

Study Guide

MPH-514: Health Promotion: Maintaining Wellbeing in Populations

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| Institution | University of Nicosia | | |
| Programme of Study | Master of Public Health | | |
| Module | MPH-514: Health Promotion: Maintaining Wellbeing in Populations | | |
| Level | Undergraduate <input type="checkbox"/> | Postgraduate (Master) <input checked="" type="checkbox"/> | |
| Language of Instruction | English | | |
| Mode of Delivery? | Distance Learning <input checked="" type="checkbox"/> | Conventional <input type="checkbox"/> | |
| Type of Course | Required <input checked="" type="checkbox"/> | Elective <input type="checkbox"/> | |
| Number of Group Advising Meetings/Teleconferences/Lectures | Total: 16 | With Physical Presence 0 | Online: 16 |
| Assessment | <ul style="list-style-type: none">• Participation• Assignments• Exams | | |
| Number of ECTS credits | 5 | | |

Preparation of Study Guide by:

Review and approval of study
Guide by:

| |
|---|
| i. Teaching Faculty |
| Dr Souzana Achilleos |
| ii. Course: |
| <p>Brief description of Course and Aims</p> <p>This course aims to cover in depth the core principles of Health Promotion for preventing disease, maintaining wellbeing and improving health in populations. The main learning objectives of the course are to enable students to:</p> <ol style="list-style-type: none"> 1. Apply the principles of Health Promotion to prevent disease and improve health in populations through individualistic and wider environmental approaches. 2. Apply models of predicting and explaining health behaviour in groups of people for developing and implementing health promotion programmes. <p>Expected Learning Outcomes</p> <ol style="list-style-type: none"> 1. Apply the principles of Health Promotion to prevent disease, improve health, and maintain wellbeing in populations. 2. Design health promotion programmes for dealing with specific Public Health challenges and critically evaluate how these are successfully implemented and monitored, including the basic principles and tools of budget and resource management. 3. Analyse the processes by which health education, health literacy, and health consciousness, determine health-related lifestyle behaviours and choices. 4. Analyse the processes by which environmental, occupational, societal, political, and economic factors determine health-related lifestyle behaviours and choices. 5. Critically evaluate the major models of predicting and explaining health-related behaviours in groups of individuals. 6. Design intervention programmes specifically for modifying health-related behaviours among groups of individuals. 7. Critically evaluate the major models of predicting and explaining health-related behaviours due to environmental and social determinants of health. 8. Design intervention programmes specifically for modifying health-related behaviours in groups of people, via targeting social determinants of health. 9. Analyse health promotion in the context of mass population movement for the purposes of recreation (e.g. tourism), relocation (e.g. working/retiring abroad), or due to forced migration (e.g. as a result of armed conflict or natural disasters). 10. Design health promotion programmes aimed at tackling threats to public health stemming from mass population movements, both for the incoming and the host population. <p>Teaching Material</p> <ul style="list-style-type: none"> • Weekly PowerPoint presentations • Bibliography <ul style="list-style-type: none"> • Required <ol style="list-style-type: none"> 1. Fertman CI, Allensworth DD, Society for Public Health Education (SOPHE), Health Promotion Programs:from Theory to Practice, Jossey-Bass, Wiley (2016). 2. Mastering Public Health: A Postgraduate Guide to Examinations and Revalidation (2nd ed.), Lewis G, Sheringham J, Bernal JL, Crayford T , CRC Press (2014). • Recommended |

1. Health Promotion: Planning & Strategies (3rd ed.), Green J, Tones K, Cross R, Woodall J, SAGE Publications LTD (2015).

ECTS Credits

Compulsory module corresponding to 5 ECTS.

iii. Each Main Topic/Thematic Area:

The details for each topic are provided in the respective week that follows in the given study guide.

iv. Teaching Timetable

| Week | Topic & objective | Readings | Study Hours required | Assessed work & WebEx meetings |
|------|--|--|----------------------|--|
| 1 | <ul style="list-style-type: none"> Apply the principles of Health Promotion to prevent disease, improve health, and maintain wellbeing in populations. | <ul style="list-style-type: none"> PPT presentation: Health Promotion Part 1 PPT presentation: Health Promotion Part 2 | 15 hours | <ul style="list-style-type: none"> Q&A Forum (Manfatory Activity: Identifying the approach used in each described Health Promotion program) Webinar (Assignment support webinar - Designing and Implementing Health Promotion Programmes) |
| 2 | <ul style="list-style-type: none"> Design health promotion programmes for dealing with specific Public Health challenges and critically evaluate how these are successfully implemented and | <ul style="list-style-type: none"> PPT Presentation – Design & Monitor Interventions Part 1 PPT Presentation – Design & Monitor Interventions Part 2 | 15 hours | <ul style="list-style-type: none"> Webinar (Assignment support webinar - Evaluating Health Promotion programmes) Q&A Forum (Identifying the right type of need) |

