

PUBHHBP 8562 – Advanced Theory of Health Behavior Change in Public Health Applications

2 credit hours – Spring 2026

Tuesdays 11:10am – 1:10pm, PAES Building A105

Instructor:

Megan E. Roberts, PhD, Assistant Professor

Pronouns: she/her/hers

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Phone: (614) 292-4647

Office Hours: By appointment

Faculty Feedback & Response Time

The following gives you an idea of my intended availability during the course:

- **Grading:** You can generally expect feedback within 7 days.
- **E-mail:** I will generally reply to e-mails within 24 hours on school days.

Course description:

This course focuses on frequently used behavioral theories and emerging theoretical approaches and application in health behavior and health promotion. Strengths and limitations of each theory will be reviewed.

Prerequisites:

None.

Class Format:

This class includes class discussions and individual activities.

Course Objectives:

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

1. Compare the major critiques and controversies pertaining to key theoretical approaches used in health behavior and health promotion.
2. Describe emerging theoretical approaches and their application.
3. Describe how research is used to test applicability of theory.

PhD-HBHP Specialization Competencies:

3. Apply relevant theories and conceptual models to inform and ground research design and interpretation.
9. Critically assess strengths and limitations of theories used in public health behavior change interventions.

A complete list of College of Public Health Competencies are located in Appendix C of the CPH Graduate Student Handbook that can be found at: <https://go.osu.edu/cphgradcompetencies>

Textbook/Readings:

No textbook will be used for this class. Instead, there are assigned readings, which are listed weekly. Materials that are listed should be read before coming to class for the class period noted. Articles may be added throughout the semester; therefore, make sure and check Carmen frequently.

Carmen

There is a Carmen site for this course: <https://carmen.osu.edu>. All course materials are available via Carmen.

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Class Format: How this course works

- Mode of delivery: This is an in-person course.
- Credit hours and work expectations: This is a 2-credit-hour course. According to Ohio State policy (go.osu.edu/credithours), students should expect around 2 hours per week of time spent on direct instruction in addition to 4 hours of homework/active learning activities to receive a grade of C average.

Course technology

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- **Computer:** current Mac (Mac OSX) or PC (Windows 10+) with high-speed internet connection
- **Calculator:** Students should have access to a scientific calculator that can perform basic arithmetic, square roots, logarithms, and exponentiation.
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Optional equipment (for participation in optional live office hours and/or review sessions)

- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

Required software

- **Microsoft 365 Copilot (formerly Office 365)**

All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions can be found at go.osu.edu/office365help.

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://it.osu.edu/help>
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu

Office of Student Life: Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Child Care

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the “Child Care Access Means Parents in School” (CCAMPIS) Program at 614-247-7092 or visit the [CCAMPIS website](https://ccampis.osu.edu).

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Beliefs or Practices Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has

notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct (COAM) to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

If I suspect a student of academic misconduct in a course, I am obligated by University Rules to report these suspicions to the COAM. If COAM determines that the student has violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Copyright Statement

This syllabus and all course materials (e.g., homework assignments, lecture slides) are under copyright by the instructor and cannot be posted elsewhere without written permission.

Generative AI Policy

Given that the learning goals of this class are developing your own critical thinking skills and advance your own writing, the use of generative artificial intelligence (GenAI) tools such as Copilot or ChatGPT are not permitted in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State’s [Academic Integrity](#) policy and [Code of Student Conduct](#) because the work is not your own. If I suspect that you have used GenAI on an assignment for this course, I will ask you to explain your process for completing the assignment in question. The unauthorized use of GenAI tools will result in referral to COAM.

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to

resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in [Faculty Rule 3335-8-23](#), the [CPH Graduate Student Handbook](#), and the [CPH Undergraduate Student Handbook](#). Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,
Call 614-247-5838 or TTY 614-688-8605,
Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Evaluation and Assignment Rationale

Class Attendance and Engagement (28 points total). I expect that every student will attend class, come to class on time, and be prepared to actively discuss the assignments. Participation is essential to this course because it: a) provides students with feedback about their understanding of the course material; b) encourages discussion of different viewpoints about the strengths and limitations of health behavior theories; c) develops respect for others' point of view; d) encourages students to reflect and reconsider their viewpoints; and e) assists in the development of speaking skills.

Active engagement is expected and is necessary to receive full credit. For example, do you: a) contribute by offering ideas and asking questions; b) add to the discussion by building off ideas of others; and c) provide a sound rationale when *respectively* challenging responses of others. Speaking only a few times during class will be considered "little active engagement." See the "class policies" section for what to do if you need to miss a class.

