

Health Behavior Change (PH 750) Spring 07

Meeting Time: 1-4pm, Tuesdays
Room: C104
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Course Description

PH 750 is planned as an 'advanced' course on theoretical and practical aspects of health behavior change models which have been introduced in PH 623. In the course, some behavior change models will be looked at in more detail, and their strengths and shortcomings for intervention development and evaluation will be critically evaluated. Specific approaches to behavior change will be a practical part of the course. Additionally, practical approaches to interventions in various settings for multiple risk behaviors (example: obesity) will be analyzed.

Course objectives

1. Develop a deeper understanding of selected behavior change models and take a critical scientific approach to them.
2. Understand the basic concepts of theory-based intervention development and evaluation.
3. Reflect on ethical issues in health promotion and form a personal opinion on them.
4. Understand how to develop intervention approaches applied to different settings.

Teaching methods

Teaching methods will include teacher presentations, interactive group work, discussions, student projects and student presentations. Active participation is expected. Most projects and papers can be done in teamwork by 2 or 3 students; however, in order to allow individual grading and guarantee a broader experience for each student, new teams have to be formed for each task.

Grading Scale

The final course grade will be based on total points the student has received and according to the following criteria. There will be no extra credit given in class. Students are advised to concentrate on doing well for all the assignments given. This course uses a plus/minus system. Scores in the 7-9 range will receive a plus. Scores in the 0-2 range will receive a minus.

A =100-90 points Excellent distinctive work. Demonstrates sophisticated understanding. Nuanced and insightful account, powerful and effective

- application of concepts, frameworks and theories discussed in class and articulated in written work. Exceeds both expectations and requirements of all class assignments.
- B =89-80 points Above average work. Demonstrates accomplished understanding: Through, well documented account; adequate and apt application of concepts, frameworks and theories discussed in class and articulated in written work. Exceeds the requirement of the assignment.
- C =79-70 points Average work, sufficient, but not distinctive. Superficial understanding. Acceptable view with some misconceptions or oversight. Not fully supported. Acceptable but limited application of concepts, frameworks and theories discussed in class.
- D =69-60 points Poor, insufficient work. Naïve or inadequate understanding: Simplistic account and use of concepts, frameworks and theories discussed in class. Unable to articulate thoughts and ideas in written work. Significant misconceptions and/or absence of key ideas; rigid/narrow “plug in” performance. Fails to meet some requirements.
- F =Unacceptable work

Text

Various original texts will be provided throughout the course. Reading the assigned texts is an essential part of preparation for each session. Classes will be more productive and beneficial for everyone if all students (and the instructor) are well prepared. In addition to the texts provided by the instructor, student engagement and researching for additional references (especially in the context of papers) is strongly encouraged and in part expected.

C. R. Nigg, J. Allegrante, & M. Ory (Guest Eds). (2002). Behavior Change Consortium. Health Education Research Special Issue, 17.

