



# SUBJECT OUTLINE

Subject Name:

**Behavioural Change and Health Promotion**

Subject Code:

**SOCB311**

## SECTION 1 – GENERAL INFORMATION

<b>Award/s:</b>	<b>Total Course Credit Points:</b>	<b>Level:</b>
Bachelor of Complementary Medicine	48	3 <sup>rd</sup> Year
<b>Duration:</b>		
1 Semester		
<b>Subject is:</b>	<b>Subject Credit Points:</b>	
Core	2	

### Student Workload:

<b>No. timetabled hours per week:</b> 3	<b>No. personal study hours per week:</b> 2	<b>Total hours per week:</b> 5
<b>Delivery Mode*:</b>		
<input type="checkbox"/> On campus	<input checked="" type="checkbox"/> Online / Digital	<input type="checkbox"/> Blended
		<input type="checkbox"/> Intensive
<b>Weekly Session^ Format/s - 1 session per week:</b>		
<input checked="" type="checkbox"/> eLearning modules: Lectures: Interactive adaptive online learning modules Tutorials: can include asynchronous tutor moderated discussion forum and activities, learning journal activities or other web-based resources		
<p>*All modes are supported by the online learning management system which will include subject documents such as handouts, readings and assessment guides.</p> <p>^A 'session' is made up of 3 hours of timetabled / online study time per week unless otherwise specified. Each subject has a set number of sessions as outlined above.</p>		
<b>Study Pattern:</b>	<input checked="" type="checkbox"/> Full Time	<input checked="" type="checkbox"/> Part Time
<b>Pre-requisites:</b>	SOCS221	
<b>Co-requisites:</b>	Nil	

## SECTION 2 – ACADEMIC DETAILS

### Subject Rationale

This subject provides an introduction to health promotion, prevention, and behavioural change models, which are designed to assist in making positive health and lifestyle changes in individuals of differing sociocultural backgrounds. Upon completion of the subject students are expected to have a contemporary understanding of the key issues in the area, and an appreciation for a number of evidence-based multimodal health management strategies aimed at maximising helpful behavioural patterns. Students will also understand the fundamental guiding principles that inform public policy, as well as explore the economic and ethical influences that shape public policy.



## Learning Outcomes

1. Demonstrate a critical understanding of psychological models underpinning theories of health behaviour and change.
2. Evaluate and apply current research literature with respect to the modification of an unhelpful behaviour.
3. Apply current best practice to modify individual or community behaviour in specific populations for specific health related issues.
4. Develop a communication strategy to promote health and wellbeing in individuals and communities.
5. Demonstrate the capacity to apply fundamental principles that inform public policy.

## Assessment Tasks

Type	Learning Outcomes Assessed	Session Content Delivered	Due	Weighting
<b>Theoretical Essay</b> (2000 words)	1-2	1-3	Week 6	50%
<b>Health Promotion Brochure</b> (500 words)	2-3	1-9	Week 9	20%
<b>Ministerial Letter</b> (750 words)	4-5	1-12	Week 13	30%

All written assessments and online quizzes are due at 11:55 p.m. Sunday and submitted through the LMS.

Students are required to submit all assessment items with a value of greater than 15% to be eligible to receive a passing grade.

### Prescribed Readings:

Hilliard, M. E., Riekert, K. A., Ockene, J. K., & Pbert, L. (Eds.) (2018). *The handbook of health behaviour change* (5th ed.). Springer Publishing Company. [\[ebook available\]](#)

### Recommended Readings:

Buse, K., Mays, N., & Walt, G. (2012). *Making health policy* (2nd ed.). Open University Press. [\[ebook available\]](#)

De Jong, P., & Berg, I. K. (2013). *Interviewing for solutions* (4th ed.). Cengage.

Haber, D. (Ed.) (2016). *Health promotion and aging: Practical applications for health professionals* (7th ed.). Springer Publishing Company. [\[ebook available\]](#)



Rakel, D., & Faass, N. (Eds.) (2006). *Complementary medicine in clinical practice*. Jones and Bartlett Publishers Inc.

