



N100 Health Promotion in Nursing Practice

COURSE GUIDE

Course Description	Application of concepts, theories, processes, and tools used in health promotion with emphasis on the promotion of healthy lifestyle and prevention and control of noncommunicable diseases across levels of clientele
Prerequisite	N12, N13
Course Outcomes	<p>At the end of the course, the student should be able to:</p> <ol style="list-style-type: none">1. Discuss the conceptual and practical frameworks of health promotion as an important global and national development effort to address health inequities2. Utilize appropriate theories/models to promote and enhance health and well-being of individuals, families, population groups and the community3. Appreciate selected health promotion theories and models applied in nursing paradigm4. Assess health promotion needs of individuals, families, population groups and the community including health determinants associated with social, political, and economic environments5. Develop a plan using health promotion approaches and strategies that are participatory, empowering, sustainable and appropriate to the needs of an individual, family, population group or community6. Evaluate effectiveness of health promotion programs and activities7. Demonstrate the different dimensions of the nurse's role in health promotion



Course Outline

I. **What is Health Promotion**

- A. Origins, Definitions and Practice of Health Promotion
- B. Global and National Contexts of Health Promotion
 - 1. Declaration of Alma Ata
 - 2. Millennium and Sustainable Development Goals (M/SDGs)
 - 3. Universal Health Care
- C. Development of the Health Promotion Movement

II. **Health Promotion Theories and Models**

A. Non-Nursing

- 1. Behavior Model or Behavioral Change Theories
 - 1.1. Health Belief Model (Rosenstock, 1996)
 - 1.2. Theory of Reasoned Action and Theory of Planned Behavior (Fishbein & Ajzen, 1975)
 - 1.3. Social Cognitive Theory of Learning (Bandura, 1989)
 - 1.4. Self-Determination Theory (1991)
 - 1.5. Transtheoretical Model and Stages of Change (Prochaska, Norcross & DiClemente, 1997)
 - 1.6. Precaution Adoption Process Model
- 2. Intervention-based Model: Tannahill Model (1980)
- 3. Ecological Theories and Models
 - 3.1. Social Ecological Model
 - 3.2. Salutogenic Theory (1996)
 - 3.3. Life Course Health Development Model (Halfon & Hochstein, 2002)
- 4. Planning Models
 - 4.1. Simmons's Health Promoting Self-Care System Model (1990)
 - 4.2. Whitehead's Social Cognitive Model for Health Promotion Practice in Nursing (2001)
- 5. Communication Theories
 - 5.1. Diffusion of Innovations Theory (1962)
 - 5.2. Health Communication Theory (Weick, 1979)
- 6. Evaluation Models
 - 6.1. The PRECEDE-PROCEED Model (Green & Kreuter, 1992)
 - 6.2. The RE-AIM Framework (1999)

B. Nursing (with applicability to Health Promotion)

- 1. Environmental Theory (Nightingale, 1859)
- 2. Transcultural Care Theory (Leininger, 1968)
- 3. Goal Attainment Theory (King, 1981)
- 4. Health Promotion Model (Pender, 1982)
- 5. Theory of Humanistic Communication (1983)



6. Self-Care Theory (Orem, 1985)
7. Interaction Model of Client Behavior (Cox, 2003)
8. Self-Nurturance Model (Nemcek, 2003)

III. Health Promotion and Nursing Practice

- A. Assessing Health Promotion Needs of Clients
 1. Framework for Health Assessments
 2. Guidelines in Preventive Services and Screening
- B. Planning Health Promotion and Disease Prevention Programs for Different Levels of Clients
- C. Interventions for Health Promotion and Disease Prevention
 1. Strategies to address individual behavior change
 2. Whole community approaches
 - 2.1. Social marketing
 - 2.2. Other community strategies
 - 2.3. Individual counseling
 - 2.4. Engaging voluntary and non-government agencies
 - 2.5. Working in specific settings
 - 2.6. Environmental change strategies
- D. Evaluating Effectiveness of Health Promotion Strategies

IV. Application of Health Promotion

- A. Issues-based
- B. Settings-based
- C. Gender and life course
- D. Vulnerable populations

Mode of Delivery

This course will be delivered face-to-face (synchronous) in the designated classroom (CN Auditorium) from Mondays, Tuesdays, and Thursdays (M-T-Th), 1:00 PM - 5:00 PM.

