COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Psychology of Health Behavior	

Academic staff	Core academic unit(s)
Coordinating: Associate Professor Brigita Miežienė **Other:**	VU MF Institute of Health Sciences M. K. Čiurlionio g. 21/27, Vilnius

Study cycle	Type of the course unit
First (undergraduate)	Optional

Mode of delivery	Semester or period when it is delivered	Language of instruction
Mixed	Spring	English/Lithuanian

Requisites	
Prerequisites: no	**Co-requisites (if relevant): no**

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5 ECTS	135	30	105

Purpose of the course unit

The purpose of the course is to develop students' ability to analyze and explain health-related behavior, based on behavior change and behavioral economics theories as well as empirical research, while strengthening critical thinking, interdisciplinary approaches, and decision-making skills.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
The ability to select an appropriate behavior change strategy and formulate goals for health-related behavior change, taking into account the individual's behavioral mechanisms, factors influencing behavior, and stage of behavior change.	Lectures Seminars Discussion Case study Simulation	Group work presentation evaluation exam
The ability to understand the factors determining health-related behavior at various levels (individual, interpersonal, organizational, community, and global), the interrelationships among these factors, and to discuss current behavior change issues in an interdisciplinary environment.	Lectures Seminars Discussion Case analysis Self-studies of literature	Individual work – case study analysis defend Exam
Will be able to understand how scientific research on health-related behavior is	Workshops Discussion Seminars	Formative assesment Verbal reflection on the seminar

conducted and how to investigate practical cases.		

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	**Contact hours, total**	**Individual work**	**Tasks for individual work**
1. Physical, mental, and social health, along with its determining factors	1		1				**2**	**7**	Class material. Self-studies.
2. Health-related behavior	0		2				**2**	**7**	Class material. Self-studies.
3. Sustainable health behavior (goals of sustainable development, climate change, psychology of sustainability, sustainable diet, sustainable physical activity)	1		1				**2**	**7**	Class material. Self-studies.
4. Individual-level behavior change theories (Planned behavior, Stages of change model, Health belief model)	1		2				**3**	**19**	Class material. Self-studies. Written assignment. Presentation.
5. Interpersonal-level behavior change theories (Social-cognitive theory, Self-determination theory)	1		3				**4**	**17**	Class material. Self-studies. Written assignment. Presentation.
6. Community-level and multifaceted behavior change theories (Ecological Approach)	1		2				**3**	**11**	Class material. Self-studies. Presentation.
7. Introduction to behavioral economics	1						**1**	**5**	Class material. Self-studies.
8. The main principles of behavioral economics in health care (rational choices, intention-behavior gap, bounded rationality, choice architecture, loss aversion)	1		4				**5**	**11**	Class material. Self-studies. Scientific research analysis. Case studies.
9. Prospect Theory	1		1				**2**	**5**	Class material. Self-studies.
10. Development of interventions. Habit development and change.			6				**6**	**16**	Class material. Self-studies. Presentation.
Total	**8**		**22**				**30**	**105**	

Assessment strategy	Weight %	Deadline	Assessment criteria
Individual assignment	20	During the course	**Case study analysis and presentation.** **Assessment criteria of the content of the Report (70% of the grade):** The ability to recognize factors influencing behavior, their interrelationships, with comprehensive case analysis and well-substantiated conclusions. **Assessment criteria of the content of the presentation delivery (30% of the grade):** The ability to draw on theories explaining behavior, discuss, and understand research specifics.