Rollnick, S. P., Miller, W. R., & Butler, C. C. (2008). *Motivational interviewing in health care: Helping patients change behaviour (applications of motivational interviewing)* (1st ed.). The Guilford Press. [[ebook available](#)]

Subject Content		
Week	Lectures	Tutorials / Practicals
1.	<b>Introduction</b> (Subject Outline / Subject Aims / Assessment / Teaching Resources) <b>Introduction to Health promotion and Behavioural Change - Setting the Scene</b> <ul style="list-style-type: none"> <li>➤ Health beliefs and conceptions</li> <li>➤ Health behaviours – risky and enhancing</li> <li>➤ Predicting health behaviour</li> </ul>	<p>Activities are developed to allow the students to explore relevant concepts, expand on ideas and have peer and lecturer interaction. Activities also allow for formative assessment and feedback</p> <ul style="list-style-type: none"> <li>➤ Overview of the subject and introduction to the prescribed reading</li> <li>➤ Explanation and discussion of assessment tasks/activities and expectations</li> <li>➤ Discussion – “Is drinking red wine good for your health?”</li> </ul>
2.	<b>Theories and Models of Health Behaviour Change -Part 1</b> <ul style="list-style-type: none"> <li>➤ Social cognitive theory</li> <li>➤ The health belief model</li> <li>➤ Theory of planned behaviour</li> <li>➤ Theory of reasoned action</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prescribed reading – Hilliard, M. E., Riekert, K. A., Ockene, J. K., &amp; Pbert, L. (Eds.) (2018). <i>The handbook of health behaviour change</i> (5th ed.). Chapter 1</li> <li>➤ Discussion questions based on reading</li> </ul>
3.	<b>Theories &amp; Models of Health Behaviour Change – Part 2</b> <ul style="list-style-type: none"> <li>➤ Trans theoretical model</li> <li>➤ Relapse prevention model</li> <li>➤ Socio-ecological models</li> <li>➤ Health action process approach</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prescribed reading – Hilliard, M. E., Riekert, K. A., Ockene, J. K., &amp; Pbert, L. (Eds.) (2018). <i>The handbook of health behaviour change</i> (5th ed.). Chapter 2</li> <li>➤ Discussion questions based on reading</li> </ul>
4.	<b>Techniques for Creating Change - Part 1</b> <ul style="list-style-type: none"> <li>➤ Motivational interviewing</li> <li>➤ Solution focussed interviewing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prescribed reading – Hilliard, M. E., Riekert, K. A., Ockene, J. K., &amp; Pbert, L. (Eds.) (2018). <i>The handbook of health behaviour change</i> (5th ed.). Chapter 7</li> <li>➤ Articles pertaining to solution focused techniques</li> <li>➤ Facilitated discussion surrounding positive change language and solution focused techniques</li> <li>➤ Health promotion case studies</li> </ul>



5.	<b>Techniques for Creating Change - Part 2</b> <ul style="list-style-type: none"> <li>➤ Behavioural techniques</li> <li>➤ Persuasive Techniques</li> <li>➤ Comprehensive Health Interviewing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Articles pertaining to behavioural techniques</li> <li>➤ Facilitated discussion surrounding behavioural techniques and health interviewing</li> <li>➤ Review of a variety of web-based health promotion resources (Pinterest)</li> </ul>
6.	<b>Obstacles to Change</b> <ul style="list-style-type: none"> <li>➤ Psychosocial</li> <li>➤ Developmental</li> <li>➤ Culture</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prescribed reading – Hilliard, M. E., Riekert, K. A., Ockene, J. K., &amp; Pbert, L. (Eds.) (2018). The handbook of health behaviour change (5th ed.). Chapters 3-5</li> <li>➤ Facilitated discussion regarding obstacles to change, including factors that contribute to the maintenance of problematic behaviour</li> <li>➤ Health promotion case studies</li> </ul>
7.	<b>Prevention/Intervention in Health Behaviour</b> <ul style="list-style-type: none"> <li>➤ Healthy eating</li> <li>➤ Physical activity</li> <li>➤ Stress</li> <li>➤ Multiple risk behaviour</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prescribed reading – Hilliard, M. E., Riekert, K. A., Ockene, J. K., &amp; Pbert, L. (Eds.) (2018). The handbook of health behaviour change (5th ed.). Chapters 6, 7, 11 &amp; 12</li> <li>➤ Activity: Design an intervention plan to encourage <ul style="list-style-type: none"> <li>➤ Healthy eating,</li> <li>➤ Physical eating, or</li> <li>➤ Stress reduction in the workplace</li> </ul> </li> </ul>
<b>NON-TEACHING WEEK</b> (note that make-up classes may be scheduled in this week) <b>Semester 1</b> – This aligns with the week after Easter so it may fall between Weeks 6 to 8 <b>Semester 2 &amp; Online students</b> – The non-teaching week falls between Weeks 7 and 8		
8.	<b>Maintaining Behavioural Change</b> <ul style="list-style-type: none"> <li>➤ Schools</li> <li>➤ Health care systems</li> <li>➤ The built environment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prescribed reading – Hilliard, M. E., Riekert, K. A., Ockene, J. K., &amp; Pbert, L. (Eds.) (2018). The handbook of health behaviour change (5th ed.). Chapters 20, 22 &amp; 23</li> <li>➤ Identification of interventions in the built environment that have a positive impact on health behaviours</li> </ul>
9.	<b>Measuring and Evaluating Individual Change</b> <ul style="list-style-type: none"> <li>➤ Principles</li> <li>➤ Methodologies</li> <li>➤ Research</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prescribed reading – Hilliard, M. E., Riekert, K. A., Ockene, J. K., &amp; Pbert, L. (Eds.) (2018). The handbook of health behaviour change (5th ed.). Chapter 24</li> <li>➤ “Measuring health behaviour – challenges and issues”</li> </ul>