Learning resources will be uploaded in the Virtual Learning Environment (VLE) course site. Go to <https://vle.upm.edu.ph/login/index.php> and follow the instructions for logging in. Once logged in, you can enter the course site N100 Health Promotion in Nursing Practice (AY 2022-2023) using this enrollment key: **N100SSAY22-23**.



College of Nursing
UNIVERSITY OF THE PHILIPPINES MANILA
The Health Sciences Center



Sotejo Hall, Pedro Gil Street, Ermita, Manila 1000 Philippines
Tel Nos. (02) 85231472, (02) 85231477, (02) 85231494 • TeleFax: (02) 85231485
Email: upm-cn@up.edu.ph

Communication Plan

We intend to communicate with you regularly through the following means:

- Synchronous Session
Relevant announcements/updates will be discussed during face-to-face sessions. This will be the main mode of communication.
- Course Site
Announcements or updates relevant to the course will also be posted in the VLE (found in the “Announcements” section). We will respond to your posts within 48 hours if internet connection does not become problematic.
- E-mail
We will e-mail relevant feedback as needed. We will reply to your e-mail within 48 hours if we do not encounter problems with internet connection.

We highly encourage you to regularly communicate with your classmates and with us, your faculty, not only to show support for each other but also to optimize your learning in the course.

Teaching Strategies and Learning Activities

This course uses strategies that seek to put you and your classmates at the center of the learning process. Learning activities are designed based on this principle and are conducted in a manner that will make you engage with the material, with your classmates (pair/group and class), and with us. As the student, you are primarily responsible for your own learning. Evidence for this is demonstrated to your peers and to us, through different course tasks/activities and requirements. When and where possible, we have planned for the course activities to be experiential/hands-on, collaborative, and interactive, to facilitate your learning and successful performance.

Assessment Strategies and Activities

Varied assessment strategies and activities are used to document learning achieved in this course. You will get to assess yourself, and your classmates and we will assess you as well. Though not all activities and outputs are necessarily scored and directly factored into your final grade, these are meant to facilitate learning and/or self-reflection. Thus, there are still course requirements (major processes/activities and outputs) that will be graded, using corresponding rubrics. These are concrete ways by which it will be determined how well you (and the rest of the class) have achieved the course outcomes. Much as we would like for you and your classmates to simply learn and enjoy much, without thinking about grades (especially during this challenging time), our formal educational system requires such numbers.



Course Materials

To facilitate the teaching-learning process, the following will be provided in this course:

- Course guide
- Study/activity guides (as needed)
- Learning resources (in text, audio, or video formats)

As you can see in this document, a **course guide** provides you with important information on the major aspects of the course. A **study/activity guide** tells you the learning objective/s or outcome/s, procedure, and learning resources for topic/s and activities. The **learning resources** are the materials you need to help you complete the course activities and requirements. You can access all these materials in the VLE course site.

Study Schedule

The table below provides the calendar of course activities. It shows the weekly learning outcomes and topics, as well as the learning activities and resources and assessment tools in connection to them. The schedule of major course requirements is also indicated.

Please note that according to the UP Academic Credit Transfer System (ACTS), 1 academic credit (unit) = 38-48 hrs of student workload (including 13-16 hours of academic instruction). Thus, 3 academic credits (units) = (a minimum of) 114 hours of student workload for the semester. With N100 being equivalent to 3 academic credits (units) and this semester lasting 14 weeks, this translates to approximately eight (8) hours of student workload every week. There are weeks that will be relatively “lighter” or “heavier” than others. However, the course has been designed such that no specific topic-based weekly workload exceeds six (6) hours. This is in consideration of the time needed for major course requirements, which are accomplished across several weeks.

