

PUBH 602: Theoretical Foundations of Health Behavior

Purdue University

Distance delivery, 8-week course

3 credit hours (135 total contact hours, approximately 15-20 hours per week)

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Virtual Office Hours: by appointment via [Calendly](#)

How to contact the instructor: via email

Course Description

Examines the theoretical foundations of health behavior. Emphasizes the development of a conceptual framework for understanding and facilitating behavior enhancement, elimination and/or maintenance in health promotion and education. Focuses on current theories regarding health-related behaviors.

Course Outcomes

- Examine the role of behavior in determining individual, group, and population patterns of mortality and morbidity
- Analyze major theories of behavioral, economic, and social determinants of health.
- Assess how the constructs of major theories of health and social behavior relate to each other within a socioecological perspective and apply to the conduct of research and practice in public health
- Select and apply appropriate theories, models, and evidence/theory-based best practices to address public health issues and achieve health equity.
- Determine steps and procedures for planning, implementing, and evaluating theory-based best programs or policies to enhance health and achieve health equity in collaboration with appropriate partners.
- Communicate social and behavioral science concepts with other practitioners and lay audiences

Foundational Public Health Knowledge and MPH Competencies Addressed in this Course

Our Master of Public Health (MPH) program is accredited by the Council on Education for Public Health (CEPH). CEPH has identified 22 Foundational Competencies. These competencies are informed by the traditional public health core knowledge areas (biostatistics, epidemiology, social and behavior sciences, health services administration, and environmental health sciences), as well as cross-cutting and emerging public health areas. Listed below are the Foundational Competency expectations for students completing this course:

6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
8. Apply awareness of cultural values and practices to the design or implementation of public health

policies or program

20. Describe the importance of cultural competence in communicating public health content

In addition to the Foundational Competencies outlined above, this course also fulfills the following Foundational Knowledge Learning Objectives as defined by CEPH:

5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.

9. Explain behavioral and psychological factors that affect a population's health

10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities

Learning Resources, Technology & Texts

Required Texts

- DiClemente, R. J., Crosby, R. A., & Salazar, L. F. (2018). [*Health Behavior Theory for Public Health \(2nd ed.\)*](#). Burlington: Jones & Bartlett Learning, LLC.

Students can access an electronic copy (for free) on the Purdue Libraries website. There is a limited number of users who can access the electronic version provided by Purdue University at the same time. To ensure ease of access, students can download sections of the textbook for offline use or purchase their own copy.

- National Cancer Institute. (2005). *Theory at a glance: A guide for health promotion practice, 2nd Ed.* (NIH Publication No. 05-3896). Washington, D.C.: U.S. Dept. of Health and Human Services, National Institutes of Health.

Theory at a Glance is a free publication and is available within the course on Brightspace.

Additional required readings and media will be posted within the course on Brightspace.

Course Structure

This course is organized into eight, self-paced, weekly modules. Each weekly module includes readings, assignments, discussions, and quizzes. Students are expected to complete each weekly activity as outlined in the instructions. Weeks begin on Monday (day 1) and end on Sunday (day 7). Due dates are listed as module days in each assignment.

Assignments

Assignment Categories	% of Total Grade
Behavioral Health Theory Project (BHTP) (Weeks 1 - 8)	53
Group Project (Weeks 2 - 6)	15
Article Spotlight Discussions (Weeks 2 - 5)	10
Public Health Ontario (PHO) Online Training (Weeks 1 - 7)	10
Quizzes (Weeks 1 - 8)	10
Other	2

