

## **Health Education and Promotion**

### **Understanding Health Behaviour**

#### **Volledige vakbeschrijving**

In this module we will discuss important motivational determinants that influence the adoption of healthy and unhealthy behaviours. We will outline important individual determinants as well as socio-environmental and work-related determinants and discuss theories that integrate these factors to better understand health behaviour. We will distinguish determinants for understanding pre-motivational, motivational and post-motivational health behaviour processes. Additionally, we will discuss the importance of physical and social environmental factors that influence health behaviour directly and indirectly via socio-cognitive factors. Within this context we will also pay attention to the role of these determinants in understanding health behaviour differences in people with a lower and higher socio-economic status. In a separate training we will focus on skills to apply these models in practice. Students will learn how to develop questionnaires to assess determinants of health behaviour, how to analyse the data and to translate these findings into a scientific report. The module will be assessed with an individual exam and a group paper.

#### **Doelstellingen van dit vak**

The general aim of this module is to analyse and critically discuss the determinants of health behaviour derived from theories that are commonly used to explain health behaviour, such as the Health Belief Model, the Theory of Planned Behaviour, the Social Cognitive Theory, the I-Change model, Self-Regulation models, theories of automatic behaviour and Social Ecological Models. This is essential not only for understanding motives why people adopt certain health behaviours, but also to understand which specific steps are required in order to be able to move to the next step: programme development in order to motivate people and organizations to change the conditions favouring a more healthy lifestyle and healthier conditions.

#### **Aanbevolen literatuur**

Glanz, K., Rimer, B.K. & Viswanath, K. (2008). Health Behaviour and Health Education : Theory, Research and Practice. San Francisco: Jossey- Bass. Field, A. (2009). Discovering statistics using SPSS. Third edition. London: Sage.

HEP4210

Periode 1

2 sep 2019

25 okt 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

6.0

Taal van de opleiding:

Engels

Coördinator:

- [S.P.J. Kremers](#)

Onderwijsmethode:

Lecture(s), PBL, Training(s), Work in subgroups, Paper(s)

Evaluatiemethoden:

Final paper, Written exam

Trefwoorden:

Health behaviour, determinants, cognitions, automaticity, Environment, Theory

Fac. Health, Medicine and Life Sciences

## Changing Health Behaviour

### Volledige vakbeschrijving

Changing behaviour requires knowledge and understanding of the methods that can be used to change the most important determinants and environmental factors that drive the behaviour. In this module students will learn which theory-based methods can be used to influence individual or environment level determinants, how one can translate these methods into practical applications, and under which conditions these methods may work. During this module a 'portfolio' will be built with theory-based methods and practical applications for changing determinants identified in the parallel module. 'Mini-lectures' about these methods will be prepared and presented by small groups of students and supervised by teachers. By presenting one's work and providing and receiving feedback from peers and tutors, students will have a very active role in the learning activities. In addition to the mini-lectures there will also be summary lectures by teachers. The training aims at writing health messages for different media, for different settings and for different target audiences. Students will learn about theory-based principles for writing attractive, comprehensible, persuasive and culturally appropriate messages through hands on exercises. Assessment in this module consists of a module exam and a writing assignment about the training.

### Doelstellingen van dit vak

The aim of this module is that students gain broad knowledge and insight into theoretical methods and practical applications that can be used to modify the behavioural determinants that are derived from the most commonly used theories to explain behaviour. Knowledge about theoretical methods and the related theories, the conditions under which they work and how methods can be translated into practical applications and intervention components is essential as general knowledge, but is also the starting point for the process of intervention development. In addition to knowledge about theoretical methods and applications and insight in how to choose for a method/application, it is also essential to have skills in writing health messages. Therefore, a second aim of this course is that students become skilled in writing health messages that are in line with basic principles of successful health communication, for different target audiences and for different media. In terms of learning skills, the focus in this module will be on teaching fellow-students about selected topics. As a result of this unit, students will be equipped with excellent knowledge and skills that prepare them well for the next modules in the curriculum, but will also prepare them for a career in health promotion research or practice.

