

College of Micronesia – FSM

COURSE OUTLINE COVER PAGE**Title:** Principles of Health Promotion**Department No.** PH 141

Course Description: This course introduces students to Health Promotion, one of the disciplines of Public Health practice. Health Promotion is a relatively new field in most of the Pacific island countries. As thus, the course will cover the basic principles and approaches of health promotion with particular emphasis on health promotion programs and activities taking place in Micronesia and the Pacific. Students are expected to gain an appreciation toward the fundamental role health promotion plays in maintaining and improving the health of people in communities.

Course Prepared By: Dr Hien Do Cuboni**Campus:** National

| | Hours per Week | No. of Week | Total Hours | Semester Credits |
|--------------------|----------------|-------------------------------|-------------|------------------|
| Lecture | 3 | x 16 | = 48 | = 3 |
| Field Visit | | | | |
| Workshop | | | | |
| | | Total Semester Credits | | 3 |

Purpose of Course:

Degree Requirement

Degree Elective

Certificate

Other

X

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, describe and discuss the basic public health science facts and principles;
2. List and discuss the essential public health functions and their interrelationships at community and district level;
3. Describe and discuss adult, children and family health issues;
4. Discuss and 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 public health officer;
6. Discuss and demonstrate community and cultural sensitivity in the health care environment;
7. Describe and discuss the health determinants and problems of adults, children and families;
8. Demonstrate proper cardio-pulmonary resuscitation (CPR) and first aid techniques;
9. Demonstrate the ability and discuss how to make a community diagnosis based on the determinants of health;
10. Identify and demonstrate good public health practice; and
11. Have had work experience at a public health facility at community and district levels.

B. Course Learning Outcomes:

Upon completion of the course students should be able to:

1. Explain why Health Promotion is a distinct area of health knowledge and intervention and why it is everybody's business
 - 1.1 Define Health Promotion
 - 1.2 Define and discuss principles underlying Health Promotion
 - 1.3 Read and explain Health Promotion principles and concepts discussed in the listed documents under reference materials
 - 1.4 Discuss why and how Health Promotion should become everybody's business
2. Discuss similarities and differences in the concepts and models of health such as those formulated by the World Health Organization (WHO) and the Mandala of Health
 - 2.1 Define Health
 - 2.2 Describe and discuss the WHO definition of Health
 - 2.3 Identify and discuss the contrasting concepts of Health
 - 2.4 Outline the different models of health formulated by WHO and the Mandala of Health

- 2.5 Discuss their uses and limitations
- 2.6 Explain the appropriateness in the application of these models of health in the context of Micronesian and Pacific communities
3. Explain and give examples on how human behaviors and the environment can influence health
 - 3.1 Identify and describe specific behavior patterns
 - 3.2 Explain why behavior patterns are important
 - 3.3 Discuss why it is necessary to recognize one's behavior patterns
 - 3.4 Discuss how these specific behavior patterns influence health, in terms of morbidity, mortality, and disability
 - 3.5 Explain how patterns are related to self-help
 - 3.6 Identify the coping skills to tackle unhealthy and/or high-risk behavior patterns
 - 3.7 Describe factors in the environment which may have influences on health
4. Illustrate with examples on how communications and education can be used in Health Promotion, and of the various Setting Approaches to Health Promotion
 - 4.1 Identify and describe different forms of communication
 - 4.2 Describe different types of mass media
 - 4.3 Suggest most appropriate methods for health promotion programs at national and community levels
 - 4.4 Differentiate between health promotion and health education
 - 4.5 Explain the importance of counseling in promoting health and in health education
 - 4.6 Outline different approaches to acquire counseling skills
 - 4.7 Demonstrate your own counseling style and skills
 - 4.8 Describe major approaches and models employed in health promotion practice
 - 4.9 Discuss the international and regional health promotion statements
 - 4.10 Understand the role of the National Center for Health Promotion and describe some of the activities undertaking in the local settings
 - 4.11 Describe a setting approach in health promotion
 - 4.12 Identify and describe the different settings involved in the Health Promoting Communities program
 - 4.13 Discuss the concepts involved in the development of the settings program
5. Explain basic health information investigation and Health Promotion evaluation
 - 5.1 Describe the importance of health information and its relevance in promoting health
 - 5.2 Identify and discuss the kinds of information collected about health
 - 5.3 Explain, with examples, what counts as evidence in health information
 - 5.4 Identify ways in which numerical data is calculated and presented
 - 5.5 Explain the process of planning for interventions
 - 5.6 Define Evaluation
 - 5.7 Identify the different types of evaluation and when to use them

- 5.8 Identify the appropriate tools to carry out evaluation
- 5.9 Establish a criteria for evaluation

II. COURSE CONTENTS

A. Introduction

- 1) Concept of Health Promotion
- 2) Health Promotion principles

B. Health Promotion – Why It Is Everybody’s Business?

- 1) Health Promotion principles and concepts – examination of the following documents:
 - a) *Declaration of Alma Ata*
 - b) *Ottawa Charter*
 - c) *Adelaide Recommendations*
 - d) *Sundsvall Statement*
 - e) *Yanuca Island Declaration*
 - f) *Rarotonga Agreement*
- 2) Health Promotion – it is everybody’s business

C. Health – its Definition, Measurements and Contrasting Concepts

- 1) The WHO definition of Health
- 2) Contrasting concepts of Health

D. Models of Health

- 1) Different models of health formulated by WHO and the Mandala of Health
 - a) The Medical model
 - b) The Salutogenic paradigm
 - c) The Social model
- 2) Uses and limitations of each model of health
- 3) Application of these models in the Micronesian and the Pacific settings

