



**PBH 210: Health Behavior and Chronic Disease**  
*Online*

Semester:  
 Day(s):  
 Time(s):  
 Classroom:  
 Instructor:  
 Office Hours:  
 Office Location:  
 Phone Number  
 Email:

Insert Picture  
 Here

**Prerequisite/Co-requisites: None**

**Course Description**

This course examines the behavioral factors that influence health, with particular emphasis on chronic disease outcomes. Students will be introduced to behavioral science theory, and examine behavioral health research methods and interventions for chronic disease.



**Course Goal**

This course will examine behavioral health theories as they relate to chronic disease.



**Required Text**

Edberg, M. (2014). *Essentials of Health Behavior: Social and Behavioral Theory in Public Health (2<sup>nd</sup> Edition)*. Boston, MA: Jones & Bartlett. (This will be referred to as "Text")

**Student Learning Outcomes and Assessment Methods**

<b>Learning Outcomes</b>	<b>Assessment Methods</b>
Formulate opinions on current public health issues.	Exams
Define barriers to health.	
Discuss strategies for designing an effective and efficacious public health intervention.	
Explain chronic disease trends in the United States.	
Describe how social networks and communities influence health.	
Distinguish between the behavioral health interventions and approaches at the local, state and federal level to address chronic disease.	
Discuss methods for improving the social determinants of health.	
Evaluate the effectiveness of behavioral health interventions.	



### Grading Policy

Your performance in this course is assessed using multiple, varied methods in the areas listed below and based on the expectations as described in the syllabus and outlined in assessment scoring guides or rubrics. If you do not understand the expectations, it is your responsibility to ask the instructor questions.

Weekly Discussions	25%
Personal Reflection Journal	25%
Papers	25%
Final Exam	25%
Total:	100%

### Grading Key

93-100 = A	80-82 = B-	67-69 = D+
90-92 = A	77-79 = C+	63-66 = D
87-89 = B+	73-76 = C	60-62 = D-
83-86 = B	70-72 = C-	Below 60 = F



### Assessment Methods

This section of the syllabus contains a listing with brief descriptions of the assessment methods for this course. They are designed to align with the student-learning outcomes and provide you with varied ways to demonstrate mastery of the course content. Additional instructions and related scoring guides or rubrics are posted to Blackboard.



### Final Examination (25%):

The final exam will be available the last week of the course. The final exam will consist of multiple choice and short answer questions. You must be prepared and make your best effort on each exam. Exams must be completed electronically. Students will be given a 48-hour window of time within which to complete each timed exam. Failure to submit an exam within this timeframe will result in a score of zero. There is a cumulative final exam for this course that must be completed in the Blackboard learning environment.



### Assignments (25%):

Students will be required to submit a one-page paper in relation to the assigned topic for that week of the course.



### Papers (25%):

#### Reflection Journal

Students will keep a journal and when prompted weekly write an entry related to the required question. The journal should be kept as a cumulative Word document and be no longer than a page per entry. The journal will be turned near the end of the course and evaluated for quality and in relation to the required questions.



### Discussion Board (25%):

In the discussion areas of the course, you, as a student, can interact with your instructor and classmates to explore questions and ideas related to the content of this course. Discussions will always open on Mondays at 12:00 a.m. and close on Sundays at 11:59 p.m. Eastern Time. A successful student in online education is one who takes an active role in the learning process. Therefore, it is necessary to participate in the discussion boards to enhance your learning experience throughout each week.

The discussion board is accessible by clicking on the link provided in the weekly course materials for each week. Your grade will be based on four aspects: Quality, Quantity, Frequency, and Accuracy. Students are expected to log into the course and post (respond) in each graded discussion question a **minimum of three separate days per week, beginning no later than Wednesday**. Discussions close each week on Sunday at 11:59 P.M. EST.

The standards below will be used to evaluate the **quality** of your discussion posts. Basically, each post should be "value added." In other words, your posts should further the thread topics; show that you have learned something from our readings or outside research; bring anecdotal, life experiences to the threaded issues; ask relevant and forward moving questions; or otherwise promote the Course Objectives for the week. Posts like "I agree" or "Great post" are nice, goodwill posts, but they will not receive credit. Please review the following quality standards and use them as you formulate your responses:

#### Elements of Quality Posts:

- Provide additional information to the discussion
- Elaborate on previous comments from others
- Present explanations of concepts/methods to assist fellow students

- Present reasons for or against a topic in a persuasive fashion
- Share a personal experience that relates to the topic
- Provides URL and explanation for an area researched on the internet

**Discussion Board Grading Points Breakdown**

25%:

1st. post made by due date (Wednesday no later than 11:59 PM) unless otherwise notified in writing.

