



HE3006

Behaviour, Health & Well-Being

Course Handbook
2019-20



UNIVERSITY
OF ABERDEEN

Contents

Course Summary
Course Aims & Learning Outcomes
Course Teaching Staff
Assessments & Examinations
Class Representatives
Problems with Coursework
Course Reading List
Lecture Synopsis
Practical/Lab/Tutorial Work
Medical Sciences Common Grading Scale
Course Timetable

Cover image:

Confocal micrograph of fluorescently labelled HeLa cells.

Nuclei are labelled in blue, tubulin in green and actin fibres in red.

Courtesy of:

Kevin Mackenzie

Microscopy and Histology Core Facility

Institute of Medical Sciences

University of Aberdeen

<http://www.abdn.ac.uk/ims/microscopy-histology>

Course Summary

What can people do to improve their health and well-being? In this course, students will learn key theories about behaviour and behaviour change, including behaviour change techniques, and try them out for improving their own health and well-being. We will aim to better understand the following questions:

- What makes people healthier and happier?
- What is the best way to measure success?
- Is there a formula for happiness and health?
- Why do people find it difficult to change their behaviour?
- What are the most promising strategies for improving health and well-being?
- How do friends and family influence health and well-being?
- How can people build happier and healthier relationships?

We are offering this course as part of the elective module. We believe this is an opportunity for undergraduates to better understand the role of behaviour and its influence on health and well-being. It will be relevant to many disciplines across the university where students need to take human behaviour into consideration, ranging from psychology and sociology, to education and economics, computer science and engineering.

Course Co-ordinators are Dr Gertraud (Turu) Stadler and Dr Dan Powell.

Course Aims & Learning Outcomes

This course aims to give students an introduction to theory and research on the links between behaviour, health, and well-being. Students will learn key theories about behaviour and behaviour change, including behaviour change techniques, and try them out for improving their own health and well-being.

1. Understand what behaviours make people healthier and happier
2. Be able to measure success in changing behaviour, health and well-being
3. Understand and describe the role of theory for changing behaviour, health and well-being
4. Understand evidence that shows what influences health and well-being
5. Describe promising strategies to initiate and maintain changes in health and well-being
6. Describe how family and friends contribute to health and well-being
7. Understand the basics of behavioural interventions to change health and well-being
8. Be able to present a case study of the link between behaviour, health and well-being
9. Be able to critically reflect on theories and evidence promising to change health and well-being

Course Teaching Staff

Course Co-ordinator(s):

Dr. Gertraud (Turu) Stadler:	gertraud.stadler@abdn.ac.uk	01224 438407
Dr Dan Powell:	daniel.powell@abdn.ac.uk	01224 438101

Assessments & Examinations

One 1-hour multiple-choice test (50%) and continuous assessment (50%).

The multiple-choice test will be held on **Thursday 15th November, 4pm**, and will cover material taught in lectures as well as material read from the essential course reading list outlined below.

Continuous assessment refers to work carried out towards the submission of a poster assignment submitted on **Wednesday 21st November, 12pm (noon)**. There are other deadlines students need to meet to keep on track with this assignment, mostly short tasks around data entry. Please see the Lecture synopsis for more details (deadlines presented in blue font) and more will be explained in Lecture 1.

You will briefly present your posters (i.e. 2-3 minutes) to a section of the class on **Thursday 22nd November** (the final teaching session of the course). This will be an informal but compulsory session to communicate what everyone has done. The presentation itself is not graded, but staff can provide informal verbal feedback if requested.

Feedback: The instructors will provide example tests and posters in sessions before the assessments and give feedback for students to improve their work. The instructors will provide selected answers to the exam questions to individual students if requested, and give feedback on the posters via MyAberdeen.

Class Representatives

We value students' opinions in regard to enhancing the quality of teaching and its delivery; therefore in conjunction with the Students' Association we support the Class Representative system.

In the School of Medicine, Medical Sciences & Nutrition we operate a system of course representatives, who are elected from within each course. Any student registered within a course that wishes to represent a given group of students can stand for election as a class representative. You will be informed when the elections for class representative will take place.