Discussion Questions (12 points total). The reading assignments focus on frequently used and emerging theories in health behavior and promotion research and the critical issues associated with the different theories. Discussion questions about the readings are to assist students by identifying areas of interest or need for clarification. Class discussion of the submitted questions will provide an opportunity for sharing critical thinking and clarification of the material.

For weeks 2-5, 7-9, and 11-15, students must develop two high quality discussion questions about the assigned readings. Discussion questions must be posted on Carmen by the Tuesday (noon) preceding the Wednesday class. High quality questions focus on patterns, connections, or contradictions within or across readings.

Class Presentation (20 points). All students must present to the class on a health behavior theory and its application. This assignment provides students with the opportunity to synthesize the literature about a theory, demonstrate their understanding of the strengths and limitations of the theory, and to facilitate a class discussion about the theory.

By the end of week 2, all students must select a health behavior theory for their presentation that is NOT among those already scheduled to be discussed in class. Students must receive approval from the instructor to proceed with this theory. The student should then proceed to thoroughly research the theory and (a) select 2 readings, to be provided to the instructor at least one week prior to presentation day, so that they can be circulated to the class; (b) prepare a 5-10 minute PowerPoint presentation that provides an overview of the theory, its application to health behaviors, and its strengths and limitations; and (c) lead a 20-25 minute class discussion on the theory and the assigned readings.

Theory Paper 1 (18 points). Students must attend a public health research presentation focused on a behavioral change intervention and write a paper (no longer than 5 double-spaced pages) summarizing how behavioral theory/theories were used in the design and interpretation of the research study. This assignment is designed to give students the chance to recognize behavior theories used to inform intervention research. Students will assess how the investigators used and evaluated the theories applied in the presented behavioral research. Be sure to include in the paper the strengths and limitations (including appropriateness) of the theories used in the study. If a behavioral theory was not used in the study (or not discussed); what behavioral theory do you think the investigators should have used for their study? Do you think the study results would have been different if the intervention was based on theory (why or why not)?

Theory Paper 2 (22 points). Students will write a paper (no longer than 10 double-spaced pages) that describes the relevant behavior theory/theories that will inform the potential health behavior research they are planning to conduct in the future. This assignment provides students with the opportunity to determine what theory/theories is/are most appropriate for their planned research, justify their selection of the theory/theories, explain how they will evaluate it, and discuss its strengths and limitations. Students will address a specific health issue in the paper and include: a) the rationale for the selection of the health topic and priority population; b) factors that are relevant for the change in the health behavior; c) how they will operationalize the theoretical constructs; and d) the strengths and limitations of the theory/theories.

Task	Grade	Deadline	Grading Rubric
Class Attendance and Engagement	2 pts./class (28 pts. total)	All semester	0 pts. = unexcused attendance 0.5 pts. = no active engagement* 1 pts = little active engagement 1.5 pts = some active engagement OR 2 pts = frequent active engagement
Discussion Questions	1 pt./class (12 pts. total)	Week 2-5, 7-9, and 11-15	0 pts. = no response 0.5 pts. = submits low-quality questions OR 1 pt. = submits 2 high-quality questions*
Class Presentation	20	Slides due Feb. 16 th , Presentation Feb. 17 th (in class)	2 pts. - Selects 2 appropriate readings to circulate to class in advance; 14 pts. - Presentation is well-prepared and provides a clear and accurate overview of the theory; Presentation “tells a story” and goes beyond simple summaries in reviewing relevant literature on the theory’s application to health behaviors; Presentation provides thoughtful discussion of the theory’s strengths and limitations; Slides are well designed and not overloaded; AND 4 pts. - Keeps stimulating and interesting conversation going with the class the during discussion;
Theory Paper #1	18	Draft: March 2 nd Final: March 9 th (by midnight)	2 pts. - Submits draft for peer review and participates in peer review process; 2 pts. - Appropriate formatting; ** tone/language is appropriate for a scientific audience; AND 13 pts. - Clear and thoughtful overview of the study described in the presentation; Thoughtful discussion of a theory’s appropriateness for the study; Thoughtful discussion of strengths and limitations of applying the theory to the study; AND 1 pt – Responsiveness to peer review.
Theory Paper #2	22	Draft: April 6 th Final: April 20 th	2 pts. - Submits draft for peer review and participates in peer review process 2 pts. - Appropriate formatting; ** Tone/language is appropriate for a scientific audience; 17 pts. – Clear and appropriate rationale for the health topic and population; Clear and accurate description of factors that are relevant for the health behavior, how you would operationalize the theoretical constructs, and strengths and limitations; AND 1 pt – Responsiveness to reviewer comments.

