



Land Acknowledgement

We respectfully acknowledge the Syilx Okanagan Nation and their peoples, in whose traditional, ancestral, unceded territory UBC Okanagan is situated.

School of Health and Exercise Sciences ~ Health and Exercise Sciences 525: Behaviour Change Taxonomies and Theories of Health Behaviour Change: Overlap, Integration, and Application

Faculty: Faculty of Health and Social Development

Department: Health and Exercise Sciences

Instructor(s): Dr. Heather L. Gainforth

Instructor(s) Email: heather.gainforth@ubc.ca

Duration: Term 1 Winter 2024

Delivery Modality: In-Person

Course Location: EME 1111

Course Days: Friday

Class Hours: 2pm – 4:30 pm PT

Office hours: Contact to book a meeting

Course Description

An in-depth examination of behavior change taxonomies and associated techniques, and how these relate and compare to theories of health behaviour change. Critical analysis of how techniques and theories can be applied will occur through discussion, debate, article synopses, presentations, and written assignments.

Course Structure

One synchronous in-person seminar (2.5 hours). Classes will be comprised of a combination discussions, summaries by the instructor and students, student-led discussions, and presentations.

Course Overview, Content and Objectives

This course will provide graduate students with an introduction into behaviour change techniques (BCTs), recent taxonomies and intervention ontologies, the theoretical domains framework, and their application for intervention design and evaluation. The course will extend into comparisons of theories of health behaviour change and BCTs – from their utility, practicality, and application into research and practice.

The course will also expose students to recent methodological considerations in behaviour change research. Students should come to the course with knowledge of commonly used health

behaviour change theories (e.g., social cognitive theory, health belief model, theory of planned behaviour).

This course aims to give an in-depth, and up to date, understanding of health behaviour change theories, the Behaviour Change Taxonomy, Behaviour Change Wheel and Behaviour Change Intervention Ontology, their similarities and differences, how to appropriately use them to form interventions, and understand their evolution in the growing and rapidly advancing fields of psychology and behavioural science.

I will share many of my own life experiences and we will know each other well by the end of the semester. Your life experiences are also highly valued (but not required) and will help to make discussions more energetic and interesting. I encourage you to respectfully share your opinions and disagreements; your thoughts can lead to interesting conversations that enhance course material. I hope this course is an enjoyable, valuable and memorable learning experience!

Learning Outcomes or Objectives

Upon successful completion of this course, students will be able to:

- 1. Explain and apply key theories that pertain to behaviour change.*
- 2. Explain the historical development of theories, behaviour change taxonomies, the behaviour change wheel, behaviour change intervention ontology within the field of behavioural science.*
- 3. Critically evaluate published research and data to ascertain what theoretical components and /or BCTs are present.*
- 4. Apply behavioural science theories, tools and techniques to design and report interventions.*
- 5. Develop an understanding of contemporary controversies and considerations within behaviour change intervention research*

Methods of Assessment

Description of Assessment	Learning Outcomes	% of Grade	Due Date
Seminar Participation <ul style="list-style-type: none"> - Attendance at 10/13 seminars - Presentation dates are mandatory - .5 for arrival, .5 for engagement 	1, 2, 3, 4, 5	10%	Ongoing
Textbook Worksheets <ul style="list-style-type: none"> - Worksheets within each reading must be uploaded to Canvas prior to class 	4	10%	Ongoing
BCIO Training <ul style="list-style-type: none"> - Complete all eight modules - Complete self -tests and come to class prepared to discuss 	2, 3, 4, 5	10%	Nov. 22
Assignment #1: Theory Presentation <ul style="list-style-type: none"> - Select <i>two behaviour change theories from the list to present to the class</i> 	1, 2	10%	Sept. 13

<ul style="list-style-type: none"> - Create construct “cards” to work with in class - Upload description to class table 			
Assignment #2: BCIO Coding Assignment <ul style="list-style-type: none"> - Extract and annotate a paper using the BCIO data extraction template 	2, 3, 4	10%	Dec 6
Assignment #3: Systemization Debate <ul style="list-style-type: none"> - Participate in an in-class debate to the statement “Behavioural science should prioritize systematization and standardization of behaviour change interventions”. 	2, 5	10%	Nov. 29
Assignment #4: Intervention Development Presentation	4	15%	Nov. 8
Assignment #5: Intervention Development Paper	4	25%	Dec. 13

Learning Materials

All required readings for this course will be available via Canvas. Under the weekly module within Canvas you will see a "readings" section. In this section you will find citations for all of the required readings and assigned videos/content that are freely available.

