



## DEPARTMENT OF SOCIAL WORK

### **MGH302 Health promotion and disease prevention in at risk groups; strategies and methods, 15 credits**

Hälsopromotion och sjukdomsprevention i riskgrupper; strategier och metoder, 15 högskolepoäng

*Second Cycle*

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#### **Confirmation**

This course syllabus was confirmed by Department of Social Work on 2017-02-21 and was last revised on 2019-09-10 to be valid from 2019-09-10, autumn semester of 2019.

*Field of education:* Social Sciences 20% and Nursing Science 80%

*Department:* Department of Social Work

*Other participating department*

Department of Literature, History of Ideas, and Religion

#### **Position in the educational system**

The course is an advanced course at advanced level and is included in the Master's program in Global Health.

The course can be part of the following programme: 1) Master's Programme in Global Health (V2GLH)

*Main field of studies*

Global Health

*Specialization*

A1N, Second cycle, has only first-cycle course/s as entry requirements

#### **Entry requirements**

Admission to the course requires a Bachelor's degree worth 180 higher education credits in a social sciences/health sciences/economics/arts main area or equivalent and English B/English 6 at upper secondary level or the equivalent level of an internationally recognized test, for example TOEFL, IELTS.

## Learning outcomes

On successful completion of the course the student will be able to:

### *Knowledge and understanding*

- Identify, give examples and discuss how social, economic, cultural and religious factors influence people's perceptions of health, illness and help-seeking behaviours.
- Analyze and problematize theories and methods for social and health change of particular relevance for community based work in at risk groups in low- and middle income settings.
- Discuss and motivate the application of appropriate theories for the planning of sustainable health promotion and disease prevention projects that reflect local stakeholders' priorities.

### *Competence and skills*

- Apply appropriate data collection methods in order to understand and approach a specific health problem in a defined geographical area.
- Design a project anchored in relevant theory that describes how to plan, conduct and evaluate a health promotion intervention.

### *Judgement and approach*

- Reflect on epistemological, ethical and methodological foundations of community work, and explain how these relate to the values surrounding disease prevention, health promotion paradigms and theories.
- Critically analyze power structures related to gender, ethnicity and social status affecting health promotion and disease prevention.
- Discuss ethical issues in relation to prevention and health promotion interventions and professional conduct.

## Course content

This course will deepen the students' knowledge in relation to community-based work aimed at behavioral change by elucidating health behaviour change theories, disease prevention and health promotion in diverse community settings. During the course, different perspectives on health, illness, sickness and diseases are explored and understood in relation to cultural, social, economic and religious factors. These matters are viewed as central in the help-seeking process and as possibilities and challenges for sustainable health interventions.

Central to the course is a field study where students will integrate theoretical perspectives and practical knowledge in order to, hypothetically, carry through a full project cycle of a health promotion project. Central theories and methods in this course

focus on community work and health education where a community anchored approach is essential in order to understand and influence people's health behaviour.

The course has a strong emphasis on social justice and the living conditions and capacities of vulnerable groups and their relation to health issues.

### **Form of teaching**

The course consists of lectures, mandatory seminars and a mandatory field study. The lectures provide the foundation for the various themes within the course, which is further elaborated in seminars, work-shops, individual- and group work. A student-centred learning method is central. In case of absence from a mandatory seminar, a supplementary paper is to be handed in.

*Language of instruction:* English

### **Assessment**

The course is examined through seminars with written and oral presentations. The main part of the examinations comprises writing an individual paper which is to be orally presented at the final seminar. At this seminar the student also needs to scrutinize a fellow student's paper.

If a student, who has failed the same examined component twice, wishes to change examiner before the next examination, a written application shall be sent to the department responsible for the course and shall be granted unless there are special reasons to the contrary (Chapter 6, Section 22 of Higher Education Ordinance).

In cases where a course has been discontinued or has undergone major changes, the student shall normally be guaranteed at least three examination occasions (including the ordinary examination) during a period of at least one year from the last time the course was given.

### **Grades**

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U).

The grade Pass (G) requires that the student meets all learning outcomes mentioned above. Pass with distinction (VG) requires, in addition to that, that the student in the individual paper displays particularly good ability to argue in a critical and analytical manner.

**Course evaluation**

A written course evaluation is provided on GUL. The students will also be provided with oral evaluations throughout the course. Changes that have been made based on the previous course evaluation, will be communicated to the students at course start.

The results of and possible changes to the course will be shared with students who participated in the evaluation and students who are starting the course.