

## Module Description: Health Promotion & Health Education

<b>Module name</b>	Course Module
<b>Module level, if applicable</b>	Bachelor of Science in Nursing (BSN)
<b>Code, if applicable</b>	17208R0103
<b>Subtitle, if applicable</b>	-
<b>Course, if applicable</b>	Health Promotion & Health Education
<b>Semester(s) in which the module is taught</b>	III
<b>Person responsible for the module</b>	Nurhaya Nurdin, S.Kep.,Ns.,MN.,MPH
<b>Lecturer</b>	<ol style="list-style-type: none"> <li>1. Kusrini Kadar, SKp., MN, PhD</li> <li>2. Nurhaya Nurdin, S.Kep.,Ns.,MN.,MPH</li> <li>3. Wa Ode Nur Isnah, S.Kep. Ns. M.Kes</li> <li>4. Nur Fadilah, S.Kep.,Ns.,MN.</li> </ol>
<b>Language</b>	Indonesian Language [Bahasa Indonesia]
<b>Relation to Curriculum</b>	This course is a compulsory course and offered in the 3 <sup>rd</sup> semester.
<b>Type of teaching, contact hours</b>	<p>Teaching methods used in this course are:</p> <ul style="list-style-type: none"> <li>- Lecture (i.e., group investigation, jigsaw, small group discussion, case study, role play, video based learning)</li> <li>- Structured assignments (class presentation, paper)</li> <li>- Project Based Learning</li> </ul> <p>The class size for lecture is approximately 50 students</p> <p>Contact hours for lecture is 23 hours, assignments is 28 hours, and practice in laboratorium is 39.67 hours</p>
<b>Workload</b>	<p>For this course, students are required to meet a minimum of 119 hours in one semester, which consist of:</p> <ul style="list-style-type: none"> <li>- 23 hours for lecture,</li> <li>- 28 hours for structured assignments,</li> <li>- 28 hours for private study,</li> <li>- 39.67 hours for practice</li> </ul>
<b>Credit points</b>	3 credit points (equivalent with 4.76ECTS)
<b>Requirements according to the examination regulations</b>	Students must have attended all classes and submitted all class assignments that are scheduled during the appointed semester.
<b>Recommended prerequisites</b>	Students must have passed all basic nursing courses.
<b>Module objectives/intended learning outcomes</b>	<p>After completing the course and given with community nursing cases:</p> <p><b>Knowledge</b></p> <p><b>CLO1:</b> Students will be able to comprehend basic concept and theory approached in health promotion and health education; strategy related to health promotion and health education; government policy related to health promotion and health education initiative, and trend &amp; issue in health promotion and health education area. <b>(K1)</b></p>

	<p><b>CLO2:</b> Students will be able to identify effective strategy of health promotion and health education according to the characteristics of the targeted group or patient. <b>(K2)</b></p> <p><b>CLO3:</b> Students will be able to design health promotion and health education plan for common health problems both in clinical and community settings. <b>(K2)</b></p> <p><b>Skill</b></p> <p><b>CLO4:</b> Students will be able to implement health promotion and health education program for patient in various clinical setting. <b>(S1)</b></p>
<b>Content</b>	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>- Basic concept of health promotion and health education</li> <li>- Pedagogic Learning</li> <li>- Concept model and theories approached in health promotion and health education</li> <li>- Factors related to the successful of health promotion and health education program</li> <li>- Government Policy related to health promotion and health education initiative</li> <li>- Trend and issues in health promotion and health education</li> <li>- Strategy, media and innovation to deliver effective health promotion and health education</li> <li>- Roles of Media in promoting healthy behavior</li> <li>- Health Literacy, Learning Need Assessment &amp; Evaluation</li> <li>- Five basic Principles in delivering health messages</li> <li>- Designing &amp; Implementing Health Education Program.</li> </ul>
<b>Forms of Assessment</b>	<ul style="list-style-type: none"> <li>- Group paper: 10%</li> <li>- Jigsaw: 15%</li> <li>- Project Based Program: Creating massive program for health &amp; disease prevention in community 25%</li> <li>- Health Education Simulation: Simulating health education to individual and specific group, both in clinical and community setting 20%</li> <li>- Written exam : 25%</li> <li>- Class attendance: 5%</li> </ul>
<b>Study and examination requirements and forms of examination</b>	<p><b>Study and examination requirements:</b></p> <ul style="list-style-type: none"> <li>- Students must attend 15 minutes before the class starts.</li> <li>- Students must keep the class clean</li> <li>- Students must switch off all electronic devices unless told.</li> <li>- Students must inform the lecturer if they will not attend the class due to sickness, emergency, etc.</li> <li>- Students must submit all class assignments before the deadline.</li> <li>- Students must attend the exam to get final grade.</li> </ul> <p><b>Form of examination:</b></p> <p>Written exam: Multiple Choice Questions using Vignettes</p>
<b>Media employed</b>	Video and PowerPoint Presentation.
<b>Reading list</b>	<ol style="list-style-type: none"> <li>1. Allender, <i>et al.</i> 2011. <i>Community health nursing: promoting and protecting the public's health, 7<sup>th</sup> edition</i>. USA: Lippincott Williams &amp; Wilkins. (Ruang Baca Henderson)</li> <li>2. Departemen Kesehatan RI. 2009. Promosi kesehatan, komitmen global dari Ottawa-Jakarta-Nairobi menuju rakyat sehat. Jakarta: Pusat Promosi Kesehatan, Depkes RI bekerja sama dengan Departemen Pendidikan Kesehatan dan Ilmu Perilaku-FKM UI.</li> <li>3. Kotler dan Lee. 2007. <i>Social marketing: influencing behavior for good</i>. London: SAGE Publication</li> </ol>

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|  | <ol style="list-style-type: none"><li>4. Leddy, S.K. 2006. Health promotion mobilizing. Philadelphia: Davis Company.</li><li>5. Lucas dan Lloyd. 2005. Health promotion evidence and experience. London: SAGE Publications.</li><li>6. Notoatmojo, S. 2010. Promosi kesehatan: teori dan aplikasi. Jakarta: Rineka Cipta.</li><li>7. Ridwan, M. 2009. Promosi kesehatan dalam rangka perubahan perilaku. Jurnal Kesehatan Metro Sai Wawai, Volume 2 Nomor 2, hal 71-80.</li><li>8. Pender, N. 2011. <i>The health promotion model, manual</i>. Retrieved February 4, 2012, from nursing.umich.edu: <a href="http://nursing.umich.edu/faculty-staff/nola-j-pender">http://nursing.umich.edu/faculty-staff/nola-j-pender</a>.</li><li>9. Siagian, S. 2004. Teori motivasi dan aplikasinya. Jakarta: Rineka Cipta.</li><li>10. Stanhope M. &amp; Lancaster J. 2013. <i>Foundation of Nursing in the Community: Community-Oriented Practice, 4<sup>th</sup> edition</i>. Mosby:Elsevier Inc. (Ruang Baca Henderson)</li><li>11. Yun, <i>et al.</i> 2010. The role of social support and social networks in smoking behavior among middle and older aged people in rural areas of South Korea: A cross-sectional study. <i>BMC Public Health</i>: 10:78.</li></ol> |
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