*See Previous page for definitions of “active engagement” and “high quality questions”

** Appropriate Formatting: Double spaced in 12-point font (Arial or Times New Roman) with one-inch margins; little/no typos; well-written paragraphs; any references are appropriately cited.

Grading Scale

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	66-69
D	60-65
E	59 and below

Class Policies

1. Assigned readings should be completed before class. You are responsible for all material covered in class.
2. No smartphone use during class. During class, do not send emails or visit websites that are not relevant to the current class discussions.
3. Assignments are to be turned into Carmen on dates and times noted unless otherwise specified. Late assignments emailed to the Instructor within 24 hours after the deadline will lose half points, and no papers will be graded 24 hours past the deadline except in instances of personal illness or death of a loved one. A doctor/counselor's note will need to be provided to receive credit for late assignment due to personal illness.
4. In instances of a planned absence from class (e.g., travel to a conference), notify the Instructor at least two weeks in advance. In instances of unplanned absence (illness, death of a loved one), notify the Instructor as soon as you are able.
5. Grades will not be debated in class. If you disagree with your grade on an assignment, turn in a rebuttal outlining what you would like reconsidered and why. Your written grade rebuttal must be sent in writing within one week after your grade is posted, through an email sent to the Instructor.
6. Students agree that by taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.
7. All assignments for this course are individual assignments and must be original, self-generated work product. Please use AMA or APA citation style when citing other people's work in your assignments.
8. Use of another student's materials or assistance from individuals who already have taken the course will place you in violation of this course's standards. Submission of work based on old material (yours or another student) is considered academic misconduct no matter how small the infraction. Evidence of "working together" for individual assignments or using artificial intelligence (AI) on your assignments is likewise considered misconduct.

CLASS READINGS

Week 1 – January 13th – Introduction to Theory and its Measurement

1. National Cancer Institute, Theory at a Glance. NIH Publication No. 05-3896. Sept., 2005. Available online at <http://www.med.upenn.edu/chbr/documents/TheoryataGlance.pdf>. Accessed Aug. 1, 2016. **Pages 4-7.**
2. Hayden JA. Introduction to health behavior theory. Chapter 1, 2014 Jones and Bartlett.
3. Green J. The role of theory in evidence-based health promotion practice. *Health Educ Res* 2000;15:125-129.
4. Christiano, A., and Neimand, A. (2017). Stop raising awareness already. *Stanford Social Innovation Review*. Spring, 2017, 34-41.
5. Earp JA, Ennett ST. Conceptual models for health education research and practice. *Health Educ Res* 1991;6:163-171.
6. Kiviniemi MT, Ellis EM, Hall MG, Moss JL, Lillie SE, Brewer NT, Klein WMP. Mediation, moderation, and context: Understanding complex relations among cognition, affect, and health behaviour. *Psychol Health* 2018;33:98-116.

Optional/Reference: Davis R, Campbell R, Hildon Z, Hobbs L, Michie S. Theories of behaviour and behaviour change across the social and behavioural sciences: a scoping review. *Health Psychol Rev* 2015;9:323-344.

Optional: MacKinnon DP, Luecken LJ. How and for whom? Mediation and moderation in health psychology. *Health Psychol* 2008;27:S99.

Optional: Glanz K, Bishop DB. The role of behavioral science theory in development and implementation of public health interventions. *Annu Rev Public Health* 2010;31:399-418.

Week 2 – January 20th – Applying Theory to Public Health Today

7. Krieger N. Living and Dying at the Crossroads: Racism, Embodiment, and Why Theory Is Essential for a Public Health of Consequence. *Am J Public Health* 2016;106: 832-833.
8. Burke NJ Joseph G, Pasick RJ, Barker JC. Theorizing social context: rethinking behavioral theory. *Health Educ Behav* 2009;36:55S-70S.
9. Shelton RC, Griffith DM, Kegler MC. The promise of qualitative research to inform theory to address health equity. *Health Educ Behav* 2017;44:815-819.
10. Westbrook, M., & Harvey, M. (2023). Framing health, behavior, and society: a critical content analysis of public health social and behavioral science textbooks. *Critical public health*, 33(2), 148-159.

Week 3 – January 27th – Health Belief Model

11. Carpenter CJ. A meta-analysis of the effectiveness of health belief model variables in predicting behavior. *Health Commun* 2010;25:661-669.
12. Tavafian, S.S., Hasani, L., Aghamolaei, T., Zare, S., & Gregory, D. Prediction of breast self-examination in a sample of Iranian women: an application of the Health Belief Model. *BMC Women's Health* 2009; 9(37).
13. Burke NJ, Bird JA, Clark MA, Rakowski W, Guerra C, Barker JC, Pasick RJ. Social and cultural Meanings of self-efficacy. *Health Educ Behav* 2009;36:111S-128S.
14. Jones CL, Jensen JD, Scherr CL, Brown NR, Christy K, Weaver J. The Health Belief Model as an explanatory framework in communication research: exploring parallel, serial, and moderated mediation. *Health Commun* 2014;30:566-576.