## **Aanbevolen literatuur**

Specific literature in the form of an E-reader Abraham, C., & Kools, M. (Eds) (2012). Writing health communication. An evidence based guide. London: Sage Publications. Bartholomew, L.K., Parcel, G.S., Kok, G., Gottlieb, N.H., & Fernandez, M.E. (2011). Planning health promotion programs: An intervention mapping approach. San Francisco: Jossey-Bass.

HEP4211

Periode 1

2 sep 2019

25 okt 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

6.0

Taal van de opleiding:

Engels

Coördinator:

- [L.A.D.M. van Osch](#)

Onderwijsmethode:

Work in subgroups, Lecture(s), PBL, Presentation(s), Training(s)

Evaluatiemethoden:

Assignment, Attendance, Written exam

Fac. Health, Medicine and Life Sciences

## **Reviewing Evidence for Health Promotion Practice**

### **Volledige vakbeschrijving**

When you make evidence-based decisions, the best thing you can do is to use the results of multiple studies that have investigated the same topic. Combining results of multiple studies can be done by means of systematic reviews of the literature. In this course you learn how to conduct a systematic review. Evidence based working is important in the field of health promotion. Evidence based health promotion means using the best available evidence for making decisions about health promotion activities. For example, when you work as a health promoter, you should make decisions about determinants that need to be targeted in an intervention to modify a specific behavior for a specific target audience. Or you should make decisions about interventions or intervention components that can be effective in modifying a specific behavior. During this course you will be introduced to, and gain experience in, the process of a systematic review on a self-selected topic. A systematic review provides a detailed overview of evidence regarding current knowledge in a certain area of research, based on a specific research question. It does so by collating all empirical evidence that fits pre-specified eligibility criteria to answer the specific research question. It uses explicit, systematic methods that are selected to minimize bias, thus providing reliable findings from which conclusions can be drawn and decisions made. The aim of this course is for you to formulate such a research question and to find, select, read and evaluate scientific literature critically. You will also learn how to acquire skills in reporting on the results of this process in an advisory report and in providing and receiving peer feedback. The final end product will be the writing of an advisory report and a factsheet on a systematic review, following the standard steps described in literature.

## Doelstellingen van dit vak

This module has two general goals. First, students will get knowledge and skills regarding the formulation of a sound research question and finding, selecting, reading and evaluating literature critically. Second, students will get skills in providing and receiving peer feedback.

## Aanbevolen literatuur

Higgins and Green <http://www.cochrane-handbook.org/>

HEP4217

Periode 2

28 okt 2019

20 dec 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

6.0

Taal van de opleiding:

Engels

Coördinator:

- [S.M.P.L. Gerards](#)

Onderwijsmethode:

Assignment(s), Lecture(s), Paper(s), Presentation(s), Skills, Training(s)

Evaluatiemethoden:

Attendance, Final paper, Presentation

Trefwoorden:

systematic review, Effectiveness of interventions, observational studies

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## Intervention Development

### Volledige vakbeschrijving

The focus of this course will be on Intervention Mapping (IM). IM is an approach for developing theory- and evidence-based health promotion interventions. IM can guide health promoters through program development, demystifying and monitoring the development process and eliminating mistakes identified by previous teams.

IM describes the process of health promotion program development in six steps:

1. logic model of the problem,
2. program outcomes and objectives,
3. program design,
4. program production,
5. program implementation plan, and
6. evaluation plan.

The protocol guides program developers through each of these steps by means of specific tasks, which are all included in the work book at the end of this course book. These tasks generate a product that, in turn, provides the basis for subsequent steps. Throughout this course, you will

conduct these tasks and go through the first five steps of the IM approach.

## **Doelstellingen van dit vak**

After this course, students can:

### **Knowledge and understanding**

- describe the Intervention Mapping approach;
- develop a theory-based health promotion program using the Intervention Mapping approach;
- integrate individual and environmental level explanations and theories.