E. Behavioral and Environmental Influences of Health

- 1) Behavior patterns
 - a) High risk behaviors:
 - ✓ Substance use and abuse: alcohol, tobacco, illicit drugs
 - ✓ Relationship: sexual preference; violence
 - ✓ Depression/ suicide
 - ✓ School absenteeism
 - b) Troubling patterns, i.e. patterns that repeat without a person feeling that they are in control
 - c) Unhealthy patterns versus healthy behaviors
- 2) Impacts of behavior patterns on health
 - a) Impact on morbidity
 - b) Impact on mortality
 - c) Impact on Disability

- 3) Recognizing one's own behavior patterns and others' patterns
- 4) Coping skills
- 5) Environmental factors and their influences on health

F. The Historical Rise of Health Promotion and its Major Approaches and Models

- 1) Approaches and models of Health Promotion
- 2) Health Promotion and Health Education – similarities and differences
- 3) International and regional health promotion statements
- 4) National Center for Health Promotion – roles and activities

G. Communicating and Educating for Health

- 1) Communication in health
- 2) Different forms of communication
- 3) Types of mass media – characteristics and impacts
- 4) Application of mass media methods for health promotion programs
- 5) Counseling skills

H. Introduction to the Setting Approach to Health

- 1) Setting approaches in health promotion
- 2) Settings involved in the Health Promoting Communities program
- 3) Concepts involved in the development of the settings program

I. Investigating Health Promotion

- 1) Health information and its role in Health Promotion
- 2) Classification of information about health
- 3) Evidence in health information
- 4) Data calculation and analysis
- 5) Data presentation
- 6) The planning intervention process

J. Evaluating Health Promotion

- 1) Concept of Evaluation
- 2) Types of evaluation and their application
- 3) Tools for evaluation
- 4) Criteria for evaluation

III. TEXTBOOK

Katz J., Peberdy A., Douglas J. (2001) Promoting Health: Knowledge and Practice, 2nd Edition or most recent edition. Palgrave Macmillan. (ISBN-13: 978-0333949306)

IV. REFERENCE MATERIALS

1. Bracht N. (1999) Health Promotion at the Community Level – New Advances, 2nd Edition or most recent edition. Sage Publications. (ISBN-13: 978-0761913047)

2. Pine CM., Harris R. (2007) Community Oral Health, 1st Edition or most recent edition. Quintessence Publishing. (ISBN-13: 978-1850971627)
3. Declaration of Alma Ata
4. Ottawa Charter
5. Adelaide Recommendations
6. Sundsvall Statement
7. Yanuca Island Declaration
8. Rarotonga Agreement

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.

VII. METHODS OF INSTRUCTION

1. Lectures: in-class lectures, followed by group discussions and activities relevant to the topics presented.
2. Group presentations: students' presentations on selected readings and group discussion/ activities.

VIII. EVALUATION:

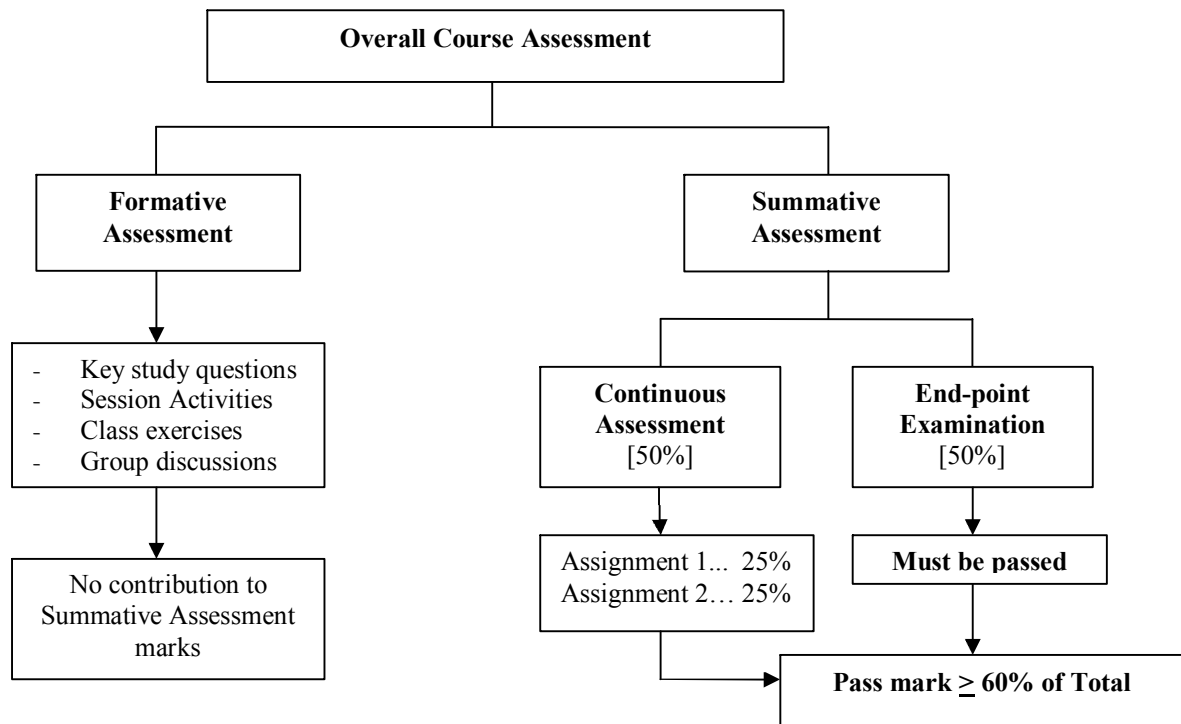
A. Grading scheme: there are two components: Formative and Summative Assessment.

☐ **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 (50%):** comprises 2 Assignments, each contributes 25% to the total course summative assessment.
2. **Final Exam (50%):** 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.