Week	Topic	Target Learning Outcomes	Learning Resources	Learning Activities
Week 1 30 August 2022 (Tue)	I. What is Health Promotion A. Origins, Definitions and Practice of Health Promotion B. Global and National Contexts of Health Promotion C. Development of the Health Promotion Movement	After studying this topic, you should be able to: <ul style="list-style-type: none"> • Trace the origin of health promotion as an organized field. • Explain differing concepts and definitions of health promotion in terms of goals, objectives, processes and actions. • Identify the different global and societal factors that influenced the 	Lecture Reading materials	<ul style="list-style-type: none"> • Attend/view lecture • Review reading materials



Week	Topic	Target Learning Outcomes	Learning Resources	Learning Activities
		<p>development of health promotion as an approach and practice</p> <ul style="list-style-type: none"> Describe the recommendation related to policy, strategy and approach of the different international conferences on health promotion 		
01 September 2022 (Thu)	<p>II. Health Promotion Theories and Models</p> <p>A. <u>Non-Nursing</u></p> <ol style="list-style-type: none"> Behavior Model or Behavioral Change Theories <ol style="list-style-type: none"> Health Belief Model (Rosenstock, 1996) Theory of Reasoned Action and Theory of Planned Behavior (Fishbein & Ajzen, 1975) Social Cognitive Theory of Learning (Bandura, 1989) 	<ul style="list-style-type: none"> Discuss theoretical assumptions and concepts of health promotion theories and models Compare and contrast nursing and non-nursing theories and models in terms of their strengths and limitations 	<p>Lecture Reading materials Pop quiz</p>	<ul style="list-style-type: none"> Attend/view lecture Review reading materials Answer pop quiz
Week 2 05 September 2022 (Mon)	<p>(Continuation)</p> <ol style="list-style-type: none"> Self-Determination Theory (1991) Transtheoretical Model and Stages of Change (Prochaska, Norcross & DiClemente, 1997) Precaution Adoption Process Model 	<ul style="list-style-type: none"> Discuss theoretical assumptions and concepts of health promotion theories and models Compare and contrast nursing and non-nursing theories and models in terms of their strengths and limitations 	<p>Lecture Reading materials Pop quiz</p>	<ul style="list-style-type: none"> Attend/view lecture Review reading materials Answer pop quiz
06 September 2022 (Tue)	<p>(Continuation)</p> <ol style="list-style-type: none"> Intervention-based Model: Tannahill Model (1980) Ecological Theories and Models <ol style="list-style-type: none"> Social Ecological Model Salutogenic Theory (1996) Life Course Health Development Model 	<ul style="list-style-type: none"> Discuss theoretical assumptions and concepts of health promotion theories and models Compare and contrast nursing and non-nursing theories and models in terms of their strengths and limitations 	<p>Lecture Reading materials Pop quiz</p>	<ul style="list-style-type: none"> Attend/view lecture Review reading materials Answer pop quiz



College of Nursing
UNIVERSITY OF THE PHILIPPINES MANILA
 The Health Sciences Center



Sotejo Hall, Pedro Gil Street, Ermita, Manila 1000 Philippines
 Tel Nos. (02) 85231472, (02) 85231477, (02) 85231494 • TeleFax: (02) 85231485
 Email: upm-cn@up.edu.ph