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| | <p>monitored, including the basic principles and tools of budget and resource management .</p> | <ul style="list-style-type: none"> Recorded Power Point Presentation – Basic principles and tools of budget and resource management | | | |
| 3 | <ul style="list-style-type: none"> Analyse the processes by which health education, health literacy, and health consciousness, determine health-related lifestyle behaviours and choices. | <ul style="list-style-type: none"> PPT Presentation: Health education, literacy & consciousness | 15 hours & 20 hours Assignment Preparation | <ul style="list-style-type: none"> Discussion Forum (Literacy & Consciousness Forum) | |
| 4 | <ul style="list-style-type: none"> Analyse the processes by which environmental, occupational, societal, political, and economic factors determine health-related lifestyle behaviours and choices. | <ul style="list-style-type: none"> PPT Presentation: Social Determinants of Health | 15 hours | <ul style="list-style-type: none"> Discussion Forum (Determinants of health-related lifestyle behaviours II: environmental, occupational, societal, political, and economic factors) | |

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| 5 | <ul style="list-style-type: none"> Critically evaluate the major models of predicting and explaining health-related behaviours in groups of individuals. Design intervention programmes specifically for modifying health-related behaviours among groups of individuals. | <ul style="list-style-type: none"> PPT Presentation: Targeting Individuals | 15 hours | <ul style="list-style-type: none"> Q&A Forum (Mandatory Activity: Identifying the components of behavioural theoretical models from real life examples) | |
| 6 | <ul style="list-style-type: none"> Critically evaluate the major models of predicting and explaining health-related behaviours due to environmental and social determinants of health. Design intervention programmes specifically for | <ul style="list-style-type: none"> PPT Presentation: Predicting and modifying health-related behaviour in population groups II: Targeting social determinants of health. (Social Epidemiology) <p>Notes essential for covering the expected learning outcomes</p> <ul style="list-style-type: none"> Health Inequalities | 15 hours | <ul style="list-style-type: none"> Q&A Forum (Mandatory Activity: Describing the characteristics of Health Inequalities and Health Policy) Class Wiki (Mass population movement & health promotion in public health) Webinar Session (Exam review session) | |

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| | <p>modifying health-related behaviours in groups of people, via targeting social determinants of health.</p> <ul style="list-style-type: none"> Analyse health protection and health promotion in the context of mass population movement for the purposes of recreation (e.g. tourism), relocation (e.g. working/retiring abroad), or due to forced migration (e.g. as a result of armed conflict or natural disasters). Design health protection and promotion programmes aimed at | <ul style="list-style-type: none"> Health Policy | | | |
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| | | | | | |
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| | tackling threats to public health stemming from mass population movements, both for the incoming and the host population. | | | | |
| 7 | • n/a (student revision for exams) | • n/a | 30 hours | • n/a | |
| v. Teaching methods | | | | | |
| Teaching material including PowerPoint presentations with extended descriptions and explanations, asynchronous video presentations, additional readings (journal articles and e-books), access to additional videos and commercials related to the module, synchronous meetings (WebEx), forums, chats, quizzes, case studies and other formative and summative assessments. | | | | | |
| vi. Written work – Exams – Assessment | | | | | |
| This course is assessed via a combination of summative assignments and exams. Written Exams Final Exam: Students are expected to undertake a written final examination. This will be completed online using electronic invigilation software. | | | | | |
| vii. Communication | | | | | |
| The following opportunities for communication are provided to students in an attempt to enhance interaction between i. Student and faculty, ii. Student and student iii. Student and content: <ul style="list-style-type: none"> • Webinars • Q&A discussion forums and chats • Email • Skype • Wikis | | | | | |

DEPARTMENT OF PRIMARY CARE AND
POPULATION HEALTH

MASTER OF PUBLIC HEALTH (MPH)

Study Guide

**MPH-514: Health Promotion: Maintaining
Wellbeing in Populations**

Course Lead:

Dr Souzana Achilleos

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Introductory note

This Study Guide is a basic supplement for the distance learning course MPH-514 'Health Promotion: Maintaining Wellbeing in Populations, which is offered by the distance learning Master of Public Health (MPH) programme. The broad objective of the course is to cover in depth the core principles of Health Promotion for preventing disease, maintaining wellbeing and improving health in populations.

The aim of this Guide is to direct the students and help them into making systematic use of the educational material on which the teaching of the course is based. The Guide must be used in common with the Course Outline and with the educational material (recorded lectures, online tutorials, exercises, articles, and book chapters), as indicated for each section in the interactive e-Learning Platform of the course (Moodle). Students are advised to start their studying by the recorded course lecture for each topic, in order to take full benefit of the additional activities as listed in the current Guide and described in detail on the Moodle page of the course.

The current course includes **7 sections**. The course material will be made available on Moodle over a duration of **7 weeks**, including **1 study week** at the end of the semester. Each of these sections represents a core course topic and is composed of the following components:

- Learning Objectives and Outcomes
- Teaching Material
- Additional learning activities to complete
- Additional Support Material
- Key words

At the beginning of each study week, students are expected to familiarise themselves with the corresponding sections' objectives and learning outcomes, while they should go through the **teaching material** (recorded lectures) and conduct the **additional learning activities**. Learning activities will have a designated start and end date and time, which will be communicated to students via email. Some activities will be

synchronous (e.g. webinars, online chats), while others will be asynchronous (e.g. Q&A Fora). The former will involve direct live interaction (either chat or verbal/video) between students and tutor, as well as between students themselves (student-tutor, student-student interactions), while in the latter the aforementioned interactions will not be live. More details on learning activities are provided on Moodle (orientation week). Going through the teaching material and conducting the learning activities is essential, since it will help in clarifying and assimilating the material of the course as well as developing critical thinking on each topic.

