

# Course-description 2007/2008

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Sub-department  
Communication Science  
Hollandseweg 1  
6706 KN Wageningen

## Advances in health promotion

<b>Course-code:</b>	CIS 36806
<b>ECTS:</b>	6
<b>Lecturer(s):</b>	Dr. Maria A. Koelen, room 4058 Dr. Lenneke Vaandrager, room 2055
<b>Secretariat:</b>	Sjoukje Atema and Mirjam Cevat Room 4052, tel. 484310
<b>Period:</b>	1
<b>Place and time:</b>	Wednesday and Friday, 13.30-15.15, Room C66, De Leeuwenborch, Building 201
<b>Exam date</b>	No additional examination



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## **Contents and aims**

The field of health promotion has facilitated the development of new approaches towards improving the health of individuals and communities that go beyond approaches such as disease prevention and population health. Some of the distinguishing features include: a holistic view on health, a focus on determinants of health (biology, social and physical environments, lifestyles, health services), and the use of multiple strategies to promote the health of individuals and communities. In this course we discuss four action areas for HP: developing skills for health, strengthen community action, create supportive environments, and building healthy public policies. In each of these areas the role of the three key health promotion strategies: enable, mediate and advocate is illustrated. Specific attention will be paid to capacity building; building partnerships and alliances; and to policies, regulation and legislation for the promotion of public health. Based on practical examples, factors contributing to success or failure of health promotion are discussed, as well as their implications for theory, research and practice.

## **Aims**

At the end of this course students will be able to:

- distinguish health promotion from related concepts, such as disease prevention and population health;
- apply theories for health promotion at an individual, community and societal level;
- describe the meaning and importance of the action areas of health promotion;
- apply the key features and values that shape health promotion research and practice;
- identify different health promotion strategies and select appropriate (mix) of strategies.

## **Activities**

The course consists of lectures, literature study, discussion groups and writing a project proposal in tutor groups. During the lectures the important concepts are explained, discussed and illustrated with practical examples. Students each week have to write a critical reflection on the literature belonging to these lectures. Lectures and literature study encompass 80 hours. In addition, students work in small tutor groups to develop a health promotion project proposal, focusing on the action areas and key strategies for health promotion. Each group will have a tutor for supervision. The group work consists of 88 hours.

## **Examination**

The final mark for this course is based on:

- six individually written critical reflection papers on the obliged literature which contributes 1/2 of the final mark;
- the group project which contributes 1/2 of the final mark.

## **Literature**

Literature related to the lectures is provided in a reader which is available at the secretary of COM, one week before the course starts. For the group work participants have to search additional literature.

## Programme

<b>Part 1: The health promotion context</b>	
05-09	<i>Perspectives on health:</i> In the health sector three dominant models of health can be distinguished: the bio-medical model, the behavioural model, and the socio-environmental model. We discuss how these models influenced the development of health promotion in relation to disease prevention.
07-09	<i>Basic strategies for health promotion:</i> Enabling, mediating and advocacy are widely accepted as the fundamental strategies for effective health promotion. We discuss the meaning of these concepts for health promotion practice and research.
<b>Part two: Health promotion action areas</b>	
12-09	<i>Developing skills at individual, organisational and community level:</i> Skills refer to the abilities of individuals, organisations and communities to influence the determinants of health. At the individual level, skills refer to health literacy and empowerment. At organisational and community level it refers to building partnerships, strategic planning and leadership. We discuss how capacities at the different levels are inter-related and where and how such capacity can be build.
14-09	
19-09	<i>Strengthening community action:</i> Community action refers to collective efforts by communities to increasing community control over the determinants of health. Key concepts are citizen participation and intersectoral work. We discuss factors contributing to success or failure of community action, and how to deal with these factors.
21-09	
26-09	<i>Create supportive environments for health:</i> Supportive environments refer to the physical, social, economic and political aspects of the places where people live, work and play (e.g. their home, the local community, workplace, school) and of the health system. The main aim is to make the environments health enhancing. We discuss ways to identify and prioritise environmental 'interventions' to create supportive environments.
28-09	
03-10	<i>Building healthy public policies:</i> Policy refers to the objectives and rules that guide the activities of governments, organisations and other institutions at (inter)national, regional and local level. Healthy public policy is characterised by an explicit concern for health and equity, and it defines priorities for action in response to health needs, available resources, and political pressures. We will discuss characteristics of effective policies and ways to identify stakeholders for policy development, - implementation and - evaluation.
05-10	
<b>Part three: Research</b>	
10-10	Presentation of group projects
12-10	It is generally accepted that working on the health promotion action areas is promising for the promotion of health, but how to prove that our efforts are worthwhile? Health promotion programmes often are complex: they focus on multiple factors, and aim at multiple outcomes at multiple levels. Moreover, health promotion research functions not only as a tool to <i>measure</i> change and innovation, but also as a tool to <i>facilitate</i> these outcomes. In this final lecture we will discuss how research contributes to practice, science, and the development of a theoretical basis for health promotion.