

Module Title	Wellbeing in Health and Lifestyle: Health Promotion and Chronic Disease Prevention				
Module Code	FMED-512C				
Module Type	Elective				
Level	2 nd Cycle				
Year / Semester	2 / 3				
Teacher's Name	Dr Aristomenis Tourvas & Dr Eleni Tolma				
ECTS Credits	10	Lectures	28	Interactive learning activities	17
Module Purpose and Objectives	<p>The main objectives of the module are to:</p> <ul style="list-style-type: none"> • Define and discuss health promotion in the context of primary care. • Outline the historical context of health promotion, with discussion of important events such as the Ottawa Charter for Health Promotion. • Discuss the purpose of health promotion within the context of primary care. • Introduce the main approaches and models of health promotion. • Describe and discuss the varied individual determinants of health, such as age and genetics. • Describe health literacy and how it affects individual health. • Explore the importance of health literacy throughout the many parts of a primary care patient encounter. • Describe the utilization of tools to plan and assess public communication materials for clarity, such as the CDC Clear Communication Index. • Describe the importance of cultural competency in the primary care setting. • Describe and discuss the social and structural determinants of health. • Explore health disparities and their relationship to the various determinants of health. • Explore the concepts of health equity and health equality and their relationship to the design of health promotion programs. • Explore behavioural factors that influence health, such as attitudes, beliefs and social norms. • Outline various theories of change related to health behaviours and their use within the clinical realm, such as the health belief model. • Describe the use of motivational interviewing for behaviour change. • Define primary, secondary, and tertiary prevention. • Discuss clinical examples of primary, secondary, and tertiary prevention. • Introduce clinical recommendations and programs for health maintenance, as related to primary, secondary, or tertiary prevention. • Outline clinical guidelines and recommendations for vaccination across the age spectrum as developed by various organizations (such as by the World Health Organization) and give examples of some of their differences. • Explore barriers to vaccination, such as vaccine hesitancy. • Discuss methods to overcome vaccination barriers. 				

	<ul style="list-style-type: none"> • Discuss consequences of vaccination barriers, such as outbreaks, and explore the basics of outbreak control. • Describe the importance of moving beyond chronic disease management to lifestyle and wellbeing. • Outline the concepts of lifestyle medicine. • Describe the clinical assessment of lifestyle and behavioural factors that influence health. • Define how to assist patients in setting SMART goals. • Introduce nutrition and the major categories of nutrients. • Summarize relevant literature regarding different diets. • Discuss counseling patients on nutrition. • Outline the health benefits of physical activity. • Review the evidence-based guidelines for physical activity. • Discuss counseling patients on physical activity. • Explore concepts such as Meditation and Mindfulness for Stress Management. • Outline the physiology of sleep, healthy sleep recommendations, and elements of good sleep hygiene. • Discuss factors that enhance or inhibit sleep. • Explore the process for the design of health promotion programs through the discussion of steps, such as those in the Health Promotion Planning Cycle. • Define aims and objectives and describe how to write them effectively, using SMART language. • Define and outline the steps of a Health Needs Assessment. • Define and describe stakeholder analysis. • Define varied types of evaluations, such as process and outcome evaluations. • Explore the difference between quality assurance and quality improvement in the clinical realm. • Define and describe quality improvement tools, such as Plan-Do-Study Act. • Discuss the influence that physician health has on the physician-patient interaction. • Discuss opportunities for wellness at the physician’s worksite. • Discuss opportunities to engage with community partners to facilitate the promotion of wellness in patients and the community.
<p>Learning Outcomes</p>	<p>After completion of the module students are expected to be able to:</p> <ul style="list-style-type: none"> • Understand the core principles of health promotion and chronic disease prevention and how to apply them for the benefit of patients and the community. • Recognize the individual and social determinants of health and how they can affect the ability of patients to strive for optimal health. • Comprehend the complexity of health behaviour choices and understand tools that can be utilized and implemented in primary care to help change behaviour. • Understand the importance of moving beyond chronic disease management to utilizing evidence-based lifestyle therapeutic approaches to assist patients in wellness.

- Adopt the importance of intentional design and monitoring of health promotion activities with an emphasis on continuous quality improvement.
- Commit to the importance of the role that physicians have and can play in promoting health.

