

COURSE PROGRAMME

1. Information about the programme

1.1 University	University “Alexandru Ioan Cuza” of Iași
1.2 Faculty	Faculty of Philosophy and Social-Political Sciences
1.3 Department	DEPARTMENT OF SOCIOLOGY, SOCIAL WORK AND HUMAN RESOURCES
1.4 Domain	Social work
1.5 Cycle	Masters
1.6 Programme / Qualification	Lifelong Well-Being and Healthy Aging

2. Information about the course

2.1 Course Name	Comportamente și riscuri pentru sănătate / Behaviours and health risks						
2.2 Course taught by	Conf.PhD. Daniela Muntele						
2.3 Seminary / laboratory taught by	Conf.PhD Daniela Muntele						
2.4 Year	I	2.5 Semester	II	2.6 Type of evaluation	E	2.7 Course type*	Ob

*OB – Obligatory / OP – Optionally / F – Facultative

3. Total hours (estimated per semester and activities)

3.1 Number of hours per week	2	3.2 course	1	3.3 seminary/laboratory	1
3.4 Total number of hours	28	3.5 course	14	3.6 seminary/laboratory	14
Distribution					hours
Individual study using textbooks, course notes, bibliography items, etc.					33
Supplementary study (library, on-line platforms, etc.)					35
Individual study for seminary/laboratory, homeworks, projects, etc.					35
Tutoring					10
Examination					12
Other activities					
3.7 Total hours of individual activity					122
3.8 Total hours per semester					150

3.9 Credit points	6
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4. Pre-requisites (if necessary)

4.1 Curriculum	It is not necessary
4.2 Competencies	It is not necessary

5. Conditions (if necessary)

5.1 Course	It is not necessary
5.2 Seminary / Laboratory	It is not necessary

6. Specific competencies acquired

Professional competencies	<ul style="list-style-type: none"> To <u>deliver social services in diverse cultural communities</u> To <u>communicate professionally with colleagues in other fields</u> To <u>contribute to protecting individuals from harm</u>
Transversal competencies	<ul style="list-style-type: none"> To be able to <u>accept own accountability</u> To <u>address problems critically</u> To <u>apply person-centred care</u>

7. Course objectives (from the accumulated specific competency grid)

7.1 General objective	To support the acquisition of knowledge and skills on the life-course perspective and lifelong well-being
7.2 Specific objectives	<p>Upon successful completion of this discipline, students will be able to:</p> <ul style="list-style-type: none"> -Explain the main theoretical models for predicting important behaviors for health and develop intervention projects -Develop interpersonal communication plans specific to health promotion and disease prevention activities -Use methods to design and perform psychological interventions specific to attitudes and behaviors with an impact on health -Analyze the ways of psychological evaluation of the individual, group, organization

Health promotion from the perspective of social-cognitive theory

8. Contents

8.1	Course	Teaching methods	Remarks (number of hours, references)
1.	Social-cognitive approach to behaviors important for health.	Lecture, creative teaching and learning approaches, problem based learning, research based learning, critical thinking, group works, learning using new media.	See the references below
2.	Rosenstock Model of Health Beliefs		
3	Theory of motivation for protection (Rogers)		
4	Theory of rational action (Fishbein and Ajzen)		
5	Theory of Planned Behavior (Ajzen) (I)		
6	Theory of Planned Behavior (Ajzen) (II)		
7	Procedural approach to health actions (Schwarzer)		
8	Stage theories of behaviors important for health (I) (Prochaska and DiClemente)		
9	Stage theories of behaviors important for health (II) (Weinstein)		
10	Theory of self-regulation (Leventhal)		
11	Representation of the disease, treatment and self-regulation.		
12	Implementing important health intentions and behaviors		
13	Establishing goals related to behavioral changes and their implementation.		
14	Final considerations and summing up		
Bibliography			
Chameron, L.D. and Leventhal H. (2003). The self-regulation of health and illness behaviour. Routledge			
Johnston, D.W. și Johnston, M. Health Psychology, Vol.8, în A.S. Bellack și M.Hersen (coord.), 2001. Comprehensive Clinical Psychology.			
Conner, M. și Norman, P. (2005). Predicting health behaviours. McGraw-Hill, Education.			
Norman, P., Abraham, C. and Conner, M. (2000). Understanding and changing health behaviour. From Health Beliefs to self-regulation. Routledge.			

