

Subject program „8RT18/TP Planning of Health Promotion”

Year: 2020/2021

Status: Draft

Subject language Estonian
Creditpoints 5 ECTS
Grading method Distinctive (letters)
Academicians

General

Subject objective To acquire strategic planning skills in health promotion.

Learning outcomes

1. Plans health promoting activities and implements the evaluation of the results and the process.
2. Creates a plan of health promoting project/program/development plan.

| Learning outcomes | |
|-------------------------|--|
| 1.Outcome | Plans health promoting activities and implements the process and evaluation of the results. |
| grade „Sufficient(E)” | The student participates in a six-staged process of planning but does not contribute equally with other students in several stages. The student does not participate in the assessment of another group’s presentation, does not ask questions, does not have any comments on the contents nor on the form of the intervention. |
| grade „Satisfactory(D)” | The student participates in a six-staged process of planning but does not contribute equally with other students in one of the stages. The student does not participate in the assessment of another group’s presentation, does not ask questions, does not have any comments on the contents nor on the form of the intervention. |
| grade „Good(C)” | The student participates in a six-staged process of planning and in the assessment of another group’s presentation by asking questions and commenting the contents and form of the intervention. |
| grade „Very good(B)” | The student actively participates in a six-staged process of planning and in assessment of another group’s presentation by asking questions and commenting the contents and form of the intervention. |
| grade „Excellent(A)” | The student is very active and dedicated when participates in a six-staged process of planning and assessing of the presentation of another group by asking questions and commenting the contents and form of the intervention. |

| Learning outcomes | |
|--------------------------------|--|
| 2.Outcome | Creates a plan of health promoting project/program/development plan. |
| grade „Sufficient(E)” | The student compiles the intervention plan according to the stated requirements but there are several deficiencies in it. The student is able to reason their choices and answer the questions poorly. |
| grade „Satisfactory(D)” | The student compiles the intervention plan according to the stated requirements but there are several minor deficiencies in it. The student is able to reason their choices and answer the questions in a satisfactory manner. |
| grade „Good(C)” | The student compiles the intervention plan according to the stated requirements but there are minor deficiencies in it. The student is able to reason their choices and answer the questions well. |
| grade „Very good(B)” | The student compiles the intervention plan according to the stated requirements and is able to reason their choices and answer the questions very well. |
| grade „Excellent(A)” | The student compiles the intervention plan according to the stated requirements and is able to reason their choices and answer the questions in an excellent way. |

Subject program parts

default

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|-----------------|------------------------|
| Changer confirm | Nele Kunder 01.04.2019 |
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Study in different study forms

| Study form | Lecture | Excerice | Seminar | Practice | Homework | Internet study | Out of office | Practical training |
|-----------------|---------|----------|---------|----------|----------|----------------|---------------|--------------------|
| All study forms | | | 60.0 | | 70.0 | | | |

General description

The subject is a part of the module “Applied Health Promotion”, and is compulsory.

The prerequisite courses are “Sociology and Health Promotion”, “Basics of Planning of Health Promotion”, “Strategies and Methods”.

Within the subject “Strategies and Methods” the students participate in developing health and wellbeing profile, and activity plan of a county and/or local authority. Within the current subject work is continued in a certain locality and the intervention based on needs and evidence is developed in accordance to the activity plan.

Forms of studying

Within the subject, process of planning is studied on an example of Intervention Mapping approach. Approach Intervention Mapping is introduced in the introductory part, and one of the existing programmes is worked through step-by-step. Next, the students develop in two groups in six stages the health promotion programme/intervention - assessing needs, expected results, methods and applications, bringing together the applications into a programme, adopting the programme and implementation, assessing the programme. After every stage the material is overviewed with both groups and the lecturers and if necessary, improvements and corrections are added. Finally the students summarise the process in a given form and present their intervention. The whole process is assessed by the lecturer with the students.

Teaching methods

Developing the intervention, discussions, mini-studies, presentations, giving feedback to colleagues presentations, self-analysis and reflexion.

