

*University of Alberta  
Faculty of Physical Education & Recreation  
Fall 2004*

*Course Guide for PERLS 541:  
Social Cognitive Approaches  
to  
Health Promoting  
Behaviours*

**John C. Spence, PhD**  
Faculty of Physical Education and Recreation,  
E-424 Van Vliet Centre  
University of Alberta, Edmonton, T6G 2H9  
Office: P-316 Pavillion  
Telephones: Office (780) 492-1379  
FAX: (780) 492-2364  
Office Hours: By appointment

E-mail: [jc.spence@ualberta.ca](mailto:jc.spence@ualberta.ca)

<http://www.ualberta.ca/~js11/home2.html>

## Course Description

This course will address social-cognitive theories and models as they relate to change in health promoting behaviours (HPB). The theories and models to be discussed will include the following:

Prochaska's Transtheoretical Model (Stages of Change),  
Rosenstock's Health-Belief Model,  
Bandura's Social-Cognitive Theory, Self-efficacy Theory,  
Ajzen & Fishbein's Theory of Reasoned Action,  
Ajzen's Theory of Planned Behaviour,  
Self-Perception theories (e.g., self-esteem, self-concept)  
Self-regulation

## Course Objectives

Many psychological (intraindividual) and social (interindividual) factors influence personal health behaviours. Through this course, participants should develop the understanding of the factors that are required to address research or applied interests.

Upon completion of this course, students should be able to:

1. understand and discuss social-cognitive theories and models as they relate to HPB's and behaviour change
2. apply this knowledge to ongoing decision-making and appraisal of literature
3. evaluate interventions, programs, messages and campaigns from theoretical bases
4. develop interventions, programs, messages and campaigns or programs of research on the basis of theories or theoretical constructs.

## Readings

The weekly readings for the course will consist of chapters and articles on reserve in the Learning Lab.

### Recommended Text

Glanz, K., Lewis, F. M., & Rimer, B. K. (Eds.). (1996). *Health behavior and health education: Theory, research, and practice* (2nd ed.). San Francisco: Jossey-Bass Publishers.

## Evaluation

Your final mark will be based upon course participation and two written assignments. The values and dates are as follows:

1. Course participation (20 marks) – Continuous
2. Verbal presentation (20 marks) - TBA
3. Review of Literature (20 marks) – November 3<sup>rd</sup>
4. Theoretical paper (40 marks) – December 8<sup>th</sup>

\*\* Evaluation will be completed and expressed in raw marks throughout the course. Grades (using the letter grading system) will be assigned only to the final distribution of mark totals for the course. Such assignment will be based on a combination of absolute achievement and relative performance in this class and remain unofficial until approved by Faculty Council or its designate (i.e. Associate or Assistant Dean).

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.ualberta.ca/~unisechr/appeals.htm](http://www.ualberta.ca/~unisechr/appeals.htm)) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation or aiding and abetting any of these offences. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

**NOTES:** *It is expected that students will attend all classes. It is the student's responsibility to obtain the information for any class not attended. Full class notes are not available. Regarding e-mail messages, do not assume a message has been received until you receive a confirmation response from me.*

*The course outline acts as an understanding between the student and the instructor regarding the details of the course (see section 61.6a of the GFC Policy Manual). Modifications to this understanding may be made with fair warning and general class consent.*

# **Assignments and Evaluation Guidelines**

## **1. Course Participation (20 marks, cumulative assessment)**

You are expected to demonstrate understanding of the assigned readings, and make thoughtful contributions to the class each week.

In order to earn a high score, you must demonstrate the following:

- clear, concise communication
- in-depth understanding of the readings
- understanding the contributions of others and developing ideas further
- critical evaluation of the ideas presented in readings and contributions of instructor and others
- sensitive and skillful interactions with other participants, contributing to group acquisition of information and theory
- thoughtful integration of theory with practice
- creativity and thoroughness in exploration of an issue

## 2. Class Presentation (20 marks, verbal)

Students will make an in-class presentation based upon a list of topics provided by the instructor (see below). The presentation should last for at least 30 minutes. The presentation will be graded by both the instructor and the other students in the class. Seventy-five percent of the mark will be determined by the instructor while 25% will be decided by the other students.