Course Schedule

Week	Topic	Assignment
1	Overview/Introduction <ul style="list-style-type: none"> • Health Behaviors and Outcomes • SuperSize Me 	
2	a) Who decides about change? – Ethics in health promotion b) Expert recommendations on health behavior change	<ul style="list-style-type: none"> • Principles of the Ethical Practice of Public Health • Cribb & Duncan Chapter 6. Who Decides what to do? A food policy case. • <i>The WHO Global Strategy on Diet, Physical Activity and Health (DPAS)</i> http://www.who.int/dietphysicalactivity/strategy/eb11344/strategy_english_web.pdf • www.thecommunityguide.org
3	Planning model-based health behavior change interventions; translating model constructs (and general learning principles) into intervention modules.	<ul style="list-style-type: none"> • Nigg et al., 2002, <u>Health Education Research</u> – Choose one article and present it to class (population, behaviors, theory used, how theory was translated to intervention) with an evaluation why it will be effective or why not.
4	How to identify interventions that work	<ul style="list-style-type: none"> • Michie & Abraham, 2004 Interventions to change health behaviors: evidence based or evidence inspired? <u>Psychology and Health</u>, 19, 29-49 • http://modelprograms.samhsa.gov/ • http://cancercontrol.cancer.gov/rtips/
5	Models' strengths and weaknesses – Using criticism on the TTM as an example	<ul style="list-style-type: none"> • Editorial and discussion stimulated by Adams and White 2005; West, 2005; Sutton, 2001
6	Health behavior change models – where are the emotions?	<ul style="list-style-type: none"> • Kiviniemi, Voss, and Seifert (in Press). Does How I Feel About It Matter? The Interplay of Affective Associations with Behaviors and Cognitive Beliefs as Influences on Physical Activity Behavior. <u>Health Psychology</u> • Affect, Risk, and Decision Making. <u>Health Psychology</u> 2005, Vol. 24, No. 4(Suppl.), S35–S40
7	Changing multiple risk behaviors – what is different?	<ul style="list-style-type: none"> • Fine et al., 2004 • Atkins et al, 2004
8	<u>Part I:</u> An example of PA and nutrition promotion in Children: Fun 5	<ul style="list-style-type: none"> • Battista, J, Nigg, C. R., Chang, J. A., Yamashita, M. & Chung, R. (2005). Elementary After School Programs: An Opportunity to Promote Physical Activity for Children. <u>Californian Journal of Health Promotion</u>, 3(4), 108-118.

	<u>Part II: Worksite Health Promotion – Leadership</u>	<ul style="list-style-type: none"> DeJoy, D.M., & Wilson, M.G. (2003). Organizational Health Promotion: Broadening the Horizon of Workplace Health Promotion. <u>American Journal of Health Promotion</u>, 17(5), 337-341.
9	Health behavior change in obesity (or other topic TBD by class consensus): Challenges and solutions I: Standardized group programs for obese individuals. Challenges and solutions II: Using ecological approaches to obesity prevention and treatment.	Obesity – worksites and schools preventive services task force recommendations MMWR Recomm Rep . 2005 Oct 7;54(RR-10):1-12. http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5410a1.htm
10	No class – Spring break	
11	Health behavior change in obesity: Challenges and solutions III: Involving the medical system. Overall discussion/summary	<ul style="list-style-type: none"> Bolognesi, M., Nigg, C. R., Massarini, M., & Lippke, S. (2006). Reducing Obesity Indicators Through Brief Physical Activity Counseling (PACE) in Italian Primary Care Settings. <u>Annals of Behavioral Medicine</u>, 31, 179-185.
12	Relapse and relapse prevention	<ul style="list-style-type: none"> Larimer et al., 1999. Relapse Prevention An overview of Marlatt’s Cognitive-behavioral model. <u>Alcohol Research and Health</u>, 23, 151-160. Zawacki et al., 2005. Chapter 12, Relapse Prevention for Sexually Risky Behaviors, 363-386.
13	Class Presentations	Additional readings
14	Class Presentations	Additional readings
15	The Future of Health Behavior Change	<ul style="list-style-type: none"> Evers, K. E. (2006). eHealth Promotion: The use of the Internet for Health Promotion. <u>American Journal of Health Promotion</u>, 20, 1-13. Nigg, C.R. (2003). Technology’s influence on physical activity and exercise science: the present and the future. <u>Psychology of Sport and Exercise</u> 4, 57–65.

This is a tentative schedule. Minor corrections are possible, but they will be communicated early and will not affect the requirements or assignments.

Course Assignments/Grading

Assignment	Points	Due Date
Model criticism paper	15	Class 4
Ethics paper	10	Class 8
Final paper	40	Last day of Class
Obesity topic presentation	15	Obesity Class 9 or 11
Class participation/Attendance	20	Every class
Total	100 points	

Model criticism paper (15 points, due Class 4): To develop a deeper understanding of at least one of the major models of individual behavior change, students are requested to analyze one model and point out its strengths, weaknesses, and optimal areas of application. Expected is a critical analysis based on scientific literature (minimum of 4 empirical papers) and creative thinking of the students. This paper can be written by a team of 2-3 students or by yourself. If done in groups the grade will be a group grade. Expected length of the paper is approx. 10 pages plus references, figures etc.