25%:

A minimum of three (3) postings are made each week, unless otherwise notified in writing.

25%:

Postings are made on a minimum of three (3) separate days, unless otherwise notified in writing.

25%:

Postings are substantive (as to length and quality), not merely expressions of cordiality between students.

***The Course Outline / Class Schedule contains due dates.***

## Course Outline / Assignments\*

Week	Topic	Assignments	Assessment Schedule
1	Course Introduction and Overview/The Links Between Health and Behavior	Assigned Readings: Text, Chapter 1 View Week 1 PowerPoint Watch Video Participate in Week 1 Discussion Board Complete a personal reflection on their own social and behavioral factors.	one page paper due
2	The Relationship between Behavior and Selected Health Issues	Assigned Readings: Text, Chapter 2 View Week 2 PowerPoint Watch Video Participate in Week 2 Discussion Board Complete a personal reflection on their own behavior and health consequences of obesity, youth violence, and HIV/AIDS	
3	Background: Social/Behavioral Theory and its Roots	Assigned Readings: Text, Chapter 3 Read Chapter 3 View Week 3 PowerPoint Participate in Week 3 Discussion Board Complete personal reflection on their own personal traditions that influence their behavior.	one page paper due
4	Individual Health Behavior Theories	Assigned Readings: Text, Chapter 4 View Week 4 PowerPoint Watch Video Participate in Week 4 Discussion Board Complete a personal reflection on their own personal behaviors and how they fit into one of the discussed models.	
5	Social, Cultural and Environmental Theories	Assigned Readings: Text, Chapter 5 and 6 View Week 5 PowerPoint Participate in Week 5 Discussion Board	one page paper due
6	Multilevel Theories	Assigned Readings: Text, Chapter 7 View Week 6 PowerPoint Participate in Week 6 Discussion Board Complete a personal reflection on something that could have happen to you as a child that could have influenced your health behaviors as an adult.	

7	Integrating individual, Socio-Cultural and Environmental Theories of Behavior– the Ecological Perspective	Assigned Readings: Text, Chapter 8 View Week 7 PowerPoint Participate in Week 7 Discussion Board	one page paper due
8	Application of Social/Behavioral Theory: Community and Population Interventions	Assigned Readings: Text, Chapter 9 View Week 8 PowerPoint Watch Video Participate in Week 8 Discussion Board Complete a personal reflection on their own personal interaction with a community-based health promotion in their community.	
9	Application of Theory: Schools and Worksites	Assigned Readings: Text, Chapter 10 View Week 9 PowerPoint Participate in Week 9 Discussion Board Students will write a one-page paper. Complete a personal reflection on what you remember from your school lunch. Was it healthier then than school lunches now?	
10	Application of Theory: Mass Media and Communications Campaigns	Assigned Readings: Text, Chapter 11 View Week 10 PowerPoint Watch Video Participate in Week 10 Discussion Board Complete a personal reflection on what do you think influences you the most, social media, internet, or television.	
11	Application of Theory: Global Health	Assigned Readings: Text, Chapter 12 View Week 11 PowerPoint Watch Video Participate in Week 11 Discussion Board Complete a personal reflection on some socioeconomic conditions, social patterns, or cultural conditions that have influenced your health behaviors.	
12	Application of Theory for High Risk, Hard-to-Reach, and Other Special Populations	Assigned Readings: Text, Chapter 13 View Week 12 PowerPoint Participate in Week 12 Discussion Board	one page paper due
13	Evaluation: What Is It and Why Is It Necessary? How Does It Relate to Health Promotion Theory?	Assigned Readings: Text, Chapter 14 View Week 13 PowerPoint Participate in Week 13 Discussion Board Complete a personal reflection by conducting a self-evaluation you have ever conducting and a change you have made in regards to that self-	one page paper due

		evaluation.	
14	Current Issue: Culture, Diversity and Health Disparities: Are Current Theories Relevant for Health Promotion and Education?	Assigned Readings: Text, Chapter 15 View Week 14 PowerPoint Participate in Week 14 Discussion Board Complete a personal reflection on something you learn in this class that you did not know before or that has made an impact on your health behaviors.	
15	Chronic Diseases and Risk factors/Course Review	View Week 15 PowerPoint Participate in Week 15 Discussion Board	Final Exam

***\*This syllabus is subject to change. Changes, if any, will be announced in class and on Blackboard.  
Be sure to check Blackboard and your Goodwin email regularly!***



## Class Policies



**Assignments and Quizzes:** If an Assignment or quiz is given to you in any given week it will contain a due date within the assignment or quiz instructions, which typically will be at a point prior to the start of the following week's class, and late submissions without valid excuse will not be accepted.

