

FOUNDATIONS OF SOCIAL AND BEHAVIORAL SCIENCE THEORY
PHC 6937 (section 2949)

Fall Semester - 2009
Mondays - 9:35 to 12:35 p.m.

**HPNP Building-
Room G210**

Instructor: Dennis L. Thombs, PhD, FAAHB
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Office Hours: Mondays 1:00 - 5:00 p.m. (appointments are welcome)

Instructor Description: The purpose of this course is to provide the student with a comprehensive and in-depth review of the social and behavioral science theories used in public health. A critical analysis will be conducted of the major theories and the research that supports them. An emphasis will be placed on theories applied to addictive behaviors. Students will learn skills needed to measure theoretical constructs.

Course Objectives

Upon completion of the course, students will have:

- 1) developed an in-depth understanding of prominent social and behavioral science theories and models;
- 2) analyzed health behaviors from a variety of theoretical perspectives;
- 3) analyzed controversial public health issues using theory;
- 4) critically evaluated the utility of theory as a basis for effective practice;
- 5) acquired skills necessary for the measurement of theoretical constructs;
- 6) developed an instrument to assess a theoretical construct;
- 7) collected data to attempt to partially validate an instrument they have created; and
- 8) formally presented their findings to the class.

Texts

Glanz, K., Rimer, B.K., & Lewis, F.M. (2002). Health Behavior and Health Education: Theory, Research, and Practice (3rd edition). San Francisco: Jossey-Bass.

Thombs, D.L. (2006). Introduction to Addictive Behaviors (3rd edition). New York: The Guilford Press.

Course Outline

- Week of:
 August 24th Overview of course and the field of health behavior. *Readings:* Chapters 1 & 2 in Glanz et al. and Chapter 1 in Thombs. Students identify a theoretical construct and an individual-level health behavior to assess with a questionnaire.
- Week of:
 August 31st The Health Belief Model and the Disease Models of Addiction. *Readings:* Chapter 3 in Glanz et al. Students identify a theoretical construct and an individual-level health behavior to assess with a questionnaire.
- Week of:
 September 7th **Labor Day Observance – NO CLASS on Monday.** *Readings:* Chapter 2 in Thombs. Students identify a theoretical construct and an individual-health behavior to assess with a questionnaire. Students identify individuals and groups who will complete the questionnaire.
- Week of:
 September 14th **NO CLASS on Monday.** Students complete their questionnaire and begin administering it.
- Week of:
 September 21st..... Disease Models of Addiction. *Readings:* Chapter 8 in Glanz et al. and Chapter 7 in Thombs. Students are administering their questionnaire.
- Week of:
 September 28th Social Cognitive Theory. *Readings:* Chapter 4 in Glanz et al. and Chapter 5 in Thombs. Students are administering their questionnaire.
- Week of:
 October 5th..... Theory of Planned Behavior and Psychoanalytic Formulations. *Readings:* Chapter 6 in Glanz et al. Students construct a data base and are analyzing data.
- Week of:
 October 12th Precaution Adoption Process Model and Conditioning Models of Substance Use and Abuse. *Readings:* Chapter 6 in Thombs. Students construct a data base and are analyzing data.
- October 19th Exam One. The test will cover Chapters, 1, 2, 3, 4, 6, & 8 in Glanz et al. and Chapters 1, 2, 5, 6, & 7 in Thombs as well as material covered in class.** Students are analyzing data.
- Week of:
 October 26th Social Support Frameworks. *Readings:* Chapter 9 in Glanz et al. Students are preparing their presentation.
- Week of:
 November 2nd..... Public Health and Community Building Approaches. *Readings:* Chapter 3 in Thombs and Chapter 13 in Glanz et al. Students are preparing their presentation.
- Week of:
 November 9th Diffusion of Innovation Theory. *Readings:* Chapter 14 in Glanz et al.

Students are preparing their presentation.

Week of:

November 16th Theories of Organizational and Family Change. *Readings*: Chapter 15 and in Glanz et al. and Chapter 8 in Thombs. Four students make their 25-minute class presentation.

Week of:

November 23rd Ecological Models. Social and Cultural Foundations of Substance Abuse. *Readings*: Chapter 20 in Glanz et al. Chapter 9 in Thombs. Four students make their 25-minute class presentation.

Week of:

November 30th Stages of Change Theory. *Readings*: Chapter 5 in Glanz et al. and Chapter 10 in Thombs. Four students make their 25-minute class presentation.

December 7th Exam Two (Monday, 3:00-5:00 p.m.). The test will cover Chapters 5, 9, 13, 14, 15, & 20 in Glanz et al. and Chapters 3, 8, 9, & 10 in Thombs as well as material covered in class.

Student Evaluation

Final grades will be based on your performance on two objective tests (multiple choice & true-false questions) and a presentation at the end of the semester (details about the presentation will be discussed in class and appear below). Each exam will represent 34% of your final grade. The presentation score will comprise the remaining 32% of your final grade. There is no comprehensive exam. Because I believe it is unfair to students who do not request such work, there will be no opportunities for “extra-credit.”

If you find yourself having difficulty with the course content, the readings, the presentation, or my lectures, please see me early in the semester. Though I want to challenge you, it is important to me that you succeed and have a positive experience in the course. I am very willing to spend time with you outside of class.

Attendance

Missed classes will increase the burden of the course. Graduate students should attend every scheduled class unless they have another pressing professional responsibility or emergency. If you must miss a class, it will be your responsibility to obtain notes and materials from a student in the class.

Assistance Outside of Class

Students are expected to frequently seek my assistance outside of class (beginning early in the semester). Please do not procrastinate or wait until the end of the course to ask for help.

Presentation Guidelines and Criteria for Evaluation

Purpose

The 25-minute presentation should be of the quality that would be delivered at a professional conference or meeting. It is not appropriate to simply stand and read from notes. The purpose of the presentation is to share with the class the knowledge you have gained as a result of your effort to measure and validate a tool for assessing a theoretical construct.

Scope

The presentation should be well-organized and focus on the technical aspects of measurement. The presentation is not expected to be entertaining. Students should develop visual materials to organize and guide their delivery. Computer-assisted presentations are strongly encouraged. However, handouts may be useful for communicating statistical information. SPSS (or SAS) output should not be photocopied and presented to class. Rather, statistical tables based on such output should be created following conventions used in academic journals. The student should be prepared to interact with the class and answer questions as well.

Organization of the Presentation

Use the **following** as headings in your presentation.

- I. Brief Review of the **Theory/Model/Hypothesis/Construct**
- II. Description of **Data Collection Procedures and Sample**
- III. Identification of **Data Analysis Procedures** (including rationale for their use)
- IV. **Findings** (communicated with statistical tables)
- V. **Conclusions**
- VI. **Questions** from class

Evaluation Criteria

The following criteria, in their order of importance, will be used to evaluate the student's performance.

- 1) Demonstrated knowledge of subject matter;
- 2) Development and effective use of visual materials;
- 3) Organization of the presentation;
- 4) General enthusiasm and comfort level;
- 5) Clarity of speech; and
- 6) Appropriate eye contact and body posture.

Caution: presentations that appear to have been "thrown together" at the last minute or where the student seems ill-prepared will likely earn grades of "D" or "F." I strongly encourage you to ask me to review materials that you are in the process of preparing for the presentation. I am very willing to do this, but you must initiate the action.