Specifically, after the completion of the module, the students are expected to be able to:

- Describe the context of health promotion in primary care.
- Understand the historical context of health promotion.
- Describe the purpose of health promotion within the context of primary care.
- Understand the basic principles of health promotion.
- Understand and describe the individual determinants of health and their effects on patients in the primary care setting.
- Apply basic health literacy concepts to improve varied parts of the primary care setting patient encounter.
- Apply basic health literacy concepts to improve the clarity of public communication material(s).
- Understand cultural competency and its importance to patient health in the primary care setting.
- Describe in detail the social and structural determinants of health and how they apply to the primary care setting and health promotion.
- Understand the importance of health disparities and their relationship to health promotion and the primary care setting.
- Describe in detail the difference between health equity and equality.
- Express in detail factors that determine behaviour and the role they play in health.
- Understand various theories of health behaviour change and their role in primary care.
- Employ the basic concepts of motivational interviewing.
- Express the difference between primary, secondary, and tertiary prevention.
- Give specific clinical examples of preventive medicine approaches and programs for primary, secondary, and tertiary prevention.
- Express awareness and understanding of preventive clinical health maintenance recommendations across the age spectrum.
- Demonstrate deep awareness of clinical guidelines for vaccination.
- Describe in detail examples of vaccination barriers as well as methods to overcome vaccination barriers.
- Understand and express how to give a strong provider recommendation for vaccination.
- Describe the relationship between vaccination barriers and outbreaks.
- Demonstrate awareness of the basics of outbreak control.
- Demonstrate an understanding of the importance of lifestyle and wellbeing for primary care.
- Develop an understanding of the basic concepts of lifestyle medicine.
- Develop the ability to perform a clinical assessment of patient lifestyle and behavioural factors that affect health.
- Demonstrate the ability to assist patients in setting SMART goals.

	<ul style="list-style-type: none"> • Demonstrate the ability to counsel patients on basic nutrition. • Describe the health benefits of physical activity. • Demonstrate the ability to counsel patients on physical activity. • Understand the importance of stress management in health. • Understand the role of techniques such as Meditation and Mindfulness for Stress Management. • Develop the ability to counsel patients on healthy sleep. • Describe in detail the process for designing a health promotion program. • Demonstrate the ability to set SMART aims and objectives. • Understand the steps involved in conducting a health needs assessment. • Understand the steps involved in conducting a stakeholder analysis. • Explain how to monitor health promotion programs. • Express the difference between quality assurance and quality improvement. • Describe how to develop a Quality Improvement project, such as by using the Plan-Do-Study Act method, including the steps involved. • Express the importance of clinician wellness and lifestyle. • Develop awareness of opportunities to improve the physician’s worksite to promote wellness. • Understand the importance of engaging the community as a partner in lifestyle medicine. 		
Prerequisites	None	Required	None
Module Content	<ul style="list-style-type: none"> • Introduction to Health Promotion • Individual Determinants of Health • Social and Structural Determinants of Health • Health Behaviour: Determinants and Change • Disease Prevention: Primary, Secondary, and Tertiary • Vaccination and its Barriers • Expanding beyond Chronic Disease Management to Lifestyle and Wellbeing • Nutrition and Physical Activity • Stress Management and Sleep • Designing Health Promotion Programs • Monitoring Health Promotion Programs and Quality Improvement in Primary Care • The Role of the Physician in Health 		
Teaching Methodology	<p>This programme is delivered via distance learning (online) and includes recorded lectures, interactive online tutorials (Webinars) and discussion forums, as well as online exercises and other activities.</p>		
Bibliography	<p>Required Textbooks / Reading:</p> <p>PowerPoint presentations with relevant references and articles will be provided each week. There is no pre-required bibliography.</p> <p>Recommended Textbooks / Reading:</p>		