Assignments	Due date and time	Point Value	Grade Category
Week 1 Discussion: Class Introductions	Initial post Wednesday, Week 1 by 11:59 PM ET Peer responses by Sunday, Week 1 by 11:59 PM ET	-	Other
Glossary of Health Promotion Interventions	Friday, Week 1 by 11: 59 PM ET	5	Other
Week 1 BHTP Assignment (Topic selection/description)	Sunday, Week 1 by 11:59 PM ET	10	BHTP
Week 1 Assignment: PHO Online Training (Modules 1 & 2)	Sunday, Week 1 by 11:59 PM ET	-	PHO Online Training
Acknowledgement of Course Policies and Assignments	Sunday, Week 1 by 11:59 PM ET	1	Other
Week 1 Quiz	Sunday, Week 1, by 11:59PM ET	20	Quizzes
Week 2 Discussion: Article Spotlight	Initial post Thursday, Week 2 by 11:59 PM ET Follow-up posts by Sunday, Week 2 by 11:59 PM ET	5	Article Spotlight Discussions
Week 2 Group Project Assignment (written feedback only)	Sunday, Week 2 by 11:59 PM ET	-	Group Project
Week 2 BHTP Assignment (Worksheet)	Sunday, Week 2 by 11:59 PM ET	10	BHTP
Week 2 BHTP Assignment (Meeting with instructor)	Attend at least one live session during week or schedule individual session by Sunday, Week 2 by 11:59 PM ET	-	BHTP
Week 2 Assignment: PHO Online Training (Modules 3 & 4)	Sunday, Week 2 by 11:59 PM ET	-	PHO Online Training
Week 2 Quiz	Sunday, Week 2 by 11:59 PM ET	20	Quizzes
Week 3 Discussion: Article Spotlight	Initial post Thursday, Week 3 by 11:59 PM ET Follow-up posts by Sunday, Week 3 by 11:59 PM ET	5	Article Spotlight Discussions
Week 3 Group Project Assignment (written feedback only)	Sunday, Week 3 by 11:59 PM ET	-	Group Project
Week 3 BHTP Assignment (Paper)	Sunday, Week 3 by 11:59 PM ET	10	BHTP
Week 3 Assignment: PHO Online Training (Module 5)	Sunday, Week 3 by 11:59 PM ET	-	PHO Online Training
Week 3 Quiz	Sunday, Week 3 by 11:59 PM ET	20	Quizzes
Week 4 Discussion: Article Spotlight	Initial post Thursday, Week 4 by 11:59 PM ET Follow-up posts by Sunday, Week 4 by 11:59 PM ET	5	Article Spotlight

			Discussions
Week 4 BHTP Assignment (Paper)	Sunday, Week 4 by 11:59 PM ET	10	BHTP
Week 4 Assignment: PHO Online Training (Module 6)	Sunday, Week 4 by 11:59 PM ET	-	PHO Online Training
Week 4 Quiz	Sunday, Week 4 by 11:59 PM ET	20	Quizzes
Week 5 Discussion: Article Spotlight	Initial post Thursday, Week 5 by 11:59 PM ET Follow-up posts by Sunday, Week 5 by 11:59 PM ET	5	Article Spotlight Discussions
Week 5 BHTP Assignment (Paper)	Sunday, Week 5 by 11:59 PM ET	10	BHTP
Week 5 Assignment: PHO Online Training (Module 7)	Sunday, Week 5 by 11:59 PM ET	-	PHO Online Training
Week 5 Quiz	Sunday, Week 5 by 11:59 PM ET	20	Quizzes
Week 6: Group Project Presentation: Present/Submit	Initial post by Thursday, Week 6 by 11:59 PM ET Feedback responses by Sunday, Week 6 by 11:59 PM ET	60	Group Project
Week 6: Group Project Peer Evaluation/Participation Grade	Sunday, Week 6 by 11:59 PM ET	40	Group Project
Week 6 Assignment: PHO Online Training (Module 8)	Sunday, Week 6 by 11:59 PM ET	-	PHO Online Training
Week 6 Quiz	Sunday, Week 6 by 11:59 PM ET	20	Quizzes
Week 7 BHTP Assignment: Presentation (Submit)	Sunday, Week 7 by 11:59 PM ET	100	BHTP
Week 7 Quiz	Sunday, Week 7 by 11:59 PM ET	20	Quizzes
Week 7 Assignment: PHO Online Training (Module 9 & Submit Certificate of Completion)	Sunday, Week 7 by 11:59 PM ET	10	PHO Online Training
Week 8 BHTP Assignment: Final Paper	Sunday, Week 8 by 11:59 PM ET	100	BHTP
Week 8 BHTP Discussion: Presentation Showcase	Initial post by Wednesday, Week 8 by 11:59 PM ET Feedback responses by Sunday, Week 8 by 11:59 PM ET	5	BHTP
Video Activity: A Gardener's Tale/Final thoughts (Discussion Board)	Initial post by Thursday, Week 8 by 11:59 PM ET Feedback responses by Sunday, Week 8 by 11:59 PM ET	1	Other

Week 8 Quiz	Sunday, Week 8 by 11:59 PM ET	20	Quizzes
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Major Assignments

Behavioral Health Theory Project

The Behavioral Health Theory Project (BHTP) is one of two major, ongoing projects in this course. Pieces of the BHTP will be due each week during Weeks 1-5, and culminate with a presentation (screencast) in Week 7 and final paper in Week 8. The BHTP is designed to help you develop the skills required to effectively justify a particular behavioral intervention using an appropriate theory or combination of theories. You will take the first steps in utilizing the scientific literature surrounding a selected health problem in a population to select the "best" theory or combination of theories with which to develop a plan for designing an effective behavioral intervention. **The BHTP is worth 53% of your final grade.**

