

San Diego State University  
School of Public Health

**PH 303 – Health Behavior in Community Settings**

Fall 2006

(subject to change by instructor)

**Instructor:** Latrice Pichon, MPH    [lpichon@projects.sdsu.edu](mailto:lpichon@projects.sdsu.edu)    619-594-7915

**Office hours:** Thursday, 2:00-3:00 PM and by appointment, PSFA 185C

**Class times and room:** Tuesday and Thursday, 12:30-1:45 PM, Hepner Hall 214

**Course Description:** Behavior change theory, principles, predictive models, and their application to health behavior change programs. Review of research methods related to individuals and communities. Analysis of major health behavior change programs.

**Purpose of the course:** This is a 3-unit course designed to introduce students to the basic principles of behavior analysis and their application to various health behaviors in diverse community settings.

**Prerequisites:** Credit or concurrent registration in Public Health 301.

**Course Objectives:** At the conclusion of the course, students will be able to: 1) understand basic principles of behavior analysis, 2) identify areas of public health research where principles can be used, 3) apply basic behavioral principles to a health behavior, 4) measure, record, observe a health behavior, 5) critique health behavior publications using basic principles of behavior as a guide, and 6) develop a culturally appropriate community-based behavior change intervention.

**Text and supplemental readings:** Miltenberger, R.G. (2004). *Behavior Modification Principles and Procedures Third Edition*. Belmont: Wadsworth/Thomson Learning. (ISBN 0-534-53600-X)

The text will be supplemented with peer-reviewed journal articles.

<b>Grading Scale:</b>	A	90 – 100%
	B	80 - 89%
	C	70 – 79%
	D	60 – 69%
	F	<59%

**\*\*Grades will be rounded e.g. 89.5% ~ 90% A or 89.4% = 89.4% B\*\***

**Incomplete:** Medical emergencies verified by practicing clinicians will be the basis for an incomplete. Failure to complete assignments on time will result in no credit for the assignment and a lower overall grade point average for the semester.

**Attendance** is not required. However, no make-up exams or quizzes will be scheduled without an **approved** emergency leave or planned absence for religious observances. Please notify the instructor by 9/7/2006 of planned absences for religious observances.

**Conduct:** Please maintain academic integrity (no cheating, plagiarism) and refrain from disrupting the instructor and peers (e.g. no cell phone use, talking, eating).

## Student Evaluation:

- Participation = 10 points
  - Exercises (5) = 50 points
  - Quizzes (12) = 240 points
  - Group Project = 100 points
  - Final exam = 100 points
- Total Points Possible = 500**

**Pre-exam:** A comprehensive pre-exam is scheduled for the first day of class. Students earning 80% or better on the pretest will be exempt from the written exercises. As much as one letter grade in extra credit will be assigned to the final semester grade. Students earning 90% or more will be assigned a letter grade of A for the class and will be exempt from all other assignments.

**Tests:** A quiz will be administered about once a week. Make-up quizzes will be administered to students scoring below 80%. A final comprehensive exam will consist of multiple choice, fill-in, and brief essay questions. The final will consist of several questions that will require the integration of all ideas covered in the class. Students will be responsible for all material covered during the lectures and in the readings. The structure of the final examination will be similar to the quizzes. The final exam will be administered **December 14, 2006 from 1:00-3:00 PM.**

Students who believe they have provided a correct answer and failed to receive credit are required to provide a **two page typed** explanation of the basis for their belief that their answer is correct and justifies credit. Credit will be provided only for those written explanations that are judged correct.

**Readings:** There will be daily reading assignments as outlined in the class schedule. In addition, students will be assigned to groups by the instructor to present a peer reviewed publication and lead a discussion for select articles. Each group is required to use PowerPoint slides and to submit them to the instructor prior to the presentation.

**Exercises:** Five written exercises will be administered during the semester. Completed exercises must be submitted to the instructor at the beginning of class by the deadline (unless otherwise noted). Late submissions will **NOT** be accepted. These exercises are Pass/Fail.

**Project:** Students will develop a behavior change intervention to change a specific health behavior. This will be done in small groups assigned by the instructor. The projects must integrate the principles discussed in class and in the assigned readings. Some class time will be allocated to working on projects. Students will present their interventions during the last week of classes before final exams. Presentations should cover an introduction, review of the literature, methods, the population under study, and procedures. This is a collaborative effort so each member of the group will receive the same grade. A paper is not required, however students must submit presentation materials to the instructor e.g. PowerPoint slides.

**Extra credit:** Extra credit assignments are an option and must be negotiated with the instructor. Full credit for an extra credit assignment will result in no more than one letter grade increase in the semester grade. Credit will be provided based on scope and quality of the extra credit project completed.

