



**PEKING UNIVERSITY HEALTH SCIENCE CENTER-MACAO POLYTECHNIC UNIVERSITY NURSING ACADEMY**  
**BACHELOR OF SCIENCES IN NURSING**  
**LEARNING MODULE OUTLINE**

Academic Year	2023-2024	Semester	2
Module Code	NEAP3102		
Learning Module	Health Education and Promotion		
Pre-requisite(s)	Nil		
Medium of Instruction	Mandarin / English		
Credits	2	Contact Hours	30
Instructor	Sun Jing	Email	Sunjing99@bjmu.edu.cn
Office	407	Office Phone	86-010-02085239

**MODULE DESCRIPTION**

This subject introduces the principles and practice of promoting health of groups in the community. Students would learn the use of various health teaching strategies.

**MODULE INTENDED LEARNING OUTCOMES (ILOS)**

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

M1.	Describe the basic concepts of health education and promotion.
M2.	Demonstrate an overarching understanding the importance of health behaviour for health promotion and maintenance of individuals and groups.
M3.	Understanding the meaning and ways of doing health promotion and education in different sectors of a community
M4.	Apply the learned communication knowledge and skills in health promotion and health education practices
M5.	Design a project of health promotion and education



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

PILOs	M1	M2	M3	M4	M5
P1. Demonstrate an understanding of the holistic nature of the clients' health status involving individual, family, and community aspects.	✓	✓	✓		
P2. Demonstrate effective communication skills and the ability to establish and maintain a therapeutic relationship with clients.	✓	✓		✓	✓
P3. Demonstrate a mastery and an application of knowledge and skills for nursing practice, including biological sciences, social sciences and humanities, by making appropriate clinical reasoning and performing safe and therapeutic practice.	✓		✓		✓
P4. Demonstrate the ability to maintain legal and ethical standards of nursing practice.		✓			✓
P5. Demonstrate the ability to carry out relevant research and contribute to the health of the community.	✓	✓		✓	
P6. Work effectively and efficiently alone or in teams.			✓		✓
P7. Demonstrate the ability to identify and evaluate health care issues.				✓	✓
P8. Demonstrate a critical understanding and apply the principles of evidence-based practice to the delivery of nursing care.				✓	✓

#### MODULE SCHEDULE, COVERAGE AND STUDY LOAD

Week	Content Coverage	Contact Hours
1	Basic concepts of health education and promotion <i>Define the terms health, health education, health promotion, global health and wellness.</i> <i>Describe the current status of health education and promotion.</i> <i>List and explain the goals and objectives of health promotion.</i> <i>Identify the practice of health promotion.</i> <i>Introduce the subject of Health Education and Health Promotion.</i>	2
	Health-related Behaviour <i>Discuss the individual models to promote health behavior.</i> <i>Describe the human health behavior potential for change.</i> <i>Discuss the use of Health Promotion Models for behavior change.</i>	2
	Communication and Mass <i>Discuss the health promotion in groups and communication skills.</i> <i>Discuss the health promotion in groups and skills to present for audiences.</i> <i>Describe the methods of mass media in health promotion.</i> <i>Describe the advances in interactive technology to apply in health education and promotion.</i>	2



2	Health Measurement and Health Indices <i>Discuss the health measurement. Describe the health indices. Apply the health measurement and health indices in health education and promotion.</i>	2
	Psychology of Health <i>Explain the core dimensions upon which illness can be represented. Describe how the concept of socio-ecological approach applies to using theories. Explain the factors that influence delay in seeking healthcare advice for symptoms. Discuss the health promotion in the mental health.</i>	2
	Project Design of Health Promotion- I <i>Describe the key concepts of Health Promotion Program Planning, Implementation and Evaluation.</i>	2
3	Project Design of Health Promotion- II <i>Identify the principles of Health Promotion Program Planning, Implementation and Evaluation.</i>	2
	Health promotion in different sectors of a community: Hospital <i>Define the basic concepts of hospital health promotion. Describe the significance of hospital health education and promotion. Classify the health education in hospital. Describe the content of patient's education. Define the process of patient's education. Describe the prescription of health education.</i>	2
	Health promotion in different sectors of a community: School <i>Describe the concepts of school health promotion. Describe the development of health-promoting school in Macao. Classify the contents of health promotion in school.</i>	2
4	Health promotion in different sectors of a community: Occupation <i>Describe the concepts of occupational health promotion. Define the occupational population. Classify the occupational health. Discuss the occupational health promotion.</i>	2
	Health promotion in different sectors of a community: Elderly <i>Define the basic concepts of elderly. Describe the characteristics of the elderly. Describe the psycho-sociological health for the elderly. Describe the senior education and health education of the elderly. Describe social security of the elderly. Describe death education of the elderly. Describe hospice care in elderly.</i>	2
	Health promotion in different sectors of a community: Substance abuse and misuse <i>Describe the concepts of substances misuse and smoking. Describe the characteristics of substances misuse. Identify the vulnerable populations in substances misuse. Identify the problems related to substances misuse. Describe the process of changing smoking.</i>	2