In addition to the essential components described above, each section contains **additional support material**, comprising relevant bibliography (relevant textbooks and designated chapters), as well as relevant online resources (websites and other documents such as scientific articles) and online videos to watch. Additional support material found on Moodle is recommended for acquiring more in-depth knowledge of the relevant concepts, however these are not essential for addressing the section Learning Outcomes, nor for the relevant assessment. Students are strongly encouraged to go through these additional resources, as part of self-directed learning, which will facilitate deeper understanding and critical thinking on the topic of interest. The relevant online resources and videos could be updated and/or enriched during the semester.

All relevant resources and activities can be found on the Moodle page of the specific course. It is essential that you follow the specific Study Guide in combination with the course's Moodle page throughout the duration of the course, in order to organise your learning time efficiently and take full advantage of the learning material offered. You will have the opportunity to revise the course material at the end of the Semester, during the examination period.

Course Weekly Schedule

| Week 1 | |
|--------------------------|--|
| Section 1 | Principles and purpose of Health Promotion |
| Week 2 | |
| Section 2 | Designing and monitoring Health Promotion programmes |
| Week 3 | |
| Section 3 | Determinants of health-related lifestyle behaviours I: health education, health literacy, and health consciousness |
| Week 4 | |
| Section 4 | Determinants of health-related lifestyle behaviours II: environmental, occupational, societal, political, and economic factors |
| Week 5 | |
| Section 5 | Predicting and modifying health-related behaviour in population groups I: targeting individuals |
| Week 6 | |
| Section 6 | Predicting and modifying health-related behaviour in population groups II: targeting social determinants of health |
| Week 6 | |
| Section 7 | Health protection and promotion in the context of population movements |
| Week 7 (end of semester) | |
| Study Week | |

Section 1 – Principles and purpose of Health Promotion

Learning Objectives and Outcomes

Objectives

The specific section aims to introduce and analyse the concept of Health Promotion and how it relates to preventing disease and improving health in populations through individualistic and wider environmental approaches.

Expected Learning Outcomes

After the completion of this section, the students are expected to:

1. Apply the principles of Health Promotion to prevent disease, improve health, and maintain wellbeing in populations.

Teaching Material

Recorded Lectures

- Recorded PowerPoint presentation: Health Promotion Part 1
- Recorded PowerPoint presentation: Health Promotion Part 2

Additional learning activities to complete

- Q&A Forum (**Mandatory Activity:** Identifying the approach used in each described Health Promotion program)

Description: Students are presented with examples of health promotion activities that address a specific situation scenario. Students are expected to demonstrate critical thinking in identifying the health promotion approach that was applied in each activity.

- Webinar Session (Assignment support webinar - Designing and Implementing Health Promotion Programmes)

Description: This webinar is dedicated to support students in their preparation for the assignment. The guidelines of the assignment are presented in detail, and students have the opportunity to ask any questions or ask for clarifications.

Additional Support Material

Bibliography

- Fertman CI, Allensworth DD, Society for Public Health Education (SOPHE).; Health Promotion Programs: from Theory to Practice, 2e, Jossey-Bass, Wiley (2016), Chapter 1.

➤ *Permalink for e-book:*

<https://ebookcentral.proquest.com/lib/nicosia/detail.action?docID=4718311>

- Naidoo J, Wills J.; Foundations for Health Promotion, 3e (Public Health and Health Promotion), Elsevier (2016), Chapters 4-7.

➤ *Permalink for e-book:*

<https://ebookcentral.proquest.com/lib/nicosia/detail.action?docID=1721263>

Websites and Other relevant resources

- WHO – Health Promotion (http://www.who.int/topics/health_promotion/en/)
- WHO – What is Health Promotion? (<http://www.who.int/features/qa/health-promotion/en/>)
- WHO - Health promotion and disease prevention through population-based interventions, including action to address social determinants and health inequity (<http://www.emro.who.int/about-who/public-health-functions/health-promotion-disease-prevention.html>)
- CDC – Chronic Disease Prevention and Health Promotion (<https://www.cdc.gov/chronicdisease/>)
- The King's Fund – Health Promotion (<https://www.kingsfund.org.uk/projects/gp-inquiry/health-promotion>)

Online videos

- Let's Learn Public Health - An introduction to Health Promotion and the Ottawa charter (<https://youtu.be/G2quVLcJVBk>)
- WHO - Health Promotion for Well-being, Equity and Sustainable Development (<https://youtu.be/9HV4hkX5Nxl>)

- WHO – Health Promotion and the Sustainable Development Goals
(<https://youtu.be/AbOZOU-QB9s>)

Expected study time: 13 hours

Key words

Health Promotion, Disease Prevention, Health Improvement, Wellbeing.