Week	Topic	Target Learning Outcomes	Learning Resources	Learning Activities
	(Halfon & Hochstein, 2002)			
08 September 2022 (Thu)	(Continuation) 4. Planning Models 4.1. Simmons’s Health Promoting Self-Care System Model (1990) 4.2. Whitehead’s Social Cognitive Model for Health Promotion Practice in Nursing (2001) 5. Communication Theories 5.1. Diffusion of Innovations Theory (1962) 5.2. Health Communication Theory (Weick, 1979)	<ul style="list-style-type: none"> Discuss theoretical assumptions and concepts of health promotion theories and models Compare and contrast nursing and non-nursing theories and models in terms of their strengths and limitations 	Lecture Reading materials Pop quiz	<ul style="list-style-type: none"> Attend/view lecture Review reading materials Answer pop quiz
Week 3 12 September 2022 (Mon)	(Continuation) 6. Evaluation Models 6.1. The PRECEDE-PROCEED Model (Green & Kreuter, 1992) 6.2. The RE-AIM Framework (1999) B. <u>Nursing</u> (with applicability to Health Promotion) 1. Environmental Theory (Nightingale, 1859) 2. Transcultural Care Theory (Leininger, 1968) 3. Goal Attainment Theory (King, 1981) 4. Health Promotion Model (Pender, 1982)	<ul style="list-style-type: none"> Discuss theoretical assumptions and concepts of health promotion theories and models Compare and contrast nursing and non-nursing theories and models in terms of their strengths and limitations 	Lecture Reading materials Pop quiz	<ul style="list-style-type: none"> Attend/view lecture Review reading materials Answer pop quiz
13 September 2022 (Tue)	(Continuation) 5. Theory of Humanistic Communication (1983) 6. Self-Care Theory (Orem, 1985) 7. Interaction Model of Client Behavior (Cox, 2003) 8. Self-Nurturance Model (Nemcek, 2003)	<ul style="list-style-type: none"> Discuss theoretical assumptions and concepts of health promotion theories and models Compare and contrast nursing and non-nursing theories and models in terms of their strengths and limitations 	Lecture Reading materials Pop quiz	<ul style="list-style-type: none"> Attend/view lecture Review reading materials Answer pop quiz



College of Nursing
UNIVERSITY OF THE PHILIPPINES MANILA
 The Health Sciences Center



Sotejo Hall, Pedro Gil Street, Ermita, Manila 1000 Philippines
 Tel Nos. (02) 85231472, (02) 85231477, (02) 85231494 • TeleFax: (02) 85231485
 Email: upm-cn@up.edu.ph

Week	Topic	Target Learning Outcomes	Learning Resources	Learning Activities
15 September 2022 (Thu)	III. Health Promotion and Nursing Practice A. Assessing Health Promotion Needs of Clients 1. Framework for Health Assessments 2. Guidelines in Preventive Services and Screening B. Planning Health Promotion and Disease Prevention Programs for Different Levels of Clients	<ul style="list-style-type: none"> Discuss framework, methods and tools for assessment of health promotion needs of clients. Determine the most appropriate theory or model to guide in planning a program or activity to address a specific health problem. 	Lecture Reading materials	<ul style="list-style-type: none"> Attend/view lecture Review reading materials
Week 4 19 September 2022 (Mon)	(Continuation) A. Interventions for Health Promotion and Disease Prevention 1. Strategies to address individual behavior change 2. Whole community approaches 2.1. Social marketing 2.2. Other community strategies 2.3. Individual counseling 2.4. Engaging voluntary and non-government agencies 2.5. Working in specific settings 2.6. Environmental change strategies B. Evaluating Effectiveness of Health Promotion Strategies	<ul style="list-style-type: none"> Determine appropriate interventions to address health promotion needs for different levels of clientele Identify appropriate outcomes, criteria, and standards to measure effectiveness of health promotion program and activities 	Lecture Reading materials	<ul style="list-style-type: none"> Attend/view lecture Review reading materials
20 September 2022 (Tue)	IV. Application of Health Promotion A. Issues-based B. Settings-based C. Gender and life course D. Vulnerable populations Integration	<ul style="list-style-type: none"> Select the most appropriate health promotion theory or model to address specific health behavior or problem in different context and level of clientele. 	Activity guide Case study	<ul style="list-style-type: none"> Attend/view lecture Read study guide Answer the case studies
22 September 2022 (Thu)	Final Exam			



Course Requirements

You have four (4) graded requirements in this course:

1. Class participation (30%)
2. Quizzes (10%)
3. Case Studies (25%)
4. Final exam (35%)

Class Participation

This requirement is meant for you to engage with the content, with your classmates, and with us, your faculty, throughout the course. It refers to your participation in the different course activities (answering questions, group activities, etc.), and is connected to all course content and outcomes. Your class participation will consist of 30% of your final grade.

Quizzes

This requirement is meant for you to show how much you learned in the topics discussed by the faculty. Your quizzes will account for 10% of your final grade.

Case Studies

This requirement is meant for you to show how you applied health promotion theories, models, and approaches/strategies in specific contexts and clientele. Your case studies will consist of 25% of your final grade.