			Grading Scale: 10 points: 100% alignment with assessment criteria. 9–8 points: Report content and/or presentation criteria are met with minor shortcomings. 7-6 points: Report content and/or presentation criteria insufficiently met. Or report submitted with content criteria met, but not publicly presented. 5-4 points: Report content and/or presentation criteria average. Or report submitted with content partially met, but not publicly presented. 3-1 points: Report content and/or presentation criteria minimally met. Or a report submitted with average content, but not publicly presented. 0 points: Work not completed or content/presentation completely fails criteria. Accounted for during seminars, allocating 10 minutes per presentation for delivery and Q&A.
Group task	30	During the course	**Oral Presentation on Assigned Topic** Groups of three students are formed. Following the group work plan and role assignments provided by the instructor, students independently complete their assigned tasks, discuss each member's results within the group, and reach a collective decision on the final submission. **Assessment criteria of the content of the report content (50% of the grade):** The ability to select an appropriate behavior change strategy and formulate health-related behavior change goals, considering the individual's behavioral mechanism, influencing factors, and stage of change. Additionally, familiarity with literature, its comprehension, substantiation and summarization of presented ideas. Comprehensive behavior analysis with substantiated conclusions. **Assessment criteria of the content of the presentation delivery (50% of the grade):** Clarity, structure, logic, engagement of the presentation, and ability to competently answer questions related to the topic. Evaluations are individualized using **a differentiated incentives-assessment method**, where each student's grade consists of the group grade and their individual contribution (discussed with students prior to assignment). Each student's grade comprises the overall group work assessment (in points), adjusted by their self-assessment of involvement (in percentages) and peer assessments from group members (in percentages). Grading Scale: 10 points: 100% alignment with assessment criteria. 9–8 points: Report content and/or presentation criteria are met with minor shortcomings..

			7-6 points: Report content and/or presentation criteria insufficiently met. Or report submitted with content criteria met, but not publicly presented. 5-4 points: Report content and/or presentation criteria average. Or report submitted with content partially met, but not publicly presented. 3-1 points: Report content and/or presentation criteria minimally met. Or report submitted with average content, but not publicly presented. 0 points: Work not completed or content/presentation completely fails criteria. Accounted for during seminars, allocating 20 minutes per group for presentation and Q&A.
Exam	50	At the end of the course	20 closed questions of similar difficulty. Each question is worth 0.5 points. 0.5 points are deducted for each incorrect answer. The final score is rounded according to arithmetic rules: Score — Incorrect Answers 10 points — 0 or 1 9 points — 2-3 8 points — 4-5 7 points — 6-7 6 points — 8-9 5 points — 10-11 4 points — 12-13 3 points — 14-15 2 points — 16-17 1 point — 18-19 0 points — 20 The ability to identify factors influencing behavior and correctly assign them to the appropriate group is assessed, as well as knowledge of theories explaining behavior change. The exam test will be in the VMA system, with questions covering all course topics, and each test question will have only one correct answer.
			Final grade = Individual assignment × 0.20 + Group task × 0.30 + Exam × 0.50.

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
In M. Hagger, L. Cameron, K. Hamilton, N. Hankonen, & T. Lintunen (Eds.)	2020	The Handbook of Behavior Change.		Cambridge Handbooks in Psychology, pp. I-Ii). Cambridge: Cambridge University Press.
Kahneman, D.	2011	Thinking, fast and slow.		Macmillan
Roberto, C. A., & Kawachi, I. (Eds.).	2015		Behavioral economics and public health.	Oxford University Press
Recommended reading				
Baranowski, Buday, R., Thompson, D. I., & Baranowski, J.	2008	Playing for real: video games and stories for health-	American Journal of Preventive Medicine, 34(1), 74–82.	https://doi.org/10.1016/j.amepre.2007.09.027

		related behavior change.		
Willett, W., Rockström, J., Loken, B., Springmann, M., Lang, T., Vermeulen, S., Garnett, T., Tilman, D., DeClerck, F., Wood, A., et al.	2019	Food in the Anthropocene: the EAT-Lancet Commission on healthy diets from sustainable food systems.	Lancet, 393(10170), pp. 447-492.	doi: 10.1016/S0140-6736(18)31788-4
Guasch-Ferré, M., & Willett, W. C.	2021	The Mediterranean diet and health: A comprehensive overview.	Journal of internal medicine, 290(3), 549-566.	https://onlinelibrary.wiley.com/doi/pdf/10.1111/joim.13333
Dalile, B., Kim, C., Challinor, A., Geurts, L., Gibney, E. R., Galdos, M. V., ... & Thuret, S.	2022	The EAT–Lancet reference diet and cognitive function across the life course.	The Lancet Planetary Health, 6(9), e749-e759.	https://www.thelancet.com/journals/lanplh/article/PIIS2542-5196(22)00123-1/fulltext