonesty (cheating) which consists of handing in someone else's work, copying or purchasing a composition, using ideas, paragraphs, sentences, or phrases written by another, or using data and/or statistics compiled by another without giving citation. Another example of academic dishonesty is submission of the same, or essentially the same, PAPER or other assignment for credit in two different courses without receiving prior approval. Any instance(s) of plagiarism or other acts of academic dishonesty will be dealt with in accordance to CSUF policies. When a faculty member discovers a violation of the community's principles, the faculty member is required to give a failing grade to the student for the course. The Dean of students will also be notified in writing and the student will receive a copy of this letter. See www.fullerton.edu/deanofstudents/judicial/policies.htm for further information regarding academic dishonesty.

Grievance procedure

Any student who is unsatisfied with the course evaluation and grade should first discuss the issue with the instructor. If the student still feels unsatisfied and wishes to address the issue further, the student should then consult with, in sequential order, the Program Director, the Chair of the department and the appropriate School Dean.

Rescheduling of exams

Students will not be allowed to reschedule tests under ordinary circumstances. When a student cannot take the test on the scheduled date due to any extra-ordinary circumstance (crisis), the instructor should be notified in advance (at least 24 hours) and the instructor will decide whether a test should be rescheduled. A failing grade will be given to a student who misses a test without prior consent of the instructor, and no test will be rescheduled. **Legitimate documents should be provided to the instructor for your special crisis or absence of the exam.**

Special Needs:

During the first week of classes, inform the instructor of any disabilities or special needs that you have that may require special arrangements related to attending class sessions, carrying out writing assignments or service-learning component, or taking examinations. Students with disabilities need to document the disability at the Disabled Students Services Office in UH 101. Disabled Student center is at: <http://www.fullerton.edu/disabledservices/>

Health Promotion Program
Group Presentation (20 points) and Project Paper (30 points)

Objective:

1. To present your in-depth understanding of theories in health promotion practice;
2. To demonstrate how the given theory is applied in a health promotion/intervention program
3. To enhance your understanding of relationships among theory, research, and practice

Directions:

1. During the third week of the semester, students will form presentation groups and will choose a specific theory to work on for the group project and presentation.
2. During Spring recess or the 13th week (4/21), each group should conduct a field interview with a group of people who are currently involved in certain health-related prevention or intervention programs, such as weight management group, fitness club, AA program, wellness community, cancer survival group, smoking cessation program, medical clinics, etc. The purpose of the field interview is to obtain information on why people are engaged in certain health-related programs. Your group should decide at this point regarding which health behavior your program will focus on.

Content of your presentation and project paper

6 Must!!!

1. Each presentation group will develop a health promotion/intervention program that **MUST** explicitly explain how your chosen theory/model is used as the framework to guide the program. Summary of your interview should be included in your presentation slides.
2. Your program **MUST** have goals and objectives that reflect the target population and setting.
3. Your program **MUST** integrate theory constructs **in the context** of your program. Your group should use related articles (posted on Blackboard) as guidelines for the following questions: a) what theory constructs you will choose for this program? b) what **survey questionnaire/instruments that will measure the theory constructs and the chosen behavior?** and c) what promotion activities to be included in your program?
4. Your program **MUST** include prevention/intervention implementation strategies (what community you are approaching) and activities (i.e., what activities and how many sessions?). Your group **should demonstrate** a sample activity of the program using other students in the class as your participants.
5. The program development **MUST** be a **shared group effort**. The instructor will grade your performance on the group project (20 points for presentation and 30 points for the paper) along with your peers' evaluation. If other group members agree that an individual has not contributed to the project, the instructor will reduce that person's score by 30%. A peer evaluation sheet will be filled out by each member of the group (5% of the total score).
6. **During the final week (5/19)**, your group **MUST** submit your project paper and the presentation slides to the instructor via the email attachments **on May 12th or earlier**. The papers should be sent as MS word comments and presentation slides should be sent as ppt. document.
7. Each group will have a total of 25 minutes to present your program. The project paper (8 pages, double space) should include all the content described above.

Presentation and project paper evaluation criteria:

Application of theories and constructs	15%
Quality of the instruments and the survey questionnaire	25%
Creativity of the activities in the program	25%
Level of interaction with the class	20%
Presentation manner/style and quality of the paper	15%
Total:	100%

Semester Schedule

Week	Date	Topics	Readings
1	1/27	Class syllabus and Overview of the health determinants—Why theory?	Theory at a Glance Part I and Part II page 9-10
2	2/3	Health Belief Model	Assigned readings
3	2/10	Theory of Reasoned Action and Planned Behavior	Assigned readings
4	2/17	Transtheoretical Model and Stage of Change Movie: The days of wine and roses (first part)	Assigned readings
5	2/24	Social Cognitive Theory Movie: The days of wine and roses (second part) Review mid-term #1	Assigned readings
6	3/3	Midterm exam 1	
7	3/10	Behavioral Decision Making Theory Video clips: Alcohol 101	Assigned readings
8	3/17	Self-Determination Theory and summary of intrapersonal theories	Assigned readings
9	3/24	Social influence and interpersonal communication Video: Killing Us Softly 3. Review of mid-term #2	Assigned readings
10	3/29--4/4	Spring Recess	
11	4/7	Midterm exam 2	
12	4/14	PRECEDE-PROCEED--Evaluation; 3 presentations	Assigned readings
13	4/21	Conduct an interview on motivation of behavior change (no class)	
14	4/28	Diffusion of Innovation Video: UCLA exercise program; 3 presentations	Assigned readings
15	5/5	Social Marketing; 2 presentations	Assigned readings
16	5/12	Class reflection, 2 presentations, Project paper is due. Review Final exam	
17	5/19	Final Exam 5- 6:50pm.	

The procedures on this syllabus and the above schedule are subject to change at the instructor's discretion. Students will be informed of any changes immediately.