You will be required to purchase one textbook for this course:

Michie, S., Atkins, L., & West, R. (2014). *The behaviour change wheel. A guide to designing interventions. 1st ed. Great Britain: Silverback Publishing, 1003-1010.*

Available from: <http://www.behaviourchangewheel.com/>

Other Course Policies:

Due Dates & Late policy

When possible, I aim to take a flexible and individualized approach to due dates. I am approachable and willing to work with you on a case-by-case basis. Below is my general guidance to ensure fairness for all students in the course.

The due dates outlined in the syllabus are a suggested schedule for submitting assignments to allow you to progress through the course. Please review the dates and let me know by September 20th if you would like to request an individualized change to the proposed deadlines. For presentations, I suggest in most cases keeping the proposed deadline as we devote class time to these presentations.

You may contact me via email up to 48 hours prior to the assignment deadline to request an extension with no penalty. Once per term, I will wave this 48-hour requirement if you have an

academic concession (e.g. illness, unforeseen event, conflicting responsibilities) that prohibited you from communicating with me about your need for an extension.

If you do not contact me 48 hours prior to the deadline and do not use your once per term academic concession, I will give a grace period of 24 hours. After which, I will deduct 25% per day that the assignment is late.

Missed participation policy

Participation in at least 10 out of 12 seminars is mandatory and counts towards your participation grade. If you are going to miss more than two seminars and do not want to lose grades, you should speak to me 48 hours prior to the class and we will discuss assigning additional work for you to do to make up the lost learning and participation grades.

UBC Values

UBC creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada, and the world. UBC's core values are excellence, integrity, respect, academic freedom, and accountability.

Policies and Regulations

Visit [UBC Okanagan's Academic Calendar](#) for a list of campus-wide regulations and policies, as well as [term dates and deadlines](#).

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](#).

Use of Generative AI

While artificial intelligence technologies should not be used to complete academic work, students are permitted to use AI tools for formative work such as gathering information or brainstorming but may not use it on any assessed work or final submission. In trying out tools, be sure not to share in prompts any personal or sensitive information, or any information you wish to be kept private, as this content may become part of the dataset the models train on.

If you make use of generative artificial intelligence tools to complete any project deliverables or other course-related work, the generated material must be clearly and correctly indicated, and cited/referenced using [APA referencing style for generative AI](#). Please provide an explicit description outlining why the AI writing tool was used/for what purpose. Failure to clearly indicate and reference AI-generated material may be reported as academic misconduct.

Academic Misconduct

The academic enterprise is founded on honesty, civility, and integrity. Violations of academic integrity (i.e., [academic 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 may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred for consideration for academic discipline. Careful records are kept to monitor and prevent recurrences. Any instance of cheating or taking credit for someone else's work, whether intentionally or unintentionally, can and often will result in at minimum a grade of zero for the assignment, and these cases will be reported to the Head of the Department and Associate Dean Academic of the Faculty.

Student Service Resources:

Walk-In Well-Being Clinic

The Walk-In Well-Being clinic offers no-fee, brief, single-session psychological services. Sessions are led by a doctoral student in clinical psychology and supervised by a registered psychologist (UBCO Faculty member). Clinicians can provide support with stress management, sleep, self-care, depression, anxiety, interpersonal issues, substance misuse, coping with academic demands/stressors, and provide options for connecting to additional resources. Virtual or in-person sessions are available at the UBCO Psychology Clinic, located in ASC 167 with or without an appointment, on Tuesdays and Thursdays between 10 am and 3 pm from September to June, excluding campus closures.

UNC 337 250.807.8421 (ext. 1)

Email: jpc.ok@ubc.ca

Web: <https://psych.ok.ubc.ca/psychology-clinic/walk-in-wellness/>

Student Supports, Resources & Campus Services

Visit the [Student Support and Resources page](#) to find one-on-one help or explore resources to support your experience at UBC Okanagan, as well as many other campus services available to all students.

Advising Options

Visit the [Advising Options page](#) to find out about the variety of advising options available to students including but not limited to academic, career and accessibility.

Safewalk

Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at **250-807-8076**.

