

## Course module summary

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<b>Semester/Term</b>				
<b>Course Unit/Module Code:</b>				
<b>Course Unit/Module Name:</b>	Public Health Promotion and Communication			
<b>Credit Value:</b>	1			
<b>Core/Optional</b>	Core			
<b>Pre-requisites</b>	None			
<b>Hourly Breakdown</b>	Theory	Practical	Total Notional hours	Independent learning
	5	20	50	25
<b>Intended Learning Outcomes:</b>				
At the completion of this course student will be able to:				
<ul style="list-style-type: none"><li>➤ Explain key theoretical frameworks in public health promotion and communication.</li><li>➤ Implement culturally sensitive strategies to customize health promotion messages for diverse populations.</li><li>➤ Assess the impact of cultural considerations on message effectiveness and make informed adjustments.</li><li>➤ Utilize theoretical insights to formulate a comprehensive health promotion campaign plan.</li><li>➤ Develop a detailed campaign proposal incorporating theoretical elements into practical strategies.</li><li>➤ Develop criteria and skills to assess the effectiveness of public health promotion initiatives.</li><li>➤ Employ critical thinking skills to assess data and determine the effectiveness of implemented strategies.</li><li>➤ Apply practical skills in designing, executing, and evaluating public health promotion campaigns.</li><li>➤ Implement the step-by-step process of designing a health promotion campaign.</li><li>➤ Assess the execution of the campaign and use findings to refine and improve future initiatives.</li></ul>				
<b>Course Content:</b> (Main Units/Lessons and Subtopics)				
<b>Unit 1: Theoretical Frameworks of Public Health Promotion and Communication</b>				

- Definition of public health communication
- Capabilities and limitations of health communication
- Planning frameworks, theories, and models of change
- Health Communications Process
- Stage 1: Planning and Strategy Development
  - Importance of planning
  - Planning steps
  - Common myths and misconceptions
- Stages 2, 3, and 4: Developing, Pretesting, Implementing, and Assessing
  - Importance and steps in developing and pretesting concepts, messages, and materials
  - Planning for production, distribution, promotion, and process evaluation
  - Implementation: preparation, media relations, crisis management, monitoring, problem-solving, and maintaining partnerships
- Stage 4: Assessing effectiveness, revising the evaluation plan, conducting evaluation, and refining the program
- Public health communication research methods
- Types of communication research
- Research methods & pretesting

## **Unit 2: Culturally Informed Public Health Promotion and Communication**

- Culturally informed community health promotion model
- Culturally informed community assessment for health promotion
- Building cultural connections for health promotion and communication
- Initiating culturally informed strategies for health promotion and communication and prevention of neurodegenerative diseases (NDDs)
- Determinants analysis for culturally tailored health promotion and communication
- Culturally tailored planning and implementation of health activities
- Monitoring and evaluating culturally informed progress in public health

## **Unit 3: From Theory to Implementation: Applied Health Campaign Development**

- Workshop 1: Planning and Strategy Development
  - Understanding the health communication planning process and developing strategies tailored to NDDs in Sri Lanka.
- Workshop 2: Development and Pretesting of Concepts, Messages and Materials
  - Creating and testing communication materials designed to inform and educate on neurodegenerative diseases
- Workshop 3: Program Implementation
  - To prepare participants for the implementation of health communication programs in the community.
- Workshop 4: Assessing Effectiveness and Making Refinements.
  - Evaluating the impact of health communication strategies and methods to refine them for greater effectiveness.

**Teaching /Learning Methods:**

Better to use the blended approaches (since it is asked in the application as a %). Give the approaches in %.

Role plays, small group discussions , problem-based learning ,lecture ,video ,web based learning ,learning café

**Assessment Strategy:** (Details: quizzes %, mid-term %, end course unit %, end term/year % ,other % (specify); Theory (%), Practical (%), Thesis (%), Viva (%), Other (%)) (number of questions, type, time allocation and % marks to be given)

Marks allocated for the evaluation of continuous assessment shall be within 20-40% and end semester examinations shall be within 60%-80%.

