

PHS/PHR 5320: Principles of Health Behavior and Promotion
3 credits
Fall 2026

GENERAL INFORMATION

Instructor: Dr. Gloria Hudson
Schedule: Asynchronous
Office Hours: Virtual by Appointment
E-mail: gloria.hudson@sulross.edu

DESCRIPTION

This course will explore theories of human behavior within public health. We will examine social behavioral theories, individual health behavior theories, sociocultural and environmental theories and multi-level theories to investigate why people and populations make health decisions or experience health outcomes. We will also learn how to utilize these theories and frameworks as the foundations of informed interventions that impact positive change.

This is an accelerated eight-week course.

In a traditional classroom, this class would meet twice a week, for three hours each (6 hours classroom time total each week), and require 12 hours a week of homework. This class, though online, will also require six hours on Blackboard and to complete readings each week. We use discussion board posts extensively in this class, and participating in online conversation with your classmates represents 30% of your total grade. Please read the below syllabus *very carefully* to understand the structure of the course, and how to complete the requirements.

OBJECTIVES

By the end of this course students will be able to:

- 1) Discuss key theories, models, and frameworks in public health
- 2) Understand the difference between theories that examine individual behavior, interpersonal influence, community and cultural dynamics, and multi-layered frameworks
- 3) Explain the importance of theory to public health and health behavior
- 4) Conduct a situational analysis across a range of cultural, economic, and health contexts

- 5) Design context-specific health interventions based upon the situational analysis that incorporate appropriately aligned health behavior theories
- 6) Propose strategies to identify relevant communities and individuals and build coalitions and partnerships for influencing public health outcomes
- 7) Communicate audience-appropriate public health content, in both writing and through oral presentation, to a non-academic, non-peer audience with attention to factors such as health literacy

REQUIRED READINGS

Glanz, K., Rimer, B., Viswanath, K. (2008) Health behavior and health education: Theory, research and practice (4th or 5th ed.). San Francisco, CA: John Wiley & Sons

Additional required and recommended readings are listed in the course schedule and references, and they will be available in Blackboard.

EVALUATION AND GRADING

Participation (10%)

Attendance and participation in class is the most effective way to learn and to demonstrate that you are learning. The ability to convey enthusiasm, motivation, and communication skills during our class time, as well as support for and engagement with other students in the class will maximize your participation grade and will ensure that you benefit personally and academically from the course.

Participation is worth 10 points total. Participation points are earned through the required Week 1 Course Check-In and brief weekly Progress Checks. The Week 1 Course Check-In is worth 5 points. Progress Checks for Weeks 2-6 are worth 1 point each, for a total of 5 additional points. Students must submit each activity by its posted Blackboard deadline to receive credit.

Article critiques (30%)

The article critiques are critical essays that analyze a scientific journal article selected by the professor and posted to Blackboard. An evaluation form that will be used to grade the essay is also available on Blackboard, and should be used to answer questions regarding the content of the essay. In brief, the essay should critique the article, including a statement of the study's hypothesis, the methods used in the study, any psychosocial or behavioral theories applied in the study, the constructs from that theory, the major findings summarized, and an evaluation of the effectiveness of the article, including a discussion of the strengths and weaknesses of the study, the construct operationalization, and the conclusions made.

PBL Participation (30%)

Problem-based learning is interactive group work that simulates a real public health problem. A case study will be assigned before class, students assigned to a specific role to fulfill within a team, with all roles working together to assess and solve the health problem. The goal of the team is to propose a solution to the health problem. The graded assignment is the write-up of that proposal. An evaluation form will be used to grade the write-up and will be posted to Blackboard.

Your participation in the problem-based learning groups will be based on the times when you serve as PBL Leader, as well as the submission of the PBL write-up for the times when you serve as PBL Scribe. All students will serve as PBL Leader at least once, and as PBL Scribe at least once.

The PBL Solution presentation will take place toward the end of term. The presentations will be 15 minutes each, and should allow a few minutes for questions at the end. Presentations should remind the class of the case, detail the research you did to prepare for your solution, then present your solution, and finally why you think the solution would work. Be sure to include a references and/or acknowledgements slide as well. All together, your presentation is likely to have roughly 6 slides: 1) introductory/title slide, 2) introduce PBL case, 3) discuss the research you did, 4) present your solution, 5) why you think your solution would work, 6) references/acknowledgements. You should not plan to read off your slides. Instead, your slides should have a few reminder cues or phrases, and then you should elaborate on that as you speak to the class. Every member of the PBL group should speak during the presentation.

Group Project & Presentation (30%)

Students will work collaboratively to design a Public Health intervention project around the principles of Community-Based Participatory Research. Roles will be assigned to each student that will define their contribution to and interaction with the group and its objectives. Over the last four weeks of class, you will meet to research your public health problem, and design a solution using one of the health behavior theories or models covered in class. Solutions should be clear as to why that particular health behavior theory or model was used over others, how the constructs will be defined, operationalized, implemented, and measured. Solutions should discuss how implementers would know if their plan was successful (a measurement and evaluation proposal). A more specific handout covering the group project will be distributed later in the term.