Content and method for independent study

1. Working through literature, seminar materials and existing programme.
2. Solving tasks necessary for the development of the programme/intervention according to the division of responsibility fields in a group - looking for literature, describing the context, forming goals, compiling matrixes, preparing selling speech etc.
3. Compiling the intervention plan and the presentation.

Required reading (K)

Seminar materials

Bartholomew Eldredge, L. K., Markham, C. M., Ruiters, R. A. C., Fernandez, M. E., Kok, G., Parcel, G. S. (2016) *Planning Health Promotion Programs: An Intervention Mapping Approach*. (4th ed.). San Francisco: Jossey-Bass.

Dalum, P., Schaalma, H., Kok, G. (2011). The development of an adolescent smoking cessation intervention—an Intervention Mapping approach to planning. *Health Education Research*.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3258281/pdf/cyr044.pdf>

Garba, R. M., Gadanya, M. A. (2017). The role of intervention mapping in designing disease prevention interventions: A systematic review of the literature. *PLoS One*.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5373531/pdf/pone.0174438.pdf>

Recommended reading (T)

McKenzie, J.F., Neiger, B.L., Thackeray, R. (2009). *Planning, Implementing, and Evaluating Health Promotion Programs: A Primer* (5th ed.). San Francisco: Benjamin Cummings.

Methods of assessment

Achieving first learning outcome is assessed on the bases on developing intervention process (participation in seminars, active participation, solving independent tasks). Forms 60% (30 points) of the final grade.

Achieving second learning outcome is assessed based on an intervention plan and the presentation. It forms 40% (20 points) of the final grade.

Mark of the subject's final grade is formed based on total sum of the points as follows:

A 46–50

B 41–45

C 36–40

D 31–35

E 26–30

Additional information

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Subject program

| Nr | Activity | Hours | Literature | Academicians |
|----|---|-------|---|--------------|
| 1. | Sissejuhatus. Intervention Mapping lähenemisega tutvumine ühe programmi näitel. / Introduction. Getting acquainted with Intervention Mapping approach on an example of an existing programme. | 18 | vt kohustuslik ja täiendav kirjandus, materjalid Padlet keskkonnas / look at required and additional reading, materials in Padlet environment. | |
| 2. | Programmi ülesehitamine: Samm 1. Vajaduste analüüs/probleemipüstitus. / Programme development: Stage 1. Analysis of needs/problem definition. | 6 | vt kohustuslik ja täiendav kirjandus, materjalid Padlet keskkonnas. / look at required and additional reading, materials in Padlet environment. | |
| 3. | Samm 2. Sekkumisprogrammide eesmärkide seadmine. / Stage 2. Setting goals for the intervention programme. | 6 | vt kohustuslik ja täiendav kirjandus, materjalid Padlet keskkonnas. / look at required and additional reading, materials in Padlet environment. | |

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| 4. | Samm 3. Teooriad, meetodid ja rakendused. / Stage 3. Theories, methods and applications. | 6 | vt kohustuslik ja täiendav kirjandus, materjalid Padlet keskkonnas. / look at required and additional reading, materials in Padlet environment. | |
| 5. | Samm 4. Programmi kujundamine. / Stage 4. Programme design. | 6 | vt kohustuslik ja täiendav kirjandus, materjalid Padlet keskkonnas. / look at required and additional reading, materials in Padlet environment. | |
| 6. | Samm 5. Programmi elluviimisprotsessi kujundamine. / Stage 5. Developing the programme implementation process. | 6 | vt kohustuslik ja täiendav kirjandus, materjalid Padlet keskkonnas. / look at required and additional reading, materials in Padlet environment. | |
| 7. | Samm 6. Programmi hindamine. / Stage 6. Assessing the programme. | 6 | vt kohustuslik ja täiendav kirjandus, materjalid Padlet keskkonnas. / look at required and additional reading, materials in Padlet environment. | |
| 8. | Esitlused. Arutelu ja tagasiside. Kokkuvõtted. / Presentations. Discussion and feedback. Summaries. | 6 | vt kohustuslik ja täiendav kirjandus, materjalid Padlet keskkonnas. / look at required and additional reading, materials in Padlet environment. | |