

## COURSE SPECIFICATION

Name of Institution                      Mahidol University  
 Campus/Faculty/Program              ASEAN Institute for Health Development

### Section 1 General Information

1. **Code and Course Title:** ADPM 644 Self-Care and Health Promotion: A Primary Health Care Approach
2. **Total Credits:** 3 credits (3-0-6) (Lecture - Practice - Self Study)
3. **Curriculum and Course Category:** Master of Primary Health Care (International Program) (Required Course)
4. **Course Coordinator/Course Instructors**
  - 4.1 **Course Coordinator**

Assoc.Prof. Dr.Piyapong Janmaimool  
 ASEAN Institute for Health Development (AIHD)  
 Mahidol University, Thailand  
Tel:02-441-9040 ext. 25  
 Email: [piyapong.jan@mahidol.ac.th](mailto:piyapong.jan@mahidol.ac.th)
  - 4.2 **Course Instructors**
    1. Assoc.Prof. Dr.Piyapong Janmaimool
    2. Assoc. Prof. Dr. Orapin Laosee
    3. Assoc. Prof. Dr.Thunwadee Suksaroj
    4. Assoc.Prof. Dr. Cheerawit Rattanapan
    5. Asst.Prof. Dr. Seo-Ah Hong
5. **Semester / Academic Year of Study:** 1/2024
6. **Pre-requisite:** None
7. **Co-requisite:** none
8. **Venue:** ASEAN Institute for Health Development, Mahidol University
9. **Latest Date of Course Specification Development or Modification:** 1 July 2024

### Section 2 Aims and Objectives

#### 1. Course Aim:

The goal of this course is to prepare learners to be a good health promoter in primary health care and in health care systems with good morality, ethics and knowledge, intellectual, interpersonal skills and self-development skills as health promotor.

## 2. Course Objectives

Upon the completion of this course, students should be able to

1. Be a good health promotion manager in primary health care services with honest, responsible, disciplines, set up and implement healthy public policy and respect to social rules.
2. Explore, analyze, and critique health risk problem, health and social determinants of health and health promotion programs in primary health care in various settings and across life span.
3. Propose strategic options for health promotion, re-orientation of services, program to develop personal skills in primary health care services and other social services of partner organizations.
4. Act as lifelong learner by using technologies consistently seeking knowledge for developing intellectual independence in health promotion and designing health promotion interventions.
5. Interact professionally and communicate effectively when work as a multidisciplinary team for working with health promotion stakeholders.

## Section 3 Course Description and Implementation

### 1. Course Description

Concept, importance, and strategies of health promotion in primary health care; theories/models for improving health promotion; management and strategies for health promotion across life span; planning, monitoring and evaluation of health promotion programs; integrated marketing communication; health literacy; key areas of self-care; empower individual and community for better self-care and self-reliance; health advocator; individual and community, coproducer of health and social care; individual and community as self-care

### 2. Number of Hours per Semester

Lecture	45	Hours
Tutorial	0	Hour
Practice / Field Experience /Practicum	0	Hour
Self-Study	90	Hours

### 3. Number of hours provided for academic advice and guidance to an individual student

Every Tuesday 9.00-12.00 at Building 1, 2<sup>nd</sup> floor ASEAN Institute for Health Development; Office hours (at least 2 hours/week)

## Section 4 Development of the expected learning outcomes

### Course Learning Outcomes

CLO1: Be a good health promotion manager in primary health care services with honest, responsible, disciplines, set up and implement healthy public policy and respect to social rules.

CLO2: Explore, analyze, and critique health risk problem, health and social determinants of health and health promotion programs in primary health care in various settings and across life span.

CLO3: Propose strategic options for health promotion, re-orientation of services, program to develop personal skills in primary health care services and other social services of partner organizations.

CLO4: Act as lifelong learner by using technologies consistently seeking knowledge for developing intellectual independence in health promotion and designing health promotion interventions.

CLO5: Interact professionally and communicate effectively when work as a multidisciplinary team for working with health promotion stakeholders.

2. How to organize learning experiences to develop the knowledge or skills stated in number 1 and how to measure the learning outcomes

CLOs	Teaching and learning experience management			Learning outcomes measurements			
	Lecture	Individual Work	Group Work	Test	Assignment quality	Individual Reports	Presentation
CLO1	x	x		x	x		
CLO2	x	x		x	x	x	
CLO3	x		x			x	x
CLO4	x		x				x
CLO5	x	x					x

