

COURSE DESCRIPTION: Behaviour is said to be very important in health and disease. This course views behaviour and any situations that generate behaviour as key to understanding health and disease. A brief review of basic neurophysiology of the central nervous system will be considered. The course focuses on the theories of individual behavior and highlights the relationships between the various psychological variables which form the basis of personality and on which lifestyles, and health practices are hinged. Specific health behavior models are presented to illustrate issues and situations and to clarify specific psychological behavioral actions. Specific examples are cited so that the students will acquire a good understanding of behavior dynamics. Such specific examples motivate the student to design behavioral model-based intervention strategies. This course will also provide opportunity for students to examine the role of human behaviour at the individual, group, community and organizational levels in the ecology of health and disease. Further, the students will become acquainted with types of change and apply social and behavioural theories/models to the diagnosis of health-related behaviours at particularly individual and community level change.

COURSE CONTENT: The course explores the dynamics of behaviour from a neurophysiological perspective originating from the central nervous system and how this may influence physical and psychological responses.

COURSE OBJECTIVES: This course aims at fulfilling a fourfold objective in the areas of knowledge, belief, values, and attitude thus:

KNOWLEDGE ----- At the end of this course, each student is expected to:

1. Define health, behaviour and disease and health education.
2. Explain the relationship between health and behaviour.
3. Identify the neuro- psychological basis of behaviour and its antecedent variables.
4. Identify specific theories of individual behaviour related to health and disease.
5. Define planned and unplanned change.
6. Explain the process of behaviour change in health education.
7. Discuss how theory-based approach to health education can be used as tools in bringing about change in health behaviour appropriate to support quality lifestyle.

BELIEFS ----- It is expected that at the end of this course, each student would have an understanding that:

- i. God created the brain as the command and control center of the human being.
- ii. The brain is responsible for all thought process and responses to stimuli,
- iii. Psycho-behavioural characteristics of man require understanding.

VALUES ----- All behaviour is learned.

ATTITUDE ----- At the end of this course each student will:

1. Express confidence in using health promotion principles to facilitation behaviour change.
2. Be willing to use the skills acquire to Design, develop, implement and evaluate health promotion programs as professionals.

REQUIRED TEXTBOOKS/JOURNALS: Required and recommended texts for the course include:

1. Daniel, W. W. and Cross, C. L. (2013) *BIostatistics; A Foundation for Analysis in the Health Sciences*. 10th Edition. Wiley Publication, USA (*Available as eBook in the Dropbox Folder*)
2. Edwards AL., *Statistical Methods for behavioral sciences* (Holt Rinehart) NY (In the lib 310)
3. SPSS Inc. (2006) *SPSS for Windows 14.0* Chicago, USA (*Software is available in the Dropbox Folder*)
4. Review of how Data are applied in Journal Articles is strongly recommended.
5. Magnuson, J. A and Fu, P. C. (2014) *Public Health Informatics and Information Systems*. Second edition. Springer Publisher, London (*Available as eBook in the Dropbox Folder*)

Note: Each student is required to have a calculator (Casio fx-991MS) for computations. Further, each student is expected to bring a laptop for practical exercise of data entry and analysis. Statistical software is already available

COURSE REQUIREMENTS:

CLASS ATTENDANCE: “Every student is required to attend classes regularly and punctually, unless ill or prevented by some recognized emergency. Students who absent themselves from class for more than three weeks during the semester shall merit an F grade. Authorized leave of absence from campus does not excuse the student from classes, or relieve the student of the required course work’ (*BU Academic Bulletin 2012-2015 p.13*).

PARTICIPATION: -Students are to actively engage in topic discussion and sharing of ideas in class.

TARDINESS/CONDUCT OF STUDENTS IN CLASS: - Lateness to class is unacceptable; students are not allowed to operate their cell phones, iPods and other electronic mobile gargets during classes, except with the permission of the teacher. Eating and chewing off bubble gums and drinking (water exempted) is also not allowed except with the permission of the teacher. Very importantly, students are required to dress in compliance with the university dress code and wear their identity cards while in class.

