**University of North Texas**

**Department of Kinesiology, Health Promotion, and Recreation**

**HLTH 4600 – Behavioral Change Strategies in Health Promotion**

**Fall 2014**

**Course Meeting Times**: MWF 10-1050am; PHYS 104

**Instructor**: Marisa Moore, M.S.

**Office Hours:** M/W 8:45a-9:45a; 11:15a- 12:15pm; T/R 9:30-10:45am; other times by appointment

**Office:** PEB 210G

**Phone:** 940.565.3426

**Email:** [Marisa.Moore@unt.edu](mailto:Marisa.Moore@unt.edu)

**Required Textbook**

Watson, D.L., & Tharp, R.G. (2014). *Self-Directed Behavior. (10th Ed).* United States: Wadsworth/Cengage Publishing.

**Catalog Description:** This course analyzes the psychological, cultural and environmental determinants of health behavior and explores behavior change models and theories used in research and practice. Students are trained to work with individual clients in conducting health needs assessment, targeting behaviors, and writing behavior change objectives; and designing, implementing, and evaluating an individually tailored behavior modification program.

**Course Objectives**

At the completion of this course the student will be able to:

* Demonstrate knowledge of health promotion models and theories used in research and practice.
* Critique methods and interpret results of research applications of behavior change models and theories.
* Conduct an individual health needs assessment that identifies and targets behavior change.
* Design a behavior change program that is tailored to the client’s level of self-efficacy, values and lifestyle.
* Incorporate into the behavior change program activities and objectives that foster consistent participation, gradual improvement and appropriate reward systems.
* Develop mechanisms that foster behavior change maintenance after completion of the program.

**Course and Learning Format**

The course objectives will be presented through a variety of methods.

* Lectures
* Class discussions
* Assigned readings
* Exams
* Homework/Blackboard

**Student Responsibilities**

The student will be responsible for the all of the following:

* Completion of assigned readings
* Taking all exams, including the final and any quiz given throughout the semester
* Participation in class discussion, in class activity, or group work and or any other activity done during class
* Completion of all course assignments
* Attending class according to university policy
* Securing notes and assignments if class is missed
* Supplying materials needed for daily class participation and exams
* The policies in the current Student Handbook of UNT

**Instructor Responsibilities**

The student can expect the following from the instructor:

* Fair and impartial treatment
* Regularly scheduled office hours and opportunities to schedule appointments if additional time is needed
* Advance knowledge when possible of class or office hour cancellation
* Prompt return of examinations and other assignments
* Clear statements of acceptable work standards
* Respect for his/her right of privacy to personal views

**ADA Statement**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. ***Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student.***  For additional information see the Office of Disability Accommodation website at [http://www.unt.edu/oda](https://webmail.unt.edu/OWA/redir.aspx?C=h-1eaFvWwk6l_AQhnga5nidoJydCdtAI3tH6JIm7MQeSHUEZEb4yY4VTpl9a2__VVl3FuyMjr4k.&URL=http%3a%2f%2fwww.unt.edu%2foda). You may also contact them by phone at [940.565.4323](https://webmail.unt.edu/OWA/redir.aspx?C=h-1eaFvWwk6l_AQhnga5nidoJydCdtAI3tH6JIm7MQeSHUEZEb4yY4VTpl9a2__VVl3FuyMjr4k.&URL=file%3a%2f%2f%2f%5c%5ctel%5c940.565.4323).

The designated liaison for the department is Mrs. Doryce Judd, Physical Education Building – Room 209. Copies of the College of Education ADA Compliance Document are available in the Dean’s Office, Matthews Hall 214. The student has the responsibility of informing the course instructor of any disability conditions that will require modifications to avoid discrimination.

**Federal Educational Rights and Privacy Act (FERPA)**

State law, with few exceptions, gives you the right to be informed about the information UNT collects about you. It also gives you the right to receive and review this information and the opportunity to have UNT change any incorrect information. UNT’s Family Educational Rights and Privacy Act and privacy policies are available at [www.unt.edu/untpolicy](http://www.unt.edu/untpolicy).

