Syllabus Module 209

Module :	Minor Module 209 Minor B "Health promotion and health education"
UE coordinator	Coordinator Eric Breton PhD
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Dates	November 12 th to 15 rd 2019
Credits/ECTS	3 ETC
Duration	4 days of 6 hours face to face, and personal or group work
UE description	Defined in the Bangkok Charter (WHO, 2005) as "the process of enabling people to increase control over their health and its determinants, and thereby improve their health", health promotion is now considered as an essential component and core function of public health. But health promotion poses many difficulties one being the complexity of the social processes at play and the fact that it requires professionals to venture out of the traditional realm of actions that has characterised public health practice for the past 50 years. In this module, students will be introduced to the basic concepts and principles of health promotion and reflect on population strategies to improve health. The delivery mode of the module will be interactive leaving substantial time for group discussions and debates. Mornings
	will be for group discussions and lectures and afternoons for individual work sessions and short debriefing sessions on the state of advancement of a short essay on a problem chosen by the students.
	The module also features a half-day field trip to a public health organisation that provides an insight of the working of the French public health system.
Course learning objectives	At the end of the module, students will be able to: Describe the specificities of health promotion practice in the context of the general evolution of the public health domain; Identify and critically appraise the key principles and concepts of health promotion; Define the main building blocks and theories guiding the development of comprehensive health promotion programs and policies; Navigate around the main ethical issues associated with health promotion practice and research.
UE Structure (details of sessions title/speaker)	Guest lecturers • Speakers from Santé publique France (the National Public Health Agency)
Course requirement	Assignments: Students have to come to class prepared to discuss issues after reading the course material on the REAL facility
Grading and assessment	Students will be assessed through the following outputs:
	 3 commentaries on mandatory readings (45% of total score) Participation to 3 group discussions (15%); A group project synthesised in a 15-minute class presentation (10%); A short essay based on the group project (30%).
	The assessment guidelines and compulsory list of readings will be posted on REAL.
Location	EHESP – Avenue George Sand 93210 La Plaine St Denis Greater Paris
Readings	Breton, E. (2016). La Charte d'Ottawa : 30 ans sans plan d'action? Santé Publique, 28(6), 721–727.
	Antonovsky, 1996. The Salutogenic model as a theory to guide health promotion practice. Health Promotion International. 11,11-18.
	Durie, R., & Wyatt, K. (2013). Connecting communities and complexity: a case study in creating the conditions for transformational change. Critical Public Health, 23(2), 174–187.
	Mittelmark, M. B., Bull, T., & Bouwman, L. (2017). Emerging Ideas Relevant to the Salutogenic Model of Health. In M. B. Mittelmark, S. Sagy, M. Eriksson, G. F. Bauer, J. M. Pelikan, B. Lindström, & G. A. Espnes (Eds.), <i>The Handbook of Salutogenesis</i> (pp. 45–56).
	WHO. (1978). The Declaration of Alma-Ata: International Conference on Primary Health Care. Geneva: World Health Organization.
	WHO. (1986). First International Conference on Health Promotion. The Ottawa Charter on Health Promotion. Geneva: World Health Organization.
	WHO (2005). The Bangkok Charter for Health Promotion in a Globalized World. Geneva: World Health Organization.
	WHO. (2016). The Shanghai Declaration on Promoting Health in the 2030. Agenda for Sustainable Development. Final Draft. Geneva: World Health Organisation.