What will it involve?

It will involve speaking to your fellow students about the course you represent. This can include any comments that they may have. You will attend a Staff-Student Liaison Committee and you should represent the views and concerns of the students within this meeting. As a representative you will also be able to contribute to the agenda. You will then feedback to the students after this meeting with any actions that are being taken.

Training

Training for class representatives will be run by the Students Association. Training will take place within each half-session. For more information about the Class representative system visit **www.ausa.org.uk** or email the VP Education & Employability **vped@abdn.ac.uk**. Class representatives are also eligible to undertake the STAR (Students Taking Active Roles) Award with further information about this co-curricular award being available at: **www.abdn.ac.uk/careers**.

Problems with Coursework

If students have difficulties with any part of the course that they cannot cope with alone they should notify the course coordinator immediately. If the problem relates to the subject matter general advice would be to contact the member of staff who is teaching that part of the course. Students with registered disabilities should contact Mrs Jenna Reynolds (medsci@abdn.ac.uk) in the School Office (based in the IMS, Foresterhill), or Mrs Sheila Jones (s.jones@abdn.ac.uk) in the Old Aberdeen office associated with the teaching laboratories, to ensure that the appropriate facilities have been made available. Otherwise, you are strongly encouraged to contact any of the following as you see appropriate:

- Course student representatives
- Course co-ordinator
- Convenor of the Medical Sciences Staff/Student Liaison Committee (Professor Gordon McEwan)
- Medical Sciences Disabilities Co-ordinator (Dr Derryck Shewan)

All staff are based at Foresterhill and we strongly encourage the use of email or telephone the Medical Sciences Office. You may have a wasted journey travelling to Foresterhill only to find staff unavailable.

If a course has been completed and students are no longer on campus (i.e. work from second semester during the summer vacation), coursework will be kept until the end of Freshers' Week, during the new academic year. After that point, unclaimed student work will be securely destroyed.

Course Reading List

Students should expect to spend **3-4 hours per week** on self-study, in addition to any work carried out toward the assignment.

In the following reading list, all “essential course reading” items are compulsory, and students should read these **in advance** of attending the lecture/workshop, as these readings will often be discussed. The class test will be based on material delivered in lectures and in the essential readings, so it is important not to fall behind.

Of course, we recommend that all students read around topics presented to gain a deeper understanding, and the “recommended further reading” items are suggestions that we have found useful ourselves but is not intended to be an exhaustive list.

Thu 14 September

Essential course reading:

Morrison, V., & Bennett, P. (2016). *Introduction to health psychology* (4th ed.). Harlow, UK: Pearson. Ch. 1: *What is Health?* (pages 2-29). [Chapter will be uploaded to MyAberdeen]

Recommended further reading:

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, *56*, 218-226.

Piwek, L., Ellis, D.A., Andrews, S., Joinson, A. (2016). The rise of consumer health wearables: promises and barriers. *PLoS Medicine*, *13*(2): e1001953.

Thu 21 September

Essential course reading:

French, D., Vedhara, K., Kaptein, A.A. & Weinman, J. (2010). *Health Psychology* (2nd Ed.). Blackwell. Ch. 2: *The Role of Behaviour in Health*. (pages 13-32). [Chapter will be uploaded to MyAberdeen]

Kelly, M. P., & Barker, M. (2016). Why is changing health-related behaviour so difficult?. *Public Health*, *136*, 109-116. **Please ensure this is read before class.

Recommended further reading:

Leventhal, H., Weinman, J., Leventhal, E. A., & Phillips, L. A. (2008). Health psychology: the search for pathways between behavior and health. *Annual Review of Psychology*, *59*, 477-505.

