

2016-2017

**Theories and models for health behaviour**

**Semester B**

**Time:** Thursdays, 10.15-11.45

**Room:**main building, 719

**Instructor:**Sharon Sznitman

**Office Hours:**Wednesday, Room 5021, 04 8288604

**Course Type**Lecture

**Course Level:**MPH

**Pre-Requisites:**none

**Course Overview:**

This course provides students with an introduction to the psychosocial determinants of behavioral risk and protective factors that affect health behavior. During this course we will discuss these determinants within theories and models of health related behavior. More specifically we will focus on the following areas:

1. The major psychosocial models and theories used in the field of health promotion
2. The role of psychosocial factors in predicting a range of health-related behaviors
3. Using psychosocial models and concepts to develop a conceptual framework of health behavior change;
4. Using psychosocial factors to inform health promotion interventions .

This knowledge is considered critical to the development of effective health promotion programs. Achieving the course learning objectives will help students develop a greater proficiency in each of these aspects.

**Topics:**

1. What is a model/theory
2. How do we measure health behavior
3. Individual models of health behavior
4. Interpersonal models of health behavior
5. Community/ecological models of health behavior

**At the end of the course students will be able to:**

1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in health promotion research and practice
2. Apply evidence-based approaches in the development and evaluation of health promotion interventions
3. Describe the merits of social and behavioral science interventions and policies
4. Identify the causes of social and behavioral factors that affect health of individuals and populations

**Requirements:**

Attendance, Exam, Homework assignments, Class presentations

**Grading:**

Exam: 50%

Class presentation: 50%

**CLASS CALENDAR/OUTLINE**

	Date	Number of Reading	Topic
1	9.3.17	1	• Introduction, different causes of health and disease
2	16.3.17	2	• Measuring health and health behaviors
3	23.3.17		• Continuation from last lecture
4	30.3.17	3 , 17, 20	• What is a theory, what is a model and why/how do we use them?
5	6.4.17	7, 13	• Individual model: Health belief model
6	20.4.17	9, 14	• Individual model: Theory of reasoned action/ Planned behavior/Integrative Model
7	27.4.17	5	• Individual model: Stages of change/Transtheoretical model
8	4.5.17	18	• Interpersonal model: Social cognitive theory
9	11.5.17	18	• Interpersonal model: self-efficacy
10	18.5.17	15, 16	• Interpersonal model: Social network theory
11	25.5.17		• Student presentations
12	1.6.17	19	• Social model: The nudge – choice architecture
13	8.6.17		• Student presentations
14	15.6.17	21	• Social model: ecological model

**General references**

1. Naidoo J, Wills J. (2000). Health promotion Foundations for practice. Bailliere Tindall. Chapter 2- Influences on health. P- 27-51.
2. Naidoo J, Wills J. (2000). Health promotion Foundations for practice. Bailliere Tindall. Chapter 3- Measuring health. P- 51-70.
3. Dawnie R.S, Tannahill, C. (2002). Health promotion Models and values. Oxford Medical Publications. Chapter 7- Attitudes, beliefs and behaviour. P- 119-137
4. Glanz K, Rimer BK, Viswanath, K. (eds.) (2008). Health behavior and health education Theory, research and practice. Chapter 3- The health belief model. P-45-66
5. Abu Sabha R, Achterberg C. Review of self-efficacy and locus of control for nutrition- and health-related behavior. J of the American Dietetic Association 1997; 97: 1122-1132.

6. Ajzen I, Albarracin, D. (2007). Prediction and change of health behavior: Applying the reasoned action approach. Chapter 1- Predicting and change of health behavior: A reasoned action approach. P-1-22
7. Naidoo J, Wills J. (2000). Health promotion Foundations for practice. Bailliere Tindall. Helping people to change. P- 226-231.
8. Prochaska JO, DiClemente CC. (1984). The transtheoretical approach: crossing traditional boundaries of therapy. Dow Jones-Irwin. Chapter 3
9. Prochaska JO, DiClemente CC. (1984). The transtheoretical approach: crossing traditional boundaries of therapy. The stages of change. Dow Jones-Irwin. Chapter 4
10. Naidoo J, Wills J. (2000). Health promotion Foundations for practice. Bailliere Tindall. Chapter 11- Helping people to change. P- 219-240.
11. Hovell MF, Wahlgren DR, Gehrman CA (2002). Emerging theories in health promotion practice and research (Ed. Diclemete RJ, Crosby RA, Kegler MC). Chapter 13: The behavioral ecological model, Integrating public health and behavioral science. P- 347-385.
12. Abraido-Lanza, A. F., Viladrich, A., Florez, K. R., Cespedes, A., Aguirre, A. N., & De la Cruz, A. A. (2007). Commentary: Fatalismo reconsidered: A cautionary note for health-related research and practice with Latino populations. *Ethnicity & Disease*, 17(1), 153-158.
13. Fishbein, M., (2008). A reasoned Action Approach to Health Promotion, *Medical Decision Making*, 28:834-844
14. DiClemente, CC, Prochaska JO., et al., (1991). The process of smoking cessation: an analysis of precontemplation, contemplation and preparation of stages of change, *Journal of Consulting and Clinical Psychology*, 59(2):295-304
15. Berkman, L F. (1984) "Assessing the Physical Health Effects of Social Networks and Social Support." *Annual Review of Public Health* 5(1):413-432.
16. Hutchison, ED.(2007) A life course perspective, SAGE, chapter 1, [http://www.corwin.com/upm-data/16295\\_Chapter\\_1.pdf](http://www.corwin.com/upm-data/16295_Chapter_1.pdf)
17. Naidoo J, Wills J. (2000). Health promotion Foundations for practice. Bailliere Tindall. Helping people change, p 219-222
18. Naidoo J, Wills J. (2000). Health promotion Foundations for practice. Bailliere Tindall. Helping people change. P- 222-226.
19. Marteau TM., Ogilvie, D., Roland M., Suhrcke, M., Kelly, MP., Judging nudging: can nudging improve population health? *BMJ*, 29(342):263-265
20. Gainforth, H. L., R. West, et al. (2015). "Assessing Connections Between Behavior Change Theories Using Network Analysis." *Ann Behav Med* 49(5): 754-761.
21. Baron-Epel, O., & Ivancovsky, M. (2015). A socio-ecological model for unintentional injuries in minorities: a case study of Arab Israeli children. *Int J InjContrSafPromot*, 22, 48-56.