



FACULTY OF HEALTH SCIENCES AND SPORTS
BACHELOR OF SCIENCE IN BIOMEDICAL TECHNOLOGY (MEDICAL LABORATORY TECHNOLOGY)
LEARNING MODULE OUTLINE

Academic Year	2024/2025	Semester	2
Module Code	BSHE3102		
Learning Module	Health Education and Promotion		
Pre-requisite(s)	Nil		
Medium of Instruction	Chinese / English		
Credits	3	Contact Hours	45hrs
Instructor	Dr Mio K. W. Ruth	Email	kwmio@mpu.edu.mo
Office	MPU Taipa Campus, Student Dormitory (Bk. 3) GF008	Office Phone	88936942

MODULE DESCRIPTION 學科單元/科目概述

This subject enables students to understand the roles, responsibilities and scopes of health promotion and health education. To apply the concepts of health education and promotion in the professional practice. This course has 33-hour lecturers, 12-hour practice sessions, and 45 teaching hours in total.

MODULE INTENDED LEARNING OUTCOMES (ILOS) 學科單元/科目預期學習成效

On completion of this learning module, students will be able to:

M1.	Gain an understanding of concepts and strategies of health education and promotion.
M2.	Explain the models to promote health behaviours among individual, family, group, community.
M3.	Identify the factors that impact health behaviours and develop a health promotion plan of a community.
M4.	Access, plan, implement and evaluate health education and promotion approaches and actions in community.
M5.	Design projects of health education and promotion and evaluate the effectiveness of interventions.



These ILOs aims to enable students to attain the following Programme Intended Learning Outcomes (PILOs):

The PILOs are aligned with the Dublin descriptors, including knowledge and understanding, acquisition, application, critical judgment, communication skills, and learning skills/ability.

PILOs	M1	M2	M3	M4	M5
P1. Demonstrate understanding of a range of subjects, fields, principles and approaches relevant to medical laboratory technology	√	√			
P2. Demonstrate understanding of theories, analytical approaches and the effective communication skills to practice the health education.	√				
P3. Apply professional knowledge and skills to analyse, interpret and solve problems, challenges and risks in action plan (health education) practice.			√	√	
P4. Enable appraise integrated data ability and apply evidence-based practice.					√
P5. Apply research skills in collecting the community data to plan an effectiveness of health promotion intervention.				√	
P6. Demonstrate effective communication and teamwork skills .				√	
P7. Maintain professional knowledge and apply health care issues.			√		
P8. Demonstrate a critical judgment and apply the principles of evidence-based practice to health education.				√	

MODULE SCHEDULE, COVERAGE AND STUDY LOAD

Week	Content Coverage	Contact Hours
1	Introduction to the subject Basic concepts of health education and promotion Health related behavior	4
2	Psychology of Health Communication and mass media Health measurement and health indices	4
3	Project design of health promotion: Needs Assessment Project design of health promotion: Planning	4
4	Project design of health promotion: Implementation Project design of health promotion: Evaluation	4
5	Health promotion in different sectors of a community: hospital	3
6	Health promotion in different sectors of a community: school	3
7	Health promotion in different sectors of a community: occupational groups	3
8	Health promotion in different sectors of a community: elderly	3
9	Health promotion in different sectors of a community: substances misusers and smokers	3
10	Test	2



TEACHING AND LEARNING ACTIVITIES

In this learning module, students will work towards attaining the ILOs through the following teaching and learning activities:

Teaching and Learning Activities	M1	M2	M3	M4	M5	M6
T1. Investigation (Activity: Macao community)	√	√	√	√	√	√
T2. Health education (Activity: Macao community)		√	√	√	√	√
T3. Health promotion (Activity: Macao community)		√	√	√	√	√
T4. Test	√	√	√	√		
T5. Writing assignment			√	√	√	√

ATTENDANCE

Attendance requirements are governed by the Academic Regulations Governing Bachelor's Degree Programmes of the Macao Polytechnic University. Students who do not meet the attendance requirements for the learning module shall be awarded an 'F' grade.

ASSESSMENT

This learning module is graded on a 100-point scale, with 100 being the highest possible score and 50 being the passing score.

Any student from Faculty of Health Sciences and Sports (FCSD) scoring less than 35% of the total mark in the final examination will be given an "F" grade for the module even if the overall grade is 50% or higher.