### Presentation will:

- Provide overview of the model
- Summarize research using the model
- Include handouts

### **Topics for Class Presentations**

Social Cognitive Theory

Health Belief Model

Protection Motivation Theory

Theory of Planned Behaviour

Self-determination Theory

Transtheoretical Model

- Can stage models really describe or explain human behaviour?

Self-concept and behaviour: Which came first?

Communication Theory, Media Effects, and Automatic Behaviour

Evolutionary explanations of human behaviour

Social ecological models

RE-AIM Framework

### 3. Literature Review (20 marks, 10 pages, November 3)

Statistics are often used to the advantage of the party delivering information, or hoping to sell a product. As consumers of both research and products, health professionals must become skilled at evaluating research design, methods, analysis and interpretations in order to make educated decisions.

In this paper, you will have an opportunity to display these skills in reference to a body of literature addressing a specific question. When choosing the question, consider your interests and educational goals.

The paper should be prepared in APA style, with headings and complete reference list. Use at least 8-10 academic references (preferably empirical). Chapters are acceptable, but textbooks are unacceptable. The paper must be no longer than 10 typed, 12 point font pages. Use one inch margins on all sides.

\* Papers that do not arrive on time will be subject to a penalty of 10%/day.

Before submitting **any** assignment to your instructor, be sure to consider the following elements (possibly even have a peer evaluate the paper for these elements):

- clear statement of objectives
- clear development of arguments
- convincing and appropriate conclusions
- adequate and appropriate referencing
- correct spelling and grammar (use a computer spell-check to help)
- in 12 point font (as seen here) with one inch margins all around.

#### 4. Theoretical Paper (40 marks, 10 pages, due December 8)

A. Identify a health behaviour that is of concern to you or society. Develop a research study based upon one of the theories or models discussed in this course to address this behaviour. The design of the study can be experimental, quasi-experimental, or descriptive (e.g., survey). You must justify why the selected theory/model applies to the behaviour. Describe your proposed method, including participant recruitment and questionnaires/instruments to be used.

or

B. In this paper, discuss a health promotion program, message or campaign from a theoretical perspective. You can either evaluate an extant program, message or campaign, or develop a new one. Through this assignment, you should come to an in-depth understanding of a particular social-psychological or social-cognitive theory, and examine the relationship of that theory to a particular practical issue of salience to you. You may choose to examine a particular issue or a particular theory first, but both must be addressed in this assignment. (See the list of recommended readings at the end of this document.)

Consider the following criteria as you develop this paper:

- the presentation of the theory is clear, concise, and accurate
- the audience for the program/ message/ campaign is identified clearly
- financial and other costs of the initiative are noted
- the description of the context or practical issue is clearly and concise
- the link between the practical issue and the theory is identified and supported. (i.e., Why is theory 'x' useful in consideration of practical issue 'y'? How can the theory be used to come to a better understanding, solution, or intervention relating to the practical issue?)

## Overview of Course Schedule

Date	Topic
September 8	Introduction
September 15	The role of theories in research and foundations of social cognition
September 22	Social Cognitive Theory - <i>Guest Lecturer: Dr. Wendy Rodgers</i>
September 29	Theory of Planned Behavior - <i>Guest Lecturer: Dr. Kerry Courneya</i>
October 6	Health Belief Model & Protection Motivation Theory
October 13	Transtheoretical Model - <i>Guest Lecturer: Dr. Ron Plotnikoff</i>
October 27	Self-Determination Theory - <i>Guest Lecturer: Dr. Cam Wild</i>
November 3	Self-Esteem & Behaviour  <b>Literature review due</b>
November 10	Communication Theory, Stereotypes, and the Media
November 17	Evolutionary explanations of human behaviour
November 24	Social ecological models
December 1	Evaluating interventions using the RE-AIM Framework
December 8	Final class & wrap up  <b>Theoretical paper due</b>



## Readings

### **The Role of Theories in Research**

Dunnette, M. D. (1966). Fads, fashions, and folderol in psychology. *American Psychologist*, *21*, 343-352.

Forscher, B. K. (1963). Chaos in the brickyard. *Science*, *142*, 3590.

