<table>
<thead>
<tr>
<th>講義題目 / Subtitle</th>
<th>健康教育学／Health Education  Code:41918213</th>
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<tbody>
<tr>
<td>授業の目標、概要／Course Objectives／Overview</td>
<td>生活習慣・健康行動変容に関する理論を講義でまず鳥瞰した後、各理論のフレームを用いて実践的プログラム立案を行う上での長所・短所・限界点をクラス内ディスカッション・レポートで深める。This lecture course will provide a quick review of behavioral theories related to health intervention, by applying them to case scenarios. Then, invited lecturers will provide &quot;real world practice&quot; examples for health promotion, with emphasis on marketing, empowerment approach, media message design, and community building. Each frame of theories will be critically discussed for their strength and weakness to help integration of existing frames to facilitate effective health promotion in the community/workplaces.</td>
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<tr>
<td>授業のキーワード／Keywords</td>
<td>健康行動のミクロ・マクロ理論, 地域・職域・医療, コミュニティ組織論, 意思決定</td>
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<td>micro and macro theories of health behaviors, community/worksite/and healthcare settings, community organization, decision making</td>
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| 授業計画／Schedule | 11/22 1) 1限 Micro-meso level theories of behavioral science (橋本)  
11/22 2) 2限 Micro-meso level theories of behavioral science applied (橋本)  
11/29 3) 1限 Macro level theories of community organization (橋本)  
11/29 4) 2限 Macro level theories of community organization applied (橋本)  
12/6 5) 1限 Empowerment approach in community I (岩永)  
12/6 6) 2限 Empowerment approach in community II (岩永)  
12/13 7) 1限 Public message design for health promotion I (林)  
12/13 8) 2限 Public message design for health promotion II (林)  
12/20 9) 1限 Health marketing in workplace I (戸津崎)  
12/20 10) 2限 Health marketing in workplace II (戸津崎)  
1/17 11) 1限 Social marketing through social network intervention (鎌田)  
1/17 12) 2限 Public intervention for community health (馬場)  
1/24 13) 1限 Decision making and behavior (橋本)  
1/24 14) 2限 Wrap-up discussion (橋本) |
| 授業の方法／Teaching Methods | Lecture, in-class discussion with case scenario  
講義、グループディスカッション、ケースメソードなどを組み合わせる。 |
| 成績評価方法／Grade Evaluation | Class attendance and in-class discussion/questions are counted as in-class contribution that shares 40% of score evaluation, the rest of 60% will be evaluated based on one term paper (short).  
出席ならびに講義中発言(40%)・課題およびレポート(60%) |
| 教科書／Textbook | handouts and reading materials will be distributed beforehand, a week ahead., Students are strongly encouraged to read materials beforehand to effectively join in-class discussion.  
Glanz K, et al. Health Behavior and Health Education; Theory, Research and Practice. 4th eds. John Willey and Sons, 2008 畑 栄一, 佐井 由利子. 行動科学―健康づくりのための理論と応用. 南江堂 第2版 :他、適宜配布 |