Section 2 – Designing and monitoring Health Promotion programmes

Learning Objectives and Outcomes

Objectives

The specific section aims to cover and explain in detail the process of development of health promotion programmes, as well as their implementation.

Expected Learning Outcomes

After the completion of this section, the students are expected to:

2. Design health promotion programmes for dealing with specific Public Health challenges and critically evaluate how these are successfully implemented and monitored, including the basic principles and tools of budget and resource management.

Teaching Material

Recorded Lectures

- Recorded Power Point Presentation – Designing & Monitoring Health Promotion Programmes I
- Recorded Power Point Presentation – Designing & Monitoring Health Promotion Programmes II
- Recorded Power Point Presentation – Basic principles and tools of budget and resource management

Additional learning activities to complete

- Webinar Session (Assignment support webinar - Evaluating Health Promotion programmes)

Description: During this activity, the instructor describes the steps and indicators of an evaluation to health promotion program/intervention. Then, students are going to apply these steps in their assignment.

- Q&A Forum (Identifying the right type of need)

Description: Students are presented with examples of different needs. Students are expected to demonstrate critical thinking in identifying the appropriate type of need that each example corresponds based on the lecture notes.

Additional Support Material

Bibliography

- Fertman CI, Allensworth DD, Society for Public Health Education (SOPHE).; Health Promotion Programs: from Theory to Practice, 2e, Jossey-Bass, Wiley (2016), Chapters 4-6, 10.

➤ *Permalink for e-book:*

<https://ebookcentral.proquest.com/lib/nicosia/detail.action?docID=4718311>

Websites and Other relevant resources

- CDC – Multimedia on Chronic Disease
(<https://www.cdc.gov/chronicdisease/resources/multimedia.htm>)
- Rural Health Information Hub - Health Promotion and Disease Prevention Theories and Models (<https://www.ruralhealthinfo.org/community-health/health-promotion/2/theories-and-models>)
- Rural Health Information Hub - Health Promotion and Disease Prevention Strategies (<https://www.ruralhealthinfo.org/community-health/health-promotion/2/strategies>)
- Rural Health Information Hub - Program Models for Rural Health Promotion and Disease Prevention (<https://www.ruralhealthinfo.org/community-health/health-promotion/2/program-models>)
- Achilleos S, Michanikou A, Kouis P, et al. Improved indoor air quality during desert dust storms: The impact of the MEDEA exposure-reduction strategies. *Science of The Total Environment*. 2023; 863.
(<https://doi.org/10.1016/j.scitotenv.2022.160973>)
- Kouis P, Papatheodorou SI, Kakkoura MG, Middleton N, Galanakis E, Michaelidi E, Achilleos S, et al. The MEDEA childhood asthma study design for mitigation of desert dust health effects: implementation of novel methods for assessment of air pollution exposure and lessons learned. *BMC Pediatr*. 2021; 21(13).

(<https://bmcpediatr.biomedcentral.com/counter/pdf/10.1186/s12887-020-02472-4.pdf>)

- Louis C. Gapenski, PhD, Department of Health Services Research, Management and Policy, University of Florida. “Public Health Finance Tutorial Series, Module III, Financial Planning And Budgeting”
(http://www.publichealthfinance.org/media/file/PHFM_Finance_Tutorial_III.pdf)

Expected study time: 13 hours

Key words

Health Promotion Programmes, Design, Monitoring.

Section 3 – Determinants of health-related lifestyle behaviours I: health education, health literacy, and health consciousness

Learning Objectives and Outcomes

Objectives

The specific section aims to introduce and analyse major determinants of health-related lifestyle behaviours, including health education, health literacy, and health consciousness.

Expected Learning Outcomes

After the completion of this section, the students are expected to:

3. Analyse the processes by which health education, health literacy, and health consciousness, determine health-related lifestyle behaviours and choices.

Teaching Material

Recorded Lectures

- Recorded Power Point Presentation: Determinants of health-related lifestyle behaviours I: Health education, health literacy & health consciousness.

Additional learning activities to complete

- Discussion Forum (Literacy & Consciousness Forum)

Description: For this activity students are first expected to familiarize themselves with the concept of health literacy and health consciousness. Then, in the discussion forum, they are asked to review existing literature and answer the provided questions.

Additional Support Material

Bibliography

- Fertman CI, Allensworth DD, Society for Public Health Education (SOPHE).; Health Promotion Programs: from Theory to Practice, 2e, Jossey-Bass, Wiley (2016), Chapters 1, 8.

➤ *Permalink for e-book:*

<https://ebookcentral.proquest.com/lib/nicosia/detail.action?docID=4718311>

- Naidoo J, Wills J.; Foundations for Health Promotion, 3e (Public Health and Health Promotion), Elsevier (2016), Chapter 4.

