

Course title:	
Neptun code:	
Type (core, specialization, optional, dissertation, other):	
Lecture/ Seminar (practical); hours per week:	
Name and position of lecturer:	
Contact of lecturer:	
Prerequisite course(s):	
Language of the course:	
Suggested semester: autumn /spring, 1-6	
Number of credits:	
Requirements (exam/practical mark/signature/report, essay):	
Course objectives (50-100 words):	The aim modern implem concept promoti
Course structure:	
	Week
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	Week
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Required readings:	1. Cottrell Health Psychology 2. Clark, R. & Bartlett 3. Snell 4. Ewles
Recommended readings:	Modest Concepts

Evaluation method:

Condition

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Testing,

Student
grade o

Course Description
Health promotion and health education
core
lecture and seminar practical;1+1
English
spring, IV. semester
3
practical mark
<p>of the course is for the students to get to know the approach, theoretical background, and methodology of health promotion, and to become capable of active participation in health promotion programs and practical implementation. The students should get to know the concept of health, the factors that determine health, the goals of health education, its goals, areas, methods, and tools. The aim of the course is to increase the health promotion competence of the students participating in the training.</p>
Topic
Lecture:
The concept of health. Interpretation of health, health concepts, individual factors.
Dimensions of health, health models.
The factors determining health. Socio-economic factors, lifestyle factors, impact on health.
Goals and real values in health promotion, philosophical approach.
Development of health development, conceptual system, basic documents (Alma-Ata Declaration, Ottawa Charter, Jakarta Declaration, Health for All).
Institutions and representatives of health promotion.
Health promotion activities: State health policy. Steps to create a favorable environment. Reorganization of health services.
Development of individual skills and abilities. This is a fundamental question of health education. The concept, goals, tasks and general requirements of health education.
Community health development. The concept of community in health promotion. Basic principles of community-based health promotion work. Presentation of sample community health development programs (e.g. North Karelia Project).
Community health development program, project cycle, general and specific goals of projects.
Steps of community health development program planning.
Theoretical background of the individual health plan.Steps and importance of preparing an individual health plan.
Methodology of individual health counseling.
Seminar practical:
The concept of health and health determinants I. During the exercise, students will be asked what it means to be "healthy" according to the group (at community level) and for themselves (on an individual level). To do this, a practical task will be carried out individually, which will be evaluated in groups.
The concept of health and health determinants II. We define the dimensions of health through a practical task that leads students to an understanding of the concept of holistic health. We review the characteristics of each of the most frequently referenced health models by performing a practical task. Then we will jointly determine the health determinants.

Credible sources of information on health promotion practice. Perform a practical task to sensitize the student's access to national and international databases and websites that he or she can collect and read in the course of his later work on health promotion. Purpose: to learn how to judge the authenticity of the materials you read in the field of health promotion work (Computer practice: databases, review of websites, evaluation of articles).
Evaluation and use of health promoting substances I. In the exercise, we summarise the main types of the most common educational and educational aids used in health promotion, revealing their advantages and limitations by individual and population target groups. We review the criteria for producing effective presentations, written material, good health promotion presentations. Purpose: to learn how to judge the authenticity of printed materials in the field of health promotion work.
Evaluation and use of health promoting substances II. Critical reading aspects in health promotion. Individual and group processing of tasks related to the readability of texts, comprehensible spelling, and visual representation of statistical data.
Making health products I. In the exercise, students learn the essence of the making of poster, poster material and their practical use.
Making health products II. In the exercise, students learn the essence of the making of poster, poster material and their practical use.
Successful/effective health(s) communication I. During the exercise, students learn the characteristics of effective communication. We review the results of the current and most recent health communication survey, interpret and evaluate them as a group task. We collect the characteristics of effective health communication.
Successful/effective health(s) communication II. During the exercise, students learn the characteristics of effective communication. We review the results of the current and most recent health communication survey, interpret and evaluate them as a group task. We collect the characteristics of effective health communication.
Individual health assessment studies. Learn about standard questionnaires and how to use them. Practical implementation of health advice based on case descriptions I.
Individual health assessment studies. Learn about standard questionnaires and how to use them. Practical implementation of health advice based on case descriptions II.
Accountability, presentation, evaluation and correction of the 10-minute lecture and poster made by the students I.
Accountability, presentation, evaluation and correction of the 10-minute lecture and poster made by the students II.
<p>ell, Randall R., Girvan, James T., McKenzie, James F., Seabert, Denise (2017). Principles and Foundations of Promotion and Education. Pearson, ISBN-13: 978-0134517650.</p> <p>, Carlyne Chamber, Paraska, K. Karen (2012): Health promotion for nurses. A practical guide. Jones & Learning, ISBN-13: 978-1449686673.</p> <p>ing, A.M.: Introduction to Health Promotion. 1st edition. Jossey-Bass, 2014. ISBN: 1-1184-5529-0.</p> <p>s & Simnett's Promoting Health: a Practical Guide, 7e Paperback, 2017.</p>
<p>e, N., Tamayose, T., Marshak. H.H.: Dictionary of Public Health Promotion and Education: Terms and ts. 2nd edition. Jossey-Bass, 2004. ISBN: 0-7879-6919-2.</p>

ons for obtaining a signature:

participation in exercises. Create a health plan and poster for the pre-selected topic in teamwork. Also hold a
ate health promotion session on the selected topic, in teamwork. The condition for signing is continuation,
articipation in practical work, and completion of exercises.

, evaluation:

s write an online test from the theoretical part in the e-learning system. The practical grade is given by the
f the online test and the average of the grade given for the practical work.