**TENTATIVE COURSE OUTLINE AND SCHEDULE OF READINGS AND ASSIGNMENTS**

Week	Date	Lecture /Discussion Topics	Activities	Assignments for next class
1	8/29/2006	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course Overview</li> <li>• Pre-Exam</li> </ul>		<ul style="list-style-type: none"> <li>• RGM Chapter 1</li> </ul>
	8/31/2006	<ul style="list-style-type: none"> <li>• Introduction to Behavior Modification</li> <li>• Areas of Application</li> </ul>		<ul style="list-style-type: none"> <li>• Reading assigned by guest speaker</li> </ul>
2	9/5/2006	<ul style="list-style-type: none"> <li>• Guest Speaker - Kate Hoerster</li> </ul>		<ul style="list-style-type: none"> <li>• RGM Chapter 2</li> </ul>
	9/7/2006	<ul style="list-style-type: none"> <li>• Measuring Behavior</li> </ul>	Quiz 1	<ul style="list-style-type: none"> <li>• Oh, SS, Mayer, JA, Lewis, EC, et al. (2004). Validating outdoor workers' self-report of sun protection. Preventive medicine, 39(4), 798-803.</li> </ul>
3	9/12/2006	<ul style="list-style-type: none"> <li>• Operational definition</li> <li>• Observing and recording a behavior</li> </ul>		<ul style="list-style-type: none"> <li>• RGM Chapter 4</li> <li>• Exercise #1 – Calculate % agreement</li> </ul>
	9/14/2006	Reinforcement <ul style="list-style-type: none"> <li>• +/-</li> <li>• escape behavior</li> <li>• avoidance</li> <li>• Schedules of Reinforcement</li> </ul>	Quiz 2	<ul style="list-style-type: none"> <li>• RGM Chapter 5</li> </ul>
4	9/19/2006	<ul style="list-style-type: none"> <li>• Extinction</li> </ul>		<ul style="list-style-type: none"> <li>• Skin Cancer article (TBD)</li> </ul>
	9/21/2006	<ul style="list-style-type: none"> <li>• Health Behavior and Community – Skin Cancer</li> <li>• In-class Work on projects</li> </ul>	Quiz 3	<ul style="list-style-type: none"> <li>• RGM Chapter 6</li> </ul>
5	9/26/2006	<ul style="list-style-type: none"> <li>• Punishment</li> </ul>		<ul style="list-style-type: none"> <li>• HIV/AIDS article (TBD)</li> </ul>
	9/28/2006	<ul style="list-style-type: none"> <li>• Health Behavior and Community – HIV/AIDS</li> <li>• In-class Work on projects</li> </ul>	Quiz 4	<ul style="list-style-type: none"> <li>• RGM Chapter 7</li> </ul>
6	10/3/2006	<ul style="list-style-type: none"> <li>• Stimulus Control</li> <li>• Discrimination</li> </ul>		<ul style="list-style-type: none"> <li>• RGM Chapter 10</li> <li>• Exercise #2</li> </ul>

		<ul style="list-style-type: none"> <li>• Generalization</li> </ul>		
	10/5/2006	<ul style="list-style-type: none"> <li>• Prompting</li> </ul>	Quiz 5	<ul style="list-style-type: none"> <li>• RGM Chapter 8</li> </ul>
7	10/10/2006	<ul style="list-style-type: none"> <li>• Respondent Conditioning</li> </ul>		<ul style="list-style-type: none"> <li>• Physical Activity articles (TBD)</li> <li>• Project materials</li> </ul>
	10/12/2006	<ul style="list-style-type: none"> <li>• Health Behavior and Community – Physical Activity</li> <li>• In-class Work on projects</li> </ul>	Quiz 6	<ul style="list-style-type: none"> <li>• Landrine, Hope and Klonoff, Elizabeth (2004) Culture Change and Ethnic-Minority Health Behavior: An Operant Theory of Acculturation. <i>Journal of Behavioral Medicine</i> 27(6):527-555.</li> </ul>
8	10/17/2006	<ul style="list-style-type: none"> <li>• Guest Speaker – Norval Hickman</li> </ul>		<ul style="list-style-type: none"> <li>• Project materials</li> <li>• Exercise #3 – Outline for project</li> </ul>
	10/19/2006	<ul style="list-style-type: none"> <li>• Instructions on how to critique scientific publications</li> <li>• In-class Work on projects</li> </ul>	Quiz 7	<ul style="list-style-type: none"> <li>• RGM Chapter 15</li> </ul>
9	10/24/2006	<ul style="list-style-type: none"> <li>• Differential reinforcement</li> </ul>		<ul style="list-style-type: none"> <li>• Linde, JA, Jeffery, RW, French, SA, et al. (2005). Self-weighting in weight gain prevention and weight loss trials. <i>Annals of behavioral medicine</i>, 30(3), 210-6.</li> </ul>
	10/26/2006	<ul style="list-style-type: none"> <li>• Discuss article</li> </ul>	Quiz 8	<ul style="list-style-type: none"> <li>• RGM Chapter 9, 11</li> </ul>
10	10/31/2006	<ul style="list-style-type: none"> <li>• Shaping and Chaining</li> </ul>		<ul style="list-style-type: none"> <li>• Correia, CJ, Sigmon, SC, Silverman, K, et al. (2005). A comparison of voucher-delivery schedules for the initiation of cocaine abstinence. <i>Experimental and clinical psychopharmacology</i>, 13(3), 253-8.</li> <li>• Group #1 - presentation materials</li> </ul>
	11/2/2006	<ul style="list-style-type: none"> <li>• Group 1 presents article/leads discussion</li> </ul>	Quiz 9	<ul style="list-style-type: none"> <li>• RGM Chapter 17</li> </ul>
11	11/7/2006	<ul style="list-style-type: none"> <li>• Time Out and Response Cost</li> </ul>		<ul style="list-style-type: none"> <li>• Regalado, M, Sareen, H, Inkelas, M, et al. (2004). Parents' discipline of young children: results from the National Survey of Early Childhood Health. <i>Pediatrics</i>, 113(6), 1952-8.</li> <li>• Group #2 - presentation materials</li> </ul>
	11/9/2006	<ul style="list-style-type: none"> <li>• Group 2 presents article/leads</li> </ul>	Quiz 10	<ul style="list-style-type: none"> <li>• RGM Chapter 20</li> </ul>

