

College of Micronesia – FSM

COURSE OUTLINE COVER PAGE

Course Title: Community Education

Department No. PH 041

Course Description: This course enables students to develop an ideological base for non formal education practice in health care setting and in the community. It discusses the motivation of learning in adults and various principles of teaching arising from community analysis. Students will be introduced to a wide range of teaching methods suitable for use in non formal education which would help them develop appropriate interpersonal skills. This course is also designed to help health workers develop training programs to support the communities.

Course Prepared By: Dr Hien Do Cuboni

Campus: National

	Hours Per Week	No. of Week	Total Hours	Semester Credits
Lecture	3	x 14	= 42	= 2.6
Field visit	3	x 6	= 18	= 0.4 (<i>combined with *</i>)
<i>(Community visits. Number of visits may increase depending on size of group)</i>				
Workshop	3	x 1	= 3	= *
Total Semester Credits				= 3

Purpose of Course: Degree Requirement
 Degree Elective
 Certificate.....√
 Other

Prerequisite: None

Signature, Chairperson, Curriculum Committee

Date Approved by Committee

Signature, President, COM-FSM

Date Approved by President

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COURSE OUTLINE**I. LEARNING OUTCOMES****A. Program Learning Outcomes:**

1. Recognize and describe basic health science facts and principles;
2. Discuss the essential public health functions;
3. Describe adult, children and family health issues;
4. Demonstrate an understanding and practice of some generic public health competencies;
5. Demonstrate proper public health skills for public health practice in the community as a state or local junior public health officer;
6. Demonstrate community and cultural sensitivity in the health care environment;
7. Describe the determinants and problems of adults, children and families;
8. Demonstrate proper cardio-pulmonary resuscitation (CPR) and first aid techniques;
9. Demonstrate the ability to make a community diagnosis based on the determinants of health;
10. Identify good public health practice; and
11. Have had work experience at a public health area/ section.

B. Course Learning Outcomes:

Upon completion of the course students should be able to:

1. Demonstrate basic skills in decision making of non-formal education process
 - 1.1 Identify different approaches and models of health education
 - 1.2 Describe major similarities and differences between formal and non-formal education
 - 1.3 Develop basic skills in decision making in non-formal education process
2. Identify community problems and approach to community participatory needs assessment thus prioritizing community education activities
 - 2.1 Explain the importance of need assessment in non-formal education
 - 2.2 Describe different approaches to identify community problems
 - 2.3 Carry out a participatory community needs assessment
3. Integrate learning methods and approaches into the planning and designing of community health education programs
 - 3.1 Identify appropriate teaching and learning process for a specific community
 - 3.2 Describe and discuss the principles and theories of adult leaning and of group dynamics
 - 3.3 Apply basic skills and integrate technological skills in methods of teaching adults in the community
 - 3.4 Apply skills in planning a community education program and in preparing for implementing teaching plans

4. Plan for community health education activities, using teaching methods appropriate to the local culture and available resources, to address identified needs
 - 4.1 List and discuss different techniques in therapeutic and persuasive communication
 - 4.2 Explain the importance, advantages and disadvantages of community participation in the community needs assessment process
 - 4.3 Discuss the significance of community awareness and community empowerment in dealing with community problems and needs
5. Promote effective interaction between person-to-person education at community level and communication to larger audience through media and combination of other approaches
 - 5.1 Identify the influences of social behavior in community education process
 - 5.2 Acquire personal and interpersonal skills in community education activities
 - 5.3 Describe and discuss basic principles in the evaluation of health teaching

II. COURSE CONTENTS

A. Formal Education

- 1) The emergence of formal education in the South Pacific.
- 2) Functions of schools, the introduction of informal and formal education.
- 3) Mobilization, democratic and socialization functions.

B. Non-formal Education

- 1) Emergence of non-formal education-definition, objectives and features
- 2) Outline of non-formal educational activities in the Pacific
- 3) Similarities between formal education and non formal education
- 4) Misconceptions about non formal education
- 5) Non formal education and rural development
- 6) Institution based, center based and community based non formal education
- 7) Decision making in non-formal education-process and identification of the problems of the community.

