University of North Texas  
Department of Kinesiology, Health Promotion, and Recreation  
HLTH 4600 – Behavioral Change Strategies in Health Promotion  
Fall 2019

Course Meeting Times: MWF 1:00-1:50pm; TERRILL HALL 120  
Instructor: Marisa Moore, M.S., CHES  
Office Hours: M/W 10a-12:30p; T/R 9:30a-12:00pm; other times by appointment  
Office: PEB 210G  
Phone: 940.565.3426  
Email: Marisa.Moore@unt.edu

Recommended Textbook  

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. You may also contact them by phone at 940.565.4323.

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)
The University is required to follow the Family Educational Rights and Privacy Act of 1974 ("FERPA"), as amended. The purpose of FERPA is to afford certain rights to students concerning their educational records. In essence, FERPA grants students the right to inspect and review their educational records, to seek to have their records amended and to have limited control over the disclosure of information contained in the records. UNT’s Family Educational Rights and Privacy Act and privacy policies are available at http://policy.unt.edu/policydesc/ferpa-policy-18-1-9.

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.

**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. Make-up quizzes or exams will **NOT** be given.

**Evaluation Policy**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Student Journals (8 @ 20 pts. Ea.)</td>
<td>160</td>
</tr>
<tr>
<td>Behavior Change Contract</td>
<td>10</td>
</tr>
<tr>
<td>Brain Storm Activity</td>
<td>10</td>
</tr>
<tr>
<td>Behavior Change Final Report (PP)</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>480</strong></td>
</tr>
</tbody>
</table>

**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 2016 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 will be responsible for bringing their own test materials to class. The instructor will NOT provide scantrons.

**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 8 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 TOWARDS THE CHANGE IN BEHAVIORS (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, rational/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 JOURNALW WILL BE TYPED UP AND SUBMITTED ELECTRONICALLY IN BLACKBOARD. NO, ABSOLUTELY NO HANDWRITTEN JOURNALS WILL BE ACCEPTED**!!
Behavior Change Program Final PP 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. **MUST INCLUDE CHARTS/GRAPHS**
- This paper is informal in nature and need not be referenced with a bibliography page.
- 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.

**DISCLAIMER: INSTRUCTOR RESERVES THE RIGHT TO CHANGE SCHEDULE AT ANYTIME DUE TO CIRCUMSTANCES**
Tentative Course Schedule

Week 1: August 26, 28, 30
- **Monday:** Course Introduction
- **Wednesday:** Course Intro (cont….)
- **Friday:** Chapter 1: Self-Regulation

Week 2: September 2, 4, 6
- **Monday:** **LABOR DAY - NO CLASS**
- **Wednesday:** Chapter 1: Self-Regulation (Cont…); Chapter 8
- **Friday:** **VIDEO: TINY HABITS**; Chapter 8 (Cont…); Brain Storm Activity Due in Canvas

Week 3: September 9, 11, 13
- **Monday:** Chapter 8: Developing a Successful Plan
- **Wednesday:** Chapter 8 (Cont….)
- **Friday:** Assignment #1: Behavior Change Contract Due in Canvas.

Week 4: September 16, 18, 20
- **Monday:** Chapter 2: Forethought: Planning for Success; **BEGIN BEHAVIOR CHANGE PROJECT (START WEEK 1 JOURNALING!!)**
- **Wednesday:** Chapter 2 (Cont….)
- **Friday:** *PROJECT WORKDAY*

Week 5: September 23, 25, 27
- **Monday:** Chapter 3: Self-Knowledge: Observation and Recording
- **Wednesday:** Chapter 3: (Cont….)
- **Friday:** Assignment #2 Due: Week 1 JOURNAL DUE IN CANVAS

Week 6: September 30; October 2, 4
- **Monday:** Chapter 4: Principles of Self-Regulation: Theory & Practice
- **Wednesday:** Chapter 4 (Cont….)
- **Friday:** Assignment #3 Due: Week 2 JOURNAL DUE IN CANVAS

Week 7: October 7, 9, 11
- **Monday:** Chapter 4 (Cont., if need); Chapter 5: Antecedents
- **Wednesday:** Chapter 5 (Cont…..)
- **Friday:** Assignment #4 Due: Week 3 JOURNAL IN CANVAS

Week 8: October 14, 16, 18
- **Monday:** Review for Exam 1
- **Wednesday:** **EXAM 1**
- **Friday:** Assignment #5 Due: Week 4 JOURNAL DUE IN CANVAS

Week 9: October 21, 23, 25
- **Monday:** Chapter 6: Behaviors, Thoughts and Feelings
- **Wednesday:** Chapter 6 (Cont…..)
- **Friday:** Assignment #6: Week 5 JOURNAL DUE IN CANVAS
Week 10: October 28, 30; November 1
- Monday: Chapter 7: Consequences
- Wednesday: Chapter 7 (cont.)
- Friday: Assignment #7: Week 6 JOURNAL DUE IN CANVAS

Week 11: November 4, 6, 8
- Monday: Chapter 9: Problem Solving and Relapse Prevention
- Wednesday: Chapter 9 (cont.)
- Friday: Assignment #8: Week 7 JOURNAL DUE IN CANVAS

Week 12: November 11, 13, 15
- Monday: Chapter 10: Termination and Beyond
- Wednesday: Chapter 10: Termination and Beyond
- Friday: Assignment #9: Week 8 JOURNAL DUE IN CANVAS

Week 13: November 18, 20, 22
- Monday: **WRAP-UP DAY**
- Wednesday: **PRESENTATIONS DUE IN BLACKBOARD**
- Friday: **PRESENTATIONS DUE IN BLACKBOARD**

Week 14: November 25, 27, 29
- Monday: **PRESENTATIONS DUE IN BLACKBOARD**
- Wednesday: **NO CLASS - THANKSGIVING**
- Friday: **NO CLASS - THANKSGIVING**

Week 15: December 2, 4, 6 (DEAD WEEK)
- Monday: **EXAM 2**
- Wednesday: **NO CLASS**
- Friday: **READING DAY: NO CLASS**

Week 16: December 9, 11, 13 (EXAM WEEK)
- Monday:
- Wednesday:
- Friday: **END OF SEMESTER**