## Section 5 Teaching Plan and Evaluation Plan

### 1. Teaching Plan

Wk	Topic	Hrs.			Teaching and Learning Activities	Facilitator(s)
		Lecture	Practice	Self-study		
1	Introduction to concepts of health promotion in Primary Health Care & Understanding determinants of health	3	0	6	Lecture, example, discussion	Assoc.Prof. Dr. Piyapong Janmaimool
2	Self-care, health literacy and health behaviors	3	0	6	Lecture, exercise, discussion	Assoc.Prof. Dr. Piyapong Janmaimool
3	Developing healthy public policy related to self-care and health promotion in primary health care	3	0	6	Lecture, example, discussion	Assoc.Prof. Dr. Piyapong Janmaimool
4	Theories related to self-care and health promotion 1	3	0	6	Lecture, exercise, discussion	Assoc.Prof. Dr. Piyapong Janmaimool
5	Theories related to self-care and health promotion 2	3	0	6	Lecture, example, discussion	Assoc.Prof. Dr. Thunwadee Suksaroj
6	Strengthening community action and participation for self-care and health promotion in primary health care	3	0	6	Lecture, exercise, discussion	Assoc.Prof. Dr. Thunwadee Suksaroj
7	Health promotion through lifespan 1: Health promotion in mothers and newborns (Postnatal care)	3	0	6	Lecture, example, discussion	Asst.Prof. Dr. Seo-Ah Hong
8	Health promotion through lifespan 2: Health promotion in children, pre-school and school health promotion	3	0	6	Lecture, exercise, discussion	Asst.Prof. Dr. Seo-Ah Hong

Wk	Topic	Hrs.			Teaching and Learning Activities	Facilitator(s)
		Lecture	Practice	Self-study		
9	Health promotion through lifespan 3: Health promotion in workplace	3	0	6	Lecture, example, discussion	Assoc.Prof. Dr. Cheerawit Rattanapan
10	Special lecture: Physical activity and health promotion strategies (tentative)	3	0	6	Lecture, exercise, discussion	Guest Lecturer from Osaka university
11	Special lecture: Participatory community planning for disaster preparedness and mitigation in households (tentative)	3	0	6	Lecture, example, discussion	Dr.Puntita Tunwattana (Chulalongkorn University)
12	Health promotion through lifespan 4: Health promotion in ageing population	3	0	6	Lecture, exercise, discussion	Assoc.Prof. Dr. Orapin Laosee
13	Special lecture: Self-care models for the elderly (tentative)	3	0	6	Lecture, example, discussion	Guest Lecturer from Osaka university
14	Health promotion planning, management, and evaluation	3	0	6	Lecture, exercise, discussion	Assoc.Prof. Dr. Piyapong Janmaimool
15	Final project presentation	3	0	6	Lecture, example, discussion	Assoc.Prof. Dr. Piyapong Janmaimool

## 2. Evaluation Plan

No.	Learning Outcomes	Evaluation Method	Week of Evaluation	Evaluation Allotment
1.	Be a good health promotion manager in primary health care services with honest, responsible, disciplines, set up and implement healthy public policy and respect to social rules.	Quiz	Week 4	5%
		Assignments	Week 2,3,4	10%
		Individual Report	Week 5	5%
2.		Quiz	Week 7,8	5%

No.	Learning Outcomes	Evaluation Method	Week of Evaluation	Evaluation Allotment
	Explore, analyze, and critique health risk problem, health and social determinants of health and health promotion programs in primary health care in various settings and across life span.	Assignments	Week 7,8	10%
		Individual Report	Week 9	10%
3.	Propose strategic options for health promotion, re-orientation of services, program to develop personal skills in primary health care services and other social services of partner organizations.	Assignments	Week 11,12,13,14	10%
		Individual Report	Week 14	10%
		Group Report	Week 15	10%
4	Act as lifelong learner by using technologies consistently seeking knowledge for developing intellectual independence in health promotion and designing health promotion interventions.	Assignments	Week 2,3,4	10%
		Individual Report	Week 14	10%
5	Interact professionally and communicate effectively when work as a multidisciplinary team for working with health promotion stakeholders.	Group Report	Week 15	5%

### 3.Measurement and evaluation of student achievement

A	= 85-100 %
B+	= 75– 84 %
B	= 65 – 74 %
C+	= 55 – 64 %
C	= 45 – 54 %
F	= 0- 44 %

## Section 6 Teaching Materials and Resources

Green, J., Cross, R., Woodall, J., & Tones, K. (2019). Health Promotion (4th ed.). SAGE Publications. Retrieved from <https://www.perlego.com/book/3271715/health-promotion-planning-strategies-pdf> (Original work published 2019)

Fertman, C.I. & Allensworth, D.D. (2017). Health Promotion Programs From Theory to Practice. Society for Public Health Education (SOPHE). John Wiley & Sons.

- McManus A. (2013). Health promotion innovation in primary health care. *Australas Med J.*, 6(1).15-8.
- Martinez, C., Bacigalupe, G., Cortada, J.M. et al. (2017). The implementation of health promotion in primary and community care: a qualitative analysis of the 'Prescribe Vida Saludable' strategy. *BMC Fam Pract.*, 18, 23.
- Ashcroft, R. (2015). Health Promotion and Primary Health Care: Examining the Discourse, *Soc.Work in Public Health*, 30(2), 107-116.
- Adams, L., Amos, M. & Munro, J. (2002). *Promoting Health: Politics and Practices*, SAGE Publications Ltd.
- Naidoo, J. & Wills, J. (2016). *Foundations for Health Promotion* (4th ed.). Elsevier.
- Lillyman S & Farquharson N. (2013). Self-care management education models in primary care. *Br J Community Nurs.*, 18(11), 556-60.
- Martínez, N, Connelly, C.D., Pérez, A. & Calero, P. (2021). Self-care: A concept analysis. *Int J Nurs Sci.*, 8(4):418-425.