The Group Project

The Group Project is the second major assignment in the course. The purpose of the Group Project is for you to have the opportunity to work as a team to examine health communication campaigns (e.g. posters, videos, billboards, radio/television ads, etc.) on an assigned topic. In addition, you will develop teamwork and leadership skills, which are an important part of the public health competencies. The Group Project culminates in Week 6 with a presentation (screencast) of the work completed by your group during Weeks 2-5 investigating how theoretical constructs have been applied to health communications campaigns on your topic. Your group's presentation will briefly describe the health behavior, provide examples of health communications campaigns related to the topic, and discuss which theory(ies) would best be applied to a health communications campaign on your topic. Presentations should be approximately 10-12 minutes long. **The Group Project is worth 15% of your final grade.**

Article Spotlight Discussions

In the Article Spotlight Discussions (Weeks 2-5), you will read and discuss (in small groups) the spotlight articles for the week using an interactive, online social learning platform called Perusall, which is embedded in our course. The purpose of the Article Spotlight Discussions is to facilitate thoughtful conversations between you and your classmates as you are learning about the different behavioral health theories in this class. You will "collaboratively annotate" scholarly articles together by posting thoughtful questions and comments to help you think deeply about the content of the articles, with the aim of increasing and strengthening comprehension of the theory(ies) introduced during the week. **The Article Spotlight Discussions are worth 10% of your final grade.**

Grading Policies

Grading scale

Assignment of the final letter grade for the course will be calculated as follows.

A	94-100%	B-	80-83%	D+	67-69%
A-	90-93%	C+	77-79%	D	64-66%
B+	87-89%	C	74-76%	D-	60-63%
B	84-86%	C-	70-73%	F	<60%

Course Schedule

Week	Topics	Required Readings (additional recommended readings are posted in Brightspace)
1	Health Promotion, Social Determinants of Health, The Three Levels of Prevention, The Ecological Model	<ul style="list-style-type: none"> • Textbook <ul style="list-style-type: none"> ○ Section 1 Overview ○ Chapter 1: Health behavior in the context of the "new" public health ○ Chapter 2: How theory informs health promotion and public health practice • National Cancer Institute. (2005). <i>Theory at a glance: A guide for health promotion practice, 2nd Ed.</i> (NIH Publication No. 05-3896). Washington, D.C.: U.S. Dept. of Health and Human Services, National Institutes of Health. <ul style="list-style-type: none"> ○ Part 1: Foundations of Theory in Health Promotion, pp. 4 - 7 • Marmot, Friel, Bell, Houweling, & Taylor. (2008). Closing the gap in a generation: Health equity through action on the social determinants of health. <i>The Lancet</i>, 372(9650), 1661-1669. • National Cancer Institute. (2020). Constructs and Measures for Health Behavior. Retrieved from: https://cancercontrol.cancer.gov/brp/research/constructs
2	The Theory of Reasoned Action, The Theory of Planned Behavior, The Information-Motivation-Behavior Skills model	<ul style="list-style-type: none"> • Textbook <ul style="list-style-type: none"> ○ Chapter 4: Value-expectancy theories • National Cancer Institute. (2005). <i>Theory at a glance: A guide for health promotion practice, 2nd Ed.</i> (NIH Publication No. 05-3896). Washington, D.C.: U.S. Dept. of Health and Human Services, National Institutes of Health. <ul style="list-style-type: none"> ○ Theory of Planned Behavior and Theory of Reasoned Action, pp. 16 -18 • Community Tool Box. Chapter 19, Section 2. Understanding Risk and Protective Factors: Their Use in Selecting Potential Targets and Promising Strategies for Intervention • Xiao, & Wong, R. M. (2020). Vaccine hesitancy and perceived behavioral control: A meta-analysis. <i>Vaccine</i>, 38(33), 5131-5138. • Trafimow, D. & Fishbein, M. (1995), Do people really distinguish between behavioural and normative beliefs? <i>British Journal of Social Psychology</i>, 34, 257 -266.
3	The Health Belief Model, The Protection Motivation Theory, The Expanded Parallel Process Model, Perceived Threat and Fear Appeals	<ul style="list-style-type: none"> • Textbook <ul style="list-style-type: none"> ○ Chapter 5: Models based on perceived threat and fear appeals • National Cancer Institute. (2005). <i>Theory at a glance: A guide for health promotion practice, 2nd Ed.</i> (NIH Publication No. 05-3896). Washington, D.C.: U.S. Dept. of Health and Human Services, National Institutes of Health. <ul style="list-style-type: none"> ○ Health Belief Model, pp. 13 -14 • Carpenter, C. (2010). A meta-analysis of the effectiveness of health belief model variables in predicting behavior. <i>Health Communication</i>, 25(8), 661-669.

