



The Hebrew University of Jerusalem

Syllabus

Intro to Health Promotion & Health Behavior - 95144

Last update 02-10-2019

HU Credits: 3

Degree/Cycle: 2nd degree (Master)

Responsible Department: Public Health - International Prog.

Academic year: 0

Semester: 1st Semester

Teaching Languages: English

Campus: Ein Karem

Course/Module Coordinator: Gina Leib

Coordinator Email: gina@leib.net

Coordinator Office Hours: By arrangement with Coordinator

Teaching Staff:

Ms. Gina Leib

Course/Module description:

An introductory course in Health Promotion and Health Behaviour

Course/Module aims:

- *To familiarize the students with the basic terminology of health, health education and health promotion.*
- *To familiarize the students with the conceptual differences between health promotion and health education.*
- *To facilitate knowledge about health promotion principles and practice around the world.*
- *To facilitate a common understanding about how health promotion is constructed, maintained and reinforced.*
- *To facilitate knowledge and awareness of the determinants of health and their connection to health and health behavior of the individual, groups and communities and the complexities involved in effecting health behavior change.*
- *To facilitate knowledge of commonly used models and theories which predict, explain and form behavior.*
- *To facilitate an understanding of the processes involved in planning, implementing and evaluating a health promotion program.*
- *To facilitate the planning of a small scale health promotion program for changing individual or group health behavior in one's own communities.*

Learning outcomes - On successful completion of this module, students should be able to:

- *To understand the basic terminology of health, health education and health promotion.*
- *To be familiar with the conceptual differences between health promotion and health education.*
- *To have gained knowledge about health promotion principles and practice around the world.*

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- To have developed a common understanding about how health promotion is constructed, maintained and reinforced.
 - To be aware of the determinants of health and their connection to health and health behavior of the individual, groups and communities and the complexities involved in effecting health behavior change.
 - To have a basic knowledge of commonly used models and theories which predict, explain and form behavior.
 - To have gained an understanding of the processes involved in planning, implementing and evaluating a health promotion program.
 - To have planned a small scale health promotion programme for changing individual or group health behavior in one's own communities.

Attendance requirements(%):
80%

Teaching arrangement and method of instruction: Lectures, Discussions, Group Work, Group Presentations, Multimedia

Course/Module Content:

Introduction: Health, Health Education and Health Promotion History of Health Education and Health Promotion, Definitions and Charters of Health
Models of Health Promotion Determinants of health
5 action areas
HP around the world
Ecological approach

HP for individuals, groups and communities

General and cultural factors affecting HB Ones own health behaviour
Developing personal skills – behaviour change models SLT, HBM, HLOC

Transtheoretical Model – individual, group and community
Planning Models : Precede-Proceed and Intervention Mapping
Practical HB theory

What is a Community? Definitions/ Levels of participation/ Models

Community Development and Community Building

Health Promotion Settings

Required Reading:

1. WHO Health Promotion Glossary: new terms
Smith BJ, Tang KC, Nutbeam D Health Promotion International
2006 Dec;21(4):340-5.
<http://heapro.oxfordjournals.org/content/21/4/340.full.pdf+html>
2. Health literacy as a public health goal: a challenge for contemporary health education and communication strategies into the 21st century.
Nutbeam D. Health Promotion International Vol.15, No.3 2000 pp 259-267`
3. The Health Belief Model Can Guide Modern Contraceptive Behavior Research and Practice
Stidham Hall K. J Midwifery Womens' Health 2012;57:74-81
<http://onlinelibrary.wiley.com/doi/10.1111/j.1542-2011.2011.00110.x/pdf>
4. In Search of How People Change
Prochaska J.O, DiClemente C.C, Norcross J.C
American Psychologist Vol. 47, No. 9, Sept 1992
5. What is a Planning Model? An introduction to PRECEED-PROCEED
Crosby R, Noar SM, J Public Health Dentistry 2011 Vol 71, suppl S7-S15
<http://onlinelibrary.wiley.com/doi/10.1111/j.1752-7325.2011.00235.x/pdf>
6. Using Intervention Mapping to Develop a Breast and Cervical Cancer Screening Program for Hispanic Farmworkers: Cultivando La Salud
Fernández ME, Gonzales A, Tortolero-Luna G, Partida S, Bartholomew LK.
Health Promotion Practice, Vol. 6, No. 4, 394-404 (2005)

Additional Reading Material:

1. Ottawa Charter for Health Promotion
Abstract from First International conference on Health Promotion
WHO, Geneva 1986 http://www.who.int/hpr/NPH/docs/ottawa_charter_hp.pdf
2. Health Promotion Glossary WHO 1998
http://www.who.int/hpr/NPH/docs/hp_glossary_en.pdf (25 pages)
3. Theory at a Glance U.S National Cancer Institute 2005
<http://www.cancer.gov/PDF/481f5d53-63df-41bc-bfaf-5aa48ee1da4d/TAAG3.pdf> (52 pages)
4. Health Behavior: Theory, Research, and Practice Glanz K, Rimer BK, Viswanath K (eds) (2015). Jossey- Bass. 5th edition

Course/Module evaluation:

End of year written/oral examination 60 %

Presentation 0 %

Participation in Tutorials 0 %

Project work 0 %

Assignments 30 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 10 %

Preparation/Participation in Class

Additional information:

None