If a student is unable to take a quiz or complete an assignment within the specified time frame due to a serious illness or death in the family, the student must contact the instructor within 24 hours of the due date to be allowed to take a makeup without penalty. In this case, proper documentation must be provided (e.g. physician's note). All makeups, if granted, must be completed within 7 days of the due date. Makeups shall be granted at the instructor's sole discretion.

Without a valid excuse, should a student be permitted to make a late submission, which is totally at the instructor's discretion, said submission will receive a minimum drop in grade by 10 percentage points. Assignments submitted 7 days after the original deadline will receive a zero.



**Blackboard:** Blackboard contains class materials such as PowerPoints, worksheets, media, and links for submitting assignments. Be sure to **check Blackboard often** to stay up to date on announcements, new course materials, and other important information. **All assignments must be submitted on Blackboard.**

\*BB issues contact [bbsupport@goodwin.edu](mailto:bbsupport@goodwin.edu) or call 860-913-2152



**Late Assignments:** Per department policy, all work is expected to be handed in on time. Late assignments or make-up exams are not permitted except when there are documented extenuating circumstances (i.e., medical and family emergencies), and the instructor has been notified 24 hours before or after the deadline. In circumstances in which the instructor permits a make-up exam, the format of the exam is at the discretion of the instructor.

**NO EXTRA CREDIT PROJECTS WILL BE ASSIGNED**



**Technology:** Online components are not compatible with smartphones or tablets. Firefox is the recommended browser when using blackboard. For Blackboard technical problems in the course, refer to the helpdesk under the Technical Support Tab.

Access to all computer systems, networks and electronic devices owned by Goodwin College imposes certain responsibilities and obligations to all faculty, staff and students. The college's technology policy outlines the acceptable usage for all computers and peripherals, network resources, telephones and all other electronic devices owned and maintained by Goodwin College. Users failing to adhere to this policy may face disciplinary actions by Goodwin College and/or local and federal law enforcement agencies. The complete technology policy is located on the Goodwin website <http://www.goodwin.edu/pdfs/policies/technologypolicy.pdf> and in the student handbook.

Online components are compatible with smart phones or tablets ONLY if you download and use the Blackboard app.



**Course Decorum:** We will create a positive environment in the classroom. There is an expectation of respect and professionalism (i.e., demonstrate respect for instructors, peers, and self, participate in classroom activities, and follow course and college policies).



**Communication and E-mail:** Students are expected to communicate in a professional manner (i.e., verbal, written, and electronic). I will send course updates and announcements through Blackboard so please **check your Goodwin e-mail account regularly**.



**APA Style:** This course follows APA style format for all written assignments. All written assignments must be produced using software that is compatible with Blackboard. Assessment of written assignments will include use of APA format, writing, grammar, quotations, and references. APA Style Central is also available at <http://apastylecentral.apa.org/>, the course Blackboard shell, and through the Hoffman Family Library.

Expectations for Written Work: The following are basic expectations for all written work:

1. One-inch margin for all sides of the page (e.g., top, bottom, left, and right side of the page).
2. The font is 12 point.
3. The paper is double spaced.
4. The first page of the paper includes:
  - ✓ Your full name
  - ✓ The date of submission



**Plagiarism:** Plagiarism in any form is not acceptable. Do not copy material from the book, your classmates, or any other source (without proper citation giving credit to the actual author) when submitting assignments, posting on the discussion board, etc. If it is determined that you have committed plagiarism you will be subject to all available adverse actions as provided for in the college's Academic Integrity Policy, including the possibility of a failing grade for an assignment or for the entire course and the reporting of the incident to college officials for possible further disciplinary action.



#### **Participation:**

All students are expected to:

- Read the assigned textbook Chapters and other provided reading materials
- Review the assigned PowerPoint slides

- View provided videos and/or other supplemental materials provided
- Complete all assignments
- Take all quizzes & tests
- Complete all assignments
- Complete all discussion board postings



**Testing Policy:** All exams are mandatory. If you have a schedule conflict involving other courses, religious observance, or personal matters, you must see your instructor at least one week prior to the exam. Any missed exams will result in a grade of 0 for that exam, unless there are serious extenuating personal circumstances that are immediately brought to the attention of your instructor. Illness will only be accepted as a justification for absence from a scheduled test if a doctor's excuse is presented. The excuse must be dated on or immediately prior to the exam date and you must contact your instructor prior to the exam in order to be excused. If either of these conditions is not met, you will be given a grade of 0. If you miss an exam and present a legitimate excuse, then, at the discretion of the instructors, a make-up exam will be made available to you that you must take within 7 days.

