



## Theories and models for health behavior

### Semester A

Course no: 286.4340

Time: Thursdays, 16.00-18.00

Room:

Instructor: Sharon Sznitman

Office Hours: Thursdays, 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. Identify constructs' similarities and differences between theories
3. Understand the strengths and limitations within the theories and within application of the theories
4. Apply evidence-based approaches in the development and evaluation of health promotion interventions
5. Describe the merits of social and behavioral science interventions and policies
6. Identify the causes of social and behavioral factors that affect health of individuals and populations

**Requirements:**

Attendance, Exam, Homework assignments, Class presentations

**Grading:**

Class presentation: 30%

Quiz end of year assignment: 70%



### CLASS CALENDAR/OUTLINE

	Reading	Topic
1		Introductions to models and theories
2	3 , 17, 20, 25, 26	<ul style="list-style-type: none"> <li>• What is a theory, what is a model and why/how do we use them?</li> </ul>
3	4, 22, 25	<ul style="list-style-type: none"> <li>• Individual model: Health belief model</li> <li>• Student exercise</li> </ul>
4	13	<ul style="list-style-type: none"> <li>• Individual model: Theory of reasoned action/ Planned behavior/Integrative Model</li> </ul>
5	14, 5	<ul style="list-style-type: none"> <li>• Individual model: Stages of change/Transtheoretical model</li> </ul>
6	8, 9	<ul style="list-style-type: none"> <li>• Individual model: Stages of change/Transtheoretical model continued</li> <li>• Student presentation 1 (Theory of reasoned action/ Planned behavior/Integrative Model)</li> </ul>
7	18	<ul style="list-style-type: none"> <li>• Interpersonal model: Social cognitive theory</li> <li>• Student presentation 2 (Stages of change)</li> </ul>
8	15, 16	<ul style="list-style-type: none"> <li>• Interpersonal model: Social network theory</li> <li>• Student presentation 3 (Social cognitive theory)</li> </ul>
9	19	<ul style="list-style-type: none"> <li>• Social model: The nudge – choice architecture</li> <li>• Student presentation 4 (Social network theory)</li> </ul>
10	21	<ul style="list-style-type: none"> <li>• Social model: Social ecological model</li> </ul>
11		<ul style="list-style-type: none"> <li>• Quiz</li> </ul>

### Readings

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. Diclemente 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 Inj Contr Saf Promot*, 22, 48-56.
22. Chapter 4 The Health Belief Model (see pdf "chapter 4" in Moodel), Jones and Bartlett Publishers
23. Mokdad, A.H., Remington, P., 2010. Measuring Health Behaviors in Populations. *Preventing Chronic Disease* 7, A75.



24. Mattavelli, S., Avishai, A., Perugini, M., Richetin, J., Sheeran, P., 2017. How Can Implicit and Explicit Attitudes Both Be Changed? Testing Two Interventions to Promote Consumption of Green Vegetables. *Ann Behav Med*.
25. Carpenter, C.J., 2010. A meta-analysis of the effectiveness of health belief model variables in predicting behavior. *Health Commun* 25, 661-669.
26. Blair, I.V., Steiner, J.F. & Havranek, E.P. (2011). Unconscious (implicit) bias and health disparities: where do we go from here? *The Permanente journal*, 15(2), 71-78.

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