

## Intervention Development and Planning (D012050)

Course size (nominal values; actual values may depend on programme)

Credits 4.0 Study time 120 h Contact hrs 30.0 h

Course offerings and teaching methods in academic year 2018-2019

A (semester 1)	Dutch	group work	25.0 h
		PDE tutorial	5.0 h

Lecturers in academic year 2018-2019

Verloigne, Maïté	GE25	lecturer-in-charge
Cardon, Greet	GE25	co-lecturer

Offered in the following programmes in 2018-2019

	crdts	offering
<a href="#">Master of Science in Physical Education and Movement Sciences</a> (main subject Physical Activity, Fitness and Health)	4	A

Teaching languages

Dutch

Keywords

Health promotion, intervention development, intervention mapping, implementation

Position of the course

This course is part of the professional competences, more specific within the track of health education competences. It is based upon the previous course 'Movement and health promotion' and it implies a concrete application in practice. The general aim of this course is that students can develop, implement and evaluate an intervention in a real-life situation. They develop their practise based on an evidence-based approach of the group, the determinants, the intervention and the evaluation.

Contents

This course includes the different steps of a systematic planning of interventions to promote physical activity and a healthy diet and to reduce sedentary behaviour in order to promote a healthy lifestyle. The Intervention Mapping Protocol is used for this systematic process of planning. In this course, real-life interventions are developed, implemented and evaluated. During the process, students can use scientific papers (own research or international research) that used the protocol as well. Students are encouraged to critically think about all research aspects during the process and to critically reflect about the process and their functioning.

Initial competences

Certain final competences of 'Movement and health promotion' are needed for this course

Final competences

- 1 Applying the systematic planning process of health enhancing programs, using theoretical models for behavioural change, the Intervention Mapping Protocol and RE-AIM analyses.
- 2 Developing, conducting and presenting an intervention and evaluation plan.
- 3 Working together with other group members to develop, implement and evaluate an intervention in a real-life situation.
- 4 Being able to critically reflect on the intervention process and functioning as a group member.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

## Conditions for exam contract

This course unit cannot be taken via an exam contract

## Teaching methods

Group work, PDE tutorial

## Extra information on the teaching methods

During the lesson, students work together in group to develop an intervention.

## Learning materials and price

Routebook, learning objectives, literature (5 euro)

## References

- Bartholomew LK, Parcel GS, Kok G, Gottlieb NH, Fernandez ME. Planning Health Promotion Programs: An Intervention Mapping Approach. Jossey-Bass, 2011.
- De Craemer M, De Decker E, De Bourdeaudhuij I, et al. (2014). Applying the Intervention Mapping protocol to develop a kindergarten-based, family-involved intervention to increase European preschool children's physical activity levels: the ToyBox-study. *Obesity Reviews*, 15(3):14-26.
- De Decker E, De Craemer M, De Bourdeaudhuij I, et al. (2014). Using the intervention mapping protocol to reduce European preschoolers' sedentary behavior, an application to the ToyBox-Study. *International Journal of Behavioral Nutrition and Physical Activity*, 11:19.
- De Lepeleere S, Verloigne M, Brown HE, Cardon G, De Bourdeaudhuij I (2016). Using the Intervention Mapping Protocol to Develop an Online Video Intervention for Parents to Prevent Childhood Obesity: Movie Models. *Global Health Promotion*.
- Plaete J, De Bourdeaudhuij I, Verloigne M, Oenema A, Crombez G (2015). Self-regulation eHealth Intervention to Increase Healthy Behavior Through General Practice: Protocol and Systematic Development. *JMIR Research Protocols* 4 (4).
- Verbestel V, De Henauw S, Maes L, et al. (2011). Using the intervention mapping protocol to develop a community-based intervention for the prevention of childhood obesity in a multi-centre European project: the IDEFICS intervention. *International Journal of Behavioral Nutrition and Physical Activity*, 8:82.

## Course content-related study coaching

Maite.Verloigne@Ugent.be

## Evaluation methods

end-of-term evaluation and continuous assessment

## Examination methods in case of periodic evaluation during the first examination period

Oral examination, participation, assignment, report

## Examination methods in case of periodic evaluation during the second examination period

Oral examination, participation, assignment, report

## Examination methods in case of permanent evaluation

Participation, assignment

## Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible in modified form

## Extra information on the examination methods

- During semester: the development, implementation and evaluation of the intervention and functioning as a group member.
- Frequency: Students must participate in every lesson. Legal absence is compensated by extra activity. Two times illegally absent leads to not passing.
- End report and group presentation during exam period first semester (scoring on end report, on group presentation and on individual presenting and argumenting).
- One week after the presentation, each group member submits an individual reflection with regard to 'functioning as a group member'. The exact date will be announced via Minerva. Not submitting this document leads to a 0 for this sub-part.

## Calculation of the examination mark

The score on the presentation (7), group report (7), and group member functioning (6) are used to calculate the final score. Students need to have a minimum of 8/20 on each part. In case the end score is still ten or more on a total score of 20, the end score is reduced to the highest non-passing score.

## Addendum

This course is not open for incoming mobility students (Erasmus)