Week 4 – February 3rd – Theory of Reasoned Action, Theory of Planned Behavior, and the Prototype Willingness Model

15. Cochran, S.D., Mays, V.M., Ciarletta, J., Caruso, C., & Mallon, D., Efficacy of the theory of reasoned action in predicting AIDS-related sexual risk reduction among gay men. *Journal of Applied Social Psychology* 1992; 22(19): 1481-1501.
16. Record, R. A., Helme, D., Savage, M. W., & Harrington, N. G. (2017). Let's clear the air: a campaign that effectively increased compliance with a university's tobacco-free policy. *Journal of Applied Communication Research*, 45(1), 79-95.
17. Gerend MA, Shepherd JE. Predicting human papillomavirus vaccine uptake in young adult women: Comparing the Health Belief Model and Theory of Planned Behavior. *Ann Behav Med* 2012; 44:171-180.
18. Brewer NT, Gilkey MB. Comparing Theories of Health Behavior Using Data from Longitudinal Studies: A Comment on Gerend and Shepard. *Ann Behav Med* 2012;44:147-148.
19. Gibbons, F.X., Gerrard, M., & Lane, D.J. A social reaction model of adolescent health risk. *Social Psychological Foundations of Health and Illness*, 2003: 107-136.

Week 5 – February 10th – Stage Theories

20. Prochaska J.O. The transtheoretical model and stages of change. Health behavior and health education: Theory, research, and practice. Eds: Glanz K, Rimer BK, Lewis FM. 2002. 99-120.
21. Peng, Y., Wu, F., Yang, J., & Li, L. Child Safety Seat–Use Behavior Among Parents of Newborns: A Trans-Theoretical Model–Guided Intervention in Shantou, China, 2021. American Journal of Public Health, 2023;113(12), 1271-1275.
22. Weinstein, N. D., Lyon, J. E., Sandman, P. M., & Cuite, C. L. Experimental evidence for stages of health behavior change: the precaution adoption process model applied to home radon testing. Health Psychology 1998. 17(5), 445-453.
23. de Vet E, de Nooijer J, de Vries NK, Brug J. Testing the transtheoretical model for fruit intake: comparing web-based tailored stage-matched and stage-mismatched feedback. Health Educ Res 2008;23:218-227.

Week 6 – February 17th – Presentations and Practice

Readings TBD by your peers

Week 7 – February 24th – Persuasion

24. Rothman A.J., Bartels, R.D., Wlaschin, J., & Salovey, P. The strategic use of gain- and loss-framed messages to promote healthy behavior: How theory can inform practice. J Communication 2006; 56(S1):S202-S220.
25. Wilson BJ. Designing media messages about health and nutrition: What strategies are most effective? J Nutr Educ Behav 2007; 39(S2): S13-S19.
26. Basil M. Applying the extended parallel process model to workplace safety messages. Health Commun. 2013;28: 29-39.
27. Batchelder, A., & Matusitz, J. (2014). “Let's Move” Campaign: Applying the Extended Parallel Process Model. *Social work in public health*, 29(5), 462-472.

Week 8 – March 3rd – Narratives (and Peer Review)

Readings TBD by guest instructor

Week 9 – March 10th – Race and Gender Theory

28. Champine, R. B., McCullough, W. R., & El Reda, D. K. Critical Race Theory for Public Health Students to Recognize and Eliminate Structural Racism. *American Journal of Public Health*, 2023;112(6), 850-852.
29. Ford CL, Airhihenbuwa CO. Commentary: Just What is Critical Race Theory and What's it Doing in a Progressive Field like Public Health? *Ethn Dis* 2018;28:223-230.
30. Connell R. Gender, health and theory: conceptualizing the issue, in local and world perspective. *Soc Sci Med* 2012; 74:1675-1683.
31. Courtenay WH. Constructions of masculinity and their influence on men's well-being: a theory of gender and health. *Soc Sci Med* 2000;50:1385-1401.
32. Hiratsuka VY, Trinidad SB, Avey JP, Robinson RF. Application of the PEN-3 model to tobacco initiation, use, and cessation among American Indian and Alaska Native adults. *Health Promot Pract* 2016;17:471-481.