Web: www.security.ok.ubc.ca



Tentative Course Schedule

Week/Date	Topic	Readings
1 Sept 6	What am I getting into? <ul style="list-style-type: none">• Course Outline• Assignments• Knowledge-to-Action Framework• Definitions in behavioural science	<ul style="list-style-type: none">• Field, B., Booth, A., Ilott, I., & Gerrish, K. (2014). Using the Knowledge to Action Framework in practice: A citation analysis and systematic review. <i>Implementation Science</i>, 9(1), 1–14.• Nilsen, P. (2020). Making sense of implementation theories, models, and frameworks. <i>Implementation Science</i> 3.0, 53-79.• Gainforth, H. L., West, R., & Michie, S. (2015). Assessing connections between behavior change theories using network analysis. <i>Annals of Behavioral Medicine</i>, 49(5), 754–761.• Prestwich, A., Webb, T. L., & Conner, M. (2015). Using theory to develop and test interventions to promote changes in health behaviour: evidence, issues, and recommendations. <i>Current Opinion in Psychology</i>, 5, 1-5.
2 Sept 13	Chaos in the brickyard <ul style="list-style-type: none">• Central theories in behaviour change• Assignment #1 Due: Theory Presentations	<ul style="list-style-type: none">• Forscher, B. K. (1963). Chaos in the brickyard. <i>Science</i>, 142(3590), 339-339.• West, R., Godinho, C. A., Bohlen, L. C., Carey, R. N., Hastings, J., Lefevre, C. E., & Michie, S. (2019). Development of a formal system for representing behaviour-change theories. <i>Nature human behaviour</i>, 3(5), 526. doi.org/10.1038/s41562-019-0561-2.• Hale, J., Hastings, J., West, R., Lefevre, C. E., Direito, A., Bohlen, L. C., ... & Michie, S. (2020). An ontology-based modelling system (OBMS) for representing behaviour change theories applied to 76 theories. <i>Wellcome Open Research</i>, 5.• Check out: https://theory-database.appspot.com/
3 Sept 20	Changing Behavioural Science <ul style="list-style-type: none">• Stages of intervention design• Stage 1 – Using COM-B to understand behaviour	<ul style="list-style-type: none">• Michie, S., Van Stralen, M. M., & West, R. (2011). The behaviour change wheel: a new method for characterising and designing behaviour change interventions. <i>Implementation science</i>, 6(1), 1-12.• Michie, S., Atkins, L., & Gainforth, H. L. (2016). Changing behaviour to improve clinical practice and policy. <i>Novos Desafios, Novas Competências: Contributos Atuais da Psicologia</i>. Braga: Axioma-Publicações da Faculdade de Filosofia, 41-60.

		<ul style="list-style-type: none"> • Michie, S., Atkins, L., & West, R. (2014). <i>The behaviour change wheel. A guide to designing interventions</i>. 1st ed. Great Britain: Silverback Publishing, 1003-1010. <ul style="list-style-type: none"> ○ Introduction & Chapter 1 • Preece, J., McCleary, N., Lorencatto, F., Patey, A. M., Grimshaw, J. M., & Francis, J. J. (2019). Action, actor, context, target, time (AACTT): a framework for specifying behaviour. <i>Implementation Science</i>, 14(1), 1-13.
<p>4 Sept 27</p>	<p>Theoretical Domains Framework</p> <ul style="list-style-type: none"> • Stage 1 – Using TDF to understand behaviour 	<ul style="list-style-type: none"> • Cane, J., O’Connor, D., & Michie, S. (2012). Validation of the theoretical domains framework for use in behaviour change and implementation research. <i>Implementation science</i>, 7(1), 1-17. • Atkins, L., Francis, J., Islam, R., O’Connor, D., Patey, A., Ivers, N., ... & Michie, S. (2017). A guide to using the Theoretical Domains Framework of behaviour change to investigate implementation problems. <i>Implementation science</i>, 12(1), 1-18. • Huijg, J. M., Gebhardt, W. A., Dusseldorp, E., Verheijden, M. W., van der Zouwe, N., Middelkoop, B. J., & Crone, M. R. (2014). Measuring determinants of implementation behavior: psychometric properties of a questionnaire based on the theoretical domains framework. <i>Implementation Science</i>, 9(1), 1-15. • Etherington, C., Rodrigues, I. B., Giangregorio, L., Graham, I. D., Hoens, A. M., Kasperavicius, D., ... & Straus, S. (2020). Applying an intersectionality lens to the theoretical domains framework: a tool for thinking about how intersecting social identities and structures of power influence behaviour. <i>BMC Medical Research Methodology</i>, 20(1), 1-13. • Behaviour Change Wheel Intersectionality Enhancements: https://knowledgetranslation.net/wp-content/uploads/2020/02/TDF_BCW_Intersectionality_Enhancements_Final.pdf
<p>5 Oct 4</p>	<p>Identifying Intervention Options</p> <ul style="list-style-type: none"> • Stage 2 of intervention design • Intervention functions and policy categories 	<ul style="list-style-type: none"> • Michie, S., Atkins, L., & West, R. (2014). <i>The behaviour change wheel. A guide to designing interventions</i>. 1st ed. Great Britain: Silverback Publishing, 1003-1010. <ul style="list-style-type: none"> ○ Chapter 2 • McKay, R. C., Wuerstl, K. R., Casemore, S., Clarke, T. Y., McBride, C. B., & Gainforth, H. L. (2020). Guidance for behavioural interventions aiming to support family support providers of people with spinal cord injury: A scoping review. <i>Social Science & Medicine</i>, 246, 112456.
<p>6 Oct 11</p>	<p>Behaviour Change Techniques</p> <ul style="list-style-type: none"> • Stage 3 of intervention design 	<ul style="list-style-type: none"> • Michie, S., Atkins, L., & West, R. (2014). <i>The behaviour change wheel. A guide to designing interventions</i>. 1st ed. Great Britain: Silverback Publishing, 1003-1010. <ul style="list-style-type: none"> ○ Chapter 3 – Step 7