Thu 28 September

Essential course reading:

Ogden, J. (2012). *Health psychology: a textbook* (5th Ed.). McGraw Hill, London. Ch. 3: *Health Beliefs* (pages 37-63). [Chapter will be uploaded to MyAberdeen]

Used in workshop, please review after class:

Ajzen, I. (n.d.). Constructing a theory of planned behavior questionnaire. Retrieved from <https://people.umass.edu/aizen/pdf/tpb.measurement.pdf>

Recommended further reading:

Bandura, A. (2009). Social cognitive theory goes global. *The Psychologist*, 22, 504-507.

Ajzen, I. (n.d.). Constructing a theory of planned behavior questionnaire. Retrieved from <https://people.umass.edu/aizen/pdf/tpb.measurement.pdf>

Thu 5 October

Essential course reading:

Holt-Lunstad, J., Smith, T.B., Layton, J.B. (2010). Social relationships and mortality risk. *PLoS Med* 7(7): e1000316.

Recommended further reading:

Berkman, L. F., Glass, T., Brissette, I., & Seeman, T. E. (2000). From social integration to health: Durkheim in the new millennium. *Social Science & Medicine*, 51, 843-857.

Heyes, C. (2016). Who knows? Metacognitive social learning strategies. *Trends in Cognitive Sciences*, 2(3), 204-213.

Whiten, A. (2017). Social learning and culture in child and chimpanzee. *Annual Reviews in Psychology*, 68, 129-154.

Thu 12 October

Essential Reading:

Marks, D.F., Murray, M., Evans, B., Willig, C., Woodall, C. & Sykes, C. M. (2005). *Health Psychology: Theory, Research & Practice*. SAGE, London. Chapter 13: Stress and Coping (pages 253-271). [will be uploaded to MyAberdeen].

Recommended Reading:

Seegerstrom, S.C. & O'Connor, D.B. (2012). Stress, health and illness: four challenges for the future. *Psychology & Health*, 27(2), 128-140.

Shields, G.S. & Slavich, G.M. (2017). Lifetime stress exposure and health: a review of contemporary assessment methods and biological mechanisms. *Social and Personality Psychology Compass*, 11: e12335.

Thu 19 October

Essential Reading: None. Please spend this time working with your data and revising content up to this point.

Thu 26 October

Essential Reading:

Van Dulmen, S., Sluijs, E., van Dijk, L., de Ridder, D., Heerdink, R. & Bensing, J. (2007). Patient adherence to medical treatment: a review of reviews. *BMC Health Services Research*, 7(55), 1-13.

Recommended Reading:

Horne, R., Chapman, S.C.E., Parham, R., Freemantle, N., Forbes, A. & Cooper, V. (2013). Understanding patients' adherence-related beliefs about medicines prescribed for long-term conditions: a meta-analytic review of the necessity-concerns framework. *PLoS ONE*, 8(12): e80633.

Kampshoff, C.S., Jansen, F., van Mechelen, W., May, A.M., Brug, J., Chinapaw, M.J.M. & Buffart, L.M. (2014). Determinants of exercise adherence and maintenance among cancer survivors: a systematic review. *International Journal of Behavioral Nutrition and Physical Activity*, 11:80.

Morrison, V., & Bennett, P. (2016). Introduction to health psychology (4th ed.). Harlow, UK: Pearson. Chapter 4 (pp. 88-95).

Thu 2 November

Essential Reading:

Kok, G., Gottlieb, N. H., Peters, G. J. Y., Mullen, P. D., Parcel, G. S., Ruiters, R. A., ... & Bartholomew, L. K. (2015). A taxonomy of behaviour change methods: An intervention mapping approach. *Health Psychology Review*, 10(3), 297-312. Also read the supplementary materials and ensure you can identify appropriate behaviour change methods for changing specific determinants: <http://dx.doi.org/10.1080/17437199.2015.1077155> *In this case, best read after class.

Recommended Reading:

Adriaanse, M. A., Vinkers, C. D., De Ridder, D. T., Hox, J. J., & De Wit, J. B. (2011). Do implementation intentions help to eat a healthy diet? A systematic review and meta-analysis of the empirical evidence. *Appetite*, 56, 183-193.