**Academic Dishonesty and Misconduct**

Academic dishonesty and misconduct includes cheating, plagiarism, fabrication, and facilitating academic dishonesty. Cheating refers to collaborating on assignments and using unauthorized materials. Plagiarism refers to presenting ideas, words, or statements of another person without giving credit to that person. Academic dishonesty and misconduct will not be tolerated in this class. Individuals caught in academic dishonesty and misconduct will be charged under the University’s Code of Student Conduct. Students found guilty run the risk of having their score changed to a zero, receiving a grade of “F” for the course, and/or dismissal from the University. If you have questions about cheating or plagiarism, please see me.

**Email Policy**

All students should activate and regularly check their Eagle Mail (e-mail) account. Eagle Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit http:.//eaglemail.unt.edu. E-mail will be used for communication purposes outside of class. In your emails, for the subject line, please put your last name, HLTH 1100 (Moore-HLTH 1100) is what it should look like. In the email body, please use a salutation (greeting), give me your NAME and what it is you are asking, and a closing. IF you do not identify yourself, **I WILL NOT RESPOND.** IF you write the email in text messaging format (hi ms moore my name is…), **I WILL NOT RESPOND.** It is expected that individuals become proficient in the use of and checking of their e-mail regularly. At a minimum, e-mail should be read prior to each class.

**Cell Phones, Laptops and other Electronic Devices**

**TURN OFF your cellular telephone or beeper in class**. Remove your earphones during class. If you need to have your cell phone on for an emergency, set it on vibrate. **This includes the incoming text messaging chimes.** Some phones when the ringer is on still vibrate and chime for text messaging; Originating text messaging is also prohibited. **You must be sure your phone is set for vibrate for text messages as well**. **IF I a)** see the phone **UNAUTHORIZED** being used in class **OR b)** it goes off in class, I confiscate it and it is an automatic 3 point deduction from your final grade. **IF** I have to confiscate it a **SECOND** time, not only do I confiscate it and you get your point deduction, but I keep it until the following has occurred:

* You write a 2 page essay as to why unauthorized cell phone use in class is disrespectful and why you got into trouble for it.
* Not only do you turn the essay into **ME**, but it also goes to the **Office of Student Life** and when the OSL AND myself are satisfied you have learned the consequences of unauthorized cell phone use in class will you receive back your cell phone.

**FYI: I have been known to answer phones in class (WHAT?!)** This is my **MAJOR** pet peeve, so go ahead, make my day… **>=(**

**USE THE LAPTOP ONLY FOR TAKING COURSE NOTES**. This means no instant messaging, video editing or other applications that are not associated with the course. Non word processing applications cause changes on the screen that is distracting to those around you, and usually generates complaints. Failure to stop using the laptop inappropriately will result in University sanctions, which may include a ban on your use of your laptop in this course.

**Acceptable Student Behavior**

**STUDENTS MAY NOT DISRUPT CLASS BY ANY MEANS WHATSOEVER** (including continual sideline conversations, irrelevant comments, constant noise of any kind, checking emails, instant messaging on phone or laptop, etc ), which could “*hinder access to or utilization of academic information by others in class*”. The instructor reserves the right to stop class and ask you to leave. When you receive your first warning, you must leave class and miss the following class. On the second warning, you will be asked to leave class and miss the next TWO classes. On the third warning, you will be asked to leave class and miss the next THREE classes, so on and so forth. The instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr).

