



## Course Syllabus

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|-----------|---|--|
| <b>1</b>  | <b>Course title</b>   | Health Promotion and Health Behaviour  |
| <b>2</b>  | <b>Course number</b>  | 4101749  |
| <b>3</b>  | <b>Credit hours</b>   | 3  |
|           | <b>Contact hours (theory, practical)</b>                    | 3 hours/week (theoretical)   |
| <b>4</b>  | <b>Prerequisites/corequisites</b>                           | ---  |
| <b>5</b>  | <b>Program title</b>  | Health Economics and Health Policies   |
| <b>6</b>  | <b>Program code</b>   |  |
| <b>7</b>  | <b>Awarding institution</b>                                 | The University of Jordan   |
| <b>8</b>  | <b>School</b>   | Institute of Public Health   |
| <b>9</b>  | <b>Department</b>   | Institute of Public Health   |
| <b>10</b> | <b>Course level</b>   | Postgraduate-Master's Degree   |
| <b>11</b> | <b>Year of study and semester (s)</b>                       | First Year-Second Semester   |
| <b>12</b> | <b>Other department (s) involved in teaching the course</b> | Not Applicable   |
| <b>13</b> | <b>Main teaching language</b>                               | English  |
| <b>14</b> | <b>Delivery method</b>                                      | <input checked="" type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online   |
| <b>15</b> | <b>Online platforms(s)</b>                                  | <input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom<br><input type="checkbox"/> Others |
| <b>16</b> | <b>Issuing/Revision Date</b>                                | 14 <sup>th</sup> January 2025  |

### 17 Course Coordinator:

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| <b>Name:</b> Dr Saja A. Alnahar  | <b>Contact hours:</b> To be determined |
| <b>Office number:</b>  | <b>Phone number:</b>                   |
| <b>Email:</b> <a href="mailto:s.alnahar@ju.edu.jo">s.alnahar@ju.edu.jo</a> |  |



## 18 Other instructors:

Name:

Office number:

Phone number:

Email:

Contact hours:

## 19 Course Description:

This course aims to provide students with an overview of the behavioural risk factors affecting health and their psychosocial determinants. During the course, students will discuss these factors within frameworks, theories, and models of behaviour related to health. Additionally, the course will assist students in becoming more equipped to work with community members and community-based organisations when doing public health work. There are three main areas of focus for the course: (1) Consideration of power, privilege, and social identities in community engagement, (2) Strategies for engaging stakeholders and building coalitions and (3) Community based participatory research principles and other models of community engagement.

## 20 Course aims and outcomes:

### A- Aims:

This course is to provide students with the competencies and understanding necessary to create, implement, and assess effective behavioural health promotion initiatives. Through the examination of fundamental theories, models, and pragmatic strategies, students will acquire the skills to mitigate behavioural risk factors and augment community involvement to better health outcomes.

### B- Students Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

1. Exhibit an in-depth comprehension of principal theories and models of health behaviour modification and utilise these frameworks to formulate effective health promotion initiatives;
2. Conduct a critical assessment of the efficacy of diverse behavioural interventions and health promotion initiatives utilising suitable evaluation methodologies and assessment tools;
3. Employ cognitive-behavioural methods to formulate and execute treatments designed to modify health-related behaviours;

4. Utilise motivational interviewing techniques to promote behaviour modification and improve patient involvement in health promotion initiatives;
5. Examine and implement ideas of behavioural economics to enhance health decision-making and facilitate behaviour modification;
6. Formulate strategies for interacting with communities and stakeholders, employing community-based participatory research principles to tackle health behaviour issues;
7. Design and oversee coalitions to enhance behavioural health promotion initiatives and cultivate collaborative collaborations;
8. Recognise and handle ethical dilemmas in the design and execution of behavioural health interventions;
9. Assess the effects of power, privilege, and social identities on health behaviours and outcomes and formulate methods to mitigate these influences in health promotion initiatives;
10. Evaluate health promotion programmes to measure their impact and efficacy, utilising findings to guide future actions.

## 21. Topic Outline and Schedule:

| Week | Topic   | Learning Methods (Face to Face/Blended/ Fully Online) | Platform | Synchronous / Asynchronous Lecturing | Evaluation Methods                         |
|------|---|---|----------|--------------------------------------|--|
| 1    | Introduction to Health Behaviour and Education          | Face-to-Face  | N/A      | N/A                                  | Exams, assignments and in-class discussion |
| 2    | Theoretical Foundations of Individual Health Behaviour  | Face-to-Face  | N/A      | N/A                                  | Exams, assignments and in-class discussion |
| 3    | Models of Individual Health Behaviour and Perspectives  | Face-to-Face  | N/A      | N/A                                  | Exams, assignments and in-class discussion |
| 4    | Social and Interpersonal Dimensions of Health Behaviour | Face-to-Face  | N/A      | N/A                                  | Exams, assignments and in-class discussion |
| 5    | Ecological Models of Health Behaviour                   | Face-to-Face  | N/A      | N/A                                  | Exams, assignments and in-class discussion |