Harkin, B., Webb, T. L., Chang, B. P., Prestwich, A., Conner, M., Kellar, I., ... & Sheeran, P. (2016). Does monitoring goal progress promote goal attainment? A meta-analysis of the experimental evidence. *Psychological Bulletin*, 142, 198–229.

Locke, E. A. & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, 57, 705-717

Patton, D.E., Cadogan, C.A., Ryan, C., Francis, J.J., Gormley, G.J., Passmore, P., Kerse, N. & Hughes, C.M. (2017). Improving adherence to multiple medications in older people in primary care: selecting intervention components to address patient-reported barriers and facilitators. *Health Expectations*. Advance online publication. <http://onlinelibrary.wiley.com/doi/10.1111/hex.12595/abstract>

Sheeran, P., Maki, A., Monanaro, E., Bryan, A., Klein, W., Miles, E., & Rothman, A. (2016). The impact of changing attitudes, norms, and self-efficacy on health-related intentions and behavior: A meta-analysis. *Health Psychology*, 35(11), 1178-1188.

Thu 9 November

Essential Reading:

Harrington, R. (2013). *Stress, Health, and Well-Being* (International Edition).
Chapter 2 Positive Psychology (pages 33-65) [Chapter will be uploaded to MyAberdeen]

Recommended Reading:

Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. *Journal of Personality & Social Psychology, 88*, 377-389.

Kabat-Zinn, J. (2003). Mindfulness-based interventions in context: Past, present, and future. *Clinical Psychology, 10*, 144-156.

Webb, T. L., Miles, E., & Sheeran, P. (2012). Dealing with feeling: A meta-analysis of the effectiveness of strategies derived from the process model of emotion regulation. *Psychological Bulletin, 138*, 775-808.

Thu 16 November

Essential Reading: No essential reading. Time should be spent revising.

Thu 23 November

Essential Reading: No essential reading. Time should be spent finishing poster assignment.

Lecture Synopsis

Date	Subject	Prepare
Thu 13 Sep	<p>Lecture: Introduction to the course: what is health and wellbeing? Overview of course guide and expectations. Examination of definitions of health and wellbeing.</p> <p>Discussion: Pros and cons of self-tracking and Introduction to Assignment Discussion addressing the following questions: How do researchers utilise “self-tracking” for answering research questions in daily life? How do individuals use “self-tracking” for their own health and wellbeing?</p>	Ch 1, Morrison & Bennett (2016)
Thu 20 Sep	<p>Lecture: Which behaviours are important to health and wellbeing? Definitions of health behaviours. Overview of behaviours known to contribute to health and wellbeing.</p> <p>Discussion: Why is it so difficult to change health behaviours? Individual, societal, and political aspects of behaviour change.</p>	Ch 2, French et al. (2010) Kelly & Barker (2016)
Wed 26 Sep	ASSIGNMENT DEADLINE (NOON): COMPLETE AND SUBMIT DATA ENTRY 1	
Thu 27 Sep	<p>Lecture: Predicting health behaviour Introduction to major theories of health behaviour and their constructs: Theory of Planned Behaviour; Social Cognitive Theory; Dual Process Models; Health Action Process Approach; Integrated Behavioural Model</p> <p>Workshop: Assessing behaviours and theoretical constructs Recognising behaviours from health outcomes; identifying measures that are more-objective or more-subjective; designing appropriate measures of theoretical constructs (“TACT” principle).</p>	Ch 3, Ogden (2012) Ajzen (read after class)
Wed 3 Oct	ASSIGNMENT DEADLINE (NOON): COMPLETE AND SUBMIT DATA ENTRY 2	
Thu 4 Oct	<p>Lecture: How do close relationships influence health and well-being? Review key research on close relationships, health, and wellbeing, including social support, social influence/control/norms, and companionship/ loneliness.</p> <p>Workshop: Assessing social learning in practice Review measures for social learning (social reinforcement/rewards/punishment) and apply them.</p>	Holt-Lunstad et al. (2010)
Wed 10 Oct	ASSIGNMENT DEADLINE (NOON): COMPLETE AND SUBMIT DATA ENTRY 3	
Thu 11 Oct	<p>Lecture: Stress and Health What characteristics of stressors lead to physiological, emotional, and behavioural problems? Addressing some of the myths around stress.</p> <p>Workshop: Working with data Formulating a research hypothesis. Graph and interpret data.</p>	Ch 13, Marks et al. (2005).
Wed 17 Oct	ASSIGNMENT DEADLINE (NOON): COMPLETE AND SUBMIT DATA ENTRY 4	
Thu 18 Oct	<p>Lecture: Making sense of behavioural data Examining fluctuations in behaviour and psychological processes (univariate and bivariate) from N-of-1 data. Overview of N-of-1 trials.</p> <p>Workshop: Assignment data exploration Graph and interpret data</p>	WORK ON DATA
Thu 25 Oct	<p>Lecture: Adherence to medical recommendations Conceptualising adherence as a behaviour. Introduction to research on adherence to medical recommendations (e.g. medications, diets, behaviours). How big is the problem?</p> <p>Workshop: Adherence self-monitoring – skittles regimen</p>	Van Dulman et al. (2007).