		<ul style="list-style-type: none"> <li>➤ Exercise: Design a behaviour change project for a target group that shows similar barriers to change</li> </ul>
10.	<b>Ethical Issues in Behavioural Change</b> <ul style="list-style-type: none"> <li>➤ Collaboration</li> <li>➤ Empowerment versus change</li> <li>➤ Lessons learned</li> </ul>	<ul style="list-style-type: none"> <li>➤ Additional reading – Tengland, P. (2012). Behavior change or empowerment: On the ethics of health promotion strategies. <i>Public Health Ethics</i>, 5(2), 140 – 153. <a href="https://doi.org/10.1093/phe/phs022">https://doi.org/10.1093/phe/phs022</a></li> <li>➤ Group reflection and discussion of concepts and issues pertaining to the ethics of behavioural change</li> </ul>
11.	<b>Australian Government Systems and Health</b> <ul style="list-style-type: none"> <li>➤ Health policy imperatives</li> <li>➤ The policy cycle</li> <li>➤ Priority setting</li> <li>➤ Top down, bottom up approaches to policy making</li> <li>➤ Health promotion and the policy process</li> </ul>	<ul style="list-style-type: none"> <li>➤ Additional reading – Clavier, C. &amp; De Leeuw, E. (2013). <i>Health promotion and the policy process</i>. Oxford, England: Oxford University Press. Chapter 2</li> <li>➤ Exercise based on reading: Beyond behavioural 'health education' – from political statements to political strategies</li> </ul>
12.	<b>Policy Advocacy</b> <ul style="list-style-type: none"> <li>➤ Actors (Influencers)</li> <li>➤ Individuals</li> <li>➤ Groups</li> <li>➤ Organisations</li> <li>➤ Policy processes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recommended reading – Buse, K., Mays, N. &amp; Walt, G. (2012). <i>Making health policy</i> (2nd ed.). Maidenhead, England: Open University Press, England. Chapter 1.</li> <li>➤ Policy case studies - writing a ministerial letter</li> </ul>
13.	<b>Subject Review and Future Directions</b> <ul style="list-style-type: none"> <li>➤ Evidence into practice</li> <li>➤ Communication and adherence</li> <li>➤ Political engagement</li> </ul>	<ul style="list-style-type: none"> <li>➤ Additional reading – Morrison, V., Bennett, P., Butlow, P., Mullan, B. &amp; White, K. (2008). <i>Introduction to health psychology in Australia</i>. Frenches Forest, NSW: Pearson Education. Chapter 18.</li> <li>➤ "What are tomorrow's challenges in the area of health behaviour change?"</li> </ul>
14.	<b>Non-Teaching Week/Practical Examination Week 1</b> Note that make-up classes may be scheduled in this week	
15.	<b>Non-Teaching Week/Practical Examination Week 2</b> Note that make-up classes may be scheduled in this week	
16-17.	<b>Final Examination Weeks 1 &amp; 2</b> There is no final exam for this subject	