		discussion		
		<ul style="list-style-type: none"> <li>• Guest Speaker – Betsy Lewis</li> </ul>		
12	11/14/2006	<ul style="list-style-type: none"> <li>• Self-Management</li> </ul>		<ul style="list-style-type: none"> <li>• Samuel Hodge, CD, Keyserling, TC, France, R, et al. (2006). A church-based diabetes self-management education program for African Americans with type 2 diabetes. Preventing chronic disease, 3(3), A93-.</li> <li>• Exercise #4 – Self-monitor health behavior</li> <li>• Group #3 - presentation materials</li> </ul>
	11/16/2006	<ul style="list-style-type: none"> <li>• Group 3 presents article/leads discussion</li> </ul>	Quiz 11	<ul style="list-style-type: none"> <li>• RGM Chapter 22</li> <li>• Budney, AJ, Moore, BA, Rocha, HL, et al. (2006). Clinical trial of abstinence-based vouchers and cognitive-behavioral therapy for cannabis dependence. Journal of consulting and clinical psychology, 74(2), 307-16.</li> <li>• Group #4 - presentation materials</li> </ul>
13	11/21/2006	<ul style="list-style-type: none"> <li>• The Token Economy</li> <li>• Group 4 presents article/leads discussion</li> </ul>		<ul style="list-style-type: none"> <li>• RGM Chapter 23</li> <li>• Schlenk, EA, &amp; Boehm, S. (1998). Behaviors in type II diabetes during contingency contracting. Applied nursing research, 11(2), 77-83.</li> <li>• Group #5 - presentation materials</li> </ul>
	11/23/2006	No Class	No Class	No Class
14	11/28/2006	<ul style="list-style-type: none"> <li>• Behavioral Contracts</li> <li>• Group 5 presents article/leads discussion</li> </ul>	Quiz 12	<ul style="list-style-type: none"> <li>• Exercise #5 – Develop health behavior contract</li> <li>• Reading assigned by guest speaker</li> </ul>
	11/30/2006	<ul style="list-style-type: none"> <li>• Guest Speaker - Jessica Gorman</li> </ul>		<ul style="list-style-type: none"> <li>• Submit presentation materials</li> </ul>
15	12/5/2006		Project Presentations	
	12/7/2006		Project Presentations	<ul style="list-style-type: none"> <li>• Review for exam</li> </ul>
16	12/14/2006  (1:00-3:00 PM)	FINAL EXAM	FINAL EXAM	FINAL EXAM

**Other Policies:**

- The syllabus is subject to change by the instructor.
- Excused absences will be determined by the instructor on an individual basis.
- It is your responsibility to get missed class notes from a fellow class member.
- Announcements, assignments and class information will be posted on Blackboard.
- It is your responsibility to check Blackboard daily.
- Everyone is encouraged to participate in this class. If you have questions or comments, please share them. It is expected that all class discussions will be conducted in a respectful manner. Please refrain from private conversations during class.
- If you have a disability and anticipate needing any type of accommodation in order to participate in this class, please contact the instructor and make appropriate arrangements with Disability Services.
- Cheating or plagiarism not only violates SDSU academic standards, but makes the offender liable to penalties. Refer to the “Course Information” section on Blackboard for the SDSU Academic Senate Policy regarding, “Handling Cases of Suspected Plagiarism.”
- If a class must be cancelled without prior notification, it will be posted on Blackboard the day of the class, no later than 8:00 A.M.