### **Application of knowledge and understanding**

- integrate their knowledge of theories and evidence concerning health behaviors in the Intervention Mapping approach;
- translate general health promotion goals into specific program objectives;
- integrate ideas, theories and evidence in a new, realistic and promising health promotion program;
- adequately justify the decisions they made in the subsequent steps of the Intervention Mapping approach.

### **Making judgments**

- acknowledge the utility and necessity of using a planned development approach like Intervention Mapping for the development of theory- and evidence-based health promotion programs.
- select determinants using appropriate methodology and statistics.

### **Communication**

- communicate own opinion and ideas;
- critically discuss their own and other's opinions, ideas, and work.

### **Learning skills**

- effectively cooperate in small groups with persons of different background and initial level;
- apply the Intervention Mapping approach to other health problems.

## **Aanbevolen literatuur**

Students are strongly recommended to buy the IM book: Planning Health Promotion Programs: An Intervention Mapping Approach, 4th edition (2016) by L. Kay Bartholomew Eldredge, Christina Markham, Robert A.C. Ruiter, Maria E. Fernández, Gerjo Kok, and Guy S. Parcel. This book is not only useful during this course, but also in the other courses of the Master program and it is a great reference-work for your professional life. Students are strongly recommended to buy the IM book: Planning Health Promotion Programs: An Intervention Mapping Approach, 4th edition (2016) by L. Kay Bartholomew Eldredge, Christina Markham, Robert A.C. Ruiter, Maria E. Fernández, Gerjo Kok, and Guy S. Parcel. This book is not only useful during this course, but also in the other courses of the Master program and it is a great reference-work for your professional life.

Master Health Education and Promotion

Periode 2

28 okt 2019

20 dec 2019

[Vakbeschrijving afdrukken](#)

Studiepunten:

6.0

Taal van de opleiding:

Engels

Coördinator:

- [R.M.M. Crutzen](#)

Onderwijsmethode:

Assignment(s), Work in subgroups, Lecture(s), Paper(s), PBL

Evaluatiemethoden:

Assignment, Final paper, Written exam

Fac. Health, Medicine and Life Sciences

## Preparation for Scientific Research

### Volledige vakbeschrijving

During this module you will write your own research proposal (assignment) and a review report about the research proposal of another student (take home exam).

To enable you to successfully fulfil the assignment and the take home exam, we will offer you opportunities to gain knowledge and skills through the following learning activities: lectures, self-study guidelines for writing your research proposal, group meetings to practice proposal review, an interactive meeting on reproducible research, a symposium, and individual meetings with your faculty supervisor.

Key learning methods include: reading and assessing the quality of published articles (self-study guidelines), feedback from and to fellow students (group meetings), coaching by a senior researcher (individual meetings with your supervisor), and literature study (self-study guidelines and literature suggestions). You will also use relevant knowledge and skills regarding theories, research methodology and statistics that you gained in the earlier modules.

Full-time students: lectures, group meetings and symposium on Tuesdays, interactive meeting and take home exam on Fridays (only week 3 and 4)

For part-time students this module is offered as an 8-week module and only on Tuesdays; the first 4 weeks (together with the full-time students) in period 3 and the final 4 weeks after period 4.

### Doelstellingen van dit vak

#### Knowledge and understanding

*You are able to*

- Demonstrate understanding of fundamental issues concerning the methodology and ethics of science, and the use of theory

## Master Health Education and Promotion

- Demonstrate knowledge of preparing and conducting research
- Demonstrate knowledge of writing a research proposal
- Demonstrate knowledge of writing a publishable scientific article

### **Apply knowledge and understanding**

*You are able to*

- Prepare your own research
- Write a proposal for your own research
- Write a review report
- Present your research proposal in an oral presentation

### **Making judgements**

*You are able to*

- Judge the quality of published articles
- Discuss your own progress and your fellow students' progress with respect to the research preparation
- Judge the quality of the research proposals of other students

### **Communication skills**

*You are able to*

- Write and present a research proposal
- Write a review report
- Present results of individual work to other students
- Present results of individual and group work to supervisor