	<ul style="list-style-type: none"> Behaviour change technique taxonomies 	<ul style="list-style-type: none"> Michie, S., Richardson, M., Johnston, M., Abraham, C., Francis, J., Hardeman, W., ... & 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. <i>Annals of behavioral medicine</i>, 46(1), 81-95. Johnston, M., Carey, R. N., Connell Bohlen, L. E., Johnston, D. W., Rothman, A. J., de Bruin, M., ... & Michie, S. (2021). Development of an online tool for linking behavior change techniques and mechanisms of action based on triangulation of findings from literature synthesis and expert consensus. <i>Translational behavioral medicine</i>, 11(5), 1049-1065. Check out: https://www.humanbehaviourchange.org/training
<p>7 Oct 18</p>	<p>Putting it together</p> <ul style="list-style-type: none"> Stage 3 of intervention design Mode of delivery taxonomy 	<ul style="list-style-type: none"> Michie, S., Atkins, L., & West, R. (2014). The behaviour change wheel. <i>A guide to designing interventions</i>. 1st ed. Great Britain: Silverback Publishing, 1003-1010. <ul style="list-style-type: none"> Chapter 3 – Step 8 Chapter 4 Marques, M. M., Carey, R. N., Norris, E., Evans, F., Finnerty, A. N., Hastings, J., ... & Michie, S. (2020). Delivering behaviour change interventions: development of a mode of delivery ontology. <i>Wellcome open research</i>, 5. Hoffmann, T. C., Glasziou, P. P., Boutron, I., Milne, R., Perera, R., Moher, D., ... & Michie, S. (2014). Better reporting of interventions: template for intervention description and replication (TIDieR) checklist and guide. <i>Bmj</i>, 348.
<p>8 Oct 25</p>	<p>Synthesizing Evidence</p> <ul style="list-style-type: none"> Behaviour Change Intervention Ontology 	<ul style="list-style-type: none"> Michie, S., Atkins, L., & West, R. (2014). The behaviour change wheel. <i>A guide to designing interventions</i>. 1st ed. Great Britain: Silverback Publishing, 1003-1010. <ul style="list-style-type: none"> Chapter 5 Marques, M. M., Wright, A. J., Corker, E., Johnston, M., West, R., Hastings, J., ... & Michie, S. (2023). The behaviour change technique ontology: transforming the behaviour change technique taxonomy v1. <i>Wellcome open research</i>, 8. Michie, S., Johnston, M. Optimising the value of the evidence generated in implementation science: the use of ontologies to address the challenges. <i>Implementation Sci</i> 12, 131 (2017). https://doi-org.libproxy.ucl.ac.uk/10.1186/s13012-017-0660-2 Norris, E., Zhang, L., Wuerstl, K., Froome, H., & Michie, S. (2024). A data extraction template for the behaviour change intervention ontology. <i>Wellcome Open Research</i>, 9. Check out: https://www.bciontology.org/ and https://www.bciontology.org/learn