C. Health Education Concepts and Practice

- 1) Health education concepts and practice
- 2) Health education approaches and models
- 3) Needs Assessment.
 - a) The importance of need assessment in non-formal education
 - b) Distinction between felt needs, unfelt needs, wants and interests of the community
 - c) Maslow's hierarchy of needs
 - d) Approach to community needs assessments and identifying communities.
 - e) Role of facilitators

D. Adult Education

- 1) The need for adults to learn
- 2) The motives for adult learning

- 3) Principles of teaching adults
- 4) Theories of Adult Learning:
 - a) Overview of Pedagogy & Andragogy.
 - b) Models of learning – Traditional pedagogy model, Progressive pedagogy model, Humanistic model.
 - c) Different andragogy theories – Knowles & Nottingham.
 - d) Factors affecting adult learning – emotional, physiological, audio & verbal acuity, motivation, readiness, culture.
 - e) Designing elements for non-formal education learning
 - f) Programs.

E. Programs and Projects

- 1) Difference between programs and projects
- 2) Planning and preparation for teaching
 - a) Outline of various steps in the planning process of non-formal educational activities
 - b) Designing teaching plans
- 3) Methods of Teaching Adults:
 - a) Approach to group work, controlled and autonomous group work
 - b) Advantages and disadvantages of group work
 - c) Discussion models – open, group work, debates, lectures, demonstrations, brainstorming, field visits
- 4) Implementing teaching Plan and Assessments

F. Therapeutic and Persuasive Communication

- 1) Therapeutic communication.
- 2) The communication process
- 3) Techniques of:
 - a) Group Dynamics:
 - ✓ Concepts of a role-achieved roles, ascribed roles, formal, official, informal roles
 - ✓ Role conflicts-preventing and resolving role conflicts
 - b) Personal and Interpersonal Skills:
 - ✓ Influences of social behavior – Balance Theory, Reinforcement theory
 - ✓ Development of interpersonal skills
 - c) Community Participation:
 - ✓ Need for community participation – community awareness, participatory need assessment, empowerment, and holistic approach.
 - ✓ Advantages and disadvantages of community participation.
 - ✓ Project Planning/Design-identification and priority of needs, community mobilization, monitoring and control.

G. Evaluation of Health Teaching

- 1) The benefits of planned evaluation
- 2) Elements evaluated in a program
- 3) Setting evaluation criteria

- 4) Evaluation approaches and method-formative and summative Evaluation.
- 5) Reflections on Teaching for Health.
 - a) Success in health teaching
 - b) Health teaching in a changing scene
 - c) Final Reflections.

III. TEXTBOOK

Kiger AM. (2004) Teaching For Health, 3rd Edition or most recent edition. Churchill Livingstone: Melbourne. (ISBN-13: 978-0443072987)

IV. REFERENCE MATERIALS

1. Brookfield S. (1990) Adult Learners, Adult Education and the Community. Buckingham: Open University Press.
2. Johnston M., Rifkin S. (1987) Training Exercises for Health Workers in Community Based Programs. Macmillan Publisher: London.
3. Veramu J. (1994) Working Effectively with Young People. FACCET Publication: Fiji.
4. Veramu J. (1994) Adult and Community Education in the South Pacific. IIZ DVV: Germany.
5. World Health Organization (1988) Education for Health. WHO: Geneva.

V. REQUIRED COURSE MATERIALS

Prescribed textbook. Furthermore, perusal of reference materials is encouraged.

VI. INSTRUCTIONAL MATERIALS/ EQUIPMENT AND COST FOR THE COLLEGE:

There is no special instructional material/ equipment required for this course. There will be a number of community visits during the course and a presentation of group reports organized at the end of the course. Required logistic supports for these events will be advised accordingly.

VII. METHODS OF INSTRUCTION

1. Lectures: in-class lectures on theoretical concepts of formal and non-formal health education and other related concepts. Hands-on demonstrations and role-plays by students under the instructor's guidance and supervision on communication methods and skills.
2. Community visits: students will visit various communities to identify their education needs using participatory need assessment. Full participation by the community is envisaged. A plan for integrating appropriate teaching methods acquired from the course into a health education program to address those identified needs is expected as part of this course outcome.