SHORT DEVOTIONALS/PRAYER: - Spiritual nurture is a part of whole person development, and team spirit is our strength; thus, every student is required to participate in the devotional exercise and prayer in class.

SUBMISSION OF ASSIGNMENT: there are weekly group assignments to be submitted on schedule dates as stipulated on the course outline table below.

LATE ASSIGNMENTS: Assignments could be turned in earlier, but not later than the deadline set by the teacher. Any student found careless in this regard will be penalized in line with the regulations of the Academic Bulletin.

GUIDELINE FOR WRITTEN WORK: **Assignments should be typed or hand-written on A4 paper as stipulated in the course outline table below.**

ACADEMIC INTEGRITY/HONESTY: “Babcock University has a zero tolerance for any form of academic dishonesty. Morally and spiritually, the institution is committed to scholastic integrity. Consequently, both students and staff are to maintain high, ethical Christian levels of honesty. Transparent honest behavior is expected of every student in all spheres of life. Academic dishonesty include such things as plagiarism, unauthorized use of notes or textbooks on quizzes and examinations, copying or spying the test or paper of another student (formal or take-home), talking to another student during examinations. Academic matter would automatically result in a failing grade for the examination, and suspension, or outright dismissal from the university. Academic dishonesty issues are referred to SPEAM (Senate Panel on Examination and Academic Misconduct) who investigates and makes recommendations to Senate. Penalties for examination and academic misconduct are spelt out in the *student’s handbook* and in other regulations as published from time to time” (*BU Academic Bulletin 2012-2015 p.18*).

GRIEVANCE PROCEDURE

“Students who believe that their academic rights have been infringed upon or that they have been unjustly treated with respect to their academic program are entitled to fair and impartial consideration of their cases. They should do the following to effect a solution:

1. Present their case to the teacher(s) concerned
2. If necessary, discuss the problem with the Head of Department
3. If agreement is not reached at this level, submit the matter to the School Dean
4. Finally, ask for a view of the case by the Grievance Committee
5. A fee is charged for remarking of scripts. If a student’s grievance is upheld after an external examiner has remarked the script, the grade would be credited to the student. The lecturer will be given a letter of reprimand and will be asked to refund the fees to the student. If the student’s grievance is not sustained, the student will be given a letter of reprimand and the original grade retained” (*BU Academic Bulletin 2012-2015 p.18*).

TEACHING/LEARNING METHODOLOGIES: Teachers are to determine their strategies for teaching their students. However, interactive strategies are encouraged, and there should be integration of faith and BU core values in the learning process.

COURSE ASSESSMENT/EVALUATION

Continuous Assessment:

| | | | |
|----------------------|-------|---|------|
| Class Attendance: | 5% } | } | =40% |
| Quizzes & Tests: | 10% } | | |
| Assignments: | 10% } | | |
| Mid-Semester Exam: | 15% } | | |
| Final Semester Exam: | 60% | | |

GRADE SCALE

Currently, the 5-point grading system adopted by the University Senate translates as follows:

| Grades | Marks-Quality | Grade Points | Definition |
|--------|---------------|--------------|---------------|
| A | 80-100 | 5.00 | Superior |
| B | 60-79 | 4.00 | Above Average |
| C | 50-59 | 3.00 | Average |
| D | 45-49 | 2.00 | Below Average |
| E | 40-44 | 1.00 | Pass |
| F | 0-39 | 0.00 | Fail |

INCOMPLETE GRADE: An incomplete grade may only be assigned to a student upon request, due to an emergency situation that occurred within that semester, which prevented completion of an/some assignments, quizzes, or examination. Such a student would complete a contract form, obtainable from the Registrar, after agreement with the teacher. The form must be signed by the teacher, the student, the HOD, the dean, the Registrar,

and the Senior Vice President (SVP) before contract begins. The original copy of the incomplete form will be sent to the Registrar with copies to the teacher, the student, the HOD, the dean, and the SVP. An incomplete grade (I) reverts to the existing grade if contract is not completed by the end of the following semester (including summer semester, except for examinations), (*BU Academic Bulletin 2012-2015 p. 20*).