Glanz, K., Lewis, F. M., & Rimer, B. K. (Eds.). (1997). Linking theory, research, and practice. In K. Glanz, F. M. Lewis, & B. K. Rimer (Eds.) *Health behavior and health education: Theory, research, and practice* (2nd ed., 19-36). San Francisco: Jossey-Bass Publishers.

Stanovich, K. E. (1998). Falsifiability (Chap. 2). *How to think straight about psychology* (5th ed.). New York: Longman.

### **Social Cognitive Theory**

Baranowski, T., Perry, C. L., & Parcel, G. S. (1997). How individuals, environments, and health behavior interact: Social cognitive theory. In K. Glanz, F. M. Lewis, & B. K. Rimer (Eds.) *Health behavior and health education: Theory, research, and practice* (2nd ed., 153-178). San Francisco: Jossey-Bass Publishers.

Maibach, E., & Murphy, D. A. (1995). Self-efficacy in health promotion research and practice: Conceptualization and measurement. *Health Education Research*, *10*, 37-50.

Petosa, R. L., & Suminski, R. (2003). Predicting vigorous physical activity using social cognitive theory. *American Journal of Health Behavior*, *27*, 301-310.

## **Health Belief Model & Protection Motivation Theory**

Mirotznik, J., Feldman, L., & Stein, R. (1995). The health belief model and adherence with a community center-based, supervised coronary heart-disease exercise program. *Journal of Community Health, 20*, 233-247.

Strecher, V. J., & Rosenstock, M. (1997). The health belief model. In K. Glanz, F. M. Lewis, & B. K. Rimer (Eds.) *Health behavior and health education: Theory, research, and practice* (2nd ed., 41-59). San Francisco: Jossey-Bass Publishers.

Milne, S. E., & Orbell, S. (2000). Can protection motivation theory predict breast self-examination? A longitudinal test exploring the role of previous behaviour. In P. Norman, C. Abraham, & M. Conner (Eds.), *Understanding and changing health behaviour: From health beliefs to self-regulation* (51-72). Amsterdam: Harwood Academic Publishers.

Plotnikoff, R. C., & Higginbotham, N. (1995). Predicting low-fat diet intentions and behaviors for the prevention of coronary heart disease: An application of protection motivation theory among an Australian population. *Psychology and Health, 10*, 397-408.

## **Theory of Reasoned Action & Theory of Planned Behavior**

Aiken, L. (2002). Definitions, history, and behavior prediction (Chap. 1). *Attitudes and related psychosocial constructs: Theories, assessment, and research*. Thousand Oaks, CA: Sage Publications.

Courneya, K. S., & Friedenreich, C. M. (1997). Determinants of exercise during colorectal cancer treatment: An application of the theory of planned behavior. *Oncology Nursing Forum, 24*, 1715-1723.

Hagger, M. S., Chatzisarantis, N. L. D., & Biddle, S. J. H. (2002). A meta-analytic review of the theories of reasoned action and planned behavior in physical activity: Predictive validity and the contribution of additional variables. *Journal of Sport and Exercise Psychology, 24*, 3-32.

Montano, D. E. et al. (1997). Theory of reasoned action and the theory of planned behavior. In K. Glanz, F. M. Lewis, & B. K. Rimer (Eds.) *Health behavior and health education: Theory, research, and practice* (2nd ed., 85-112). San Francisco: Jossey-Bass Publishers.

### **Self-Determination**

Iyengar, S. S., & Lepper, M. R. (2002). Choice and its consequences: On the costs and benefits of self-determination. In A. Tesser, D. A. Stapel, & J. Wood (Eds.), *Self and motivation: Emerging psychological perspectives* (pp. 71-96). Washington, DC: American Psychological Association.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology, 25*, 54-67.

Williams, G. C., Ryan, R. M., Rodin, G. C., Grolnick, W. S., & Deci, E. L. (1998). Autonomous regulation and long-term medication adherence in adult outpatients. *Health Psychology, 17*, 269-276.

Wilson, P., & Rodgers, W. (in press). The relationship between perceived autonomy support, exercise regulations and behavioral intentions in women. *Psychology of Sport and Exercise*.