**Written Assignment - 30%**

**Logbook based Viva – 30%**

**SEQ Paper (1 hour) – 40 %**

Formative Assessment (if necessary only)	Assessment	
	Continuous assessments 30%	End course assessment 70%

**Mandatory Reading**

eBook – Making Health Communication Programs Work – A Planner’s Guide. Department of Health and Human Services, National Institute of Health.

- Open Source Link: <https://www.cancer.gov/publications/health-communication/pink-book.pdf>

**Recommended Optional Additional Reading for Assignments**

(Books, E Books, Journals, Magazines, Web Based teaching material and sites):

- Schiavo, R. Health Communication; From Theory to Practice. [https://iums.ac.ir/files/hshe-soh/files/health\\_communication\\_book1\(1\).pdf](https://iums.ac.ir/files/hshe-soh/files/health_communication_book1(1).pdf)
- The health communicator’s social media toolkit [https://www.cdc.gov/healthcommunication/ToolsTemplates/SocialMediaToolkit\\_BM.pdf](https://www.cdc.gov/healthcommunication/ToolsTemplates/SocialMediaToolkit_BM.pdf)
- Key concepts of evaluation [https://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/tools/pdf/eval\\_planning.pdf](https://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/tools/pdf/eval_planning.pdf)
- Community health promotion [https://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/tools/pdf/media\\_accessguide.pdf](https://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/tools/pdf/media_accessguide.pdf)

- The importance of community-based communication for health and social change.  
<https://doi.org/10.1080/17538068.2016.1154755>
- Applying Theory in the Evaluation of Communication Campaigns  
[https://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/tools/pdf/apply\\_theory.pdf](https://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/tools/pdf/apply_theory.pdf)
- Communication toolkit  
<https://ruralhealth.und.edu/communication>
- Social Media Use for Health Purposes: Systematic Review  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8156131/>
- Promoting Dementia inclusive communities: A strategic communications toolkit  
<https://www.who.int/publications/i/item/9789290619314>
- Healthy Brain Initiative: State and Local Public Health Partnerships to Address Dementia  
<https://www.alz.org/media/Documents/healthy-brain-initiative-road-map-2018-2023.pdf>
- Healthy Brain Initiative: Road map for Indian country  
<https://www.alz.org/media/Documents/healthy-brain-initiative-road-map-for-indian-country.pdf>
- Healthy Brain Initiative: Dissemination guide  
<https://www.alz.org/media/Documents/rmic-planning-guide.pdf>
- Healthy Brain Initiative: Dissemination guide  
<https://www.alz.org/media/Documents/healthy-brain-initiative-indian-road-map-dissemination-guide.pdf>
- A Public Health Approach to Alzheimer's and other Dementias  
<https://www.cdc.gov/aging/services/pdf/ALZ-Module4-Dementia-Capable-Systems-Dementia-Friendly-Communities-deck-final-508.pdf>
- Global action plan on the public health response to dementia  
<https://apps.who.int/iris/bitstream/handle/10665/259615/9789241513487-eng.pdf?sequence=1>
- Creating Dementia Friendly Communities – Community Toolkit  
[https://www.dementiafriendly.org.au/sites/default/files/resources/The-Dementia-friendly\\_Community-Toolkit.pdf](https://www.dementiafriendly.org.au/sites/default/files/resources/The-Dementia-friendly_Community-Toolkit.pdf)
- Designing a health communication strategy [https://pdf.usaid.gov/pdf\\_docs/Pnacu553.pdf](https://pdf.usaid.gov/pdf_docs/Pnacu553.pdf)
- Health communication: Strategies and skills for a new era  
[http://students.aiu.edu/submissions/profiles/resources/onlineBook/M8m7i6\\_Health%20communication%20%20strategies%20and%20skills%20for%20a%20new%20era%202020.pdf](http://students.aiu.edu/submissions/profiles/resources/onlineBook/M8m7i6_Health%20communication%20%20strategies%20and%20skills%20for%20a%20new%20era%202020.pdf)