**Attendance Policy**

Yes, there is one! Due to the fact that this course involves a personal behavior change, is psychologically driven, and also if you want an ‘A’ for the course, then attendance is **MANDATORY**. **CLASSES WILL BEGIN ON TIME DAILY**-**NOT** when you decide to walk in. **IF** you are late to class, it is **YOUR** responsibility to check in with me after class to make sure you are counted as present. Failure to do so will result in an ‘A’ for absence in the grade book. If you are absent from class, it is **YOUR** responsibility to let me know upon your return to class, the reason for your absence and **IF** it is to be excused. Only **EXCUSED** absences will be accepted, and that includes illnesses/hospitalizations, funerals of family members, pending court dates, wedding dates (**IF** in the wedding, **NOT** if you’re a guest)-you MUST bring me documentation of being present at any of the aforementioned events if you want it to **NOT** count against you. It **DOES NOT** include already booked flights to Cancun, or Padre Island, trips home to mom and dad, etc… Students may miss up to 4 class periods without receiving a penalty. Absences 5, 6, 7 will result in an automatic grade drop, and more than 8 absences, students receive an automatic ‘F’ (see below).

* Absences 0-4 No penalty; no points
* Absences 5, 6, 7 Drop One Letter Grade
* Absences +8 Automatic ‘F

**Exams/Quizzes**

* For exams, students will have the entire class period to complete the exam. Failure to take quizzes or exams on the schedule date will result in a grade of zero for the quiz or exam unless the student has made arrangements with the instructor **PRIOR** to the class period.
* Quizzes will be given daily, at the beginning of class and after Ms. Moore has taken attendance. If you walk in late (AFTER quiz has been administered), your time will be noted, you may not take the quiz, and you will be counted as tardy. Three tardies are equal to one unexcused absence. If you arrive on time, take the quiz, then leave class during lecture, you will be marked as absent and receive a zero for the quiz (hence, the seating chart). Make-up quizzes or exams will **NOT** be given.

**Evaluation Policy**

**Assignment Point Value**

Exam 1……….……………………………………………...100

Student Journal Assignments (6@10 pts. Ea.)…………… 60

Behavior Change Program Written Report ………….. 50

Blackboard Assignments (9@10 pts. Ea.)……………… 90

Project Oral Report ……………………………………. 50

Exam 2…………………………………. ……………….. 100

**Total Points 450**

**Assignment Description**

**\*\*EXTRA CREDIT??: THERE IS NONE, SO DON’T ASK!!\*\***

**\*\*Late assignments will receive a maximum of half credit. One week beyond the due date….no credit will be given. \*\***

***Exams:*** Exams will assess student’s understanding of the material presented through lecture, class discussion, and assigned textbook readings. There are two (2) exams scheduled for the fall 2014 semester. The exams will be objective and include but not limited to, multiple choice and matching. Attendance on exam day is as follows: if you walk in **AFTER** the first (1st) exam has been turned in, you may **NOT** take the exam and will receive a **ZERO** for being late, unless you have cleared your lateness with me **PRIOR** to the exam. Exams will be administered in class and students willbe responsible for bringing theirown test materials to class. The instructor will **NOT** provide scantrons.

**Blackboard Assignments**

Each chapter will come with a supplemental Blackboard activity on Fridays. Students are to login to Blackboard and go to the Discussion Board section. There, students will find a question/discussion topic/video link related to the week’s chapter. You will answer the question/provide your input, and then you **MUST** respond to **ONE** other student’s post to receive full credit. **\*\*NOTE**: you **MUST** answer the question fully! That means, you cannot login, find the discussion, and post something along the lines of ‘I agree’**. \*\*** In your response to another post, you cannot simply state, ‘Well done’, or something vague. You must demonstrate insight, offer suggestions and that you have read the material for the week and understand the content. If you do not login and complete the module, you **WILL** be counted as absent!!

