



INSTITUTO DE HIGIENE E
MEDICINA TROPICAL
DESDE 1902

HEALTH PROMOTION

CU characterization:

CU name:

Health Promotion

Scientific area acronym:

SC

Duration:

Semiannual

Working hours:

140

Contact hours:

40

ECTS:

5

Observations:

N/A

Teacher in charge and respective teaching load in the CU:

Tiago Correia – 52.5 hours

Other teachers and respective teaching load in the CU:

N/A

Intended learning outcomes (knowledge, skills and competences to be developed by the students):

By attending this CU, students are expected to:

1. Describe the concept of Health Promotion, including different theoretical perspectives and developments;
2. Consider the main debates in health promotion, including ethical issues and different approaches;
3. Understand the complexity and the dynamic nature of the processes of health promotion and relate them to its theoretical principles and practical rules;
4. Explain the concepts underpinning programs in Health Promotion, and how they shape practices, interventions and technologies throughout the execution of programs;



HEALTH PROMOTION

Intended learning outcomes (knowledge, skills and competences to be developed by the students): (continuation)

5. Critically analyze the multiple and interrelated determinants of health and the interconnections with health inequalities, as well as their implications for health promotion policies and practices at different levels (local, national and international);
6. Describe the different stages of planning of health promotion programs;
7. Critically evaluate different health promotion strategies.

Syllabus:

- I. General framework of the theoretical and conceptual evolution of Health Promotion: Perspectives, principles and conceptual models
- II. Models for understanding the health of populations: Determinants of health and health inequalities
- III. Promotion of health in different populations, including throughout life: models of behavior change focused on individuals, communities, organizations and systems
- IV. Strategies for research and intervention in Health Promotion: conceptual and methodological aspects
- V. Planning and evaluation of Health Promotion projects – approaches and models. Health Promotion approaches and intervention strategies in different levels (local, national and international) and different contexts (e.g. schools, health organizations)

Teaching methodologies (including assessment):

This curricular unit uses different teaching-learning methodologies, both in-class and through the students' independent work. In-class activities include theoretical and theoretical-practical lectures, discussions and debates. Students' independent work consists of reading scientific literature to follow up the in-class activities and prepare the group work on the analysis of practical case studies. The teacher's tutorial supervision complements the learning process whenever students request it.

The assessment consists of a group work to critically analyze a selected health promotion intervention. The group work is subject to continuous assessment to monitor work progression and to summative assessment through an oral presentation and the delivery of a final report.



HEALTH PROMOTION

References for consultation / mandatory existence:

- Barry MM, Battel-Kirk B, Dempsey C (2012). The CompHP Core Competencies Framework for Health Promotion in Europe. *Health Education & Behavior*, 39(6), 648–662
- Bergeron K, Abdi S, DeCorby K, Mensah G, Rempel B, Manson H (2017). Theories, models and frameworks used in capacity building interventions relevant to public health: a systematic review. *BMC public health*, 17(1), 914
- Fernandez ME, ten Hoor GA, van Lieshout S, Rodriguez SA, Beidas RS, Parcel G, Ruiters RAC, Markham CM, Kok G (2019). Implementation Mapping: Using Intervention Mapping to Develop Implementation Strategies. *Frontiers in Public Health*, 7;2019
- Flaman LM, Plotnikoff RC, Nykiforuk CIJ, Raine K (2011). Mechanisms for Understanding the Facilitators and Barriers to Capacity Building for Chronic Disease Prevention Activities: An Illustration. *Health Promotion Practice*, 12(6), 858–866
- Garman S (2005). The Social Context of Health Promotion in a Globalising World. In Scriven A, Garman S (eds.). *Promoting Health: global perspectives*. Hampshire: Palgrave MacMillan: 58-72
- Hubley J (2005). “Promoting Health in low and middle income countries: achievements and Challenges. In Scriven A, Garman S (eds). *Promoting Health: global perspectives*. Hampshire: Palgrave MacMillan: 147-166
- Nutbeam D (2000). Health literacy as a public health goal: a challenge for contemporary health education and communication strategies into the 21st century. *Health Promotion International*, 15(3): 259-267
- Robinson KL, Driedger MS, Elliott SJ, Eyles J (2006). Understanding Facilitators of and Barriers to Health Promotion Practice. *Health Promotion Practice*, 7(4), 467–476