Course Specifications
Valid as from the academic year 2018-2019

Theories in Behavioural Change (D001479)

Course size
Credits 4.0
Study time 120 h
Contact hrs 30.0 h

Course offerings and teaching methods in academic year 2018-2019
A (semester 1) Dutch
- seminar: coached exercises 5.0 h
- microteaching 5.0 h
- lecture: plenary exercises 2.5 h
- lecture 17.5 h

Lecturers in academic year 2018-2019
Van Damme, Stefaan PP05 lecturer-in-charge
Goubert, Liesbet PP05 co-lecturer

Offered in the following programmes in 2018-2019
Master of Science in Health Education and Health Promotion 4 A

Teaching languages
Dutch

Keywords
health psychology, behaviour theories, self-regulation

Position of the course
This course aims at giving an overview to the students of the most important constructs and theories explaining (un)healthy lifestyles and behaviour. Central to this course is the conceptual and methodological analysis of these theories as well as an analysis of their usefulness in the context of health promotion and the development of interventions.

Contents
In this course following topics are discussed:
- Introduction of I-Change model as a heuristic framework for understanding the initiation and maintenance of health behaviour
- Stage models of behaviour change, with the transtheoretical model as a prototype
- Motivational models explaining behaviour change, such as Health Belief Model, Protection Motivation Theory, Theory of Reasoned Action, Theory of Planned Behaviour, ASE-model, Social-cognitive theory
- Self-regulation theories and concepts, such as self-control conflict, willpower, implementation-intentions, action plans, expectancy-value theory, self-determination theory, inter-goal relations
- Introduction of Intervention Mapping as a heuristic model for the development of a theory-driven health psychological intervention

Initial competences
This course has to be followed simultaneously with "Planning and development of interventions" and "Health education and health promotion: concepts and policy"

Final competences
1 • To be able to define and describe important theoretical constructs and theories of behaviour change.
2 • To be able to critically reflect upon explanatory health psychology

(Approved)
models of (un)healthy lifestyles and illness behaviour.
3 • To be able to put into practice important theoretical constructs.
4 • To be able to critically evaluate original specialist literature about theories of behaviour change.
5 • To be conscious of the importance of a theory-based intervention.
6 • To be able to evaluate and concisely summarize original specialist literature about theories of behaviour change.
7 • To be able to evaluate theoretical models for their usefulness in changing (un)healthy lifestyles and illness behaviour.
8 • To be able to link current evolutions and recent developments in theories with established explanatory models of health-related behaviours.
9 • To be able to select and apply appropriate theories of determinants of behaviour and behaviour change in the context of given health problems and in the context of the development of a concrete intervention.
10 • To be able to argue the selection of theoretical models in the development of an intervention.

Conditions for credit contract
Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract
This course unit cannot be taken via an exam contract

Teaching methods
Lecture, microteaching, lecture: plenary exercises, seminar: coached exercises

Extra information on the teaching methods
Presence during tutorials and microteaching is required. In these sessions students develop an intervention for a specific health problem. This exercise is given in combination with the course “Planning of interventions”.

Learning materials and price
- A reading list with specialist literature is available.
- Slides are electronically available through MINERVA.
- Own notes.
Estimated costs: 20 euro

References

Course content-related study coaching
support via Minerva

Evaluation methods
end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period
Written examination with open questions

Examination methods in case of periodic evaluation during the second examination period

(Approved)
Written examination with open questions

Examination methods in case of permanent evaluation
Participation, assignment

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible in modified form

Extra information on the examination methods

Periodical evaluation consists of a written, closed book exam.
Non-periodical evaluation consists of the evaluation of a presentation about the intervention students developed for a specific health problem (1x), and participation to tutorial and microteaching sessions (4x).
For non-periodical evaluation an alternative second exam chance is provided.
Description: revision of task and individual presentation.
Feedback for non-periodical evaluation: Feedback is provided concerning progress of the learning process, both on group and individual level (when problems in the individual learning process are observed).

Calculation of the examination mark

Periodical evaluation contributes 75% to the total score and non-periodical evaluation contributes 25%.
In order to pass the course students have to obtain a final score of at least 10/20 and have to obtain at least the equivalent of 8/20 on all parts of the evaluation. In case he final score is 10/20 or above, but on one part of the evaluation a score of less than 8/20 is obtained, the final score will be reduced to the highest fail quotation (9/20).
Students who eschew at least one part of the evaluation can not be deliberated. In that case final scores of 8/20 and above will be reduced to the highest non-deliberative quotation (7/20).