### **Transtheoretical Model**

Bandura, A. (1997). The anatomy of stages of change. *American Journal of Health Promotion, 12*, 8-10.

Plotnikoff, R. C., Hotz, S. B., Birkett, N. J., & Courneya, K. S. (2001). Exercise and the transtheoretical model: A longitudinal test of a population sample. *Preventive Medicine, 33*, 441-452.

Prochaska, J. O., Redding, C. A., & Evers, K. E. (1997). The transtheoretical model and stages of change. In K. Glanz, F. M. Lewis, & B. K. Rimer (Eds.) *Health behavior and health education: Theory, research, and practice* (2nd ed., 60-84). San Francisco: Jossey-Bass Publishers.

Prochaska, J. O., & Velicer, W. F. (1997). Response: Misinterpretations and misapplications of the transtheoretical model. *American Journal of Health Promotion, 12*, 11-12.

Weinstein, N. D., Rothman, A. J., & Sutton, S. R. (1998). Stage theories of health behavior: Conceptual and methodological issues. *Health Psychology, 17*, 290-299.

### **Self-Esteem and Behaviour**

Baumeister, R. F., Heatherton, T. F., & Tice, D. M. (1994). Introduction: Self-regulation failure in social and theoretical context (Chap. 1). *Losing control: How and why people fail at self-regulation*. San Diego, CA: Academic Press.

Fox, K. R. (2000). Self-esteem, self-perceptions and exercise. *International Journal of Sport Psychology, 31*, 228-240.

Pelham, B. W., & Swann, W. B. (1989). From self-conceptions to self-worth: On the sources and structure of global self-esteem. *Journal of Personality and Social Psychology, 57*, 672-679.

Tesser, A. (2000). On the confluence of self-esteem maintenance mechanisms. *Personality and Social Psychology Review, 4*, 290-299.

### **Communication Theory, Stereotypes, and Media Effects**

Chartrand, T. L., & Bargh, J. A. (2002). Nonconscious motivations: Their activation, operation, and consequences. In A. Tesser, D. A. Stapel, & J. Wood (Eds.), *Self and motivation: Emerging psychological perspectives* (pp. 13-42). Washington, DC: American Psychological Association.

Finnegan, J. R., & Viswanath, K. (2002). Communication theory and health behavior change: The Media Studies Framework. In K. Glanz, F. M. Lewis, & B. K. Rimer (Eds.), *Health behavior and health education: Theory, research, and practice* (2nd ed., pp. 361-388). San Francisco: Jossey-Bass.

Horgen, K. B., Choate, M., & Brownell, K. D. (2001). Television food advertising: Targeting children in a toxic environment. In D. G. Singer & J. L. Singer (Eds.), *Handbook of children and the media* (pp. 447-461). Thousand Oaks, CA: Sage Publications.

Pechmann, C. (2001). A comparison of health communication models: Risk learning versus stereotype priming. *Media Psychology*, 3, 189-210.

### **Evolutionary Explanations of Behaviour**

Eaton, S. B., Strassman, B. I., Nesse, R. M., Neel, J. V., Ewald, P. W., Williams, G. C., Weder, A. B., Eaton, S. B., Lindeberg, S., Konner, M. J., Mysterud, I., & Cordain, L. (2002). Evolutionary health promotion. *Preventive Medicine*, 34, 109-118.

Palmer, J. A., & Palmer, L. K. (2002). Origins: The roots of evolutionary psychology (Chap. 1). *Evolutionary Psychology: The ultimate origins of human behavior*. Boston, MA: Allyn & Bacon.

Pinker, S. (1999). Introduction (Chap. 1). *How the mind works*. New York: Norton.

### **Social Ecological Models**

Giles-Corti, B., & Donovan, R. J. (2002). The relative influence of individual, social and physical environment determinants of physical activity. *Social Science and Medicine*, 54, 1793-1812.

Sallis, J. F., & Owen, N. (1997). Ecological models. In K. Glanz, F. M. Lewis, & B. K. Rimer (Eds.), *Health behavior and health education: Theory, research, and practice* (2nd ed., pp. 403-424). San Francisco: Jossey-Bass.

