

HPW 304 Theories and Techniques of Behavior Change

University of Wisconsin – Stevens Point
Spring 2018 | TR 12:30 – 1:45 p.m. | CPS 229

Instructor Information

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Office: 242B | Office Hours: TR 10-11 a.m. & 1:45-2:30 p.m. and by appointment

Mission

The Mission of the School of Health Promotion and Human Development is to develop professionals who study, promote, and model lifelong wellness for individuals, families and communities.

Course Description

Social and behavioral science theories, research, and interventions aimed at promoting health of individuals, groups, communities, and populations. The philosophical and theoretical underpinnings of the helping process will be explored via various models of change. The assumptions, key concepts, techniques, and practical applications of each theory will be covered. Techniques and methods from each approach will be demonstrated and practiced. Prerequisites: Accepted HP/W major or consent of instructor.

Selected Course Objectives and Learning Outcomes

Following this course, learners will:

- Understand the scientific underpinnings of initiating and sustaining health-related behavior change by describing and applying the basic principles and constructs of behavior change theories and models in personal efforts to initiate and sustain health-related behavior change and in partnering with clients and in designing interventions
- Apply and demonstrate the skills of motivational interviewing including asking open-ended questions, giving affirmations, reflecting through simple, amplified, double-sided, and reframing reflections, and summarizing, as well as the spirit of motivational interviewing.

Student Engagement

The quality of the class as a whole is affected by the commitment of each of you. You will get more out of this course if you attend regularly and actively engage in class. Being an engaged learner includes attending class, being punctual, being well-prepared, completing application activities, thinking critically, solving problems, listening attentively, sharing ideas that reflect a high level of academic thinking, consistently contributing meaningfully to class discussions, making connections, and reflecting, as well as exhibiting a growth mindset and a positive, supportive attitude toward course content and class members. Some days you will be asked to respond to an in-class writing prompt. These written reflections are intended to focus our discussion and to strengthen your grasp of key concepts. They also serve as confirmation that you are prepared for class.

To maximize your own and each other's learning, you will be assigned a cooperative learning group to work together, exchange ideas, solve problems, discuss material and complete application activities.

Learning Environment

Education is a partnership, a never-ending progression of teaching and learning fueled by our collective willingness to share and debate ideas in a climate of mutual trust and respect (Pointer Covenant). As your instructor of this course, I am committed to diversity and inclusion and to cultivating a respectful and open learning environment. A high priority is placed on respect for and an openness to individual and group differences, new ideas and perspectives, and inclusion (the active, intentional, and ongoing engagement with diversity in ways that increase one's awareness, content knowledge, empathy and understanding of the complex ways individuals interact with each other and within systems and institutions).

Academic Integrity

It is understood that as a student enrolled in this course you pledge to uphold an academic honor code that supports learning and performing with strong personal integrity. Specifically, this includes not cheating or using inappropriate or dishonest means in the completion of course requirements.

Disability Accommodations

UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu.

Laptops and Digital/Electronics Netiquette

Please bring your laptops to class. You are welcome to use your laptops to take notes, access PP, course notes, application assignments, etc. and use may your phones or other electronic devices to google a word you don't know yet, review a concept from course content, access course readings, etc. You will be using your laptops and phones as tools to access resources in your careers and lives, so it makes sense to practice doing so in a professional manner now. To maintain a collegial learning environment, please stay on task when you using these tools. Keep your phones on silent, and do not text/tweet/insta/snap in class. Reflect on whether you're able to handle the distraction of personal electronics. If your electronic use is distracting to me, you, or other members of class, you will be asked to use your device in a more professional manner.

Copyright and File-Sharing

Posting instructor-created course material onto course-sharing websites or other sites is copyright infringement. Course materials are provided for your convenience as an aid to learning. Permission to post instructor-created material on any such site is not permitted.

Textbook and Readings

Theory & Practice of Counseling and Psychotherapy by Gerald Corey ISBN#: 978-0495102083
University Store and Text Rental

Health behavior and health education: Theory research and practice (4th ed.). San Francisco: Jossey-Bass by Glanz, K., Rimer, B. K. & and Viswanath, K. (2008). This can be accessed on our D2L site under Content or at the following url:

<http://riskybusiness.web.unc.edu/files/2015/01/Health-Behavior-and-Health-Education.pdf>

Readings will include chapters from the texts, as well as PDFs, Internet sources, and websites. Some documents may be lengthy, yet it is not necessary to remember every detail. Rather the documents/websites are intended to provide a general overview. When reading, skim the intro, major headings and summary prior to reading though the assigned pages. When completing assignments, you will be expected to infuse content from the readings into your work. Please note: URLs change frequently. While the URLs were current at the beginning of the semester, some may no longer be valid. If you cannot access a specific link, please let me know.

