



### **Land Acknowledgement**

We would like to acknowledge that UBC Okanagan is situated on the traditional, ancestral, and unceded territory of the Syilx Okanagan Nation.

### **HES 356: Health Behavior Change for Chronic Disease Management**

**Faculty:** Faculty of Health and Social Development

**School:** Health and Exercise Sciences

**Duration:** Term 1 Winter 2024

**Delivery Modality:** In-Person

**Course Location:** Library 303

**Course Days & Time:** Tuesdays & Thursdays from 5:00pm to 6:20pm

**Office Hours:** Tuesdays & Thursdays from 3:00pm to 3:30pm or by appointment

**Instructor(s):** Miho Asano

**Office:** ART 166

**Contact:** Via Canvas Message

**Email:** [m.asano@ubc.ca](mailto:m.asano@ubc.ca)

### **Course Description**

Overview of behavior change theories and principles of behavior change intervention design with a particular focus on individual and community-based programming for those living with a variety of chronic conditions.

### **Course Format**

- The course uses lecture to achieve the learning objectives. Initial lectures will focus on in-depth descriptions and critique of behavior change theories as well as recent advancements in behavioral science related to behavior change intervention design.
- A specific focus will be on how to apply these theories and evidence-informed principles in intervention design to specific contexts with a focus on individual and community-level programming for individuals living with a chronic condition.
- Lectures towards the end of the class will be used to advance students' understanding of evidence-informed behaviors change counselling techniques and will be broken into dyads and/or small groups to practice these techniques.

## Course Overview, Content, and Objectives

- The course is designed to advance student understanding of behaviors change theory and intervention design to be enhance their ability to work with individuals living with a variety of chronic conditions. The learning objectives are to:
- Advance students understanding of recent innovations in behavioral science for developing and implementing interventions to foster behavior change.
- Provide students with content and activities to help them understand the behavior change wheel and how it can be applied to promote behavior change with a focus on those design for individuals living with chronic conditions.
- Provide students the opportunity to practice and reflect on their ability to use behavior change counselling techniques with their peers.

## Learning Outcomes

By the end of this course successful students will be able to:

1. Describe the evidence-informed behavior change theories applicable for designing interventions for people living with chronic conditions (LO1).
2. Describe the main components of the behavior change wheel and how they can be applied to promote behavior change with a focus on those design for individuals living with chronic conditions (LO2).
3. Apply theory, techniques, and strategies towards the development of a behavior change intervention for a variety of chronic health conditions (LO3).
4. Utilize behavior change counselling techniques in one-to-one behavioral support interactions (LO4).

## Course Schedule (subject to modification of topics & timelines)

Week #	Day	Date	Main Lesson Topic	Learning Outcomes	Readings
1	Tuesday	03-Sep-24	Introduction to HES 356	Nil	Nil
	Thursday	05-Sep-24	Health Behavior Changes (HBC)	LO1	∫
2	Tuesday	10-Sep-24	Chronic Disease Management & HBC 1	LO1	∫
	Thursday	12-Sep-24	Chronic Disease Management & HBC 2	LO1	∫
3	Tuesday	17-Sep-24	Behavior Change Theory 1	LO1	∫
	Thursday	19-Sep-24	Behavior Change Theory 2	LO1&2	∫
4	Tuesday	24-Sep-24	Intervention Development: Science & Framework (Overview)	LO1-3	∫
	Thursday	26-Sep-24	Integration & Review on Evidences (Week 1-4)	LO1-3	Nil
5	Tuesday	01-Oct-24	Person Centered Practice 1: Understanding Clients (What)	LO3	∫
	Thursday	03-Oct-24	Person Centered Practice 2: Understanding Clients (How)	LO3	∫
6	Tuesday	08-Oct-24	Technique 1: Motivational Interviewing (MI)	LO4	∫