Final Exam

This requirement is meant to demonstrate your knowledge of different health promotion theories and models, and application of various health promotion approaches and strategies. Your exam will account for 35% of your final grade.



House Rules

You are requested to try hard to observe these house rules in our class:

1. Be kind to yourself and be gentle to others. We are living in a challenging time. Please do not make it any more difficult for yourself and/or for others. Try your best to observe the following, but if you cannot do so, please tell us as soon as possible. **Do believe that things** have a way of working out eventually.
 - a. Be mindful of time and its importance. Do your best to:
 - Follow the course schedule
 - Complete/submit requirements on time, following specific guidelines
 - b. Do your part in the learning process. Please try hard to:
 - Read/study assigned materials/resources
 - Participate in class discussions and (individual, pair, and/or group) activities
 - Treat others with respect and empathy, if not compassion
 - c. Remember the values of UP. Please try hard to show honor and strive for excellence by:
 - Respecting intellectual property rights (e.g., NOT sharing or distributing any part of the copyrighted materials which have been made available to you solely for the educational purposes of this course)
 - Observing academic honesty and the ethics of scholarship in the course; -
 - Keeping in mind that any form of academic dishonesty (like plagiarism) automatically merits a final grade of 5.0 in the course and may be subject to additional disciplinary measures. All submissions in this course will go through a plagiarism check.
 - d. Reach out when you need help. Immediately get in touch with a classmate and/or your faculty for support.
 - e. Help your classmates and/or the faculty whenever possible. All members of the class – students and faculty – WE – are in this journey together.
2. Follow all specific guidelines for different aspects of the course. This will facilitate the teaching-learning process, which will benefit you.
3. Try to take advantage of every learning moment. Strive to learn and enjoy, not only to earn the 3 units or get a passing or good grade. You can do it!
4. If you have a medical or any other condition that could get in the way of your optimum performance in this class, please inform us right away so we can address the matter in a timely and appropriate manner.
5. If, for some justifiable reason and/or unavoidable/unforeseen circumstance, an adjustment in the course needs to be made, please do get involved in the change/revision process that we will facilitate.



College of Nursing
UNIVERSITY OF THE PHILIPPINES MANILA
The Health Sciences Center



Sotejo Hall, Pedro Gil Street, Ermita, Manila 1000 Philippines
Tel Nos. (02) 85231472, (02) 85231477, (02) 85231494 • TeleFax: (02) 85231485
Email: upm-cn@up.edu.ph

About the Faculty

This course will be run by four (4) faculty members from the Public Health Nursing Specialty:

- I am **Kristine Joy L. Tomanan, RN, MCD**, your course faculty and N100 course coordinator. You can reach me via kdtomanan@up.edu.ph and +639957102674 / +639994068470.
- I am **Erwin William A. Leyva, RN, PhD**. You can reach me through ealeyva@up.edu.ph and +639171159539.
- **Maria Eleanor Candelaria, RN, MPH**. You can reach me through my email, mlcandelaria@up.edu.ph and mobile phone +639273736071.
- **Mary Joan Therese V. Kourdache, RN, MPH**. You may reach me through my email, mcvalera@up.edu.ph and mobile phone +639975219835.

Learning Resources

Here are the references used in majority of the topics in this course:

1. Pender, N.J., Murdaugh, C.L. & Parsons, M.A. (2015). *Health promotion in nursing practice* (7th edition). Pearson Education, Inc.
2. Raingruber, B. (2014). *Contemporary health promotion in nursing practice*. Jones & Bartlett Learning.
3. Wild, K. & McGrath, M. (2019). *Public health and health promotion for nurses at a glance* (1st edition). John Wiley & Sons Ltd.
4. Labonte, R. & Laverack, G. (2008). *Health promotion in action: From local to global empowerment*. Palgrave MacMillan.
5. Stanhope, M. & Lancaster, J. (2016). *Public health nursing: Population-centered health care in the community* (9th edition). Elsevier, Inc.

Other references, including supplementary materials to help you further understand the discussions and applications in the Philippine setting, will be provided as needed.