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| Health Care |
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[Academics] Yuri goto (Part-time Lecturer)

[Course aims]

The Ottawa Charter (1986) states that “health promotion is the process of enabling people to increase control over, and to improve, their health.” This can be understood in conjunction with the realities of health and welfare activities in regional areas. In this class, we will read documents while focusing on the role and function of public health, medical, and welfare jobs in health promotion activities, and students will then create and present specific health promotion plan proposals for the regional areas.

[Course objectives]

The goals of this course are for the student to be able to:

1. Explain the principles of health promotion.
2. Master the activity model in implementing health promotion.
3. Propose specific health promotion plans.

[Course content]

| Class | Theme | Content | Academics |
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| 1) 4 | The Ottawa Charter and understanding its background | Understanding the concepts and background that led the WHO to shift from “Primary Health Care” to “Health Promotion” (in the Ottawa Charter) and organizing the issues and positioning of the health promotion concept amid the transformation of health promotion measures in Japan. | Yuri goto |
| 5) 8 | Health and welfare and the activity model | Learning how to conceptualize and take advantage of the activity model of health and welfare activities. Specifically, understanding the PRECEDE-PROCEED model, region-building health activities, project cycle management, PCM, participatory action research, and similar concepts. | Yuri goto |
| 9) 10 | Investigating implemented cases of health promotion | Learning how to further health promotion activities in regional areas based on documents regarding participatory action research related to resolving regional health issues. | Yuri goto |
| 11) 12 | Health promotion evaluation | What is evaluation? Gaining a deep understanding of quantitative evaluation versus qualitative evaluation and process evaluation versus outcome evaluation. | Yuri goto |
| 13) 15 | Creating and discussing health promotion plans | Creating an implementation plan based on the conceptualization of health promotion learned in the class following themes of interest to the individual students and then discussing the results with the entire class. | Yuri goto |

[Class implementation method]

Combination of face-to-face learning and distance learning

* Class implementation depends on the implementation policy of each department (graduate school), interdisciplinary studies, and school.

[Grading policies]

Total score is based on presentations (50%) and reports (50%).

[Preparation for course]

1. Organizing the material learned in association with each class.
2. Completing exercises and being able to present them in class.