➤ *Permalink for e-book:*

<https://ebookcentral.proquest.com/lib/nicosia/detail.action?docID=1721263>

Websites and Other relevant resources

- WHO – Health Promotion Track 2: Health literacy and health behaviour
(<https://www.who.int/teams/health-promotion/enhanced-wellbeing/seventh-global-conference/health-literacy>)
- Šulinskaitė K, Zagurskienė D, & Blaževičienė A. Patients' health literacy and health behaviour assessment in primary health care: evidence from a cross-sectional survey. *BMC Prim. Care*. 2022; 23 (223).
(<https://bmcpriamcare.biomedcentral.com/counter/pdf/10.1186/s12875-022-01809-5.pdf>)
- Espinosa A & Kadić-Maglajlić S. The Mediating Role of Health Consciousness in the Relation Between Emotional Intelligence and Health Behaviors. *Frontiers in Psychology*. 2018.
(<https://www.frontiersin.org/articles/10.3389/fpsyg.2018.02161>)

Expected study time: 13 hours

Key words

Determinants of Health-related behaviours, Health Education, Health Literacy, Health Consciousness.

Section 4 –Determinants of health-related lifestyle behaviours II: environmental, occupational, societal, political, and economic factors

Learning Objectives and Outcomes

Objectives

The specific section aims to introduce and analyse major determinants of health-related lifestyle behaviours, including environmental, occupational, societal, political, and economic factors.

Expected Learning Outcomes

After the completion of this section, the students are expected to:

4. Analyse the processes by which environmental, occupational, societal, political, and economic factors determine health-related lifestyle behaviours and choices.

Teaching Material

Recorded Lectures

- Recorded Power Point Presentation: Determinants of health-related lifestyle behaviours II: environmental, occupational, societal, political, and economic factors.

Additional learning activities to complete

- Discussion Forum (Determinants of health-related lifestyle behaviours II: environmental, occupational, societal, political, and economic factors)

Description: For this activity students are first expected to familiarize themselves with the environmental, occupational, societal, political, and economic factors of lifestyle behaviors. Then, in the discussion forum, they are asked to 1) select one of these factors, 2) find a research paper assessing the role of the determinant on one, or more, health-related lifestyle behaviour(s), and 3) describe the study design and outcomes based on the provided short-answer questions.

Additional Support Material

Bibliography

- Fertman CI, Allensworth DD, Society for Public Health Education (SOPHE).; Health Promotion Programs: from Theory to Practice, 2e, Jossey-Bass, Wiley (2016), Chapter 2.

➤ *Permalink for e-book:*

<https://ebookcentral.proquest.com/lib/nicosia/detail.action?docID=4718311>

- Naidoo J, Wills J.; Foundations for Health Promotion, 3e (Public Health and Health Promotion), Elsevier (2016), Chapter 2.

➤ *Permalink for e-book:*

<https://ebookcentral.proquest.com/lib/nicosia/detail.action?docID=1721263>

Websites and Other relevant resources

- WHO – Social Determinants of Health (https://www.who.int/health-topics/social-determinants-of-health#tab=tab_1)
- OASH - Neighbourhood and built environment (<https://health.gov/healthypeople/objectives-and-data/browse-objectives/neighborhood-and-built-environment>)
- Mackenbach JP. Political determinants of health. *European Journal of Public Health*. 2014; 24(1). (<https://doi.org/10.1093/eurpub/ckt183>)
- Kickbusch I. The political determinants of health—10 years on. *BMJ*. 2015; 350. (<https://www.bmj.com/content/350/bmj.h81>)
- Marmot MG, Smith GD, Stansfeld S, Patel C, North F, Head J, White I, Brunner E, Feeney A. Health inequalities among British civil servants: the Whitehall II study. *Lancet*. 1991 Jun 8;337(8754):1387-93. doi: 10.1016/0140-6736(91)93068-k. PMID: 1674771.
- Marmot M, Shipley M, Brunner E, Hemingway H. Relative contribution of early life and adult socioeconomic factors to adult morbidity in the Whitehall II study. *J Epidemiol Community Health*. 2001 May;55(5):301-7. doi: 10.1136/jech.55.5.301. PMID: 11297647; PMCID: PMC1731896.
- Ferrie JE, Shipley MJ, Stansfeld SA, Smith GD, Marmot M; Whitehall II Study. Future uncertainty and socioeconomic inequalities in health: the Whitehall II

study. Soc Sci Med. 2003 Aug;57(4):637-46. doi: 10.1016/s0277-9536(02)00406-9. PMID: 12821012.

- LIFEPAth consortium. Socioeconomic status and the 25 × 25 risk factors as determinants of premature mortality: a multicohort study and meta-analysis of 1·7 million men and women. Lancet. 2017 Mar 25;389(10075):1229-1237. doi: 10.1016/S0140-6736(16)32380-7. Epub 2017 Feb 1.
- Mackenbach JP, Stirbu I, Roskam AJ, Schaap MM, Menvielle G, Leinsalu M, Kunst AE; European Union Working Group on Socioeconomic Inequalities in Health. Socioeconomic inequalities in health in 22 European countries. N Engl J Med. 2008 Jun 5;358(23):2468-81. doi: 10.1056/NEJMsa0707519. Erratum in: N Engl J Med. 2008 Sep 18;359(12):e14. PMID: 18525043.