Course Resources

Links to the course syllabus and lesson resources are posted on D2L. Each lesson includes links to the readings, a PowerPoint, notes that parallel the PowerPoint, and an application activity. The application activities are intended to give learners an opportunity to dig deeper into the content and apply concepts reviewed in the lesson. Some will be completed in class. Others will be started in class and can be finished at home and still others can be done on your own.

Quizzes

A weekly quiz corresponding with the content covered in class and readings will be posted on D2L. Each quiz will have 10 questions and be worth 10 points. The format of the questions will be multiple choice and true/false. Quizzes are to be taken individually without the assistance of your notes, text, readings, websites, etc. The purpose of these quizzes is to reinforce key concepts and give me feedback regarding your comprehension of concepts covered in class and the readings. You have two attempts at each quiz and the best score will be recorded. Quizzes will be posted Friday through Monday at 11:59 PM of their respective week.

Assignments

Directions for completing each of the following assignments are posted on D2L.

- Initiating and sustaining health-related behavior change for well-being project
- Application Activity Assignment #1 (option from #2-8)
- Application Activity Assignment #2 (option from #2-8)
- Motivational Interviewing Role Play Video

Evaluation and Grading

Points accumulated will be posted under the Gradebook tab on D2L.

Quizzes on D2L	10 @ 10 points each	100 points
Initiating and sustaining health-related behavior change		100 points
MI role play video		100 points
Application Activities	2 @ 25 points	50 points
Engagement		50 points
TOTAL		400 points

A = 358 – 400 points

B = 318 – 357 points

C = 278 – 317 points

D = 238 – 277 points

F = below 238 points

Where to go for help

Always start with your syllabus and our D2L page. Every effort has been made to ensure you have access to information you will need to be successful in this course. | For brief questions, please email me (betsy.barrett@uwsp.edu). I am usually able to respond pretty quickly, and will almost always respond within 24 hours. For more lengthy questions, personal concerns, or just to touch base, brainstorm ideas, etc., please drop in during my office hours. If my office hours do not work for you, please set up an appointment. I am flexible and will work with you to find a time that works for both of us.

Please read

Re: Your recent Email to your Professor

<https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

Tentative Schedule for HPW 304

Tues Jan 23	Welcome!
Thurs Jan 25	Introduction to Initiating and Sustaining Health-Related Behavior Change
Tues Jan 30	Lesson 2 Health Belief Model
Thurs Feb 1	Lesson 2 Health Belief Model
Tues Feb 6	Lesson 3 Theory of Reasoned Action and Theory of Planned Behavior
Thurs Feb 8	Lesson 3 Theory of Reasoned Action and Theory of Planned Behavior
Tues Feb 13	Lesson 4 Self-Determination Theory
Thurs Feb 15	Lesson 4 Self-Determination Theory
Tues Feb 20	Lesson 5 Social Cognitive Theory and Self-Efficacy Theory
Thurs Feb 22	Lesson 5 Social Cognitive Theory and Self-Efficacy Theory
Tues Feb 27	Lesson 6 Transtheoretical Model
Thurs Mar 1	Lesson 6 Transtheoretical Model
Tues Mar 6	Lesson 6 Transtheoretical Model
Thurs Mar 8	Lesson 6 Transtheoretical Model
Tues Mar 13	Lesson 6 Transtheoretical Model
Thurs Mar 15	Lesson 6 Transtheoretical Model
Tues Mar 20	Lesson 7 Ecological Model
Thurs Mar 22	Lesson 8 AMSO Model by O'Donnell
Spring Break	
Tues Apr 3	Lesson 11 Social Marketing
Thurs Apr 5	Lesson 12 Behavioral economics
Tues Apr 10	Reflecting on Initiating and Sustaining Health-Related Behavior Change
Thurs Apr 12	Reflecting on Initiating and Sustaining Health-Related Behavior Change
Tues Apr 17	Lesson 9 Motivational Interviewing
Thurs Apr 19	Lesson 9 Motivational Interviewing
Tues Apr 24	Lesson 9 Motivational Interviewing
Thurs Apr 26	Lesson 9 Motivational Interviewing
Tues May 1	Lesson 9 Motivational Interviewing
Thurs May 3	Lesson 9 Motivational Interviewing
Tues May 8	Lesson 9 Motivational Interviewing
Thurs May 10	Lesson 9 Motivational Interviewing
Wed May 16	10:15 a.m.