8. Grading Policies and Practices

Late assignments: Points will be deducted for late work at a rate of 10%/day, unless an arrangement is made with the professors **in advance**. Extensions for projects or assignments will only be granted in emergency situations and determined on a case-by-case basis.

Assignment Weights – Final grades will be calculated as follows:

Assessments	Points	Due Date
Class Participation	10	Throughout term
Assignments		
HBM PBL	10	November 1, 2026
Article Critique 1: HBM	10	October 25, 2026
TTM PBL	10	November 15, 2026
Article Critique 2: TTM	10	November 8, 2026
SCT PBL	10	November 22, 2026
Article Critique 3: SCT	10	November 15, 2026
Group Project & Presentation	30	December 9, 2026
<i>Total</i>	<i>100</i>	

Major Course Deadlines

Unless otherwise noted, assignments are due by 11:59 p.m. Central Time. Week 8 deadlines occur earlier because the course ends Friday, December 11, 2026.

Assignment or Milestone	Due Date
PBL Group Agreement	October 25, 2026
HBM Article Critique	October 25, 2026
HBM PBL Solution	November 1, 2026
TTM Article Critique	November 8, 2026
TTM PBL Solution	November 15, 2026
SCT Article Critique	November 15, 2026
SCT PBL Solution	November 22, 2026
CBPR Preparation and Group Milestone	November 29, 2026
CBPR PBL Solution	December 6, 2026
Final CBPR Group Project and Presentation	December 9, 2026
Peer Evaluation and Final Requirements	December 11, 2026

Blackboard Weekly Checklists

A detailed Start Here checklist is provided at the beginning of each weekly Blackboard module. Students should complete all Part A and Part B activities in the order listed. The syllabus identifies major graded deadlines; students remain responsible for reviewing the complete weekly checklist, assignment instructions, and announcements in Blackboard.

COURSE SCHEDULE AND ASSIGNMENTS

DATE	TOPIC	ASSIGNED READINGS/ASSIGNMENTS
WEEK 1a	What is Health Behavior? What is Health Promotion?	▪ Read Article Critique assignment sheet ▪ Read Article Critique Rubric ▪ Read PBL Group Explanation sheet ▪ Read PBL article ▪ → See your PBL groups available on Blackboard
WEEK 1b	Health Belief Model	Read Chapter 3 of Glanz Review Lecture PPT on HBM Read HBM Article on Blackboard HBM Article Critique due Sunday, October 25, 2026, by 11:59 p.m. Central Time
WEEK 2a	Health Belief Model PBL	▪ Read PBL case on Blackboard
WEEK 2b	HBM PBL	Complete PBL group work HBM PBL Solution due Sunday, November 1, 2026, by 11:59 p.m. Central Time
WEEK 3a	Transtheoretical Model	Read Chapter 5 of Glanz (Chapter 7 in the 5th edition) Review Lecture PPT on TTM Read TTM Article on Blackboard TTM Article Critique due Sunday, November 8, 2026, by 11:59 p.m. Central Time
WEEK 3b	TTM PBL	• Read PBL Case on Blackboard
WEEK 4a	TTM PBL	Complete PBL group work TTM PBL Solution due Sunday, November 15, 2026, by 11:59 p.m. Central Time
WEEK 4b	Social Cognitive Theory	Read Chapter 8 of Glanz (Chapter 9 in the 5th edition) Review Lecture PPT on SCT Read SCT Article on Blackboard SCT Article Critique due Sunday, November 15, 2026, by 11:59 p.m. Central Time

DATE	TOPIC	ASSIGNED READINGS/ASSIGNMENTS
WEEK 5a	SCT PBL	Read PBL case on Blackboard
WEEK 5b	SCT PBL	Complete PBL group work SCT PBL Solution due Sunday, November 22, 2026, by 11:59 p.m. Central Time
WEEK 6a	CBPR	Read CBPR Assignment Review Lecture PPT on CBPR Read CBPR Article on Blackboard Complete the CBPR preparation and group milestone by Sunday, November 29, 2026, at 11:59 p.m. Central Time
WEEK 6b	CBPR PBL	Read CBPR PBL Case
WEEK 7a	CBPR PBL	Complete PBL group work CBPR PBL Solution due Sunday, December 6, 2026, by 11:59 p.m. Central Time
WEEK 7b	CBPR Group Project	- Read CBPR Group Presentation sheet - Read CBPR Group Presentation Rubric
WEEK 8a	CBPR Group Project	CBPR Group Assignment
WEEK 8b	CBPR Group Project	Complete the CBPR Group Assignment Final CBPR Group Project and Presentation due Wednesday, December 9, 2026 Peer Evaluation and final course requirements due Friday, December 11, 2026