

**College of Micronesia-FSM
Course Outline**

GENERAL INFORMATION:

Course Code and Title: PH 241 Case Studies & Special Issues in Health Promotion		
Course owner by program: Health Sciences/ASDPH		
Campus: Kosrae, National	Initiator: Frehiwot Teshome	Date: August 2025
Course description: This course examines selected case studies and contemporary issues in health promotion with emphasis on Pacific and Micronesian contexts. Students will analyze successful and unsuccessful health promotion initiatives, evaluate factors that influence outcomes, and design context-sensitive interventions. The course emphasizes critical thinking, problem solving, cultural competence, and applied skills in public health promotion.		

COURSE HOURS/CREDITS:

	Hours per Week		No. of Weeks		Total Hours		Semester Credits
Lecture	3	x	16	=	48 /16	=	3
Laboratory	_____	x	_____	=	_____	=	_____
Workshop	_____	x	_____	=	_____	=	_____
Co-op	_____	x	_____	=	_____	=	_____
			Total Semester		Credits		3


PURPOSE OF COURSE:


- Degree requirement
- Degree elective
- Certificate
- Other

PREREQUISITES: PH 101, PH 141

PSLOs OF OTHER PROGRAMS THIS COURSE MEETS:

PSLO#	Program

CC Chair signature:  Date recommended: 02/10/2026

VPIA signature:  Date approved: 2/20/2026

I. INSTITUTIONAL LEARNING OUTCOMES

[X]	1. Effective oral communication: capacity to deliver prepared, purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
[X]	2. Effective written communication: development and expression of ideas in writing through work in many genres and styles, utilizing different writing technologies, and mixing texts, data, and images through iterative experiences across the curriculum.
[X]	3. Critical thinking: a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
[]	4. Problem solving: capacity to design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.
[X]	5. Intercultural knowledge and competence: a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.
[X]	6. Information literacy: the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
[]	7. Foundations and skills for life-long learning: purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence.
[]	8. Quantitative Reasoning: ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations; comprehends and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats.

2) PROGRAM STUDENT LEARNING OUTCOMES (PSLOs): The student will be able to:

1. Deliver effective public health presentations
2. Develop well-researched written public health reports
3. Analyze public health data using critical thinking
4. Design and evaluate community health solutions
5. Apply cultural competence in public health interventions
6. Utilize credible sources and research for public health decision-making
7. Engage in professional development for lifelong learning
8. Apply quantitative reasoning to epidemiological and statistical data

3) COURSE STUDENT LEARNING OUTCOMES (CSLOs) (General): The student will be able to:

1. Analyze real-world case studies in health promotion to identify key success factors and barriers.
2. Apply theoretical frameworks and cultural perspectives to evaluate special issues in health promotion.
3. Design and present a culturally sensitive health promotion intervention addressing a selected special issue.

4) COURSE STUDENT LEARNING OUTCOMES (CSLOs) (Specific): The student will be able to:

CSLO (General) 1: Analyze real-world case studies in health promotion to identify key success factors and barriers.			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
1.1 Summarize the main goals, methods, and outcomes of a given health promotion case study.	1,3	1,3	Written case study summary (graded with rubric on clarity, accuracy, and depth).
1.2 Evaluate at least two success factors and two barriers within the case.			Case analysis with worksheet submission.
1.3 Compare a Pacific/Micronesian case study to a global case and highlight similarities and differences.			Assignment comparing successful case studies to be graded with a rubric.
CSLO (General) 2: Apply theoretical frameworks and cultural perspectives to evaluate special issues in health promotion.			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
2.1. Identify and apply one health promotion theory (e.g., Health Belief Model, Social Cognitive Theory) to a special issue such as diabetes or tobacco use.	5	5	Quiz or short essay applying theory to a case.
2.2. Analyze how cultural beliefs and practices influence health behaviors in Pacific communities.			Reflection journal on how cultural beliefs influence health behaviors in the Pacific Islands to be graded with a rubric.
2.3. Evaluate a health promotion program's cultural appropriateness and suggest improvements.			Presentation on a select health promotion program appropriateness and suggested improvements to be graded with peer and instructor evaluation checklist.
CSLO (General) 3: Design and present a culturally sensitive health promotion intervention addressing a selected special issue.			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
3.1. Design an intervention proposal with clear goals, target audience, and strategies.	2, 6*	2,6	Draft project health promotion proposal (graded on feasibility, clarity, and alignment with cultural context).
3.2. Integrate at least three credible sources (research, reports, or case studies) to support their intervention			Final project proposal presentation to be graded with a checklist.

5) COURSE CONTENT:

1. Introduction to Health Promotion Case Studies
2. Case Study on Tobacco & Alcohol Use in Pacific Communities.

3. Case Study on Nutrition & Obesity Interventions
4. Case Study on Diabetes & Hypertension Programs
5. Special Issues: Mental Health Promotion
6. Case Study on Communicable Diseases & Health Promotion
7. Special Issue: Climate Change & Health
8. Case Study: Maternal & Child Health Programs
9. Special Issue: Adolescent & Youth Health Promotion
10. Case Study: HIV/AIDS & Sexual Health
11. Special Issue: Traditional Medicine & Cultural Perspectives
12. Designing Culturally Appropriate Interventions

6) METHOD(S) OF INSTRUCTION:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Cooperative learning groups |
| <input type="checkbox"/> Laboratory | <input checked="" type="checkbox"/> In-class exercises |
| <input type="checkbox"/> Audio visual | <input type="checkbox"/> Demonstrations |
| <input checked="" type="checkbox"/> Other: online | |

7) REQUIRED TEXTBOOK AND COURSE MATERIALS: None

8) REFERENCE MATERIALS:

Regional & Pacific-Specific Resources

Pacific Health Information Network (PHIN)

Resources on Pacific health systems, case studies, and workforce training.

<http://www.phinnetwork.org>

SPC (Pacific Community) – Public Health Division

Publications on NCDs, nutrition, and health promotion in Pacific Island countries.

<https://www.spc.int/our-work/public-health>

9) INSTRUCTIONAL COSTS: None

10) EVALUATION: A summative assessment based on the final presentation of the health intervention Proposal. Students must have a grade of 70%[C] or better to pass this course.

11) CREDIT BY EXAMINATION: None