	Thursday	10-Oct-24	Practicum/Tutorial 1: MI	LO4	Nil
7	Tuesday	15-Oct-24	Technique 2: Active & Reflective Listening (ARL)	LO4	f
	Thursday	17-Oct-24	Practicum/Tutorial 2: ARL	LO4	Nil
8	Tuesday	22-Oct-24	Technique 3: Goal Setting (GS)	LO4	f
	Thursday	24-Oct-24	Practicum/Tutorial 3: GS	LO4	Nil
9	Tuesday	29-Oct-24	Integration & Review on Skills (Week 5-8)	LO3&4	Nil
	Thursday	31-Oct-24	Community-Based Practice: Program Development & Evaluation (Overview)	LO1&3	f
10	Tuesday	05-Nov-24	Pre-Midterm Exam Review*	LO1-3	Nil
	Thursday	07-Nov-24	Midterm Exam (in-class)	LO1-3	Nil
11	Tuesday	12-Nov-24	Reading Break (No Class)		
	Thursday	14-Nov-24	Reading Break (No Class)		
12	Tuesday	19-Nov-24	Case Study/Role Play 1: Focus on Practice (Intake)	LO3&4	Nil
	Thursday	21-Nov-24	Case Study/Role Play 2: Focus on Practice (Midpoint)	LO3&4	Nil
13	Tuesday	26-Nov-24	Case Study/Role Play 3: Focus on Practice (Revision/Exist)	LO3&4	Nil
	Thursday	28-Nov-24	Integration & Review on Practice (Week 12 & 13) Pre-Final Q & A	LO3&4	Nil
14	Tuesday	03-Dec-24	Class Presentation 1 (Performance-based in-class Final Exam)	LO3&4	Nil
	Thursday	05-Dec-24	Class Presentation 2 (Performance-based in-class Final Exam)	LO3&4	Nil
<b>Final Exam Period</b>		December 9-20		Final Assignment Due during this Period	

*f: Recommended and/or required reading materials (and/or their references) will be posted on Canvas if any, Nil: None*

### **Assessments of Learning & Evaluation Criteria**

1. Midterm written in-class exam
  - This exam will be completed in-person, closed book at the specified date and location
  - You will be asked to answer a series of open-ended questions related to the learning outcomes 1, 2 & 3
  - Course weight: 35%
  - Date: November 7, 2024
  
2. Final performance-based in class exam (30%) for LO3 & LO4
  - This exam will be completed in-person, closed book at the specified date and location
  - You will be asked to complete three roles for this exam
  - Your role play will be based on a case/scenario and with assigned partners
  - You will receive the information on your case/scenario & partners as a part of this exam
  - You will be asked to play three roles for this exam (e.g., a CEP consultant)
  - Course weight: 30%
  - Date: December 3 & 5, 2024

3. Final written take-home assignment (35%) for LO3 & LO4
  - This final written assignment will be completed in-person at home
  - You are expected to submit this assignment by the due date via Canvas
  - You will be asked to submit five short written materials: (i) your client/patient summary profile as a CEP consultant, (ii) self-reflection on your performance as a CEP consultant, (iii) your input as a client/patient about your assigned consultant, (iv) your input as a client/patient about your consulting session and (v) your input as a silent observer about your assigned CEP consultant
  - The assignment will be based on the final performance-based in class exam
  - Course weight: 35%
  - Due date: December 20, 2024 at 12pm via Canvas

### **Late Policy**

- We acknowledge that there are sometimes unforeseen circumstances that preclude our ability to meet our deadlines. Please inform your instructor of any late submissions, or to seek approval for an extension if needed; refer to the policies for the School of Health & Exercise Sciences (including Self-Declaration policy).
- With respect to these principles, assignments will be subject to a late penalty of 5% for the first 24 hours and 10% per day up to 10 days. Assignments submitted after 10 days will be given a grade of zero.

### **Use of AI Tools**

- You are permitted to use AI tools for formative work such as gathering information or brainstorming; however, you may not use it on any assessed work or in any final submission of an assignment.
- This means that the use of generative AI tools, including ChatGPT and other similar tools, to complete or support the completion of any form of assignment or assessment in this course is not allowed and would be considered academic misconduct.

### **Missed Exam Policy**

- If students anticipate the need for rescheduling of a midterm ahead of time (for a reason outlined in the SHES policies), they must make a request to their instructor as early as possible (at least 2 weeks prior). If a midterm is missed for medical or other reasons outlined in the SHES policies, students must inform their instructor and request a new date for writing as soon as reasonably possible. Your instructor will work with you to determine the best course of action.
- If you have missed an assessment, it is important that you do not discuss the missed exam with students who have written the exam, as this constitutes a form of Academic Misconduct. Please note, no re-writes (writing an assessment more than once) will be permitted and requests for moving of a midterm date may or may not be approved.

### ***Additional UBC Policies & Resources***

#### **Academic Integrity**

- The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others

as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating usually result in a failing grade or mark of zero on the assignment or in the course. Careful records are kept to monitor and prevent recidivism.

- A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [Academic Calendar](#).