## Section 7 Course Evaluation and Improvement

1. Evaluation Strategies for Course Effectiveness by Students
  - Strategies for effective course evaluation by students
  - 1.1 Evaluation of students by peer students to be done by the Faculty of Graduate Studies (Education Services Section)
  - 1.2 Student evaluation to be done by Course Directors at the end of the course
    - Course content
    - Course management
    - Suggestions
    - Overall opinion
2. Teaching Evaluation Strategies
  - Observation of student behaviors, attitudes, and academic contents during activities of class participation
  - Students self-assessments and analysis
  - Peer assessments and feedback
  - Question and answer
  - Volunteering in class organization and designing in summarization of class activities
3. Teaching Improvement

Presentation of course development, techniques used in teaching, and improvement with the participation of program management committee members of AIHD at program management committee meetings.

#### 4. Verification of Students Achievements in the Course

- Analysis of students' learning outcomes using scores from class attendance, individual report activity and presentation
- Observing changes in perception and attitude of individual students and development i.e. personality, presentation, participation in working group, participatory action

#### 5. Course Revision and Improvement Plan

- Meeting with all lecturers teaching the course to discuss and review the course before the semester starts and before each period of teaching
- Teaching materials sharing among lecturers for mutual learning, understanding, and development
- Meeting with all lecturers teaching the course to discuss and review after the course closed to consider requests, feedback, and suggestions of students and make minor improvements to the course syllabus and materials before the next academic year.



## Appendix

### Relations between the Course and the Program

#### Program Learning Outcomes

PLO1 Exhibit responsibility, discipline, and honesty according to organizational rules, academic and professional ethics, and morality.

PLO2 Explain the interconnection of multidisciplinary knowledge associated with primary health care management.

PLO3 Design research in primary health care management based on systematic process.

PLO4 Defend in significant ways with questions or points of view or controversies about the area of the primary health care system.

PLO5 Interact professionally when working as a team as both leader and member for solving and managing work assigned.

PLO6 Perform statistical data analysis as they support evaluating, planning, and managing the primary health care system.

PLO7 Communicate clearly and effectively to an array of audiences for a range of purposes.

PLO8 Use information technology effectively to support the study, research, and their efforts to accomplish a specific purpose.

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
<b>Elective course</b>								
ADPM 644 Self-Care and Health Promotion: A Primary Health Care Approach 3 (3-0-6) credits	R	R	R	R	P	I	P	P

I = ELO is introduced & assessed P = ELO is practiced & assessed R = ELO is reinforced & assessed M = Level of Mastery is assessed

### Curriculum Mapping

● Primary responsibility

○ Secondary responsibility

Course Learning Outcomes (CLOs)	Program learning domains												
	1. Morality and ethics			2. Knowledg e		3. Intellectual skills			4. Interpersona l Skills and Responsibilit y		5. Numeral Analysis Skills, Communication and Use of Information Technology		
	1.1	1.2	1.3	2.1	2.2	3.1	3.2	3.3	4.1	4.2	5.1	5.2	5.3
Be a good health promotion manager in primary health care services with honest, responsible, disciplines, set up and implement healthy public policy and respect to social rules.													
Explore, analyze, and critique health risk problem, health and social determinants of health and health promotion programs in primary health care in various settings and across life span.													
Propose strategic options for health promotion, re-orientation of services,													

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program to develop personal skills in primary health care services and other social services of partner organizations.													
Act as lifelong learner by using technologies consistently seeking knowledge for developing intellectual independence in health promotion and designing health promotion interventions.													
Interact professionally and communicate effectively when work as a multidisciplinary team for working with health promotion stakeholders.													

**Expected Outcome (TOF.2)****1. Morality and Ethics**

- 1.1 Exhibits discipline, honesty, and punctuality
- 1.2 Behave according to morals and ethics of academic and professional practice
- 1.3 Avoid academic plagiarism

**2. Knowledge**

- 2.1 Explain the theoretical and practical knowledge associated with primary health care management
- 2.2 Explain the interconnection of various fields of knowledge in primary health care management

**3. Intellectual skills**

- 3.1 Perform the manners of continuously seeking knowledge
- 3.2 Design the research to solve the problem identified in the primary health care management system
- 3.3 Defend in significant ways with questions or points of view or controversies in related fields.

**4. Interpersonal Skill and Responsibility**

- 4.1 Perform interpersonal communication skills to establish and enhance personal and work-based relationships.
- 4.2 Perform the role of a leader and working team member appropriately

**5. Numeral Analysis Skills, Communication, and Use of Information Technology**

- 5.1 Demonstrate the statistical analysis and its interpretation
- 5.2 Communicate clearly and effectively to an array of audiences for a range of purposes.
- 5.3 Use information technology effectively to support the study, research, and efforts to accomplish a specific purpose

## Relations between CLOs and PLOs

Course Objectives (PLOs)	PLOs							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
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