



Course Specification

(Bachelor)

Course Title: **Health Behavior Change Theories**

Course Code: **PHE26262**

Program: **Bachelor of Sciences in Public Health**

Department: **Public Health**

College: **Applied Medical Sciences**

Institution: **University of Bisha**

Version: **1**

Last Revision Date: **2-8-2023**





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A. General information about the course:

1. Course Identification

1. Credit hours:					
2(2+0)					
2. Course type					
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective		
3. Level/year at which this course is offered: 4 th level 2 nd year					
4. Course general Description:					
<p>In this course students will learn the fundamental principles of behavioral and social theories in the context of public health research and practice. The content of this course will introduce students to an ecological perspective of health, specifically how health is shaped by various health determinants, including individual behavior, social relationships, social stratification, culture, the physical environment and globalization. Case studies such as tobacco use, exercise, obesity, HIV/AIDS, violence, cancer, cardiovascular disease, diabetes, and environmental hazards will be presented to enhance understanding of how these factors interact with one another and to contribute to public health problems of interest.</p>					
5. Pre-requirements for this course (if any):					
NA					
6. Co-requirements for this course (if any):					
NA					
7. Course Main Objective(s):					
<ol style="list-style-type: none"> 1. Equip students with the fundamental principles of behavioral and social theories in the context of public health 2. Provide students with an understanding of the concepts of theory, models, and frameworks and their use in understanding and describing health. 3. Provide students with an understanding of the ecological perspective and how the ecological levels impact public health and health behavior. 4. Equip students with the knowledge to utilize the socio-ecological model to identify and analyze the behavioral, social, and cultural factors associated with health and illness. 					

2. Teaching mode

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	26	86.6%
2	Blended	-	-
3	E-learning	2	6.7%
4	Interactive learning	2	6.7%
5	Other	-	-





3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lecture	26
2.	E-learning	2
3.	Interactive learning	2
4.	Self-learning	45
Total		75

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Explain the influence that science and technology have on individual and population health.	K4	Lecture discussion	Written examination
1.2	Discuss the role of gender, race, ethnicity, and other evolving demographics in affecting population health.	K5	Lecture discussion	Written examination
1.3	Understand the basic principles of behavioral and social theories in the context of public health.	K5	Lecture discussion	Written examination
2.0	Skills			
2.1	Determine whether a chosen theory is appropriate for a given situation.	S2	Lecture discussion	Blackboard assignment
3.0	Values, autonomy, and responsibility			
3.1	Value multicultural perspectives and sensitivities on public health.	V2	Lecture Case study	In class evaluation

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction and Overview Theoretical concepts to studying health and behavior	2
2.	Difference between the concept of community health and public health in understanding health and behavior from a broader perspective	2



3.	Individual characteristics that impact health; knowledge, beliefs and lifestyle choices Intrapersonal Theories: Health Belief Model, Theory of Reasoned Action, Self-Efficacy Theory, Attribution Theory, Transtheoretical Model	8
4.	Interpersonal level of the socio-ecological model of health, including interpersonal relationships and how they impact health Interpersonal Theory: Social Cognitive Theory	2
5.	Community-level characteristics impact on health of individuals in a community, Community Theories, Diffusion of Innovation, Ecological Models, Social Capital Theory	4
6.	Impacts of the physical and social environment on health	2
7.	Organizational level of the socio-ecological model and structure impact on health	2
8.	Societal-level factors that Impact on health	2
9.	Community-based interventions aimed to create health behavior changes.	2
10.	Public health topics as case studies that use the socio-ecological model	4
Total		30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Continuous assessment	All through	15%
2.	Mid exam	8 th	20%
3.	E-Learning activities	11 th	15%
4.	Final exam	16 th	50%
Total			100%

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References

- Hayden, J. (2014). Introduction to Health Behavior Theory, 2nd ed., MA: Jones & Bartlett Learning
- DiClementi, R, Salazar, L., & Crosby, R. (2013). Health Behavior Theory for Public Health: Principles, Foundations and Applications. MA: Jones & Bartlett Learning
ISBN-13: 978-0763797539
- Glanz, K. (2008). Health Behavior and Health Education: Theory, Research and Practice (4th ed.). San Francisco, CA: John Wiley & Sons.
ISBN-13: 858-5522352636



	<ul style="list-style-type: none"> Edberg, M. (2007). <i>Essentials of Health Behavior: Social and Behavioral Theory in Public Health</i>. Sudbury, MA: Jones & Bartlett Publishers. ISBN-13: 978-0763737962
Supportive References	<ul style="list-style-type: none"> Polgar, S & Thomas S. (2013). Introduction to Research in the Health Sciences, 6th Edition. Churchill Livingstone Elsevier: Edinburgh. ISBN: 978-0702041945 Tolley, E.E., <i>et al.</i>, (2016). Qualitative Methods in Public Health: A Field Guide for Applied Research, 2nd Edition. Jossey-Bass: San Francisco. ISBN: 9781118834671 WHO WPRO, (2001) Health Research Methodology: A Guide for Training in Research Methods, 2nd Edition. WHO: Manila. ISBN: 9789290611578
Electronic Materials	<ul style="list-style-type: none"> Chortle.ccsu.edu/java5/cs151java.html Google, Altavista, Medline.
Other Learning Materials	Digital library, at University of Bisha

2. Required Facilities and equipment

Items	Resources
facilities	Middle-size classroom
Technology equipment	Multimedia projector Smartboard
Other equipment	NA

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students, Faculty, Quality committee	Direct/indirect - Using a well-structured questionnaire
Effectiveness of students' assessment	Faculty members Peer Reviewer	Direct/indirect - Continuous reviewing and course portfolio
Quality of learning resources	Faculty members Curriculum Committee	Direct/indirect - Annual review course report
The extent to which CLOs have been achieved	Course coordinator	Direct /indirect
Other		





G. Specification Approval

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

