

UNIVERSITY OF THESSALY

MSc Course "PSYCHOLOGY OF EXERCISE"

INFORMATION ABOUT THE MODULE

1. **TITLE OF MODULE:** Designing health education programs
2. **CODE OF MODULE:** MG10
3. **MAIN LECTURER:** Nikolaos Digelidis **e-mail:** nikdig@pe.uth.gr
4. **OTHER LECTURERS:** -
5. **MODE OF TEACHING/CONDUCT:** 5 3-hour meetings, either workshops or seminars plus one 3-hour session for students' presentations.
6. **IDENTIFICATION OF MODULE:** Module of the 3rd semester

Key-words:

Health education, physical activity promotion, designing health education programs, health psychology.

7. AIM OF THE MODULE

Students will acquire the necessary knowledge and competencies that will enable them to design health education programs. They will gain an understanding of the theories, principles, and practices of health education so that they will be able to apply effectively their knowledge to promote children's and adolescents' health.

8. LEARNING OUTCOMES

At the end of this module students should:

- Ñ Describe the principles of health education
- Ñ Be able to plan, deliver and assess, a health education program
- Ñ Be able to apply their knowledge and understanding to create a health education program
- Ñ Prepare micro and macro lessons in health education
- Ñ Have the learning skills to allow them to continue to study in the field of health psychology
- Ñ Be able to think critically about issues in the context of teaching health education
- Ñ Have developed a portfolio file for teaching a health education program

9. TEACHING METHODS

Lectures, workshops and seminars

10. TIMETABLE & PLANNING

| / | Lecturer | Topic |
|----|--------------------|--|
| 1. | Nikolaos Digelidis | Promoting physical activity: Intervention in big communities |
| 2. | Nikolaos Digelidis | Determine goals, outcomes and methods of health education programs |
| 3. | Nikolaos Digelidis | Health education models |
| 4. | Nikolaos Digelidis | Evaluation of health education program |
| 5. | Nikolaos Digelidis | Examples of intervention health education program. Applications in sport and exercise contexts |
| 6. | Nikolaos Digelidis | Assignment: Presentations of Master students' small-scale projects |

11. EVALUATION:

- Lessons' assignments 40%
- Presentational and communication skills 20%
- Portfolio (40%)

12. SUGGESTED HANDBOOKS

- Randall R. Cottrell, James T. Girvan, James F. McKenzie (2012). Principles & foundations of health promotion and education. San Francisco: Benjamin Cummings.
- Theodorakis, Y. & Hassandra, M. (2006). *Designing health education programs*. Thessaloniki: Kristodoulidis.
- Taylor, S. E. (1999). Health psychology. McGraw, Hill. Boston.
- Telljohann, S.K., Symons, C.W., & D.F. Miller. (2004). *Health Education: Elementary and Middle School Applications*, 3rd Ed. Boston, MA.: McGraw-Hill.

Lecture 1

| Title | Content | Key-words |
|--|--|---|
| Promoting physical activity: Intervention in big communities | Promoting physical activity: Intervention in big communities | School based interventions, work-site interventions, minorities, media and health promotion |
| Readings/Assignments | <ol style="list-style-type: none"> 1. Sallis & Owen (1999). Physical activity and behavioral medicine, (pp.153-173). 2. Health promotion strategies through the life span / Murray Ruth Beckmann Zentner Judith Proctor Yakimo Richard. - 8th ed. Upper Saddle River, N.J. : Pearson/Prentice Hall, c2009 3. Introduction to health education and health promotion / Simon-Morton Bruce G. Greene Walter H. Gottlieb Nell H. . - 2nd ed. Prospect Heights, Ill. : Waveland, c1995 4. Planning health promotion programs: an intervention mapping approach / Bartholomew L. Kay . - [2nd ed.] [San Francisco] : Jossey-Bass, c2006 5. Students will develop their intervention map that corresponds to the theories for their chosen topic of health education | |

Lecture 2

| Title | Content | Key-words |
|--|--|--|
| Determine goals, outcomes and methods of health education programs | Ways to design a health education programs, defining goals, outcomes and methods. Define contents. | Design health programs, health education applications, |
| Readings/Assignments | <ol style="list-style-type: none"> 1. Planning health promotion programs: an intervention mapping approach / Bartholomew L. Kay . - [2nd ed.] [San Francisco] : Jossey-Bass, c2006 2. Health education: creating strategies for school and community health / Gilbert Glen G. Sawyer Robin G. 2nd ed. Sudbury, Mass. : Jones and Bartlett, c2000 <p>◆ Students will develop the “macro” plan (the contents of their curriculum) of their health education</p> | |

Lecture 3

| Title | Content | Key-words |
|-------------------------|---|---|
| Health education models | Models and approaches of teaching health. | Health education model, health education approach |

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| Readings/Assignments | <ol style="list-style-type: none"> 1. Planning, implementing, and evaluating health promotion programs: a primer / McKenzie James F. Neiger Brad L. Thackeray Rosemary . - 5th ed. San Francisco : Pearson/Benjamin Cummings, c2009 2. Weinstein, E. & Rosen, E. (2007). <i>Teaching children about health: A multidisciplinary approach</i>, Third Edition. Belmont, CA: Thomson Wadsworth. 3. Mellanby, R. A., Rees, J., & Tripp, H. J. (2000). Peer-led and adult-led school health education: a critical review of available comparative research. <i>Health Education: theory & practice</i>, 15(5), 533-545. <p>◆ Students will choose a model that they will use to construct their health education program.</p> |
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Lecture 4

| Title | Content | Key-words |
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| Evaluation of health education program | Evaluation approaches of health education programs. | Program evaluation, evaluation models. |
| Readings/Assignments | <ol style="list-style-type: none"> 1. Skara, S., & Sussman, S. (2003). A review of 25 long-term adolescent tobacco and other drug use prevention program evaluations. <i>Preventive Medicine</i>, 37, 451–474. 2. Chen, H. T. (2005). <i>Practical program evaluation. Assessing and improving planning, implementation, and effectiveness</i>. Thousand Oaks, CA: Sage. <p>◆ Students will develop the evaluation plan of their health education</p> | |

Lecture 5

| Title | Content | Key-words |
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| Examples of intervention health education program. Applications in sport and exercise contexts | Applying health education programs to school and sport settings & examples of applications | Sports & health programs. |
| Readings/Assignments | <ol style="list-style-type: none"> 1. Baumert, P., Henderson, D., Thompson, N. (1998). Health risk behaviors of adolescent participants in organized sports. <i>Journal of Adolescent Health</i>, 22, 460-465. 2. Bebetos, E., Papaioannou, A., Theodorakis, Y. (2003). University students' attitudes and behaviors towards smoking and exercise. <i>European Journal of Physical Education</i>, 8, 29-51. 3. ... (2008). « ... » & ... (2009). I do not smoke – I exercise: A pilot study of a new educational resource for secondary education students. <i>Scandinavian Journal of Public Health</i>, 37(4), 372-379. 4. Hassandra, ..., Theodorakis, ..., Kosmidou, E., Grammatikopoulos, V., & Hatzigeorgiadis, A. (2009). I do not smoke – I exercise: A pilot study of a new educational resource for secondary education students. <i>Scandinavian Journal of Public Health</i>, 37(4), 372-379. <ul style="list-style-type: none"> • Students will develop examples of the “micro” plan (or the activities of their curriculum) of their health education ◆ Students will find ways to relate their health education program to exercise/movement activities (or design applications of their health program to sport and exercise contents) | |

Lecture 6

| Title | Content | Key-words |
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| Assignment | Presentations of Master students' small-scale projects | |

