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### ► To cite this version:

Aurélie Goncalves, Maxime Deshayes, Caroline Bernal, Karim Korchi, Maxence Nogrette, et al.. Promoting physical activity among university students with a co-constructed program during COVID-19 pandemic. 30 th European Congress of Psychiatry, Jun 2022, Budapest, Hungary. European Psychiatry, 65 (S1: Abstracts of the 30th European Congress of Psychiatry), pp.S542, 2022, 10.1192/j.eurpsy.2022.1387 . hal-03685348

**HAL Id: hal-03685348**

**<https://hal.science/hal-03685348v1>**

Submitted on 10 Oct 2024

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# Promoting physical activity among university students with a co-constructed program during Covid-19 pandemic

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## Introduction

- The COVID-19 pandemic has had deleterious effects on the **mental health** of students (Charbonnier et al., 2021; Le Vigouroux et al., 2021) and on their **lifestyles** as evidenced by their **high levels of sedentary behavior** and their **low levels of physical activity** (Goncalves et al., 2021).
- In order to prevent the deterioration of students' health in a COVID-19 context is **essential to conduct interventional studies** with university students to accompanying them.
- Therefore, it is essential to go beyond traditional interventions and provide **more innovative** and **accessible interventions** to achieve real student engagement.

## Objectives

Objective I: **promote physical activity** among students to improve both physical condition and motivation to engage in physical activity for one's health by promoting motivational levers.

Objective II: **reduce and/or prevent the deterioration of the health** of university students.

## Method

**1- Variables:** Anxiety and depressive symptoms (with HADS), body image (with BAS-2), physical activity and sedentary time (by accelerometry), physical fitness (flexibility, strength lower limb and cardiovascular fitness YMCA test) and anthropometrics data

## 2- Design and population:

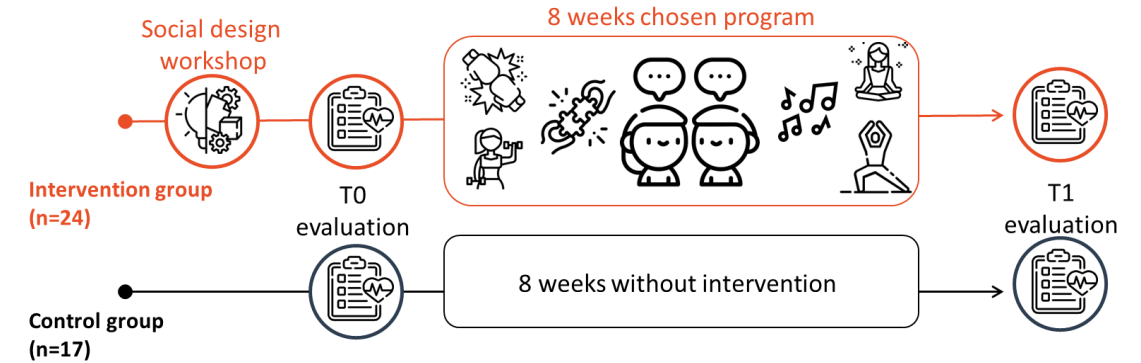


Table 1. Means (standard deviations) between T0 and T1.

	Intervention group (M ± SD)			Control group (M ± SD)		
	T0	T1	p value	T0	T1	p value
<b>Psychological variables</b>						
Anxiety	8.8 (4.0)	8.7 (4.5)	0.96	6,3 (4.8)	6.4 (2.6)	0.36
Depression	4.4 (3.1)	4.3 (3.9)	0.87	3.7 (2.8)	4.0 (3.2)	0.34
Body Image	31.4 (10.3)	36.0 (10.8)	<b>0.02</b>	39 (6.7)	35.5 (7.2)	0.42
<b>Anthropometrics</b>						
Weight (kg)	62.5 (10.5)	62.8 (10.8)	0.35	63.5 (13.0)	64.0 (13.1)	0.12
BMI (kg/m <sup>2</sup> )	22.8 (4.0)	22.5 (4.5)	0.49	23.0 (3.8)	23.3 (3.8)	0.15
<b>Physical fitness</b>						
Flexibility (cm)	1.4 (9.7)	-4.3 (10.4)	<b>0.001</b>	4.4 (9.1)	4.0 (12.7)	0.83
Strength lower limb (N)	410.6 (151.6)	415.7 (156.5)	0.66	400.7 (110.3)	422.5 (154.0)	0.37
YMCA	105.5 (23.2)	102.4 (20.0)	0.19	104.8 (21.3)	101.8 (20.8)	0.32
<b>Objective ST and PA (mn/day)</b>						
Sedentary time	805.1 (61.1)	816.2 (47.1)	0.38	824.7 (29.7)	831.1 (55.1)	0.61
Number of breaks	19.4 (3.0)	21.3 (3.0)	<b>0.02</b>	20.9 (3.1)	22.2 (3.2)	0.12
MVPA	52.0 (17.4)	48.2 (17.4)	0.28	50.4 (18.9)	39.6 (21.3)	<b>0.034</b>

Note : ST, sedentary time; PA, physical activity, MVPA; moderate to vigorous physical activity. Intragroup with Wilcoxon test,

## Results

### At baseline

- No difference between group

### At T1 intervention group

- ↑ body image, flexibility, number of breaks
- Program adherence 89%

### At T1 only in control group

- ↓ moderate to vigorous PA

## Discussion

- Social design workshop with the aim to propose a chosen program is a powerful tool among students in order to respond to their expectations reflected by the high adhesion rate and enhance key determinants of health (Ansell & Torfing 2014),
- Promoting social engagement with peers is essential (Albert et al., 2020).