

Master's Programme

Master Occupational Health and Sustainable Work

Fac. Health, Medicine and Life Sciences

Intervention Development

Full course description

The focus of this course will be on Intervention Mapping (IM). IM is an approach for developing theory- and evidence-based behaviour change interventions. IM can guide intervention planners through program development, implementation and evaluation, thereby demystifying and monitoring the development process and increasing the likelihood of intervention success.

IM comprises six steps:

1. conducting a needs assessment and drafting a logic model of the problem,
2. determining program outcomes and objectives,
3. designing the program with theoretical methods and practical applications,
4. producing the program,
5. planning for implementation, and
6. planning program evaluations.

The protocol guides intervention developers through each of these steps via specific tasks, which are all included in the workbook that students complete in the context of this course. The tasks in each step generates 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 Intervention Mapping.

Course objectives

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.

Recommended reading

[This is the link to Keylinks, our online reference list.](#)

HEP4213

Period 2

30 Oct 2023

22 Dec 2023

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [S. Stutterheim](#)

Teaching methods:

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

Assessment methods:

Assignment, Final paper, Written exam

Keywords:

interventions, health promotion, development, Theory, Evidence, Behaviour change

Fac. Health, Medicine and Life Sciences

Implementation and Evaluation

Full course description

To what extent are evidence-based interventions (EBI) that are developed and tested according to scientific standards, practically useful and effective? How should policy makers take costs into account when deciding on the implementation of health promotion interventions? These are some of

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the key questions in the field of Dissemination and Implementation (D&I) that are addressed in this module. The first step in the intervention process is the development and small-scaled evaluation of EBIs. In this evaluation phase, scientists are concerned with efficacy and internal validity, often by using randomized controlled trials. Internal validity is important for the interpretation of the intervention effects in the experiment. Even though this first step is crucial, using small-scaled experiments is not sufficient for achieving an impact on public health. 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 this stage of real life intervention implementation, different aspects of external validity should be addressed to facilitate large-scale dissemination and implementation to other settings in the final third stage. This provides information about the settings and populations to which the observed intervention effects can be generalized. In addition, researchers may try to replicate effects in different settings. This aspect of external validity is very important; after all, why should one invest time and money into D&I 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 they can also seriously impede effective health promotion.

Course objectives

The first aim of this unit is that students acquire knowledge about the factors and strategies that influence the successful D&I of EBIs in relevant settings and target populations. Of concern here are theories of dissemination, implementation and change, effective communication and marketing, persuasion, reach, adoption, retention, and the tension between fidelity and adaptation if the intervention is implemented in a new context. Related to this, the unit focuses on the importance of cooperation among stakeholders, the sensitivity to local values, and their perceptions of, and responses to the interventions. Second, student will get insight in how to evaluate the effectiveness of an intervention and of the appreciation by its users and target group in real life settings. Health technology assessment associated with the development, testing and successful implementation of EBIs is also treated.

Recommended reading

[This is the link to Keylinks, our online reference list.](#)

HEP4205

Period 4

5 Feb 2024

5 Apr 2024

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

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

Teaching methods:

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

Assessment methods:

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Assignment, Final paper, Written exam, Participation, Attendance

Keywords:

Dissemination, Implementation, (cost)effectiveness, proces evaluation, internal&external validity, evaluation designs