

FNH 8553 BEHAVIORAL EPIDEMIOLOGY
CLASS SYLLABUS

Instructor: Dr. Barry Hunt
Office: Rm. 160 Herzer Bldg
PH: 662-325-7230
FAX: 662-325-8728
E-MAIL: bhunt@fsnhp.msstate.edu

COURSE DESCRIPTION

FNH 8553 Behavioral Epidemiology. (3). Three hours lecture. Behavioral and social environmental issues related to premature morbidity and mortality patterns. Current research literature and application of epidemiological principles to health education/promotion.

COURSE OUTLINE

- 1) Behavioral and Social Environmental Influences on Health and Health Behavior (6 hours)
 - determinants of health behavior(micro vs. macro)
 - self-esteem, psychosocial assets, social support, Locus of Control
 - behavior modification(operant conditioning, etc)
 - passive vs, active change programs
- 2) Foundations of Applying Theory in Health Promotion (6 hours)
 - explanatory vs. change theories
 - What is Theory?
 - Uses of theoretical frameworks in program development
- 3) Overview of Theories and Applications (3 hours)
 - multiple levels of influence on health behavior
 - reciprocal causation
 - community level diffusion of innovations
- 4) Social Factors Influencing Health Behavior and Health Status (6 hours)
 - social gradient
 - stress

- early life
- social exclusion
- work
- transportation
- unemployment
- social support
- healthy schools, communities, worksites

5) The Health Belief Model (6 hours)

- History and background of the model
- Components of the model
- Current literature utilizing Health belief Model constructs
- Application of the model to Health Promotion program development

6) Theory of Reasoned Action (6 hours)

- History and background of the model
- Components of the model
- Current literature utilizing Theory of Reasoned Action constructs
- Application of the model to Health Promotion program development

7) Theory of Planned Behavior (3 hours)

- History and background of the model
- Components of the model
- Current literature utilizing Theory of Planned Behavior
- Application of the model to Health Promotion program development

8) Social Cognitive Theory (6 hours)

- History and background of the model
- Components of the model
- Current literature utilizing Social Cognitive Theory
- Application of the model to Health Promotion program development

9) Transtheoretical(Stages of Change) Model (3 hours)

- History and background of the model
- Components of the model
- Current literature utilizing Transtheoretical Model
- Application of the model to Health Promotion program development

10) Social Ecological Model (3 hours)

- History and background of the model

- Components of the model
- Current literature utilizing Social Ecological approaches
- Application to Health Promotion program development

METHOD OF EVALUATION

Exams:

Each student will complete a midterm exam during the semester along with a comprehensive final exam. Each exam will be worth 100 points.

Article Summaries/Presentations:

Each student will submit five written abstracts of selected readings throughout the semester. Selected articles will be designed to expand students' knowledge of course concepts and/or demonstrate applications of theories discussed in class. Abstracts must be typed, double spaced, APA style (including reference listing). Each abstract will be worth 10 points.

Health Behavior Literature Review

Students will prepare a comprehensive literature review of a selected health behavior theory. The completed review should include the following components:

- a) a diagram or graphic representation of the theory/model
- b) an overview of the development of the theory/model
- c) a thorough review of literature in which the theory/model has been utilized. This section should include use of the theory/model in a variety of settings, with different demographic groups, and with a variety of health behaviors. Emphasis should be placed on uses of the theory/model within the past ten years, although at least some examples of use of the theory/model from its inception should be included.
- d) A synopsis of the outcomes of health behavior research associated with the theory/model. Included should be perceptions of the strengths/weaknesses of the theory/model; guidelines for most appropriate and effective use of the theory/model; and suggestions that health promotion professionals should consider when deciding on a theoretical framework for intervention.

Completed literature reviews must be typed, double-spaced in APA style. Copies will be disseminated to others students in the class for use as a future reference guide. The literature review will be worth 150 points.

Grading:

- A = 400 - 360 points
- B = 459 – 320 points
- C = 319 – 280 points

D = 279 – 240 points
F = 239 points or less

SAMPLE