Petru Derevenco, Ion Anghel și Adriana Baban (coord.), Stresul în sănătate și boală. De la teorie la practică. Dacia, Cluj-Napoca.

Shumaker, S.A., Schron, E.B., Ockene, J.K., 1990. The Handbook of Health behavior Change, Springer Publishing Company, John Wiley & Sons, Inc.

Stok, M., De Ridder D. și Vet, E. (2013). Strategii de support pentru o alimentatie sanatoasa la adolescent. ASCR Cluj-Napoca.

Schwarzer, R. (1992). Self-efficacy in the adoption and maintenance of health behaviors: Theoretical approaches and a new model. In R. Schwarzer (Ed.), *Self-efficacy: Thought control of action* (pp. 217–242). Washington, DC: Hemisphere.

Taylor, S.E. 2011. Health Psychology Boston: McGraw-Hill.

8.2	Seminary / Laboratory	Teaching methods	Remarks (number of hours, references)
1.	Health risk communication (1)	creative learning approaches, problem based learning, research based learning, critical thinking, group works, learning using new media.	See the references below
2.	Health risk communication (2)		
3	The role of psychology in health policies (1)		
4	The role of psychology in health policies (2)		
5	Behavioral change relevant to health. Taxonomy of change techniques (1)		
6	Behavioral change relevant to health. Taxonomy of change techniques (2)		
7	Final considerations and summing up		

Michie, S. Richardson, M., Johnston, M., Abraham, C., Francis, J., Hardeman, W., Eccles, M., Cane J., Wood. C.E. (2013). The behavior change technique taxonomy (v1) of 93 hierarchically clustered techniques: building an international consensus for the reporting of behavior change interventions. *Ann Behav Med* 81-95.

Petrie, KJ, Cameron, L, Ellis, CJ, Buick, D, Weinman, J. (2002). Changing illness perceptions after myocardial infarction: an early intervention randomized controlled trial. *Psychosom Med.*;64:580–586.

Schweitzer, A.M., Dima, A., Vlahopol, L., Stanciu S. (2015). Teoria și practica aderenței la tratament. Constanța Baylor.

Sniehotta, F. F., Scholz, U., & Schwarzer, R. (2005). Bridging the intention-behaviour gap: Planning, self-efficacy, and action control in the adoption and maintenance of physical exercise. *Psychology & Health*, 20, 143–160.

Norman, P., Abraham, C. and Conner, M. (2000). Understanding and changing health behaviour. From Health Beliefs to self-regulation. Routledge.

Kremers SPJ, Brug J, de Vries H, Engels RCME (2003). Parenting style and adolescent fruit consumption. Appetite, 41: 43-50..

Johnston, D.W. și Johnston, M. Health Psychology, Vol.8, în A.S. Bellack și M.Hersen (coord.), 2001. Comprehensive Clinical Psychology.

9. Coordination of the contents with the expectations of the community representatives, professional associations and relevant employers in the corresponding domain

The course meets the expectations of training, participation and understanding of the life course, active aging, public and private social service providers, public policy authors, professional associations and employers.

10. Assessment and examination

Activity	10.1 Criteria	10.2 Modes	10.3 Weight in the final grade (%)
10.4 Course	Participation in the final exam and obtaining at least 50% of the score; .	The final exam will be a colloquium on the course contents	50%
10.5 Seminary / Laboratory	Carrying out the works at the seminar and obtaining at least 50% of the score	Tests along the way and the completion of the course and seminar workbooks	50%
10.6 Minimal requirements			
Evaluation along the way: active participation in at least 50% courses and seminars			
Final grade is the average of the assessments for the course and seminar			

**Date,
17.09.2024**

**Course coordinator,
Conf. PhD. Daniela Muntele**

**Seminary coordinator,
Conf. PhD. Daniela Muntele**

**Approval date in the department,
19.09.2024**

**Head of the departament,
Conf. Univ. Dr. Mihaela RĂDOI**