**\*\*IMPORTANT NOTE**: I will be setting the time parameters for these Blackboard discussions to fit our class time. That means the Discussion module will be deployed from 10am-10:50am, which is our allotted class time. I strongly suggest you do not wait until halfway through the allotted time to complete the module as Blackboard will shut you down at 10:50. If it does kick you out ***before*** you have completed the assignment, you will receive a zero for that module. **\*\***

**\*\*IF YOU MISS ANY DISCUSSION BOARDS, DO NOT ASK ME TO RE-RELEASE THEM FOR CREDIT. You missed them, period.**

**Behavior Change Project: A Personal Behavior Change**

In this behavior change, students are to **CHOOSE** their own personal behavior change they would like to address. Some examples of behavior change include, but not limited to, increase exercise activity, get a more regimented sleep pattern, **STOP TEXTING/TALKING ON PHONE WHILE DRIVING!! >=(** , stop smoking, exercise more, getting to class on time, etc…This behavior change project will include the following:

**Weekly** **Journals**: Once a behavior has been identified, students will journal for 6 weeks and turn in weekly journals. **\*\* On the FIRST journal, please re-state what you are attempting to change. \*\*** These journals will identify the following:

**Antecedents**: these are commonly referred to as ‘triggers’. In the beginning of the change, students will identify the triggers that are leading to this unwanted behavior. For example, if the behavior is time management, a common trigger is watching too much Netflix. As the behavior change progresses, students will then begin to identify ‘triggers’ that help in the development of a new, more desired behavior. If time management, a new trigger may become spending more time at the library completing work and moving the Netflix as a reward.

**Thoughts/Feelings**: the most hated (and hardest) part of a behavior change! Students will become frustrated and have feelings of resentment, laziness, contempt, etc…In the weekly journals, students are to identify their feelings (do try and keep your language and hatred towards me to a minimum, please☺). Also, students will need to identify the thoughts they were experiencing during this journey. Thoughts include reasoning, thinking, irrational thoughts, etc…

**Consequences:** This involves identifying what consequences are reinforcing you. For example, if time management is the change and students are having a hard time saying ‘no’ to friends or Facebook, or Netflix, those need to be identified and corrected. During the change, students will need to seek out new consequences to help reinforce the ***new*** behavior of better time management.

\*\*SEE ALSO RUBRIC POSTED IN BLACKBOARD FOR ADDITIONAL GUIDANCE\*\*

**\*\*NOTE: ALL JOURNALS TURNED IN FOR A GRADE WILL BE TYPED UP. NO, ABSOLUTELY NO HANDWRITTEN JOURNALS WILL BE ACCEPTED\*\*!! If ONE GETS SLIPPED IN, IT WILL BE RETURNED WITH A ZERO ON IT.**

***Behavior Change Program Written Report: Identify the health behavior to change (stress management, inactivity, smoking, etc.), and the dimension(s) of health impacted by this behavior****.*

* Chart the behavior daily (as referenced in **your journal**)
* Chart the long-term plan of your behavior change: how will you ***maintain*** this newfound behavior? (Assignment #6)
* Discuss your ***relapse prevention plan***: how will you safety net your new found behavior for when the class is OVER?? (Assignment #7)
* Chart includes: when, where and how the behavior occurred, what precipitated the event, and consequences (negative or positive) of the behavior.
* Identify the Health Model/Theory used to guide your behavior change: for accountability purposes! ☺
* Discuss the benefits of changing the behavior. Identify the predisposing, reinforcing, and enabling factors which might make this possible.
* Discuss the tools and skills used the change the behavior. Discuss theories, goals and objectives that apply to your behavior change.
* Provide an evaluation of your efforts.
* This paper is informal in nature and need not be referenced with a bibliography page.

***Behavior Change Program Report (oral):***Students will give an oral report over their behavior change project at the end of the semester.

* Report should be 5 to 10 minutes in length **(ON AVERAGE=7 MINUTES!!).**
* Explain your target goal/behavior.
* Explain strategies, tools and skills utilized to change the behavior.
* Explain your success or “challenges” in achieving your goal.
* Visuals are required – this is a formal presentation – dress professionally, arrive early enough to check and be familiar with equipment and have the presentation organized.
* **Grade is not determined by the outcome of the attempted behavior change, rather that you attempted the process and that you understand and can implement the theory.**

**Tentative Course Schedule**

**Week 1: August 25, 27, 29**

* **Monday: Course Introduction**
* **Wednesday:** Chapter 1: Self-Regulation
* **Friday:** Chapter 2: Forethought: Planning for Success; **Blackboard Assignment #1**

