



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Behavior Change and Behavioral Economics	

Academic staff	Core academic unit(s)
Coordinating: associate professor Brigita Miežienė	VU MF Institute of Health Sciences
Other:	M. K. Čiurlionio g. 21/27, Vilnius
	G. Vilko g. 29 A, Vilnius
	Akademijos g. 4, Vilnius

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

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

Requisites	
Prerequisites: higher education	Co-requisites (if relevant):

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5 ECTS	133	40	93

Purpose of the course unit

To reveal peculiarities of human health behavior, and explain individual rational and irrational health behavior choices, based on health behavior change and behavioral economics theories.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
1. Social Abilities 1.1. Will be able to communicate and cooperate with clients/patients and their families, colleagues, and scholars to ensure an effective healthcare process. 1.2. Will be able to choose an appropriate counseling strategy, taking into account the mechanism of the person's behavior, the factors determining the behavior, the stage of behavior change, and formulate the goals of the treatment regimen together with the clients/patients. 1.3. Teamwork abilities in the development of a behavior change program.	Lectures Seminars Discussion	Presentation
2. Personal Abilities 2.1. Will be able to make decisions and evaluate their impact on health care practice.	Lectures Seminars Discussion Self-studies of literature	Seminars Presentation

2.2. Will be able to critically analyze, systematize, and check information. 2.2. Will be able to discuss relevant issues of behavior change in the professional and interdisciplinary environment.		
3. Knowledge and its implementation 3.1. Will know and be able to apply in practice various behavior change strategies in healthcare based on patient/client needs. 3.2. Will gain knowledge and will be orientated among various levels of health behavior determining factors that lead to behavior change and will understand their interaction. Will be able to take this into account when helping the patient/client to change their behavior or adhere to a treatment regimen. Understand the importance of mediating factors for behavioral outcomes.	Lectures Seminars Discussion Self-studies of literature	Evaluation of the analysis and presentation of the studied literature Evaluation of tasks Exam
4. Scientific research 4.1. Will be able to understand public and individual health-related behavior research. Will learn to ground a study on health behavior by different theories of behavior change.	Lectures Seminars Discussion Self-studies of literature	Evaluation of the analysis and presentation of the studied Seminars
5. Special abilities 5.1. Will be able to organize and carry out health education and preventive work for healthy and sick populations; to competently convey knowledge and practical experience at formal and informal health education activities. 5.2. Will be able to critically evaluate theories of behavior change and the factors determining behavior. 5.2. Will be able to analyze individual, interpersonal, organizational, community, and global factors and identify their interaction effect on health-promoting behaviors.	Lectures Seminars Discussion Self-studies of literature	Evaluation of tasks Exam

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	5	Class material. Self-studies.
2. Health-related behavior	1		1				2	5	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	5	Class material. Self-studies.

4. Individual-level behavior change theories (Planned behavior, Stages of change model, Health belief model)	5		3				8	17	Class material. Self-studies. Written assignment. Presentation.
5. Interpersonal-level behavior change theories (Social-cognitive theory, Self-determination theory)	3		4				7	16	Class material. Self-studies. Written assignment. Presentation.
6. Community-level and multifaceted behavior change theories (Ecological Approach)	2		2				4	10	Class material. Self-studies. Presentation.
7. Introduction to behavioral economics	1						1	3	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)	2		2				4	10	Class material. Self-studies. Scientific research analysis. Case studies.
9. Perspective Theory	1						1	3	Class material. Self-studies.
10. Development of interventions. Habits development and change.	3		6				9	19	Class material. Self-studies. Presentation.
Total	20		20				40	93	

Assessment strategy	Weight %	Deadline	Assessment criteria
Exam	50	During session	20 closed and open questions. The weight of each is 0.5 points. For each incorrect answer, 0.5 marks are deducted. The final score is rounded according to arithmetic rules.
Individual assignment	20		Written assignment. Case analysis for behavior change based on the class materials and self-literature studies on behavior change theories. The health-related behavior of a specific (anonymous) person and its possible determining factors are analyzed. Anticipated barriers and facilitators of behavior change are identified. Properly selected literature sources, understanding of the presented material, and fluent, orderly presentation that meets academic requirements are evaluated with the maximum score. Minor and major non-compliances reduce the final score accordingly.
Group task	30		Oral presentation. Presentation of behavioral intervention prepared based on class material, individual literature analysis, and case analysis. Behavioral intervention is designed for an individual or a group of people with a similar health-related behavior or health problem. Methods, tools, and strategies for behavior change are provided. Acquaintance with literature and its understanding, and generalization of presented ideas make up 50% of the score. Clarity, attractiveness of the presentation, and ability to competently answer questions related to the presented topic make up the rest 50%. Presentation during the seminars, allocating 20 minutes for each group's presentation and Q&A.

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
1. The Handbook of Behavior Change.				

(2020). In M. Hagger, L. Cameron, K. Hamilton, N. Hankonen, & T. Lintunen (Eds.), <i>The Handbook of Behavior Change</i> (Cambridge Handbooks in Psychology, pp. 1-11). Cambridge: Cambridge University Press.				
2. Kahneman, D. (2011). <i>Thinking, fast and slow</i> . Macmillan.				
3. Roberto, C. A., & Kawachi, I. (Eds.). (2015). <i>Behavioral economics and public health</i> . Oxford University Press.				
Recommended reading				
Baranowski, Buday, R., Thompson, D. I., & Baranowski, J. (2008). Playing for real: video games and stories for health-related behavior change. <i>American Journal of Preventive Medicine</i> , 34(1), 74–82.				https://doi.org/10.1016/j.amepre.2007.09.027
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. <i>Lancet</i> , 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. <i>Journal of internal medicine</i> , 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. <i>The Lancet Planetary Health</i> , 6(9), e749-e759.				https://www.thelancet.com/journals/lanplh/article/PIIS2542-5196(22)00123-1/fulltext