

Theoretical and practical course plan form

Ilam University of Medical Sciences Second Semester 2020-2021

School: Health Department: Public Health

Course name and number: Theories and patterns of planning and changing health behavior

Field and Degree: Health Education, M.Sc.

* Day and time: Sunday 10-8

* Venue: - (Virtual presentation)

* Name of the person in charge of the course: Dr. Zeinab Ghazanfari

* Prerequisite courses: Basics of health education and health promotion

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Overall Objective of the course: Acquiring the necessary knowledge, competencies and skills about theories and models of planning and behavior change and their application in behavior analysis, design, implementation and evaluation of health education and health promotion interventions

• **Behavioral goals** (behavioral goals have an audience, behavioral verb, degree and criteria and conditions of performance)

1- At the end of the class, the student can explain the concept of theory, model, structure and variable to his friends within 15 minutes.

2- At the end of the class, the student can present a classification of various theories and patterns of planning and behavior change.

3- At the end of the class, the student can explain the application of reasoning theory and planned behavior in health education and health promotion in the form of an example for his classmates.

4- At the end of the class, the student can explain the application of health belief theory in health education and health promotion in the form of an example for his classmates.

5- At the end of the class, the student can explain the application of the PRECEDE-PROCESS model in health education and health promotion in the form of an example for his classmates.

6- At the end of the class, the student can explain the application of the trans theoretical model in health education and health promotion in the form of an example for his classmates.

7- At the end of the class, the student can explain the application of social cognitive theory in health education and health promotion in the form of an example for his classmates.

8- At the end of the class, the student can explain the application of social support theory in health education and health promotion in the form of an example for his classmates.

9-At the end of the class, the student can explain the application of self-efficacy theory in health education and health promotion in the form of an example for his classmates.

10- At the end of the class, the student can explain the application of protection motivation theory in health education and health promotion in the form of an example for his classmates.

11- At the end of the class, the student can explain the principles of choosing theories and patterns in studying and planning behavior change for his classmates.

12- After presenting this course, the student can choose the appropriate theory and model in the face of each priority area, prepare his / her educational intervention plan and provide an effective evaluation method.

• **Student duties** (student homework during the semester)

1- Active presence in the class and trying to perform the assigned tasks

2- Attending classes on time and regularly

3- Presenting the assigned conferences according to the determined program

4- Presenting an article in any theory or model

5- Practicing making a specific questionnaire of theory and models of behavior change

• **Main sources** (observing the principles of source writing and giving an address for their preparation, including library, bookstore, internet ...)

1. Hyden J. Introduction to health behavior theory. Jones & Bartlett. Last edition.

2. Glanz K, Rimer B, Lewis FM. Health behavior and health education: theory, research and practice. 3rd ed, US: Jossey-Bass, 2002.
3. Sharma & Romas. theoretical foundations of health education and health promotion. Last edition.
4. Saffari M, Shojaeizadeh d. Principles and foundations of health education and health promotion. Tehran: Samat 1387.
5. Bahiraei A, Mirghforvand M. Health promotion: from concepts to applications. Tehran: Noor Danesh, 2011.
6. Shojaeizadeh D, Keshavarz Mohammadi, Ismailzadeh, Mohammadi F, Bahraminejad, Hosseini Saq, Zahedifar. Health promotion: knowledge and behavior. Tehran: Ayande Sazan: Shahrab, 2005.

And....

• Teaching methods and teaching aids used:

Lectures, group discussions and questions and answers are some of the methods used in teaching this course. Depending on the need, PowerPoint and video projector will be used in implementing these methods.

• Methods and time of assessment and evaluation of the student and the burden related to each evaluation:

Method	Score	Date	Time
Do homework (Presenting two theories or models, studying related articles to deepen the understanding of theories and models, making specific tools for theories and models, designing interventions based on theories and models)	8		
Regular, timely and active attendance at class	2		
End of semester exam	10		

Lesson rules and expectations from students

- Active, timely and regular attendance at class
- Active participation in the class
- Do not use cell phones in class
- Perform homework efficiently

Curriculum presentation of theories and models of planning and changing health behavior, second semester2020-2021

Session	Time	Topic	Lecturer	Necessary preparation of students before the start of the class
1	Monday 8-10	Familiarity with the lesson and expressing its importance, specifying student assignments, describing expectations from students	Dr. ghazenferi	
2		Concepts of theory and model and principles of their application in health education and health promotion		
3		Classification of types of theories and patterns (intrapersonal, interpersonal, organizational, social and ecological		
4		Principles of selecting theories and patterns in the study and planning of behavior		
5		Curriculum design		
6		Health Belief Model		Preliminary sessions
7		Making a questionnaire		
8		Behavior theory was planned		
9		Educational intervention design		
10		Social cognitive theory		
11		Model-based evaluation		
12		Transnational model		
13		Tool making and intervention design		
14		Asked Prosid		
15		Theory of protection motivation		
16				

		Class summary		
17		End of semester exam		