### **Learning skills**

*You are able to*

- Critically comment on scientific research
- Collaborate with other students to improve each other's work
- Provide constructive feedback to fellow students
- Respond adequately on oral and written feedback

HEP4214

Periode 3

6 jan 2020

31 jan 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

6.0

Taal van de opleiding:

Engels

Coördinator:

- [P.T. van Assema](#)

Onderwijsmethode:

Assignment(s), Work in subgroups, Lecture(s), Presentation(s)

Evaluatiemethoden:

Assignment, Attendance, Take home exam

Trefwoorden:

Fundamental issues of science: ethics, integrity, Theory, Methodology, scientific reasoning; preparing research, writing a research proposal and review report.

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## Health Promotion

### Volledige vakbeschrijving

Main goal of this module is to acquire knowledge and skills on processes and strategies enabling people to increase control over, and improve their health, in a broader context than before in this master. It encompasses issues related to education, health services, employment, government, the media, industry, environmental agencies, and community networks. Students are required to integrate knowledge acquired in this and previous modules by developing a comprehensive strategic plan aimed at promoting health on a particular issue, setting or community. For this they will work on a public health issue of choice in a small project group with frequent expert supervision and exchanges with fellow students. Reflection on the meaning, impact and boundaries of health promotion interventions is started by a discussion of Juli Zeh's novel 'Corpus Delicti'. The discussion is furthered by critical reading of several articles on ethical issues such as social equity, state control, self-regulation, public-private partnership, individual autonomy, stigmatization. Students should become able debaters promoting their views and plans to different audiences. To shape these skills, they prepare for a debate in what is called 'the argument game', in which they defend a position in favour of a public health approach. Choice of subjects comes from situations in which the prevention paradox is apparent, when individual risk is low but when effective prevention is deemed generic. The module will be assessed with a group paper and two individual papers.

### Doelstellingen van dit vak

The general aim of the module Health Promotion is to obtain knowledge of Health Promotion in the context.

### Aanbevolen literatuur

Green, L.W. & Kreuter, M.W. (2006). Health Promotion Planning; an Educational and Environmental Approach. Fourth Edition; Mayfield Publishing Company, Mountain View. Nutbeam, D. & Harris, E. (eds) (2004). Theory in a nutshell: a guide to health promotion theory. Sydney, Australia: McGraw-Hill Book Company. Furthermore, an extensive list of suggested readings will be provided.

HEP4215

Periode 4

3 feb 2020

3 apr 2020

[Vakbeschrijving afdrukken](#)



Studiepunten:

6.0

Taal van de opleiding:

Engels

Coordinators:

- [P.H.H.M. Lemmens](#)
- [J.S. Gubbels](#)

Onderwijsmethode:

Work in subgroups, Lecture(s), Presentation(s), Skills

Evaluatiemethoden:

Assignment, Final paper

Trefwoorden:

Health promotion International context Public health Social-economic conditions Public-private collaboration Social marketing Collaboration between health care organization(s) and prevention Fac. Health, Medicine and Life Sciences

## Implementation and Evaluation

### Volledige vakbeschrijving

To what extent are health promotion interventions that are developed and tested according to scientific standards, practically useful and effective? And how should policy makers take costs into account when deciding on the implementation of health promotion interventions? These are some of the key questions addressed in this module. The first step in the intervention process is the development and small-scaled evaluation of interventions. In this phase scientists are concerned with efficacy and internal validity, often realized through the use of randomized controlled trials. Internal validity is important for the interpretation of the intervention effects. Besides testing the effects of an intervention under ideal circumstances, it is also important to assess its effect in a 'real world' setting. The second step is therefore to study conditions for the effectiveness of the interventions and the actual use in practice. During the third step of real life intervention implementation, different aspects of external validity should be addressed to facilitate large-scale dissemination and implementation to other settings. In this stage, researchers reporting on programme effectiveness, should also report in detail the characteristics of the setting and study population, effect moderators, and methods and problems of implementation. This provides information about the settings and populations to which the observed intervention effects can be generalized. This aspect of external validity is very important; after all, why should one invest time and money into dissemination and implementation if the intervention is unlikely to work in the settings of concern? For health promoters and policy makers, interventions that are not used and implemented in practice are not only a waste of valuable time and money, but can also seriously impede effective health promotion. In this unit, students acquire knowledge about the successful dissemination and implementation of evidence-based interventions, and their effectiveness in relevant settings and target populations.