**Week 2: September 1, 3, 5**

* **Monday: \*\*NO CLASS-LABOR DAY HOLIDAY\*\***
* **Wednesday:** Chapter 3: Self-Knowledge: Observation and Recording; **Assignment #1 Due: Behavior Change Contract; \*\*BEGIN BEHAVIOR CHANGE PROJECT (START WEEK 1 JOURNALING!!)\*\*;**
* **Friday: Blackboard Assignment #2**

**Week 3: September 8, 10, 12**

* **Monday:** Chapter 4: Principles of Self-Regulation**:** Theory & Practice
* **Wednesday:** Chapter 4 (Cont.…)**; Assignment #2 Due: Week 1 JOURNAL**
* **Friday: Blackboard Assignment #3**

**Week 4: September 15, 17, 19**

* **Monday:** Chapter 5: Antecedents
* **Wednesday:** Chapter 5 (Cont.….) **;Assignment #3 Due: Week 2 JOURNAL**
* **Friday: Blackboard Assignment #4**

**Week 5: September 22, 24, 26**

* **Monday:** Chapter 6: Behaviors, Thoughts and Feelings
* **Wednesday:** Chapter 6 (Cont.….); **Assignment #4 Due: Week 3 JOURNAL**
* **Friday: Blackboard Assignment #5**

**Week 6: September 29; October 1, 3**

* **Monday: Review for Midterm**
* **Wednesday: \*\*EXAM 1\*\*; Assignment #5 Due: Week 4 JOURNAL**
* **Friday: No Blackboard Assignment! ☺**

**Week 7: October 6, 8, 10**

* **Monday:**  Chapter 7: Consequences
* **Wednesday:** Chapter 7 (cont.…); **Assignment #6: Week 5 JOURNAL**
* **Friday: Blackboard Assignment #6**

**Week 8: October 13, 15, 17**

* **Monday:** Chapter 8: Developing a Successful Plan
* **Wednesday:**  Chapter 8 (cont.…); **Assignment #7: Week 6 JOURNAL**
* **Friday: Blackboard Assignment #7**

**Week 9: October 20, 22, 24**

* **Monday:** Chapter 9: Problem Solving and Relapse Prevention
* **Wednesday:**  Chapter 9 (cont.….)
* **Friday: Blackboard Assignment #8**

**Week 10: October 27, 29, 31**

* **Monday:** Chapter 10: Termination and Beyond
* **Wednesday: \*\*Project Workday\*\***
* **Friday: Blackboard Assignment #9**

**Week 11: November 3, 5, 7**

* **Monday:** **\*\*PRESENTATIONS BEGIN\*\***
* **Wednesday: \*\*PRESENTATIONS\*\***
* **Friday: \*\*PRESENTATIONS\*\***

**Week 12: November 10, 12, 14**

* **Monday:** **\*\*PRESENTATIONS\*\***
* **Wednesday: \*\*PRESENTATIONS\*\***
* **Friday: \*\*PRESENTATIONS\*\***

**Week 13: November 17, 19, 21**

* **Monday: \*\*PRESENTATIONS\*\***
* **Wednesday: \*\*PRESENTATIONS\*\***
* **Friday: \*\*PRESENTATIONS\*\***

**Week 14: November 24, 26, 28**

* **Monday: \*\*PRESENTATIONS\*\***
* **Wednesday: \*\*NO CLASS-THANKSGIVING\*\***
* **Friday: \*\*NO CLASS-THANKSGIVING\*\***

**Week 15: December 1, 3, 5 (DEAD WEEK)**

* **Monday: \*\*PRESENTATIONS\*\***
* **Wednesday: \*\*PRESENTATIONS\*\***
* **Friday: \*\*EXAM 2\*\***

**Week 16: December 9, 11, 13 (EXAM WEEK)**

* **Monday:**
* **Wednesday:**
* **Friday:**