<p>9 Nov 1</p>	<p>Evaluating Interventions</p> <ul style="list-style-type: none"> • RE-AIM • Intervention Fidelity • Intervention Outcomes 	<ul style="list-style-type: none"> • Glasgow, R. E., Harden, S. M., Gaglio, B., Rabin, B., Smith, M. L., Porter, G. C., ... & Estabrooks, P. A. (2019). RE-AIM planning and evaluation framework: adapting to new science and practice with a 20-year review. <i>Frontiers in public health</i>, 7, 64. • Walton, H., Spector, A., Williamson, M., Tombor, I., & Michie, S. (2020). Developing quality fidelity and engagement measures for complex health interventions. <i>British journal of health psychology</i>, 25(1), 39-60. • Borrelli, B. (2011). The assessment, monitoring, and enhancement of treatment fidelity in public health clinical trials. <i>Journal of public health dentistry</i>, 71, S52-S63. • Cornelius, T., Derby, L., Connell Bohlen, L., Birk, J. L., Rothman, A. J., Johnston, M., & Michie, S. (2023). Linking measures to mechanisms of action: An expert opinion study. <i>British journal of health psychology</i>, 28(1), 98-115.
<p>10 Nov 8</p>	<p>Designed By You</p> <ul style="list-style-type: none"> • Assignment #4 Due - Final intervention presentation & feedback • Start the BCIO Modules 	<ul style="list-style-type: none"> • No readings. • Start the the Behaviour Change Intervention Ontology Training <ul style="list-style-type: none"> ○ https://www.bciontology.org/module-1
<p>Nov 15</p>	<p>READING BREAK</p>	<p>Begin preparing your paper/presentation and continue completing the BCIO Training</p>
<p>11 Nov 22</p>	<p>Skilling Up: BCIO Training</p> <ul style="list-style-type: none"> • Complete all 8 modules • Discuss quiz answers • Re-consider the future of behavioural science 	<ul style="list-style-type: none"> • Complete all 8 modules of the Behaviour Change Intervention Ontology Training <ul style="list-style-type: none"> ○ https://www.bciontology.org/module-1
<p>12 Nov 29</p>	<p>The Future of Behavioural Science</p> <ul style="list-style-type: none"> • Debates in behavioural science • Assignment #3 	<ul style="list-style-type: none"> • Ogden, J. (2016). Celebrating variability and a call to limit systematisation: the example of the Behaviour Change Technique Taxonomy and the Behaviour Change Wheel. <i>Health psychology review</i>, 10(3), 245-250. • Michie, S., Hastings, J., Johnston, M., Hankonen, N., Wright, A. J., & West, R. (2022). Developing and using ontologies in behavioural science: addressing issues raised. <i>Wellcome open research</i>, 7. • Hagger, M. S., Moyers, S., McAnally, K., & McKinley, L. E. (2020). Known knowns and known unknowns on behavior change interventions and mechanisms of action. <i>Health Psychology</i>

		<p><i>Review, 14(1), 199-212.</i></p> <ul style="list-style-type: none"> • Presseau, J., Byrne-Davis, L. M., Hotham, S., Lorencatto, F., Potthoff, S., Atkinson, L., ... & Byrne, M. (2022). Enhancing the translation of health behaviour change research into practice: a selective conceptual review of the synergy between implementation science and health psychology. <i>Health psychology review, 16(1), 22-49.</i>
<p>13 Dec 6</p>	<p>'Blank Space'</p> <ul style="list-style-type: none"> • Additional class because these things will change • Assignment #3 due 	
<p>Dec 13</p>	<p>FINAL ASSIGNMENT DUE</p> <ul style="list-style-type: none"> • Assignment #3 due 	



Assignment 1: Theory Presentation

Each student will select two central behaviour change theory from the list below:

1. Self-Efficacy Theory (Bandura)
2. Social Cognitive Theory (Bandura)
3. Social Ecological Model (Bronfenbrenner)
4. Self-Determination Theory (Deci & Ryan)
5. Theory of Planned Behaviour (Ajzen)
6. Goal Setting Theory (Locke & Latham)
7. Health Action Process Approach (Schwarzer)
8. Transtheoretical Model of Behaviour Change (Prochaska & DiClemente)
9. Self-Regulation (Baumeister)
10. Health Belief Model (Rosenstock)
11. Extended Parallel Processing Model (Witte)
12. Diffusion of Innovations (Rogers)
13. Protection Motivation Theory (Rogers)

For the theory selected, you are required to find the original published article associated with that theory and use Supplementary File 4 in Gainforth et al. (2015) to summarize the theory.