Choose one theoretical approach and create a paper addressing the following topics (estimated page lengths):

- a) Brief Introduction and Rationale (1pg)
- b) Brief Theoretical overview (2pgs)
 - a. Definitions of constructs
 - b. Model/proposed relationship of constructs
- c) Summary Review of Literature (2-3pgs)
- d) An in-depth critical Evaluation of the Model/Theory (4-5pgs)

The Topic is to be chosen (by you) and approved by the instructor by Class 2.

Ethics paper (10 points due Class 8): In a short paper (4-5 pages), students are encouraged to reflect on potential ethical problems in the context of health promotion interventions. The focus lies on critical thinking and a thorough reflection of the problem. (This is not a group project)

Obesity treatment and intervention presentation (15 points, presentation in Class 10 or 11. Topic chosen and approved by instructor by Class 6): Students (in small teams of 2-3 people) identify a specific intervention approach in the context of obesity. Find out about what interventions are out there using this approach, how it works, how well it works, and how the approach could potentially be improved. The results are to be presented to the rest of the class in a 1-hour presentation (approx.), and discussed for another half hour during class.

Final Paper and Presentation (40 points, [25 points for the paper, and 15 points for the presentation] due last Class): Choose one intervention strategy from the list below.

Goal Setting
Self-Monitoring
Stimulus Control
Reinforcement
Decisional Balance Sheet
Premack Principle
Behavioral Contracts

You can do this in groups (maximum 3 people) or as individuals. If done in groups the grade will be a group grade. Choose on health behavior of your interest and create an intervention using the intervention strategy.

Your paper and presentation should include:

- a) Introduction
- b) Rationale of behavior chosen
- c) Intervention strategy chosen
 - a. Rationale for choice
 - b. How is it supposed to work
 - c. Review of literature of the strategy applied to your behavior
- d) Description of how you will conduct your intervention
- e) Why your intervention will have maximum impact, compared to other approaches
- f) Potential barriers to intervention

The paper should be no more than 20 pages long double-spaced. References, figures, tables, title page etc. are extra.

Follow a specific style of referencing through the paper (e.g., Medical style, APA style)

The paper is due on the last class. Formal presentations of this paper will be made in class 13 and 14.

Handing in Assignments...

All assignments are due on the due date (at the beginning of class). All papers should be handed in hardcopy, and presentations emailed to the instructor. *Now that you know when all the assignments are – there should be no lates!* But in the unlikely event...Late assignments will receive 3% points of that assignment less per working day and after 5 working days no grade will be given.

Course Competencies:

SBHS

- SBHS 1 Identify and assess determinants of individual, community and population health, including cultural, social, and biobehavioral factors contributing to health related behaviors.
- SBHS 2 Apply theoretical perspectives in analyzing the behavioral, cultural, and ethical dimensions of community health problems
- SBHS 3 Identify a range of individual, interpersonal and community-wide health promotion and disease prevention models and strategies.
- SBHSMS2 Use the scientific method to design, conduct and report on a study on a question concerning the social and behavioral health sciences.

MPH

- AS3 Collect and summarize data relevant to an issue.
- CO1 Communicate effectively to professional and lay audiences both in writing and orally (unless a disability precludes oral communication).
- CO2 Solicit input from individuals and organizations.
- CS1 Interact sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, and professional backgrounds.
- CS2 Identify the role of cultural, social, and behavioral factors in determining disease, disease prevention, health promoting behavior, and medical service organization and delivery.
- PHS1 Define, assess, and describe the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services.
- PHS2 Apply the basic public health skills from behavioral and social sciences, biostatistics, epidemiology, and environmental health to improve health status.
- PHS3 Demonstrate mastery of access and use of public health literature.