

## Movement and Health Promotion (D012317)

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

Credits 4.0 Study time 120 h Contact hrs 22.5 h

Course offerings and teaching methods in academic year 2018-2019

A (semester 1)	Dutch	group work	15.0 h
		PDE tutorial	7.5 h

Lecturers in academic year 2018-2019

Verloigne, Maité	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 (main subject Physical Activity, Fitness and Health)</a>	4	A
<a href="#">Master of Science in Physical Education and Movement Sciences (main subject Physical Education Teacher Education)</a>	4	A
<a href="#">Exchange Programme Physical Education and Movement Sciences</a>	4	A

Teaching languages

Dutch

Keywords

Health behaviour, promotion, prevention, behaviour change, health psychology, Intervention Mapping Protocol

Position of the course

The theoretical background of this course is the relationship between behaviour and health, and the strategies and techniques that are used within the health promotion context to change behaviour, using the Intervention Mapping Protocol. These interventions will focus on the promotion of physical activity. Intervention strategies will be developed for specific age groups (children, adolescents, adults, seniors), in men and women, taking different SES and context into account.

Contents

- Planning model for health promotion and behaviour change
- Problem identification: epidemiological diagnosis, social diagnosis, behavioural diagnosis
- Determinant analyses: general determinant models, specific application of the models, psychosocial and environmental determinants
- Intervention: development of an intervention for specific cases based on determinants, intervention mapping, transtheoretical model, stages of change, motivational interviewing
- Evaluation: process evaluation, effect evaluation, cost-effectiveness

Initial competences

Certain final competences of 'Psychosocial aspects of movement activities' and 'Movement Counselling in Specific Target Groups' are needed for this course.

Final competences

- 1 Explain the major health problems in the population with their causes and consequences
- 2 Formulating the evidence-based guidelines for physical activity for a specific age group.
- 3 Applying psychosocial and environmental determinants of physical activity for the specific case study based on the scientific literature (own research or international)

- research)
- 4 Development of an intervention to promote physical activity for a specific target group
- 5 Using and applying the technique of intervention mapping to create an intervention based on problem, determinants and intervention techniques
- 6 Developing an adequate evaluation strategy to study the effect and process evaluation of the intervention
- 7 Understand, explain and apply the scientific literature (own research and international research) about the different steps of the planning model
- 8 Working together in discussion groups (listening, taking decisions, explaining things to each other, taking responsibility,...) to reach a joint solution for the case study taking care of the available time frame

#### 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, lecture, PDE tutorial

#### Extra information on the teaching methods

Compulsory presence during lessons

#### Learning materials and price

Route book, IMP and learning objectives (5 euro). Scientific literature available on Minerva.

#### 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

Course-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

Written examination with open questions

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

Written examination with open questions

#### Examination methods in case of permanent evaluation

Oral examination, 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

- Frequency: Participation in group discussions, being chair or secretary.
- Individual reports, scoring yourself and your team, final report at the end and oral

presentation

- Attendance obligatory in each lesson. Illegal absence will be taken into account in the permanent evaluation. Two time illegally absent will lead to not passing for this course. Absence in three lessons will lead to an alternative task.

Absence in 3 lessons makes it impossible to pass for this course

#### Calculation of the examination mark

Special conditions: 10 points permanent evaluation and 10 points end examination. Students need to have a minimum of 10/20 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.

#### Facilities for Working Students

not applicable

#### Addendum

This course is open for incoming mobility students (Erasmus)