Online videos

CDC - Social Determinants of Health (https://youtu.be/u_loBt7Nicw)

- Sir Michael Marmot - Fair Society, Healthy Lives (<https://youtu.be/dt9lrnzNC14>)
- Health Behavior: How the Environment Impacts Us - Lisa Kazbour (https://www.youtube.com/watch?v=18Z_th8pWGM)
- Wellbeing in the workplace (<https://www.youtube.com/watch?v=TI1SDDKohGk>)

Expected study time: 13 hours

Key words

Determinants of Health-related Behaviours, Environmental, Occupational, Societal, Political, Economic.

Section 5 – Predicting and modifying health-related behaviour in population groups I: targeting individuals

Learning Objectives and Outcomes

Objectives

The specific section aims to introduce and analyse models of modifying health-related behaviour among individuals, in the context of Public Health.

Expected Learning Outcomes

After the completion of this section, the students are expected to:

5. Critically evaluate the major models of predicting and explaining health-related behaviours in groups of individuals.
6. Design intervention programmes specifically for modifying health-related behaviours among groups of individuals.

Teaching Material

Recorded Lectures

- Recorded Power Point Presentation: Predicting and modifying health-related behaviour in population groups I: Targeting Individuals

Additional learning activities to complete

- Discussion Forum (Targeting individuals)

Description: Students are required to apply the knowledge gained from the section's material on predicting and explaining health-related behaviours in groups of individuals. Students will be expected to approach a given behavioural-change program with critical thinking so as to consider the most appropriate factors to pursue health-promoting behaviours.

- Q&A Forum (**Mandatory Activity:** Identifying the components of behavioural theoretical models from real life examples)

Description: Students are presented with real life beliefs and behaviors towards a health behavior and are asked to identify the corresponding process or element of the behavioural theoretical models. Students are expected to demonstrate a deep understanding in the underlying factors toward a behaviour, and demonstrate critical thinking in predicting and explaining health-related behaviours in groups of individuals.

Additional Support Material

Bibliography

- Fertman CI, Allensworth DD, Society for Public Health Education (SOPHE).; Health Promotion Programs: from Theory to Practice, 2e, Jossey-Bass, Wiley (2016), Chapter 3.

➤ *Permalink for e-book:*

<https://ebookcentral.proquest.com/lib/nicosia/detail.action?docID=4718311>

- Naidoo J, Wills J.; Foundations for Health Promotion, 3e (Public Health and Health Promotion), Elsevier (2016), Chapter 2, 3, 8, 9.

➤ *Permalink for e-book:*

<https://ebookcentral.proquest.com/lib/nicosia/detail.action?docID=1721263>

Websites and Other relevant resources

- WHO – Behaviour change campaigns
(<https://www.who.int/about/communications/actionable/behaviour-change>)
- Ghahramani A, de Courten M. & Prokofieva M. The potential of social media in health promotion beyond creating awareness: an integrative review. *BMC Public Health*. 2022; 22 (2402).
(<https://bmcpublichealth.biomedcentral.com/counter/pdf/10.1186/s12889-022-14885-0.pdf>)
- Part Two – Health Beliefs, Behaviour and Behaviour Change from Ogden, Jane. *Health Psychology : A textbook*, McGraw-Hill Education, 2012. *ProQuest Ebook Central*.
(<https://ebookcentral.proquest.com/lib/nicosia/detail.action?docID=956532>)

Expected study time: 13 hours

Key words

Modification, Health-related Behaviors, Individuals.

Section 6 – Predicting and modifying health-related behaviour in population groups II: targeting social determinants of health (Social Epidemiology)

Learning Objectives and Outcomes

Objectives

The specific section aims to introduce and analyse models of modifying health-related behaviour through targeting social determinants of health, in the context of Public Health.

Expected Learning Outcomes

After the completion of this section, the students are expected to:

7. Critically evaluate the major models of predicting and explaining health-related behaviours due to environmental and social determinants of health.
8. Design intervention programmes specifically for modifying health-related behaviours in groups of people, via targeting social determinants of health.

Teaching Material

Recorded Lectures

- Recorded Power Point Presentation: Predicting and modifying health-related behaviour in population groups II: Targeting social determinants of health. (Social Epidemiology)

Notes essential for covering the expected learning outcomes

- Health Inequalities
- Health Policy

Additional learning activities to complete

- Discussion Forum (Targeting social determinants of health)

Description: For this activity, students are first required to familiarize themselves with the social determinants of health. Then, in the discussion forum, they are asked to discuss the social determinants underlying health-related behaviours which are associated with a non-communicable disease of their choice.

- Q&A Forum (**Mandatory Activity:** Describing the characteristics of Health Inequalities and Health Policy)

Description: Students are asked to use the section's notes to answer a true or false quiz. Students are expected to demonstrate critical thinking in the concept of health inequalities and health policy.

Additional Support Material

Bibliography

- Fertman CI, Allensworth DD, Society for Public Health Education (SOPHE).; Health Promotion Programs: from Theory to Practice, 2e, Jossey-Bass, Wiley (2016), Chapters 3, 13-16.

➤ *Permalink for e-book:*

<https://ebookcentral.proquest.com/lib/nicosia/detail.action?docID=4718311>

- Naidoo J, Wills J.; Foundations for Health Promotion, 3e (Public Health and Health Promotion), Elsevier (2016), Chapter 2, 3, 11-17.