Please note, that theories are poorly reported and in many cases the answer for the 'row' will be to 'not indicated by authors'. Ideally, I would suggest doing this assignment in pairs and supporting one another to complete your table.

You will present your theory to the class in under 10 minutes. You are welcome to just use the table and/or create a presentation to convey your ideas (slides are not required but can be used). For every construct in the theory you are to create a "cue card" that outlines had the name of the construct on the front and the description of the construct on the back.

By the beginning of Module 3, you will need to upload your answers to a large class table that can be used by everyone in the course to refresh and understand behaviour change theory.

Grading:

Criteria	Total
Completion and accuracy of the table	/ 5 marks
Completion of cue cards	/ 2 marks
Presentation to class (1 mark for completion; 1 mark for 10 min or less)	/ 2 marks
Upload table to our class table	/ 1 mark

Assignment 2: BCIO Coding Assignment

Find a publication that outlines a behaviour change intervention that serves an equity-owed group. Use the data extraction template for the behaviour change intervention ontology to extract the characteristics of the intervention.

Reference: [A data extraction template for the behaviour change intervention ontology - PMC \(nih.gov\)](#)

Template: [OSF | BCIO Data extraction template v1.xlsx](#)

Grading:

Your data extraction table should be uploaded to canvas.

Criteria	Total
Completion of the table	/ 3 marks
Presentation to class (1 mark for completion; 1 mark for 5 min or less)	/ 2 marks

Assignment 3: Systemization Debate

Engage in a structured debate to critically analyze and discuss the merits and drawbacks of prioritizing systematization and standardization in behavioural science interventions. This exercise aims to enhance your understanding of the topic, develop your argumentation skills, and foster collaborative learning through active participation.

Topic: *“Behavioural science should prioritize systematization and standardization of behaviour change interventions.”*

Instructions:

1. Preparation:

- Arguments: Develop clear and concise arguments supporting or opposing the statement. Consider the implications, benefits, and potential challenges of systematization and standardization in behaviour change interventions.
 - Evidence: Collect evidence and examples to support your arguments.
2. Debate Structure:
- Opening Statements: Each side (pro and con) will have 5 minutes to present their opening statements.
 - Rebuttals: Each side will have 3 minutes to respond to the opposing side's arguments.
 - Open Floor: A 10-minute session where participants can ask questions, seek clarifications, and engage in a dynamic discussion.
 - Closing Statements: Each side will have 3 minutes to summarize their key points and make a final appeal.
3. Participation:
- Roles: You will be assigned to either the pro or con side. Collaborate with your team to ensure a cohesive and comprehensive presentation.
 - Engagement: Actively listen to the opposing side's arguments and respond thoughtfully. Respectful and constructive dialogue is essential.
 - Critical Thinking: Evaluate the strengths and weaknesses of both sides' arguments. Be prepared to adapt your stance based on new information presented during the debate.

Grading: Rubric on Canvas

Assignment 4: Intervention Pitch Presentation

Pitch the proposed intervention you plan to develop for Assignment #5. The presentation should be 15 minutes and address the following content:

1. A brief overview of the problem being address, the target population, and target behaviour.
2. Research and outline the barriers and facilitators to your target behaviour. Code these barriers and facilitators and outline a behavioural analysis and diagnosis.
3. Outline the intervention function, policy categories, BCTs, mechanisms of action, and mode of delivery that the intervention will include.
4. Outline how the intervention meets APEASE criteria and/ow how you may test these criteria.

Grading: Rubric on Canvas

Assignment 5: Intervention Development Paper

Design a feasible intervention using the intervention stages of the Behaviour Change Wheel. Conduct a behavioural analysis, outline your intervention options, and delivery options. Specify

the behaviour change techniques that will be used in your interventions and what mechanisms of action will be targeted through the intervention.

Write a five-page methods paper that includes the following content:

1. A brief overview of the problem being address, the target population, and target behaviour.
2. Research and outline the barriers and facilitators to your target behaviour. Code these barriers and facilitators and outline a behavioural analysis and diagnosis.
3. Outline the intervention function, policy categories, BCTs, mechanisms of action, and mode of delivery that the intervention will include.
4. Outline how the intervention meets APEASE criteria and/ow how you may test these criteria.
5. In the appendix, include your worksheets and a completed TIDIER reporting table.

Grading: Rubric on Canvas