Glossary of Determinants for DESIGN Online

This glossary of theory-based determinants is first presented in Step E (2): Decide Determinants and can be used throughout the Nutrition Education DESIGN Procedure.

First the motivating determinants are presented. Then the facilitating determinants. The determinants are presented alphabetically in sections by determinant categories (bolded headings with light gray shading). This is the same order that they are presented in the pulldown menus in Step E (2).

MOTIVATING DETERMINANTS	
Determinant	**Definition**
Behavioral Intention	
Behavioral Intention	A statement reflecting the readiness or conscious decision to engage in a behavior or take a given action.
Expected outcomes of behavior / Attitudes	
Attitudes	Enduring favorable or unfavorable judgements about a given behavior in terms of usefulness (e.g., harmful - beneficial; unimportant - important) and feelings (e.g., unpleasant - pleasant; painful - enjoyable).
Food preferences	These are our liking, enjoyment, or preferences for foods based on sensory-affective responses to food, including taste, smell, and so forth.
Negative emotions	Individuals' anticipated negative feelings, emotions and regret about the consequences of involvement in a behavior (e.g. they will feel upset, frustrated, disappointed, concerned).
Perceived barriers	These are individuals' beliefs about the expected negative outcomes, challenges, or costs, both personal and tangible, that will come from the behavior change or taking action.
Perceived benefits	These are individuals' beliefs about the expected positive outcomes that will come from the behavior change or action.
Positive emotions	Individuals' anticipated positive feelings and emotions about the consequences of involvement in a behavior (e.g. they will *feel* delighted, satisfied, happy, proud, pleased).

MOTIVATING DETERMINANTS	
Determinant	**Definition**
Perceived norms	
Descriptive social norms	Beliefs about other people's attitudes or behaviors in regard to the behavior.
Injunctive social norms	Individuals' beliefs that people who are important to the individuals either approve or disapprove of them performing a behavior.
Personal moral norms	Individuals' internal standards or sense of responsibility to carry out an action or behavior (I feel I should do X). For behaviors with a clear moral dimension, these may also be moral norms.
Perceived risk	
Negative outcomes of current behavior	The perceived negative outcomes for the current behavior or not engaging in the healthy behavior change goal.
Perceived risk	Perceived risk from a health problem to solve such as such as heart disease, diabetes, and so forth.
Self-depictions	
Self-identity	The relatively enduring characteristics people ascribe to themselves, including cultural, social, and role identities.
Self-representations	These are individuals' representation of the attributes they currently possess (actual self), would be ideal to possess (ideal self or hopes and aspirations) and ought to possess (ought-to-be self or duties and responsibilities).
Self-efficacy / Perceived control	
Beliefs about control	Perceptions of about the extent to which individuals believe they have control over performing the behavior. Similar to self-efficacy.
Self-efficacy	The confidence in one's personal ability to perform the behavior that is needed to produce the outcomes desired.
Self-evaluation	
Self-satisfaction	Individuals' anticipated satisfaction in accomplishing a desired behavior or dissatisfaction at not accomplishing a desired behavior.
Self-worth	Individuals' judgement of their worth based on cultural or internal personal standards.

FACILITATING DETERMINANTS	
Determinant	**Definition**
Action and coping self-efficacy	
Action self-efficacy	The confidence in one's personal ability to take action or perform the behavior that is needed to produce the outcomes desired, despite challenges.
Coping self-efficacy	The confidence in one's ability to cope with barriers or difficulties that may arise in carrying out the behavior. Important in making coping plans and in maintaining the desired behavior.
Action goal setting / planning	
Action goal setting/ action and coping planning	A statement expressing commitment to a plan that specifies exactly where, when, and how individuals will take action with respect to the targeted behavioral change goal. Also called "implementation intentions."
Food & nutrition knowledge & skills	
Affective skills	Skills in handling one's emotions in relation to diet: skills in communicating one's needs, delaying gratification, handling stressful or challenging situations, along with assertiveness, self-management, and negotiation skills. Enhanced through increasing levels of engagement with the behavior from responding, to valuing, to integrating the behavior into one's life.
Behavioral skills	Skills in performing the targeted behaviors, such as food shopping or time management, and the physical skills of preparing foods, cooking, breastfeeding, growing a vegetable garden, or participating in a sport or activity. Competence in these skills can increase self-efficacy.
Knowledge and cognitive skills	Food and nutrition knowledge and skills needed by individuals to carry out the desired behaviors, including factual knowledge, procedural knowledge, food literacy and skills, and critical thinking and problem-solving skills.
Recovery self-efficacy	
Recovery self-efficacy	The conviction that they will be able to get back on track after being derailed from the carrying out the behavior change goals or after they experience setbacks.

FACILITATING DETERMINANTS	
Determinant	**Definition**
Self-regulation / Action control	
Behavioral supports	Activities to support individuals in carrying out the behavior change goals: social support, reinforcements and rewards, cues to action and advocacy skill development.
Self-regulation processes	The process through which individuals develop the skills and are empowered to think through and make conscious and voluntary choices about what they want to do and hence direct, or regulate, their own thoughts, feelings, and behaviors through their own efforts. It also includes skills to influence environmental conditions that affect their lives in order to produce a desired effect.