➤ *Permalink for e-book:*

<https://ebookcentral.proquest.com/lib/nicosia/detail.action?docID=1721263>

Websites and Other relevant resources

- Diez Roux AV. Social Epidemiology: Past, Present, and Future. *Annual Review of Public Health*. 2022; 43(1).
(<https://www.annualreviews.org/doi/pdf/10.1146/annurev-publhealth-060220-042648>)
- WHO - Promoting health and reducing health inequities by addressing the social determinants of health
(https://www.euro.who.int/_data/assets/pdf_file/0016/141226/Brochure_promoting_health.pdf)

- UN - Sustainable Development Goal 10: Reduced Inequalities
(<https://www.un.org/sustainabledevelopment/inequality/>)
- WHO - Progressing the Sustainable Development Goals through Health in All Policies (<https://www.who.int/publications/m/item/progressing-the-sustainable-development-goals-through-health-in-all-policies>)
- WHO – Promoting Health in All Policies and intersectoral action capacities
(<https://www.who.int/activities/promoting-health-in-all-policies-and-intersectoral-action-capacities>)

Online videos

- WHO - Shanghai Declaration on Health Promotion
(<https://youtu.be/fxlKWPJlkHs>)

Expected study time: 13 hours

Key words

Modification, Health-related Behaviours, Social Determinants.

Section 7 – Health promotion in the context of population movements

Learning Objectives and Outcomes

Objectives

The specific section aims to cover and explain in detail the process of developing and implementing health protection and promotion programmes in the context of population movements due to recreation (e.g. tourism), relocation, and forced migration.

Expected Learning Outcomes

After the completion of this section, the students are expected to:

9. Analyse health protection and health promotion in the context of mass population movement for the purposes of recreation (e.g. tourism), relocation (e.g. working/retiring abroad), or due to forced migration (e.g. as a result of armed conflict or natural disasters).
10. Design health protection and promotion programmes aimed at tackling threats to public health stemming from mass population movements, both for the incoming and the host population.

Additional learning activities to complete

- Webinar Session (Exam review session)

Description: This webinar is dedicated to support students in their preparation for the final exam. The most important concepts are re-visited, but mostly, students have the opportunity to ask any questions or ask for clarifications regarding topics that have proven challenging for them.

- Class Wiki (Mass population movement & public health)

Description: Students will be required to collectively build an essay on “Health promotion in the context of population movements”. To put the discussion into context, three streams of discussion are put forward: type of mass population movements; associated non-communicable threats; and health promotion programmes aimed at tackling these threats. Students can use knowledge from the

section but are also encouraged to approach the question from their point of view, contributing to the written discussion about how they would approach the problems identified. Students can interact with each other in this written discourse, disagreeing with, advancing and commenting on each other's ideas.

Additional Support Material

Bibliography

- Ghebrehewet S, Stewart AG, Baxter D, Shears P, Conrad D, Kliner M. Health Protection Principles and Practice, Oxford University Press (2016) Chapters 18-21, 26-29.

➤ *Permalink for e-book:*

http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=nlebk&AN=1406327&site=eds-live&custid=s1098328&ebv=EB&ppid=pp_Cover

Websites and Other relevant resources

- Lancet Migration – Global collaboration to advance migration health (<https://migrationhealth.org/>)
- Migrant and refugee health (<https://www.ecdc.europa.eu/en/migrant-and-refugee-health>)
- WHO Europe – Population movement is a challenge for refugees and migrants as well as for the receiving population (<http://www.euro.who.int/en/health-topics/health-determinants/migration-and-health/news/news/2015/09/population-movement-is-a-challenge-for-refugees-and-migrants-as-well-as-for-the-receiving-population>)
- WHO Europe - Migration and health and SDGs (https://www.euro.who.int/_data/assets/pdf_file/0014/352130/10.7-SDG-Fact-sheet-Migration-and-Health_FINAL.pdf)
- Migration and health: key issues (<https://reliefweb.int/report/world/migration-and-health-key-issues>)

- Wickramage K, Vearey J, Zwi AB, et al. Migration and health: a global public health research priority. *BMC Public Health*. 2018; 18 (987).
(<https://bmcpublichealth.biomedcentral.com/counter/pdf/10.1186/s12889-018-5932-5.pdf>)
- Bozorgmehr K, Szecsenyi J, Stock C, Razum O. Europe's response to the refugee crisis: why relocation quotas will fail to achieve 'fairness' from a health perspective. *Eur J Public Health*. 2016;26(1):5-6
(<https://academic.oup.com/eurpub/article/26/1/5/2467526>)
- Levy BS, Sidel VW. Documenting the Effects of Armed Conflict on Population Health. *Annu Rev Public Health*. 2016;37:205-18
(http://www.annualreviews.org/doi/full/10.1146/annurev-publhealth-032315-021913?url_ver=Z39.88-2003&rfr_id=ori%3Arid%3Acrossref.org&rfr_dat=cr_pub%3Dpubmed&)
- Leaning J, Guha-Sapir D. Natural disasters, armed conflict, and public health. *N Engl J Med*. 2013;369(19):1836-42
(<http://www.nejm.org/doi/full/10.1056/NEJMra1109877#t=article>)
- Masoud F, Alireza J, Mahmoud K, Zahra A. A systematic review of publications studies on medical tourism. *J Educ Health Promot*. 2013;2:51
(<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3826028/>)

Expected study time: 13 hours

Key words

Population movement, Health Protection, Health Promotion, Programme Design.