## Template - Detailed curriculum

Course module code and name – Public Health Promotion and Communication					
Credits – 1					
Total time allocation – 50 hours					
Unit no and name	Unit objectives	Lesson plan in brief (lesson content)	Allocated time (hrs) (for each lesson)	Teaching learning methods	Method of assessment
<b>Unit 1: Theoretical Frameworks of Public Health Promotion and Communication</b>	<p>Define public health communication and explore its applications across local, governmental, and international organizations.</p> <p>Detail the stages of health communication, emphasizing the significance of planning objectives, audience definition, and partnership building.</p>	<ul style="list-style-type: none"> <li>• Role of health communication in disease prevention and control</li> <li>• Planning frameworks, theories, and models of change</li> <li>• Integration of research and evaluation in communication programs</li> <li>• Four stages: Planning and Strategy Development; Developing and Pretesting Concepts, Messages, and Materials; Implementing the Program; Assessing Effectiveness and Making Refinements</li> <li>• Importance and six steps of the planning process</li> </ul>	Theory: 3 hours	Interactive presentations/Lectures  Activities  Audiovisual material  Weblinks	

	<p>Articulate the importance of developing, pretesting, and reviewing communication concepts and materials.</p> <p>Discuss various types of communication research, including quantitative, qualitative, and quasi-quantitative methods.</p>	<ul style="list-style-type: none"> <li>• Defining communication objectives and intended audiences</li> <li>• Developing a communication strategy and drafting communication and evaluation plans</li> <li>• Importance and general steps in developing and pretesting concepts, messages, and materials</li> <li>• Launching and implementing the program, including media relations and crisis management</li> <li>• Types of communication research, qualitative and quantitative research methods</li> </ul>			
<p><b>Unit 2: Culturally Informed Public Health Promotion and Communication</b></p>	<p>Understand and explain the concept of health promotion</p> <p>Understand and explain the components of community-based health promotion model</p>	<ul style="list-style-type: none"> <li>• What is health promotion?</li> <li>• The Community-based Health Promotion model</li> <li>• Community assessment for health promotion</li> <li>• Develop links with the community to promote healthy ageing</li> <li>• Develop competencies required to develop community engagement</li> </ul>	<p>Theory: 2 hours</p>	<p>Interactive presentations/Lectures</p> <p>Activities (Field/Community based)</p> <p>Audiovisual material</p>	<p>Field Logbook based Viva</p> <p>SEQ</p>

	Develop competencies to carry out a community-based action to promote healthy ageing	<p>and initiate community dialogues to select change agent groups for health promotion programs</p> <ul style="list-style-type: none"> <li>• Initiate and continue a process to promote healthy ageing and/or to prevent NDDs</li> <li>• Select and analyze determinants of healthy ageing</li> <li>• Plan and implement activities with the community to address the determinants</li> <li>• Monitoring progress and evaluating the outcomes</li> </ul>			
<b>Unit 3: From Theory to Implementation: Applied Health Campaign Development</b>	<p>Apply the role of health communication in disease prevention and control, emphasizing practical actions and recognizing its limitations.</p> <p>Implement a comprehensive understanding of the four stages of</p>	<p>Workshop 1: Planning and Strategy Development</p> <ul style="list-style-type: none"> <li>• Understanding the health communication planning process and developing strategies tailored to NDDs in Sri Lanka.</li> </ul> <p>Workshop 2: Development and Pretesting of Concepts, Messages and Materials</p> <ul style="list-style-type: none"> <li>• Creating and testing communication materials designed to inform and</li> </ul>	Practical: 20 hours	<p>Interactive workshops</p> <p>Activities (Field/Community based)</p> <p>Audiovisual material</p>	Field Logbook based Viva

	<p>the health communication process in the context of health promotion.</p> <p>Utilize communication research methods to inform and implement effective materials for NDD communication.</p> <p>Demonstrate actionable public health communication skills in interactions with diverse clients and healthcare teams.</p>	<p>educate on neurodegenerative diseases</p> <p>Workshop 3: Program Implementation</p> <ul style="list-style-type: none"> <li>• To prepare participants for the implementation of health communication programs in the community.</li> </ul> <p>Workshop 4: Assessing Effectiveness and Making Refinements.</p> <ul style="list-style-type: none"> <li>• Evaluating the impact of health communication strategies and methods to refine them for greater effectiveness.</li> </ul>			
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