	Title	Author(s)	Publisher	Year	ISBN
	<i>Health Promotion Programs: from Theory to Practice, 2nd ed</i>	Fertman CI, Allensworth DD, ed.	San Francisco: Jossey-Bass	2017	978-1-119-16333-6
	Foundations for Health Promotion, 3 rd ed	Naidoo J, Wills.	Edinburgh: Elsevier	2009	9780702037535
	Lifestyle Medicine: A Manual for Clinical Practice	Mechanick JI, Kushner RF, ed.	Cham: Springer	2016	978-3-319-24687-1
	<i>Motivational Interviewing for Clinical Practice: A Practical Guide for Clinicians</i>	Levounis P, Arnout B, Marienfield C.	Arlington: APA	2017	978-1615370467
	<i>American Academy of Pediatrics Clinical Report: Countering Vaccine Hesitancy</i>	Edwards KM, Hackell JM	Pediatrics by the American Academy of Pediatrics	2016	
	<i>Clinical Epidemiology: The Essentials, 5th ed.</i>	Fletcher RH, Fletcher SW, Fletcher GS	Philadelphia: Lippincott	2014	978-1451144475
	Washington Manual of Patient Safety and Quality Improvement, 1 st ed.	Fondahn E, Lane M, Vannucci A	Philadelphia: Lippincott	2016	978-1451193558

	<i>Physicians' health practices strongly influence patient health practices.</i>	Oberg EB and Frank E.	JR Coll Physicians Ednib	2009	
	Health Literacy: A Prescription to End Confusion.	Neilsen-Bohlman L, Panzer AM, Kindig DA, eds.	Washington, DC: National Academies Press	2004	
	Quick Guide to Health Literacy.	Office of Disease Prevention and Health Promotion, U.S. Department of Health and Human Services	U.S. Department of Health and Human Services		
	Collaboration and negotiation: The Key to therapeutic lifestyle change.	Frates EP, Bonnet J	American Journal of Lifestyle Medicine	2016; 10(5): 302-312	
	Pediatric Collections: Immunization Strategies and Practices	American Academy of Pediatrics	Itasca: AAP	2018	
	Control of Communicable Diseases Manual, 20 th ed.	Heymann DL, ed.	Washington DC: American Public Health Association	2015	978-0-87553-018-5
	The Pink Book: Epidemiology and Prevention of Vaccine-Preventable Diseases, 13 th ed.	Hamborsky J, Kroger A, Wolfe C, eds. Centers for Disease Control and Prevention.	Washington DC: Public Health Foundation	2015	978-099044 9119

	Report of the SAGE Working Group on Vaccine Hesitancy	World Health Organization	World Health Organization	2014	
	Nutrition in Lifestyle Medicine.	Rippe, JM, ed.	Humana Press	2017	
	Health in All Policies as part of the primary health care agenda on multisectoral action.	World Health Organization	World Health Organization	2018	
	Time to Solve Childhood Obesity: An Independent Report by the Chief Medical Officer	Davies, SC	Department of Health Social Care	2019	
	Government Dietary Recommendations: Government recommendations for energy and nutrients for males and females aged 1-18 years and 19+ years	Public Health England	Public Health England	2016	
	UK Chief Medical Officers' Physical Activity Guidelines	UK Chief Medical Officer	Department of Health and Social Care	2019	
	Physical Activity Guidelines for	U.S. Department of	Washington, DC: U.S.	2018	

	Americans, 2 nd edition	Health and Human Services	Department of Health and Human Services		
	2015-2020 Dietary Guidelines for Americans, 8 th ed.	U.S. Department of Health and Human Services and U.S. Department of Agriculture	U.S. Department of Health and Human Services and U.S. Department of Agriculture	2015	
	Global recommendations on physical activity for health	World Health Organization	Geneva: World Health Organization	2010	978-92-4-159-997-9
	<i>Evaluating Health Promotion Programs</i>	Thomas W. Valente.	Oxford	2002	978-0195141764
	Quality in primary health care	World Health Organization	World Health Organization	2018	
	Quality improvement in primary health care: a practical guide	World Health Organization, Regional Office for the Eastern Mediterranean	Cairo: World Health Organization	2004	92-9021-296-9
	Primary health care: closing the gap between public health and primary care through integration	World Health Organization	World Health Organization	2018	
	The Handbook of Health Behavior Change, 4 th ed.	Riekert KA, Ockene JK, Pbert L, eds.	New York: Springer	2014	978-0826199355

Assessment	<ul style="list-style-type: none">• Coursework Assignments – 40%, comprised of:<ul style="list-style-type: none">• Week 2: Health Literacy Assignment – 10%• Week 6: Developing a Provider Recommendation – 10%• Week 10: SMART Aim Statement Exercise – 5%• Week 11: Quality Improvement Project Exercise 15%• Final Summative Examination - 60%
Language	English