		<ul style="list-style-type: none"> Graham, R. G., & Martin, G. I. (2012). Health behavior: A darwinian reconceptualization. <i>American Journal of Preventive Medicine</i>, 43(4), 451-455. Rosenthal, E. (2020, December 7). It's time to scare people about Covid. <i>New York Times</i>.
4	Stage Models, The Transtheoretical Model of Change, The Precaution Adoption Process Model	<ul style="list-style-type: none"> Textbook <ul style="list-style-type: none"> Chapter 6: Stage models for health promotion National Cancer Institute. (2005). <i>Theory at a glance: A guide for health promotion practice, 2nd Ed.</i> (NIH Publication No. 05-3896). Washington, D.C.: U.S. Dept. of Health and Human Services, National Institutes of Health. <ul style="list-style-type: none"> Stages of change, 15 -16 PAPM, 18 -19 Berry, T., Naylor, P. J., & Wharf-Higgins, J. (2005). Stages of change in adolescents: An examination of self-efficacy, decisional balance, and reasons for relapse. <i>Journal of Adolescent Health</i>, 37(6), 452-459. West, R. (2005). Time for a change: putting the transtheoretical (stages of change) model to rest. <i>Addiction</i>, 100(8), 1036-1039. doi:10.1111/j.1360-0443.2005.01139.x.
5	Five key constructs of Social Cognitive Theory, The Threefold-stepwise Implementation Model	<ul style="list-style-type: none"> Textbook <ul style="list-style-type: none"> Chapter 7: Social cognitive theory applied to health behavior National Cancer Institute. (2005). <i>Theory at a glance: A guide for health promotion practice, 2nd Ed.</i> (NIH Publication No. 05-3896). Washington, D.C.: U.S. Dept. of Health and Human Services, National Institutes of Health. <ul style="list-style-type: none"> SCT, 19 -22 Bandura, A. (2004). Health promotion by social cognitive means. <i>Health Education & Behavior</i>, 31(2), 143-164. Lin, H-Y., & Hsu, M-H. (2015). Using Social Cognitive Theory to Investigate Green Consumer Behavior. <i>Business Strategy and the Environment</i>, 24(5), 326-343.
6	Behavioral Theories and Health Communication Initiatives, The four main elements of Diffusion Theory and the "S-shaped" Diffusion Curve	<ul style="list-style-type: none"> Textbook <ul style="list-style-type: none"> Chapter 8: Health Communication: Theory, Social Marketing, and Tailoring Chapter 10: Social Network Theory Chapter 11: Diffusion of Innovations Theory National Cancer Institute. (2005). <i>Theory at a glance: A guide for health promotion practice, 2nd Ed.</i> (NIH Publication No. 05-3896). Washington, D.C.: U.S. Dept. of Health and Human Services, National Institutes of Health. <ul style="list-style-type: none"> Community level & Diffusion of innovations, 22 -29 Communication theory, 29 -33 Social marketing 36 -39
7	Ecological Approaches, Multi-	<ul style="list-style-type: none"> Textbook <ul style="list-style-type: none"> Chapter 3: The PRECEDE-PROCEED Planning Model

	level Approaches, and Structural-level Approached to Health promotion	<ul style="list-style-type: none"> ○ Chapter 9: Ecological and Structural Approaches to Improving Public Health ● National Cancer Institute. (2005). <i>Theory at a glance: A guide for health promotion practice, 2nd Ed.</i> (NIH Publication No. 05-3896). Washington, D.C.: U.S. Dept. of Health and Human Services, National Institutes of Health. <ul style="list-style-type: none"> ○ Ecological perspective, 10 -12 ○ PRECEDE-PROCEED, 39-43
8	Key steps in evaluation research, Evaluation research and the process of planning theory-driven health promotion programs, Capacity Building, The role of racism in health status	<ul style="list-style-type: none"> ● Textbook <ul style="list-style-type: none"> ● Chapter 12: Translating Research to Practice: Putting “What Works” to Work ● Chapter 13: Learning to Combine Theories: An Introduction to Intervention Mapping ● National Cancer Institute. (2005). <i>Theory at a glance: A guide for health promotion practice, 2nd Ed.</i> (NIH Publication No. 05-3896). Washington, D.C.: U.S. Dept. of Health and Human Services, National Institutes of Health. <ul style="list-style-type: none"> ● Where to Begin, 43 -46

Policies

Please closely review all of the content in the Getting Started section of Brightspace. In particular, see the Class and University Policies section for details on policies. You are expected to understand and adhere to all policies as outlined there. If you have any questions, please contact your instructor or the Student Services office immediately.

Students are expected to log in on Monday each week and should log in to the course a minimum of three times each week. It is to your advantage to be an active participant in each week of the course. Additional course information and guidance will be provided in the **Announcements** section of the course, and there is an **Ask your Instructor/Ask a Peer** discussion board provided within the course.

Relevant changes to this course will be announced on the course website and by email.

You are expected to read your @purdue.edu email on a frequent basis. Your instructor will only contact you via your Purdue email account.