Assessment

This course is assessed via a combination of attendance and participation in webinars and mandatory interactive activities (comprising 10% of total course marks), coursework (comprising 30% of total course marks) and a final comprehensive examination (comprising 60% of total course marks). In addition, the students will have the opportunity to undergo formative assessment, as a means of familiarising with the summative examination, as well as evaluating their performance in the course and receiving feedback from the course's tutor(s).

Participation and engagement in webinars and mandatory interactive activities

The Participation Grade will constitute 10% of the *total course marks* and will be awarded based on i) webinar attendance and participation and ii) participation in 2-3 learning activities. Participation includes active engagement in synchronous activities, such as webinars, and online chats; and/or successful completion of mandatory in-course interactive activities, such as discussion fora, Q&A fora, short quizzes and problem-solving scenarios. The mandatory interactive activities that will be used for this course are clearly stated under each section of this study guide.

Coursework

The MPH-514 coursework comprises of the following 1 coursework component:

- 1 health promotion assignment (*30% of total course marks*)

Detailed information and guidelines on the above coursework component will be uploaded on the course's Moodle page. All course work will be submitted via Moodle and marks will be communicated to students electronically. Dedicated Assignment Support Webinars will be offered prior to the submission of the assignment, with the purpose of answering student questions relevant to the content of the assignment, as well as the submission process.

Final Examination

The MPH-514 final examination is a comprehensive exam assessing the specific learning outcomes (LOs) from all courses. Since the exam is constructed explicitly based on the course's learning outcomes, students are strongly advised to follow an LO-driven approach while revising and preparing for the final examination. Students should be expected to be able to answer a given question on any LO covered during the course.

Final examinations will be completed online using electronic invigilation software.

Formative quiz and feedback

Students will have the opportunity to attempt a formative quiz, which although not contributing to the course's total marks (i.e. formative), is compulsory. The purpose of the formative quiz is for students to: (a) evaluate their performance and understanding/assimilation of the learning material up to the point of the quiz; (b) familiarize themselves with the level and format of the course's exams; and (c) receive valuable feedback from the course tutor(s) on their performance, as well as guidance on how to improve. The formative quiz will be conducted via Moodle.

Self-assessment exercises

Short Answer Question (SAQ)

The local authorities in a London district want to promote healthier eating habits in the community and more specifically they want to educate residents about the importance of daily consumption of fresh fruits and vegetables.

Describe **two** attributes (individual characteristics of residents) relevant to health education, which a field health worker working on this project should try to enhance and develop. Please provide your answer in the context of the above example.

[4 marks]

SAQ Model Answer:

1. One relevant attribute to work on is health literacy **[1 mark]**. In this case, the field worker should aim at enhancing the capacity of residents to obtain, process, and understand basic information relevant to the health benefits resulting from daily consumption of fresh fruits and vegetables **[1 mark]**.

2. One relevant attribute to work on is health consciousness **[1 mark]**. In this case, the field worker should aim at shaping the mentality of residents towards giving more emphasis to their health as regards lifestyle choices in general and more specifically consumption of fresh fruits and vegetables **[1 mark]**.

Single Best Answer (SBA) question

There have been multiple reports of gastroenteritis among guests at a hotel wedding reception in Mumbai, India. The local public health team are responsible for investigating this possible outbreak, with the goal of limiting spread of infection and preventing similar future incidents.

Once the team has confirmed that an outbreak has indeed occurred, what would be the immediate first step in the investigation?

- A. Analytic epidemiological study
- B. Case definition specification
- C. Case finding
- D. Descriptive epidemiological study
- E. **Diagnosis verification**

SBA notes on answer options:

- A. **Analytic epidemiological study.** Wrong answer. The descriptive epidemiology can be used to generate hypotheses about the potential cause(s) of the outbreak. Analytic studies can then be used to test these hypotheses. Findings will then be used to inform public health action for the control of the current outbreak and prevention of future incidents.
- B. **Case definition specification.** Wrong answer. Deciding how to define a case (by time, place, person, and symptoms and/or lab results) can only occur once an outbreak has been confirmed and the diagnosis of existing cases have been verified.
- C. **Case finding.** Wrong answer. After the case definition has been determined, known cases can be interviewed, with other cases identified through locating others who have also been exposed, reviewing routine surveillance data, notifications and laboratory results, and contacting other public health and healthcare teams.
- D. **Descriptive epidemiological study.** Wrong answer. After cases have been found, data can be arranged by person/place/time to present the descriptive epidemiology of the outbreak. This can include an epidemic curve and line list of cases.
- E. **Diagnosis verification.** Correct answer. After it has been confirmed that there has been an increase in the number of observed cases relative to expected numbers, and prior to further investigation, the diagnosis of existing cases must be verified through a review of medical and laboratory records, and further or repeat tests being performed.