STUDENTS WITH DISABILITY

“Babcock University seeks to provide a conducive environment for optimal living and learning experience. While the university is working towards facilities that accommodate persons with disabilities, provisions will be made for students with disabilities under the following conditions. Students with disabilities are to:

- a. Report to Student Support Services for assessment, and obtain a clearance/recommendation at the commencement of the semester or as soon as disabling incidence occurs
- b. Show the clearance/recommendations to relevant university official at the commencement of the semester or as soon as disabling incidence occurs
- c. Maintain ongoing contact with Student Support Services” (*BU Academic Bulletin 2012-2015 p. 20*).

Course Outline:

| Sessions | Date | Session Titles and Learning Objectives: By the end of each of the Sessions, learners will: | Contents | Assessments |
|----------|--------|---|----------|--|
| 1 | Jan 11 | <p>Introduction: An overview of the nature and Concept of Health Promotion. Review of Determinants of Health- (<i>Environmental, Behavioural and Social</i>). What is behaviour? How is</p> <p>Ecology of Human Disease: -Review of Disease and Disease Process; its impact on quality of life. -The role of human behaviour in the ecology of human health and disease. Health in Transition and transition in health care.</p> | | First Quiz |
| 2 | Jan 18 | <p>Psycho-neurological Basis of Behaviour; A Paradigm of Health Education I: -Biology of behaviour (The CNS, neurotransmission and neurotransmitters.); -Sensory Processes and Cognition; -Emotions and Attitudes;</p> <p>Psychological Basis of Behaviour; A Paradigm of Health Education II: -Health Behaviour (Preventive, Illness, Sick Role, At-Risk and Compliance); -Theories of Individual Behaviour (Personality construct, Motivation.</p> | | Demonstrations and Class Exercise: Computations of case study data sets. Take-Home work from the two exercises.. |

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|---|--------|--|----------------------------|---|
| 3 | Jan 25 | Behaviour Change; Theoretical Basis and Conceptual Issues in Health Education I. -Learning Process -Approaches of Health Behaviour Change (Power coercive, empirical rationale and normative reeducation) | | Demonstrations and Class Exercise: Computations of case study data sets. Take-Home work from the two exercises. |
| 4 | Feb 1 | Behaviour Change; Theoretical Basis and Conceptual Issues in Health Education II. -Introduction to Theories and Models, -Models for understanding health behaviour change at the individual level (SLT, HBM, TRA/TPB, Stages of Change) | | Demonstrations and Class Exercise: Computations of case study data sets. Take-Home work from the two exercises. |
| 5 | Feb 8 | Behaviour Change; Theoretical Basis and Conceptual Issues in Health Education III. -Models for understanding health behaviour change at the Community-level using Ecological Model, Information-Motivation-Behavioral Skills Model of HIV Prevention Health Behaviour. | | Demonstrations and Class Exercise: Computations of case study data sets. Take-Home work from the two exercises. |
| 6 | Feb 15 | Behaviour Change; Theoretical Basis and Conceptual Issues in Health Education IV. -Concept of levels of prevention and modes of intervention for individual change in community health. | | Mid-Semester Test |
| 7 | Feb 22 | Behaviour Change; Practical Applications I. -Practical application in health promotion for immunization, sanitation etc.(Using models in understanding how to plan programs to bring about change in behaviour) -Practical application of programme planning in health promotion for immunization, sanitation, safety practices and Breast self-examination | | Class Exercise: Computations of case study data sets. |
| 8 | Mar 29 | Revision and Examination | Final Semester Examination | |

God bless! UPDATED January, 2017