Introduction to adherence self-monitoring. Distribution of diaries. Detailed instructions on the poster assignment format will be provided.

Wed 31 Oct	ASSIGNMENT DEADLINE (NOON): COMPLETE AND SUBMIT DATA ENTRY 5	
Thu 1Nov	<p>Lecture: Behaviour change techniques and methods Introduction to evidence-based methods for changing behaviours: “target the theoretical determinant to change the behaviour”</p> <p>Workshop: Designing a brief behaviour change intervention Applying behaviour change methods to change self-efficacy. Applying to own self-tracking of adherence.</p>	Kok et al. (2015) (Read after class so it is easier to follow).
Wed 7 Nov	ASSIGNMENT DEADLINE (NOON): COMPLETE AND SUBMIT DATA ENTRY 6	
Thu 8Nov	<p>Revision class</p> <p>Brief Happiness Interventions Introduction to brief happiness interventions including mindfulness and gratitude.</p>	Reading: Ch.2, Harrington (2013)
Wed 14 Nov	ASSIGNMENT DEADLINE (NOON): COMPLETE AND SUBMIT DATA ENTRY 7	
Thu 15 Nov	<p>Multiple choice test</p> <p>Workshop: Poster Assignment Walk through of an example poster. Demonstration of how to search for evidence; properly format citations; etc.</p>	REVISION
Wed 21 Nov	ASSIGNMENT DEADLINE (NOON): SUBMIT POSTER	
Thu 22 Nov	Assignment: Poster presentations Present and discuss student posters	

Practical/Lab/Tutorial Work

Each lecture gives an introduction to theories and evidence about how behaviour, health, and well-being are linked. We will try out key parts of the lecture for assessing and changing own behaviour in the workshops, as well as supporting working with data needed for your assignment.

University Policies

Students are asked to make themselves familiar with the information on key institutional policies which have been made available within MyAberdeen (<https://abdn.blackboard.com/bbcswebdav/institution/Policies>). These policies are relevant to all students and will be useful to you throughout your studies. They contain important information and address issues such as what to do if you are absent, how to raise an appeal or a complaint and indicate how seriously the University takes your feedback.

These institutional policies should be read in conjunction with this programme and/or course handbook, in which School and College specific policies are detailed. Further information can be found on the [University's Infohub webpage](#) or by visiting the Infohub.