|    |  |              |     |     |  |  |
|----|--|--------------|-----|-----|--|--|
| 6  | Interpersonal Communication and Coping Mechanisms              | Face-to-Face | N/A | N/A | Exams, assignments and in-class discussion |  |
| 7  | Community Organisation and Building for Health Promotion       | Face-to-Face | N/A | N/A | Exams, assignments and in-class discussion |  |
| 8  | Diffusion of Innovations and Normalisation in Health Behaviour | Face-to-Face | N/A | N/A | Exams, assignments and in-class discussion |  |
| 9  | Mobilising Organisations for Health Promotion                  | Face-to-Face | N/A | N/A | Exams, assignments and in-class discussion |  |
| 10 | Communication, Media, and Social Marketing in Health Behaviour | Face-to-Face | N/A | N/A | Exams, assignments and in-class discussion |  |
| 11 | Planning, Evaluation, and Techniques for Health Interventions  | Face-to-Face | N/A | N/A | Exams, assignments and in-class discussion |  |
| 12 | Social Marketing   | Face-to-Face | N/A | N/A | Exams, assignments and in-class discussion |  |

## 22 Evaluation Methods:

Opportunities to demonstrate achievement of the SLOs are provided through the following assessment methods and requirements:

| Evaluation Activity | Mark | Topic(s) | SLOs | Period (Week) | Platform  |
|---------------------|------|----------|------|---------------|-----------|
| Assignments         | 30   | 1-12     | 1-10 | TBD           | On-campus |
| Midterm Exam        | 30   | 1-6      | 1-10 | TBD           | On-campus |
| Final Exam          | 40   | 1-12     | 1-10 | TBD           | On-campus |

## 23 Course Requirements



This course is web-enhanced. Delivery problems can result if technological requirements are not taken into consideration. The following information has been provided to assist the student in preparing to use technology successfully in this course.

1. Internet access/connection
2. Headset/Microphone (if required for synchronous sessions in an online course)
3. Word Processor (i.e. MS Word or Word Perfect)

Discussion is an integral part of this course. Students can be called on at random and are expected to be able to provide intelligent discussion regarding integrating their knowledge and experience. There will also be several in-class group activities where students are expected to contribute their knowledge and expertise substantially.

The course outline may change as needed and shall be determined by the instructor. Content shall not change; if so, students shall be given prior notice. However, depending on the term, the course breakout in sessions per week may vary, but all contact hours shall be met within the semester and the class schedule parameters.

## 24 Course Policies:

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| <b>Cheating</b>      | Your grade should be a reflection of your own individual understanding and mastery of the material covered in the course. Cheating or dishonesty in any manner (including, but not limited to, plagiarism, lying, and/or presenting work from others as your own) will not be tolerated. Should academic dishonesty be suspected or detected, it will be dealt with according to the University of Jordan policies.            |
| <b>Attendance</b>    | Attending all classes is mandatory unless a reasonable excuse is provided in extreme circumstances.<br>Students unable to take a scheduled exam are expected to inform the instructor within 3 days and arrange for a make-up one. Make ups will be given only to students who have notified the instructor and set up an alternate time. Any missed exam will result in a grade of zero for that particular examination type. |
| <b>Workload</b>      | You should be prepared to spend at least six hours outside of class each week studying for that week's material.   |
| <b>Participation</b> | Presentation and active participation in the classroom discussions is important for evaluation. With presentation, each student is required to bring an article about the topic and present it to the class.   |

## 25 References:

### A- Required book(s), assigned reading and audio-visuals:



1. Glanz, K., Rimer, B. K., & Viswanath, K. (Eds.). (2008). *Health Behavior and Health Education: Theory, Research, and Practice* (4th ed.). Jossey-Bass.
2. Prestwich A, Kenworthy J, Conner M. (2017). *Health behavior change: Theories, methods and interventions*. Routledge; ISBN: 1138694827,9781138694828
3. Hayden J. (2022). *Introduction to health behavior theory*. Jones & Bartlett Learning. ISBN: 1284125114,9781284125115

#### **B- Recommended books, materials, and media:**

1. Rollnick, S., Miller, W. R., & Butler, C. C. (2008). *Motivational Interviewing in Health Care: Helping Patients Change Behavior*. Guilford Press.
2. Thaler, R. H., & Sunstein, C. R. (2008). *Nudge: Improving Decisions About Health, Wealth, and Happiness*. Yale University Press.
3. Babones SJ, editor. (2009). *Social inequality and public health*. Policy Press. ISBN: 9781847423221

#### **C- Key Journals**

1. American Journal of Health Behavior (<https://ajhb.org/>)
2. Journal of Health and Social Behavior (<https://journals.sagepub.com/home/HSB>)
3. The Journal of Behavioral Medicine (<https://link.springer.com/journal/10865>)

#### **D- Other useful resources**

1. World Health Organisation- Health Promotion (<https://www.who.int/teams/health-promotion>)

#### **26 Additional information:**

Course information and other related materials can be found on the Virtual Learning Environment (E-learning). This contains information about each session and key references for the module. Moodle also will form the key resource for discussion groups; online lectures and seminars.

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| <b>Name of Course Coordinator:</b> -Dr Saja Alnahar | <b>Signature:</b> ----- | <b>Date:</b> 14 <sup>th</sup> January 2025 |
| Head of Curriculum Committee/Department:            | -----                   | Signature: -----                           |
| Head of Department:                                 | -----                   | Signature: -----                           |
| Head of Curriculum Committee/Faculty:               | -----                   | Signature: -----                           |
| Dean:   | -----                   | Signature: -----                           |