



LITHUANIAN SPORTS UNIVERSITY

STUDY MODULE PROGRAMME (SMP)

Module Code	S	189	B	098	Accredited until	2024	06	01	Renewal date		
	Branch of Science		Progr.	Registr. №.							

Entitlement

Intervention Mapping

Prerequisites

First semester modules

Course (module) Learning Outcomes

№.	Learning Outcomes	Teaching / Learning Methods	Assessment Methods
1		Case analysis (Case study), Library / information retrieval tasks, Literature analysis, Practical exercises (tasks), Scientific paper analysis	Project report, Reflection on action
2		Design projects, Group work, Literature analysis, Scientific paper analysis	Oral presentation, Project report, Reflection on action
3		Design projects, Literature analysis, Scientific paper analysis	Group work, Project report, Reflection on action
4		Group work, Practical exercises (tasks), Reflection on action	Oral presentation, Project report

Main aim

The main aim of the study unit is to introduce students to the conception of Intervention Mapping and to develop skills to create an evidence - based health promotion projects, and to evaluate their effectiveness.

Summary

Students are introduced to the main principles of Intervention Mapping. Learning from experience and group work is one of the main teaching methods for this course. Students develop skills to create evidence – based health promotion programs from the recognition of a need or problem to the identification of a solution. Working in groups and going through particular steps of creation process students learn to develop health promotion program for concrete target group, to develop plans for adoption, implementation and sustainability and effectiveness evaluation of created health promotion program.

Level of module

Level of programme		Subject group (under the regulation of the area)
Cycle	Type	
First	Bachelor	Mokslo srities pagrindu

Group under financial classification

Syllabus

№.	Sections and themes	Responsible lecturer
1.	Introduction to Intervention Mapping. Physical Activity promotion	
2.	Step 1. Needs Assessment.	
3.	Searching for literature and presenting scientific article	
4.	Step 2. Preparing matrices of change objectives	
5.	Behavior - change theories used in health promotion	
6.	Step 3. Selecting theory - based intervention methods for target population and practical applications	
7.	Step 4. Creating program plan	
8.	Step 5. Planning program adoption, implementation and sustainability	

№.	Sections and themes	Responsible lecturer
9.	Step 6. Planning for evaluation	

Evaluation procedure of knowledge and abilities:

Ten grade criterion scale and summative evaluation system are applied. The semester's individual work tasks are evaluated by grades; the final grade is given during the examination session while multiplying particular grades by the lever coefficient and summing up the products.

References

№.	Title	Edition in Lithuanian Sports University library		In Lithuanian Sports University bookstore	Number of ex. in the methodical cabinet of the depart.
		Pressmark	Number of exemplars		
1.	Bartholomew, L.K., et al. Planning health promotion programs. An Intervention Mapping Approach. 3th edition, Jossey Bass 2011		5	Yes	
2.	Kok G, Gottlieb NH, Peters GY, et al. A taxonomy of behaviour change methods: An intervention mapping approach. Health Psychology Review. 2016;10(3):297-312.			No	
3.	Lewis ZH, Ottenbacher KJ, Fisher SR, et al. The feasibility and RE-AIM evaluation of the TAME health pilot study. Int J Behav Nutr Phys Act. 2017;14(1):106-017-0560-5.			No	
4.	Gourlan M, Bernard P, Bortolon C, et al. Efficacy of theory-based interventions to promote physical activity. A meta-analysis of randomised controlled trials. Health Psychology Review. 2016;10(1):50-66.			No	
5.	Davis R, Campbell R, Hildon Z, Hobbs L, Michie S. Theories of behaviour and behaviour change across the social and behavioural sciences: A scoping review. Health Psychology Review. 2015;9(3):323-344.			No	
6.	Susan Michie, Rachel N Carey, Marie Johnston, Alexander J Rothman, Marijn de Bruin, Michael P Kelly, Lauren E Connell; From Theory-Inspired to Theory-Based Interventions: A Protocol for Developing and Testing a Methodology for Linking Behaviour Change Techniques to Theoretical Mechanisms of Action, Annals of Behavioral Medicine, Volume 52, Issue 6, 18 May 2018, Pages 501–512, https://doi.org/10.10			No	
7.	Peters GY, de Bruin M, Crutzen R. Everything should be as simple as possible, but no simpler: Towards a protocol for accumulating evidence regarding the active content of health behaviour change interventions. Health Psychology Review. 2015;9(1):1-14.			No	
8.	Desiron HA, Crutzen R, Godderis L, Van Hoof E, de Rijk A. Bridging health care and the workplace: Formulation of a return-to-work intervention for breast cancer patients using an intervention mapping approach. J Occup Rehabil. 2016;26(3):350-365.			No	

Additional literature

№.	Title
1.	Meeks L, Heit P, Page R. 2011 Comprehensive School Health Education. 7th edition McGraw, Hill Companies, Inc.
2.	Eric B. Hekler, Predrag Klasnja, William T. Riley, Matthew P. Buman, Jennifer Huberty, Daniel E. Rivera, Cesar A. Martin; Agile science: creating useful products for behavior change in the real world, Translational Behavioral Medicine, Volume 6, Issue 2, 1 June 2016, Pages 317–328, https://doi.org/10.1007/s13142-016-0395-7
3.	Chang SJ, Choi S, Kim S, Song M. Intervention strategies based on information-motivation-behavioral skills model for health behavior change: A systematic review. Asian Nursing Research. 2014;8(3):172-181. doi: https://doi.org/10.1016/j.anr.2014.08.002 .
4.	Gourlan M, Bernard P, Bortolon C, et al. Efficacy of theory-based interventions to promote physical activity. A meta-analysis of randomised controlled trials. Health Psychology Review. 2016;10(1):50-66.

Coordinating lecturer

Position	Degree, surname, name	Schedule №.
Professor		66

Subdivision

Entitlement	Code
a	1006

Study module teaching form №. 1

Semester	Mode of studies	Structure				Total hours	Credits	
		Theory	Seminars	Lab Works	Ind. work			
A	S	D	10	20	0	100	130	5

Languages of instruction:

Lithuanian	<input type="checkbox"/> L	English	<input type="checkbox"/> E	Russian	<input type="checkbox"/> R	French	<input type="checkbox"/> F	German	<input type="checkbox"/> G	Other	<input type="checkbox"/> Oth.
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Plan of in-class hours

№. of Themes	Academic hours			№. of Themes	Academic hours		
	Theory	Seminars	Lab Works		Theory	Seminars	Lab Works
1.	1	0	0	6.	1	3	0
2.	1	2	0	7.	1	2	0
3.	1	1	0	8.	1	3	0
4.	2	3	0	9.	1	3	0
5.	1	3	0				
				Total:	10	20	0

Schedule of individual work tasks and their influence on final grade

	№. of syllabus	Total hours	Influence on grade, %	Week of presentment of task (*) and reporting (o)																
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17-20
Course work	1-9	40	60	*															0	
Project report	1-9	60	40	*															0	
Total:	-	100	100																	

Study module teaching form №. 2

Semester	Mode of studies	Structure				Total hours	Credits	
		Theory	Seminars	Lab Works	Ind. work			
A	S	N	8	22	0	100	130	5

Languages of instruction:

Lithuanian	<input type="checkbox"/> L	English	<input type="checkbox"/> E	Russian	<input type="checkbox"/> R	French	<input type="checkbox"/> F	German	<input type="checkbox"/> G	Other	<input type="checkbox"/> Oth.
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