The information included in the institutional area for 2019/20 includes the following:

- Absence
- Appeals & Complaints
- Student Discipline
- Class Certificates
- MyAberdeen
- Originality Checking
- Feedback
- Communication
- Graduate Attributes
- The Co-Curriculum

Common Grading Scale

Grade	Grade Point	Category	Honours Class	Description
A1	22	Excellent	First	<ul style="list-style-type: none"> Outstanding ability and critical thought Evidence of extensive reading Superior understanding The best performance that can be expected from a student at this level
A2	21			
A3	20			
A4	19			
A5	18			
B1	17	Very Good	Upper Second	<ul style="list-style-type: none"> Able to argue logically and organise answers well Shows a thorough grasp of concepts Good use of examples to illustrate points and justify arguments Evidence of reading and wide appreciation of subject
B2	16			
B3	15			
C1	14	Good	Lower Second	<ul style="list-style-type: none"> Repetition of lecture notes without evidence of further appreciation of subject Lacking illustrative examples and originality Basic level of understanding
C2	13			
C3	12			
D1	11	Pass	Third	<ul style="list-style-type: none"> Limited ability to argue logically and organise answers Failure to develop or illustrate points The minimum level of performance required for a student to be awarded a pass
D2	10			
D3	9			
E1	8	Fail	Fail	<ul style="list-style-type: none"> Weak presentation Tendency to irrelevance Some attempt at an answer but seriously lacking in content and/or ability to organise thoughts
E2	7			
E3	6			
F1	5	Clear Fail	Not used for Honours	<ul style="list-style-type: none"> Contains major errors or misconceptions Poor presentation
F2	4			
F3	3			
G1	2	Clear Fail/ Abysmal	-	<ul style="list-style-type: none"> Token or no submission
G2	1			
G3	0			

Course Timetable HE3006: 2019-2020

Date	Time	Place	Subject		Staff
Week 7					
Thu 12 Sep	15:00-17:00	MR051	Lecture: Introduction to the course – What is health and wellbeing? Discussion: Pros and cons of self-tracking/Introduction to Assignment	Lecture	GS/DP
Week 8					
Thu 19 Sep	15:00-17:00	MR051	Lecture: Which behaviours are important to health and wellbeing? Discussion: Why is it so difficult to change health behaviours?	Lecture	GS/DP
Week 9					
Thu 26 Sep	15:00-17:00	MR051	Lecture: Predicting health behaviour Workshop: Assessing behaviours and theoretical constructs in research	Lecture	GS/DP
Week 10					
Thu 3 Oct	15:00-17:00	MR051	Lecture: How do close relationships influence health? Practical: Assessing social learning in research	Lecture	GS/DP
Week 11					
Thu 10 Oct	15:00-17:00	MR051	Lecture: Stress and health Workshop: Assignment data input	Lecture	GS/DP
	17:00-18:00	MR028	Optional Workshop	WShop	GS/DP
Week 12					
Thu 17 Oct	15:00-17:00	MR051	Lecture: Making sense of behavioural data Practical: Assignment data exploration	Lecture	GS/DP
	17:00-18:00	MR028	Optional Workshop	WShop	GS/DP
Week 13					
Thu 24 Oct	15:00-17:00	MR051	Lecture: Adherence to medical recommendations Workshop: Adherence self-tracking (“skittles regimen”) and assignment instructions	Lecture	GS/DP
	17:00-18:00	MR028	Optional Workshop	WShop	
Week 14					
Thu 31 Oct	15:00-17:00	MR051	Lecture: Behaviour change techniques and methods Workshop: Applying behaviour change techniques	Lecture	GS/DP
	17:00-18:00	MR028	Optional Workshop	WShop	GS/DP
Week 15					
Thu 7 Nov	15:00-17:00	MR051	Lecture: Revision Workshop: Brief Happiness Interventions	Lecture	GS/DP
	17:00-18:00	MR028	Optional Workshop	WShop	GS/DP
Week 16					
Thu 14 Nov	15:00-16:00	MR051	Class test	Assmt	GS/DP
	16:00-17:00	MR051	Workshop: Poster assignment discussion	WShop	GS/DP
	17:00-18:00	MR028	Optional Workshop	WShop	
Week 17					
Thu 21 Nov	15:00-17:00	MR051 (MR302, MR303, MR314)	Poster presentations	Pres	GS/DP

Staff

Dr. Gertraud (Turu) Stadler: gertraud.stadler@abdn.ac.uk 01224 438407