### **Final Examinations**

- You can find the [Senate-approved term and examination dates here](#). Except in the case of examination clashes and hardships (three or more formal examinations scheduled within a 27-hour period) or unforeseen events, students will be permitted to apply for out-of-time final examinations only if they are representing the University, the province, or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support themselves or their family; or caring for a family member. Unforeseen events include (but may not be limited to) the following: ill health or other personal challenges that arise during a term and changes in the requirements of an ongoing job.
- Further information on Academic Concession can be found under Policies and Regulation in the [Okanagan Academic Calendar](#).

### **Grading Practices**

- Faculties, departments, and schools reserve the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department, or school. Grades are not official until they appear on a student's academic record.
- Further information on Grading Practices can be found in the [Okanagan Academic Calendar](#).

### ***Other Resources to Support Student Success***

#### **UBC Okanagan Disability Resource Centre**

The DRC facilitates disability-related accommodations and programming initiatives to remove barriers for students with disabilities and ongoing medical conditions. If you require academic accommodations to achieve the objectives of a course, please contact the DRC at:

- Email: [drc.questions@ubc.ca](mailto:drc.questions@ubc.ca)
- Web: [www.students.ok.ubc.ca/drc](http://www.students.ok.ubc.ca/drc)

#### **UBC Okanagan Equity and Inclusion Office**

Through leadership, vision, and collaborative action, the Equity & Inclusion Office (EIO) develops action strategies in support of efforts to embed equity and inclusion in the daily operations across the campus. The EIO provides education and training from cultivating respectful, inclusive spaces and communities to understanding unconscious/implicit bias and its operation within in campus environments. UBC Policy 3 prohibits discrimination and harassment on the basis of BC's Human Rights Code. If you require assistance related to an issue of equity, educational programs, discrimination or harassment please contact the EIO.

- Email: [equity.ubco@ubc.ca](mailto:equity.ubco@ubc.ca)
- Web: [www.equity.ok.ubc.ca](http://www.equity.ok.ubc.ca)

## **Student Wellness**

At UBC Okanagan health services to students are provided by Student Wellness. Nurses, physicians and counsellors provide health care and counselling related to physical health, emotional/mental health and sexual/reproductive health concerns. As well, health promotion, education and research activities are provided to the campus community. If you require assistance with your health, please contact Student Wellness for more information or to book an appointment.

- Email: [healthwellness.okanagan@ubc.ca](mailto:healthwellness.okanagan@ubc.ca)
- Web: [www.students.ok.ubc.ca/health-wellness](http://www.students.ok.ubc.ca/health-wellness)

## **Office of the Ombudsperson**

The Office of the Ombudsperson for Students is an independent, confidential and impartial resource to ensure students are treated fairly. The Ombuds Office helps students navigate campus-related fairness concerns. They work with UBC community members individually and at the systemic level to ensure students are treated fairly and can learn, work and live in a fair, equitable and respectful environment. Ombuds helps students gain clarity on UBC policies and procedures, explore options, identify next steps, recommend resources, plan strategies and receive objective feedback to promote constructive problem solving. If you require assistance, please feel free to reach out for more information or to arrange an appointment.

- Email: [ombuds.office.ok@ubc.ca](mailto:ombuds.office.ok@ubc.ca)
- Web: [www.ombudsoffice.ubc.ca](http://www.ombudsoffice.ubc.ca)

## **Student Learning Hub**

The Student Learning Hub is your go-to resource for free math, science, writing, and language learning support. The Hub welcomes undergraduate students from all disciplines and year levels to access a range of supports that include **tutoring in math, sciences, languages, and writing, as well as help with study skills and learning strategies**. Students are encouraged to visit often and early to build the skills, strategies and behaviors that are essential to being a confident and independent learner. For more information, please visit the Hub's website.

- Email: [learning.hub@ubc.ca](mailto:learning.hub@ubc.ca)
- Web: [www.students.ok.ubc.ca/slh](http://www.students.ok.ubc.ca/slh)

## **The Global Engagement Office**

The Global Engagement Office provides advising and resources to assist International students in navigating immigration, health insurance, and settlement matters, as well as opportunities for intercultural learning, and resources for Go Global experiences available to all UBC Okanagan students, and more.

- Email: [ubco.global@ubc.ca](mailto:ubco.global@ubc.ca)
- Web: [www.students.ok.ubc.ca/global-engagement-office/](http://www.students.ok.ubc.ca/global-engagement-office/)

## **Safewalk**

Don't want to walk alone? Not too sure how to get somewhere on campus?

- Call at: **250-807-8076**
- Web: [www.security.ok.ubc.ca](http://www.security.ok.ubc.ca)