

Syllabus Module 209

Module :	Module 209 "Health promotion and health education"
UE coordinator	Coordinator Eric Breton PhD Eric.Breton@ehesp.fr
Dates	November 2 nd to 5 th 2021
Credits/ECTS	3 ECTS
Duration	4 days of 6 hours face to face, and personal or group work
UE description	<p>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.</p> <p>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.</p> <p>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.</p>
Course learning objectives	<p>At the end of the module, students will be able to:</p> <ul style="list-style-type: none"> • Describe the specificities of health promotion practice and policy 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.
Competences	<p>Competences :</p> <p>1.11 Knows and has intellectually incorporated the underlying concepts of the 10 EPHOs and understands their implications for their own organization, the partners and the public health system</p> <p>2.5 Fosters citizen empowerment and engagement within the community, developing capabilities that are valuable to actively participate in the development and decision-making of a healthy community</p> <p>2.8 Understands and addresses the upstream fundamental causes of health inequalities and downstream consequences (such as drug and alcohol abuse and smoking) in ensuring equitable access to health services</p> <p>3.4 Participates in implementing health and social policies and plans that help to guarantee the right to equitable and effective health care and policies enabling environments favourable to health</p> <p>3.5 Develops and implements strategies based on relevant evidence, legislation, emergency planning procedures, regulations and policies</p> <p>Teaching activities: Lectures, group discussions, field trip, group work</p> <p>Evaluation: Written commentaries and short essay</p>
UE Structure (details of sessions title/speaker)	<p>Guest lecturers</p> <ul style="list-style-type: none"> • Speakers from Santé publique France (the National Public Health Agency)
Course requirement	<u>Assignments:</u> Students have to come to class prepared to discuss issues after reading the course material on the REAL facility
Grading and assessment	<p>Students will be assessed through the following outputs:</p> <ul style="list-style-type: none"> • 3 commentaries on mandatory readings (60% of total score) • Participation to 3 group discussions (15%); • A group project synthesised in a short essay (25%). <p>The assessment guidelines and compulsory list of readings will be posted on REAL.</p>
Location	EHESP – Avenue George Sand 93210 La Plaine St Denis Greater Paris
Readings	<p>Breton, E. (2016). La Charte d'Ottawa : 30 ans sans plan d'action? <i>Santé Publique</i>, 28(6), 721–727.</p> <p>Antonovsky, 1996. The Salutogenic model as a theory to guide health promotion practice. <i>Health Promotion International</i>. 11,11-18.</p> <p>Durie, R., & Wyatt, K. (2013). Connecting communities and complexity: a case study in creating the conditions for</p>

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.), *The Handbook of Salutogenesis* (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.