## Discussion Boards Rubric

Quality	High	Medium	Low	Unsatisfactory
(Content of contributions to discussions)	Contributions to each topic indicate your mastery of materials assigned. Responses might integrate multiple views and/or show value as a seed for reflection for other participants' responses to the thread. Provide evidence that you are reading assigned materials and other student postings and are responding accordingly, bringing out interesting interpretations. You know the facts and are able to analyze them and handle conceptual ideas.	Responses build on the ideas of other participants and dig deeper into assignment questions or issues. Intelligent posts during the week, including some good critique of the course material, and demonstrating an understanding of the material, as well as reading posts of colleagues and contributing to class. Posts demonstrate confidence with the materials, but may be just a bit off target in one area or another.	Have meaningful interactions with other participants' posts. Posts that state "I agree" or "I disagree" and include an explanation of why, or introduce an argument that adds to the discussion. May have rambling, lengthy posts that show no signs of having been edited before posting and writing suffers from lack of clarity and comprehension.	Will receive little credit in the week's discussion by just showing up and making trivial comments without adding any new thought to the discussion. At the low end of the spectrum. No participation gets a "0." If you are not in the discussion, you do not earn any points. An answer of "I agree" without further explanation receives a no participation grade.
<b>Frequency</b> (Number and regularity of postings)	Logs into the course and posts (responds) in each open graded thread <b>at or above the minimum of 3 separate days in a week beginning no later than Wednesday.</b>	Logs into the course and posts (responds) in each open graded thread <b>2 separate days per week, or first after Wednesday.</b>	Logs into the course and posts (responds) in each open graded thread <b>1 day in a week , or first after Wednesday.</b>	Logs into the course and does not post or respond to any of the open graded threads

### Assignments Rubric

Criteria	Exceeds Expectations	Meets Expectations	Does NOT Meet Expectations
<b>Content:</b>  <b>Accurate and Relevant</b>	Topic is narrow and manageable Consistently accurate and relevant Quality details give reader important information that goes beyond obvious and predictable Insight proves an understanding of topic significance	Very broad topic Ideas are reasonably clear but does not detail or expand to show depth of understanding Writer had difficulty going from general observations to specifics No clear theme is seen	Topic is still in the brainstorming mode. Writer has not decided on a main idea. Information is limited or unclear Writer has not begun to define the topic in a meaningful way
<b>Analysis &amp; Justification:</b>  <b>Depth, Comprehension, and Logic</b>	Demonstrates depth and understanding of objectives throughout Reader's questions are anticipated and answered Ideas are fresh, original and logical Fluency in arrangement of ideas and content	Occasional analysis demonstrates depth and basic understanding of objectives Reader is left with questions Shows some logic, but does not always support the development of ideas Ideas show some sequencing but not enough to support development	Confusing analysis of objectives, no depth or understanding of content Reader has no idea what main idea or point of topic was Ideas reveal nothing of the topic or view of writer Sequencing of ideas are random and not supported or developed
<b>Process:</b>  <b>Clear and Precise</b>	Writer connects with reader throughout the focus of the topic Writer reflects a strong commitment to the topic by careful selection of ideas that show why the reader needs information Word choices and language reflect powerful and engaging content for the reader Writer takes a risk by including personal detail to the ideas	Writer connects with reader but in an impersonal manner Writer lacks consistent engagement with the topic, and fails to use ideas to build credibility Word choices and language reflect little thought of writer and reader is not engaged Writer occasionally reveals personal detail but avoids risk taking in detailing ideas	Writer seems indifferent to the topic and content and fails to connect with the reader. Writer lacks purpose and does not meet ideas Word choices and language reflect no thought of writer and detract from meaning Writer avoids any personal detail to ideas
<b>Grammar &amp; Sources/Citations</b>	Grammar and usage are correct and contribute to clarity and style of writer Surpasses required number of sources for an assignment No errors in the APA format	Problems with grammar and usage do not distort the meaning of content but are not always correct or accurate Only meets required number of sources for an assignment. No more than 1-5 errors	Grammar and usage errors are very noticeable and affect the meaning of the content Does not meet the number of required sources for the assignment More than 5 errors in APA format or does not follow APA format

		in APA format	
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### **Goodwin College Policies and Services**

**This course adheres to all policies outlined in the Goodwin College catalog.**

General academic policies of Goodwin College may be found on the college web site at and in the college catalog at <http://www.goodwin.edu/academics/catalogs.asp>.

Student services information may be found on the Goodwin College website at <http://www.goodwin.edu/student-services/> and <http://www.goodwin.edu/library/>.