In this learning module, students are required to complete the following assessment activities:

Assessment Activities	Weighting (%)	ILOs to be Assessed
A1. Health education activity	25	M2, M3, M4, M5, M6
A2. Health promotion activity	25	M2, M3, M4, M5, M6
A3. Test	25	M1, M2, M3, M4
A4. Assignment	25	M1, M2, M3, M4, M5, M6

The assessment will be conducted following the University's Assessment Strategy (see www.mpu.edu.mo/teaching_learning/en/assessment_strategy.php). Passing this learning module indicates that students will have attained the ILOs of this learning module and thus acquired its credits.



MARKING SCHEME (評分準則)

High grades will be awarded to work that demonstrates exceptional understanding and mastery of the subject matter and consistently exceeding expectations. The followings are the general assessment criteria for the assessment activities.

Assessment Activities	Assessment Criteria	Mark Ranges				
		88-100	73-87	58-72	50-57	<50
A1. Oral presentation (Group: Health education activity in community)	Clearly presents health education activity using media, health knowledge, and skills.	Excellent	Good/ Very Good	Satisfactory	Marginal Pass	Fail; not reaching marginal levels
A2. Oral presentation (Group: Health promotion activity in community)	Clearly presents health promotion activity using media, health knowledge, and skills.	Excellent	Good/ Very Good	Satisfactory	Marginal Pass	Fail; not reaching marginal levels
A3. Test (Individual)	Demonstrates the correct concepts and knowledge of health education and promotion.	Excellent	Good/ Very Good	Satisfactory	Marginal Pass	Fail; not reaching marginal levels
A4. Writing assignment (Group)	Demonstrates effective writing skills and health promotion knowledge to develop a health plan for community people.	Excellent	Good/ Very Good	Satisfactory	Marginal Pass	Fail; not reaching marginal levels

REQUIRED READINGS 書單

Reading materials, such as medical notes and articles, will be provided to the students by the instructors of this module.

REFERENCES

Textbook(s)

Cottrell, R. R., Seabert, D., Spear, C., & McKenzie, J. F. (2021). Principles of Health Education and Promotion. Jones & Bartlett Learning.

Reference book(s)

王秀紅等。(2020)。健康促進：理論與實務(第五版)。台北：華杏。

李蘭等。(2012)。健康促進：理論與實務。台北：巨流圖書公司。

陳雪芬等。(2019)。老人健康促進(第二版)。台北：華都文化出版社。



- 陳靜敏等譯。(2017)。健康促進－第一、二部- 健康生活的維持與促進(第三版)。台北：華騰文化。
(原文 Rebecca J. Donatelle. Health: The Basics, 11e)
- 陳銘樹等。(2024)。健康促進。台北：全華出版社。
- 張蓓貞。(2019)。健康促進理論與實務(第四版)。新北市：新文京出版社。
- 許雅雯。(2022)。健康促進(第三版)。新北市：新文京出版社。
- 葉至誠。(2015)。社區高齡健康促進。台北：秀威經典。
- 賴秀芬譯。(2010)。健康促進(第三版)。台灣：愛思唯爾。(原文 Naidoo, J. & Wills. J. (2009). Foundations for health promotion (3rd ed.). London: Elsevier.)
- 黃月桂等。(2021)。健康管理與健康促進(第二版)。台北：華都文化出版社。
- 黃璉華等。(2013)。學校衛生護理(第三版)。台北：華杏。
- Benes, S., & Alperin, H. (2021). The essentials of teaching health education: Curriculum, instruction, and assessment. Human Kinetics.
- Cottrell, R. R, Girvan, J. T., McKenzie, J. F., & Seabert, D. (2017). Principles and foundations of health promotion and education (7th ed.). Boston: Pearson College Div.
- Campbell, S. H. (2021). Lactation: A Foundational Strategy for Health Promotion: A Foundational Strategy for Health Promotion. Jones & Bartlett Learning.
- Corbin, J. H., Sanmartino, M., Hennessy, E. A., & Urke, H. B. (2021). Arts and Health Promotion: Tools and Bridges for Practice, Research, and Social Transformation (p. 367). Springer Nature.
- Cross, R., Foster, S., O'Neil, I., Rowlands, S., Warwick-Booth, L., & Woodall, J. (2020). Health promotion: global principles and practice. CABI.
- Edelman, C. L., Kudzma, E. C., Mandle, C. L. (2014). Health promotion throughout the lifespan (8th ed.). Vancouver: Mosby.
- Green, J., Tones, K., Cross, R., & Woodall, J. (2015). Health Promotion Planning & Strategies (3rd ed.). London: SAGE Publications Ltd.
- Green, L. W. & Kreuter, M. W. (2005). Health program planning: an educational and ecological approach (4th ed.). New York: McGraw-Hill.
- Haugan, G., & Eriksson, M. (2021). Health Promotion in Health Care—Vital Theories and Research (p. 380). Springer Nature.
- McKinnon, M. (Ed.). (2021). Health Promotion: A Practical Guide to Effective Communication. Cambridge University Press.
- Naidoo, J., & Wills, J. (2016). Foundations for Health Promotion-E-Book. Elsevier Health Sciences.
- Pender, N., Murdaugh, C., & Parsons, M.A. (2015). Health Promotion in nursing practice (7th ed.). New Jersey: Pearson.
- Rootman, I., Edwards, P., Levasseur, M., & Grunberg, F. (Eds.). (2021). Promoting the Health of Older Adults: The Canadian Experience. Canadian Scholars' Press.