Week 10 – March 14th – Spring Break

Week 11 – March 24th – Theories of Stress

33. Aronson, J., Burgess, D., Phelan, S. M., & Juarez, L. Unhealthy interactions: The role of stereotype threat in health disparities. *American journal of public health* 2013;103(1), 50-56.
34. Frost, D. M., & Meyer, I. H. (2023). Minority stress theory: Application, critique, and continued relevance. *Current opinion in psychology*, 51, 101579.
35. Prochaska, J. J., Hall, S. M., & Bero, L. A. (2008). Tobacco use among individuals with schizophrenia: what role has the tobacco industry played?. *Schizophrenia bulletin*, 34(3), 555-567.
36. Petticrew, M. P., & Lee, K. (2011). The “father of stress” meets “big tobacco”: Hans Selye and the tobacco industry. *American journal of public health*, 101(3), 411-418.

Week 12 – March 31st – Social Cognitive Theory

37. Theall, K.P., Fleckman, J., & Jacobs, M. Impact of a community popular opinion leader intervention among African American adults in a Southeastern United States community. *AIDS Educ Prev* 2015; 27(3): 275-287.
38. Bandura, A. The evolution of social cognitive theory. *Great minds in management*, 2005;9-35.
39. Hawkins, M. M., Florez-Garcia, V., Guevara-Romero, E., Santacruz-Salas, E., & Ruiz, A. Social Cognitive Theory-Based Interventions to Address Interpersonal Violence Among Hispanic Youth—A Systematic Review. *Hispanic health care international*, 2023; 21(4), 228-234.

Week 13 – April 7th – Biopsychosocial & Social Ecological Models (and Peer Review)

40. Adkins-Jackson, P. B., & Rodriguez, A. C. I. (2022). Methodological approaches for studying structural racism and its biopsychosocial impact on health. *Nursing outlook*, 70(5), 725-732.
41. Golden, S.D. & Earp, J.L. Social ecological approaches to individuals and their contexts: Twenty years of health education & behavior health promotion interventions. *Health Educ Behav*, 2012;39:364-372.
42. Neuhaus, M., Healy, G.N., Fjeldsoe, B.S. et al. Iterative development of Stand Up Australia: a multi- component intervention to reduce workplace sitting. *International Journal of Behavioral Nutrition and Physical Activity* 2014; 11(1) 21-32
43. Golden SD, McLeroy KR, Green LW, Earp JL, Lieberman LD. Upending the social ecological model to guide health promotion efforts toward policy and environmental change. *Health Educ Behav* 2015;42:8S-14S.

Week 14 – April 14th – Dissemination and Innovation

44. Green L.W., Ottoson, J.M., Garcia, C., & Hiatt, R.A. Diffusion theory and knowledge dissemination, utilization, and integration in public health. *Annu Rev Public Health* 2009;30:151-174. **JUST READ UP TO PAGE 157**
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Week 15 – April 21st – Conclusions and Critiques

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Alignment of Course Topics, Course Learning Objectives, and Specialization Competencies

Week No.	Topics	Aligned Course Learning Objective(s)	Aligned Specialization Competencies	Student Evaluation Activity for Assessment
1	Introduction to theory and its measurement	1, 3	3	Active engagement in class discussion Discussion Questions
2	Applying theory to public health today	1, 2, 3	3, 9	Active engagement in class discussion Discussion Questions
3	Health Belief Model	1	3, 9	Active engagement in class discussion Discussion Questions
4	Theory of Reasoned Action, Theory of Planned Behavior, Prototype-Willingness Model	1	3, 9	Active engagement in class discussion Discussion Questions
5	Stage Theories	1	3, 9	Active engagement in class discussion Discussion Questions
6	Presentations	1, 2, 3	3, 9	Active engagement in class discussion Class Presentation
7	Persuasion	1, 2, 3	3, 9	
8	Narratives	2, 3	3, 9	Active engagement in class discussion Discussion Questions Theory Paper #1
9	Race and Gender Theories	1, 2	3, 9	Active engagement in class discussion Discussion Questions
10	SPRING BREAK			
11	Theories of Stress	1, 2, 3	3, 9	Active engagement in class discussion Discussion Questions
12	Social Cognitive Theory	1, 2, 3	3, 9	Active engagement in class discussion Discussion Questions
13	Biosychosocial & Social Ecological Models	1	3, 9	Active engagement in class discussion Discussion Questions
14	Dissemination and Innovation	1, 2, 3	3, 9	Active engagement in class discussion Discussion Questions
15	Conclusions and Critiques	1, 2, 3	3, 9	Active engagement in class discussion Discussion Questions Theory Paper #2