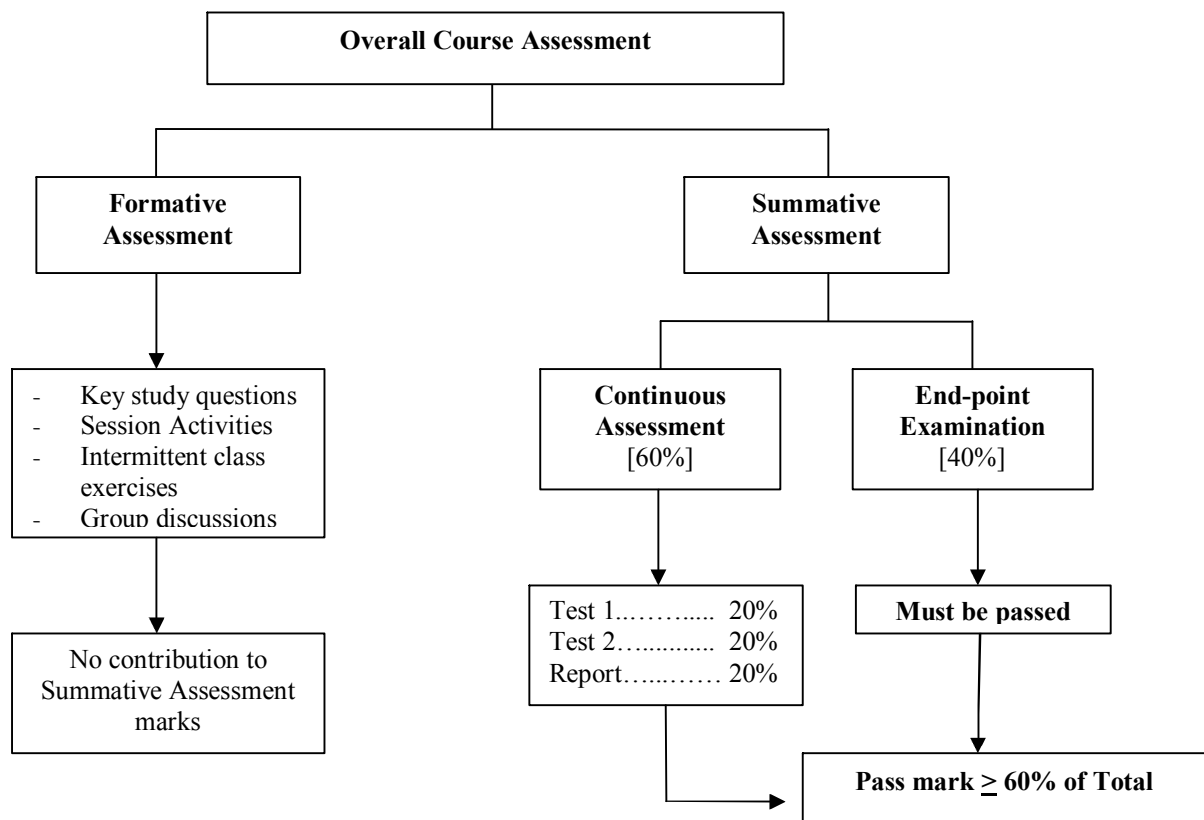
VIII. EVALUATION

A. Grading scheme: there are two components: Formative and Summative Assessment.

- ☰ **Formative Assessment:** This type of assessment evaluates how students progress in class. With feedback from the Instructor, the student would be able to answer these questions: *Am I doing well in class? What have I missed? What should I concentrate more on?* This assessment will take the form of tests/ quizzes, with or without prior notice.
- ☰ **Summative Assessment:** This type of assessment implies that the marks a student gets contribute towards the final grades. For this course, this assessment consists of the following:

 1. **Continuous Assessment (60%):** comprises 2 written Tests and a Report of Community Needs Assessment. Each of these contributes 20% to the total course assessment.
 2. **Final Exam (40%):** a 3-hour written paper, at the end of the course.

The Assessment is illustrated in the following diagram:



B. Grading system

Grade	Percentage	Outcome
A	90-100%	Superior
B	80-89%	Above Average
C	70-79%	Average
D	60-69%	Passing
F	Below 60%	Failure

IX. CREDIT-BY-EXAMINATION

None.

X. ATTENDANCE POLICY

As per college policy.

XI. ACADEMIC HONESTY POLICY

As per college policy.