

COURSE OUTLINE

GENERAL

SCHOOL	School of Sports, Physical Education Sciences and Dietetics		
DEPARTMENT	Department of Physical Education & Sport Science		
STUDY LEVEL	Postgraduate Master Program		
COURSE CODE	M05	STUDY SEMESTER	2 nd
COURSE TITLE	Exercise Psychology and Health Education		
SELF CONTAINED TEACHING ACTIVITIES	TOTAL TEACHING HOURS		COURSE CREDITS
	36		7 ECTS
COURSE TYPE	Special background		
PREREQUISITE MODULES	-		
TEACHING AND EXAM LANGUAGE	Greek & English		
COURSE IS AVAILABLE TO ERASMUS STUDENTS	Yes		
COURSE WEB PAGE (URL)	https://eclass.uth.gr/courses/PE_P_134/		

LEARNING OUTCOMES

Learning Outcomes
<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the theories that explain healthy and unhealthy behaviors • Synthesize the basic knowledge and skills that will enable them to explain and implement health behavior change programs. • Understand how theories can be used to inform the development and application of an intervention/behaviour change program so that it is effective. • Develop a structured health behavior change plan using behavior change theories
General Competencies
<ul style="list-style-type: none"> • Autonomous work • Project planning and management • Ability to analyze and synthesize • Ability to apply knowledge in practice • Problem-solving • Decision making

COURSE CONTENT

<ul style="list-style-type: none"> • Lecture 1. Introduction, Health Education, Physical activity, and health • Lecture 2. Factors that determine health behaviors • Lecture 3. Theories that explain and predict health behaviors • Lecture 4. Self-determination theory and behavior change techniques • Workshop 5: Design of behavior change and health education programs • Workshop 6: Strategies based on theories that promote physical activity • Workshop 7: Behavior change techniques and ways to communicate the promotion of physical activity • Lecture 8. The psychology of exercise in clinical populations / Exercise and Smoking / Exercise and Addictions • Lecture 9. Exercise and quality of life during the Covid-19 epidemic / The psychology of doping in sports and exercise: Changing attitudes towards doping
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- Lecture 10. The power of habit in health behaviors

Keywords:

Health education, physical activity and health, health psychology, exercise psychology, physical activity behavior change.

TEACHING AND LEARNING METHODS - EVALUATION

TEACHING METHOD	In person	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	E-class, MsTeams	
TEACHING ORGANIZATION	Activity	Semester Workload
	Lectures	14
	Seminars	6
	Literature study and analysis	35
	Writing assignments	60
	Non-guided study	60
	Module Total	175 hours
STUDENT ASSESSMENT	Individual written work (40%) Group public presentation (60%) Assessment is summative and in English. For both assignments, students are informed at the beginning of the course with informational material about the assignments (available in the e-class). The file contains detailed instructions for the assignments and their assessment criteria.	

READING LIST

Recommended bibliography:

- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50, 179-211. doi: 10.1016/0749-5978(91)90020-T
- Champion, V. L., & Skinner, C. S. (2007). The health belief model. In B. K. R. K. V. K. Glanz (Ed.), *Health education and health behavior* (4th ed., pp. 45-65). San Francisco, CA: Jossey-Bass.
- Cottrell R.R., Girvan J.T., McKenzie J.F. (2012). *Principles and foundations of health promotion and education* (5th edition). Boston, MA: Benjamin Cummings.
- Glanz, K., Rimer, B. K., & Viswanath, K. (2007). Theory, research, and practice in health behavior and health education. In K. Glanz, B. K. Rimer & K. Viswanath (Eds.), *Health education and health behavior* (pp. 23-40). San Francisco, CA: Jossey-Bass.
- Heaney, C. A., & Israel, B. A. (2007). Social networks and social support. In K. Glanz, B. Rimer & K. Viswanath (Eds.), *Health behavior and health education: Theory, research, and practice* (4th ed., pp. 189-210). San Francisco, CA: Jossey-Bass.
- McAlister, A. L., Perry, C. L., & Parcel, G. S. (2007). How individuals, environments, and health behaviors interact: Social cognitive theory. In K. Glanz, B. K. Rimer & K. Viswanath (Eds.), *Health education and health behavior* (pp. 169-188). San Francisco, CA: Jossey-Bass.

- Sallis, J. F., Owen, N., & Fisher, E. B. (2007). Ecological models of health behavior. In K. Glanz, B. K. Rimer & K. Viswanath (Eds.), *Health behavior and health education: Theory, research, and practice* (4th ed., pp. 466-477). San Francisco, CA: Jossey-Bass.
- Schwarzer, R. (2008). Modeling health behaviour change: How to predict and modify the adoption and maintenance of health behaviors. *Applied Psychology: An International Review*, 57, 1-29. doi: 10.1111/j.1464-0597.2007.00325.x
- Theodorakis, Y. & Hassandra, M. (2018). *Designing health education programs* (in Greek). Thessaloniki: Kiriakidis.