Sharma, M. (2021). Theoretical foundations of health education and health promotion. Jones & Bartlett Learning.

Talbot, L., & Verrinder, G. (2017). Promoting health: the primary health care approach. Elsevier Health Sciences.

World Health Organization. (2021). Making every school a health-promoting school: country case studies.

Journal(s)

The American Journal of Health Promotion (AJHP)

Health Promotion Journal of Australia

Journal of Education and Health Promotion

Website(s) WHO <https://who.int>

STUDENT FEEDBACK

At the end of every semester, students are invited to provide feedback on the learning module and the teaching arrangement through questionnaires. Your feedback is valuable for instructors to enhance the module and its delivery for future students. The instructor and programme coordinators will consider all feedback and respond with actions formally in the annual programme review.

ACADEMIC INTEGRITY

The Macao Polytechnic University requires students to have full commitment to academic integrity when engaging in research and academic activities. Violations of academic integrity, which include but are not limited to plagiarism, collusion, fabrication or falsification, repeated use of assignments and cheating in examinations, are considered as serious academic offenses and may lead to disciplinary actions. Students should read the relevant regulations and guidelines in the Student Handbook which is distributed upon the admission into the University, a copy of which can also be found at www.mpu.edu.mo/student_handbook/.



Session	Date	Time	Topic	Teacher
1	10 Jan 2025 14:30-18:30	4 hours	- Introduction to the subject - Basic concepts of health education and promotion - Health related behaviour	Ruth MIO
2	17 Jan 2025 14:30-18:30	4 hours	- Psychology of Health - Communication and mass media - Health measurement and health indices	Ruth MIO
3	24 Jan 2025 14:30-18:30	4 hours	- Project design of health promotion: Needs Assessment - Project design of health promotion: Planning	Ruth MIO
4	14 Feb 2025 14:30-18:30	4 hours	- Project design of health promotion: Implementation - Project design of health promotion: Evaluation	Ruth MIO
5	21 Feb 2025 14:30-18:30	4 hours	-Health promotion in different sectors of a community (cont.): hospital & school	Ruth MIO
6	28 Feb 2025 14:30-18:30	4 hours	-Health promotion in different sectors of a community (cont.): school & occupational groups	Ruth MIO
7	7 Mar 2025 14:30-18:30	4 hours	-Health promotion in different sectors of a community (cont.): occupational groups & elderly	Ruth MIO
8	14 Mar 2025 14:30-17:30	3 hours	-Health promotion in different sectors of a community (cont.): substances misusers and smokers	Ruth MIO
9	21 Mar 2025 14:30-16:30	2 hours	- Test	Ruth MIO
10	28 Mar 2025 14:30-18:30	4 hours	-Investigation (Practice)	Ruth MIO
11	11 April 2025 14:30-18:30	4 hours	-Health Education (Practice)	Ruth MIO
12	25 April 2025 14:30-18:30	4 hours	-Health Promotion (Practice)	Ruth MIO