Spence, J. C., & Lee, R. E. (2003). Toward a comprehensive model of physical activity. *Psychology of Sport and Exercise*, 4, 7-24.

Swinburn, B., Egger, G., & Raza, F. (1999). Dissecting obesogenic environments: The development and application of a framework for identifying and prioritizing environmental interventions for obesity. *Preventive Medicine, 29*, 563-570.

### **Evaluating Interventions: RE-AIM Framework**

Glasgow, R. E., McKay, H. G., Piette, J. D., & Reynolds, K. D. (2001). The RE-AIM framework for evaluating interventions: What can it tell us about approaches to chronic illness management. *Patient Education and Counseling, 44*, 119-127.

Estabrooks, P., & Gyurcsik, N. (2003). Evaluating the impact of behavioral interventions that target physical activity: Issues of generalizability and public health. *Psychology of Sport and Exercise, 4*, 41-55.

### **Final class**

Green, L. W. et al. (1994). Can we build on, or must we replace, the theories and models in health education? *Health Education Research: Theory and Practice, 9*, 397-404.

Jackson, C. (1997). Behavioral science theory and principles for practice in health education. *Health Education Research, 12*, 143-150.

King, A. C., Stokols, D., Talen, E., Brassington, G. S., & Killingsworth, R. (2002). Theoretical approaches to the promotion of physical activity. Forging a transdisciplinary paradigm. *American Journal of Preventive Medicine, 23*(2 Suppl 1), 15-25.

# Recommended Reading

The following books will be referred to, and used as the basis for the development of the theoretical background necessary to complete the course. Some of these books are available at the University of Alberta libraries.

## Social Psychology and Motivation

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman and Company.

Carron, A. V., Hausenblas, H. A., & Estabrooks, P. A. *The psychology of physical activity*. New York: McGraw-Hill.

Connor, M., & Norman, P. (Eds.) (1996). *Predicting health behavior*. Buckingham, UK: Open University Press.

Maddux, J. E. (Ed.) (1995). *Self-efficacy, adaptation and adjustment: Theory, research and application*. New York: Plenum.

Norman, P., Abraham, C., & Conner, M. (2000). *Understanding and changing health behaviour from health beliefs to self-regulation*. Amsterdam, Netherlands: Harwood Academic Publishers.

Sorrentino, R.M., & Higgins, E.T. (1986). *Handbook of motivation and cognition. Foundations of social behaviour*. New York: Guilford.

Weiner, B. (1992). *Human motivation: Metaphors, theories and research*. Newbury Park: Sage.

Students who wish to “brush up” on their social psychology, should consider the following text because of Canadian content. Other social psychology texts may also be appropriate:

Alcock, J.E., Carment, D.W., & Sadava, S.W. (1991). *A textbook of social psychology* (2nd ed.). Scarborough: Prentice Hall.

## Research Methods and Statistics

Abelson, R. P. (1995). *Statistics as principled argument*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Booth, W. C., Colomb, G. G., & Williams, J. M. (1995). *The craft of research*. Chicago: The University of Chicago Press.

Cook, T. D., & Campbell, D. T. (1979). *Quasi-experimentation: Design and analysis issues for field settings*. Boston, MA: Houghton Mifflin.

Dyer, C. (1995). *Beginning research in psychology*. Oxford: Blackwell Publishers.

Pedhazur, E. J. (1997). *Multiple regression in behavioral research*. Fort Worth, TX: Harcourt Brace.

Stanovich, K. E. (1998). *How to think straight about psychology* (5<sup>th</sup> ed.). New York: Longman.

Tabachnick, B. G., & Fidell, L. S. (1996). *Using multivariate statistics* (3rd ed.). New York: Harper-Collins.

## Periodicals

American Journal of Health Behavior  
American Journal of Health Promotion  
American Journal of Preventive Medicine  
British Journal of Health Psychology  
Canadian Journal of Public Health  
Health Education Research  
Health Psychology  
Journal of Behavioral Medicine  
Journal of Sport and Exercise Psychology  
Journal of Health Psychology  
Preventive Medicine  
Research Quarterly for Exercise and Sport

## Databases

Medline  
PsychLit