	<i>Identify the health promotion strategies in three levels of prevention.</i>	
5	Health promotion and education proposal presentation <i>Design a proposal of health promotion and education. Present a proposal of health promotion and education. Mode of Practice: presentation and peer assessment. Practice Requirement: Each group choose a topic related to current health problem in Macau, focused to a specific population for health education.</i>	4
6	<i>Examination</i>	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
T1. Professor Lecture	✓	✓	✓	✓	
T2. Case study and problem solving				✓	✓
T3. Group discussion and presentation				✓	✓
T4. Written Exam	✓	✓	✓		

### 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

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

Assessment Activities	Weighting (%)	ILOs to be Assessed (M1,M2,M3,M4,M5,M6....)
A1. Examination	60%	M1, M2, M3,
A2. Group presentation Practice Time: 40 minutes / group	20%	M4, M5
A3. Group written report A project of health education and promotion to a particular social population and over 6,000 words	20%	M4, M5

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

The assessment will be conducted following the University's Assessment Strategy (see [www.mpu.edu.mo/teaching\\_learning/en/assessment\\_strategy.php](http://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

Assessment Activities	Assessment Criteria	Mark Ranges				
		88-100 High	73-87 Signification	58-72 Moderate	50-57 Basic	<50 Fail
A1. Examination	Demonstrate the ability to identify and apply appropriate concepts, methods and techniques	Excellent	Good/ Very Good	Satisfactory	Marginal Pass	Not reaching marginal levels
A2. Group Presentation	Demonstrate the understanding of the module covered in classes and show active learning attitude.	Excellent	Good/ Very Good	Satisfactory	Marginal Pass	Not reaching marginal levels
A3. Group Written Report	Demonstrate the ability to complete individual or group assignment, answer questions on the topics covered in the module.	Excellent	Good/ Very Good	Satisfactory	Marginal Pass	Not reaching marginal levels

### Group Presentation-**Assessment Criteria**

Assessment item	Score%
<b>Introduction</b>	<b>20</b>
—Topic: accuracy/appropriateness	( 5 )
—Theoretical Citation	( 5 )
—Brief introduction of content	( 5 )
—Objectives	( 5 )
<b>Health problems</b>	<b>33</b>
—Assessment	( 11 )
—Plan	( 11 )
—Evaluation	( 11 )
<b>Citations / References</b>	<b>10</b>
<b>Presentation skills</b>	<b>24</b>
--Sequence	( 3 )
--Fluent in expression	( 3 )
--Appropriate quantity	( 3 )
--Appropriate terms and speech	( 3 )
--Sound volume	( 3 )
--Control of time	( 3 )
--Interaction with participant	( 3 )
--Team work collaboration	( 3 )



<b>Conclusion</b>	<b>6</b>
<b>Suggestion</b>	<b>7</b>
<b>Total</b>	<b>100</b>
<b>Score of Group Presentation/Module score</b>	<b>20%</b>

### Group Written Report-**Assessment Criteria**

Assessment item	Score %
<b>Abstract</b>	<b>3</b>
<b>Introduction</b>	<b>3</b>
<b>Needs assessments</b>	<b>12</b>
<b>Identification of health problem</b>	<b>6</b>
<b>Aims</b>	<b>6</b>
- Goal	(3)
- Objectives	(3)
<b>Method</b>	<b>30</b>
- Target population	(5)
<b>Determine the conditions</b>	<b>(5)</b>
- Feasible schedule	(5)
- Implementation process	(10)
- Expected Barriers and alternative solutions	(5)
<b>Evaluation</b>	<b>12</b>
<b>Reasonable budget</b>	<b>8</b>
<b>Citations / References</b>	<b>5</b>
<b>Conclusion</b>	<b>5</b>
<b>Suggestions</b>	<b>5</b>
<b>Format</b>	<b>5</b>
<b>Total</b>	<b>100</b>
<b>Score of Group Written Report/Module score</b>	<b>20%</b>

### REQUIRED READINGS

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

### REFERENCES

黃敬亨 (2011) 健康教育學 (第五版)。上海：復旦大學出版社。

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., Mandel, 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.
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- Hagan, 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

## 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.



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## 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/](http://www.mpu.edu.mo/student_handbook/).