### Doelstellingen van dit vak

The first aim of this unit is that students acquire knowledge about the factors and strategies that influence the successful dissemination and implementation of evidence-based health-related interventions. Of concern are theories of dissemination and change, effective communication and

## Master Health Education and Promotion

marketing, adoption and tension between implementation fidelity and adaptation. Related to this, it focuses on the importance of cooperation among stakeholders, sensitivity to local values, and their responses to interventions. Second, student will get insight in how to evaluate intervention effectiveness and appreciation by users and the target group. Health technology assessment of interventions is also treated.

### **Knowledge and understanding.**

*Students can:*

- Describe the major factors that affect successful dissemination and implementation of interventions;
- Integrate considerations of programme theory, implementation theory, organizational change, internal validity, external validity, evaluation designs, and the practical aspects of dissemination, implementation and evaluation;
- Value the trade-offs between scientific standards of intervention development and testing, and the need to adapt interventions to stakeholders, settings, and target populations.

### **Application of knowledge and understanding.**

*Students can:*

- Prepare, conduct and report an interview;
- Conduct a systematic stakeholder analysis;

### **Making judgments**

- Students are able to critically analyse existing interventions in terms of core components;

### **Communication skills.**

- Students can report their insights with respect to programme and implementation theory;

### **Learning skills.**

*Students are able to:*

- Cooperate in small groups, preparing them to cooperate with stakeholders in different settings;
- Initiate, evaluate, and support change processes in different settings;

## **Aanbevolen literatuur**

Brownson, R. C., Colditz, G. A., & Proctor, E. K. (second edition). (2018). Dissemination and implementation research in health: Translating science to practice. Oxford: Oxford University Press.  
Rogers, E. M. (2003). Diffusion of innovations (5th ed.). New York: The Free Press.  
Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004). Evaluation: A systematic approach. Thousand Oaks, CA: Sage

HEP4205

Periode 4

3 feb 2020

3 apr 2020

Master Health Education and Promotion

[Vakbeschrijving afdrukken](#)

Studiepunten:

6.0

Taal van de opleiding:

Engels

Coördinator:

- [K.M.H.H. Bessems](#)

Onderwijsmethode:

Work in subgroups, Lecture(s), PBL, Training(s), Paper(s), Presentation(s)

Evaluatiemethoden:

Assignment, Final paper, Written exam, Attendance, Participation

Trefwoorden:

Dissemination, Implementation process, internal&external validity, evaluation designs, health technology assessment

Fac. Health, Medicine and Life Sciences

## Scientific Research and Article

### Volledige vakbeschrijving

As part of the Master programme, the student is to gain experience with conducting scientific research under supervision of a senior FHML teacher. This research will be the basis for writing a scientific article. The research will be conducted for or at the FHML or an external organization (placement). The topic of the research and the article will obviously both have to be in line with the programme Health Education and Promotion.

The research and article period for full-time students is in period 5 and 6.

The research and article period for part-time students is in the final 8 weeks of the first study year, and in period 3, 5 and 6 of the second study year.

### Doelstellingen van dit vak

Conduct scientific research. Write a scientific article about the research

HEP4250

Jaar

1 sep 2019

31 aug 2020

[Vakbeschrijving afdrukken](#)

Studiepunten:

18.0

Taal van de opleiding:

Engels

Coördinator:

- [P.T. van Assema](#)

Onderwijsmethode:

Master Health Education and Promotion

Paper(s), Research

Evaluatiemethoden:

Final paper

Trefwoorden:

Conducting research for or at FHML or an external organization (placement), Scientific article