

**College of Micronesia-FSM
Course Outline**

GENERAL INFORMATION:

Course Code and Title: PH 141 Principles of Health Promotion		
Course owner by program: Health Sciences/ASDPH		
Campus: Kosrae, National	Initiator: Frehiwot Teshome	Date: August 2025
Course description: This course introduces students to the fundamental concepts, theories, and practices in health promotion. Students will examine the social, environmental, and behavioral factors that influence health, and explore strategies used to promote health and prevent disease in individuals and communities. Emphasis is placed on evidence-based planning models, health behavior theories, program development, and evaluation methods.		

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

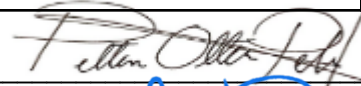
PURPOSE OF COURSE:

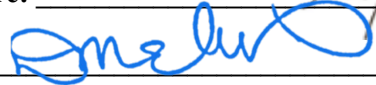
- Degree requirement
- Degree elective
- Certificate
- Other

PREREQUISITES: PH 101

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 Student 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.
[]	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. Explain key theories and models of health behavior change.
2. Assess factors that influence health-related behaviors and choices.
3. Design a health promotion intervention using an evidence-based framework.
4. Evaluate strategies for promoting health in diverse communities.

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

CSLO (General) 1: Explain key theories and models of health behavior change.			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
1.1 Explain the concepts of health, public health, health education, and health promotion.	2,3*	2,3	Exam on health and related concepts. Written assignment on what makes Health promotion a distinct area of PH intervention to be graded with a rubric.
1.2 Explain why Health Promotion is a distinct area of public health intervention.			

1.3 Discuss the basic principles, models, theories, and approaches of health promotion			Written assignment on the principles, models, theories, and approaches of health promotion to be graded with a rubric.
CSLO (General) 2: Assess factors that influence health-related behaviors and choices.			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
2.1 Identify individual and environmental factors that influence health behaviors. 2.2 Differentiate between modifiable and non-modifiable risk factors. 2.3 Identify and Explain the determinants of health.	2	2	Exam on the factors influencing health behaviors, differentiating between modifiable and non-modifiable risk factors. Written assignment on identifying and explaining the determinants of health.
CSLO (General) 3: Design a health promotion intervention using an evidence-based framework.			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
3.1 Explain the importance and steps of planning a health promotion program. 3.2 Choose an appropriate health promotion model to develop an intervention. 3.3 Discuss the ethical issues involved in health promotion activities.	1,2	1,2	Exam on the importance and steps of HP planning steps. Presentation on a health promotion model and intervention approach to be graded with a rubric. Written assignment discussing the ethical issues involved in HP activities to be graded with rubrics.
CSLO (General) 4: Evaluate strategies for promoting health in diverse communities.			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
4.1 Discuss the difference between monitoring and evaluation. 4.2 Explain the importance of monitoring and evaluation.	2,5	2,5	Written Assignment focusing on monitoring, evaluation, and the importance of each supported with clear examples to be graded with rubric.

5) COURSE CONTENT:

1. Concepts of Health Promotion.
2. Models of Health Promotion.
3. Influences of Health Behavior.
4. Planning Health Promotion Programs.
5. Community Mobilization and Participation.
6. Settings of Health Promotion Programs.
7. Monitoring and Evaluating Health Promotion Programs.

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) Suggested TEXT(S) AND COURSE MATERIALS: Cengage ebook
Madanat, H., Arredondo E., & Ayala, G. (2016). Introduction to Health Promotion & Behavioral Health, 1st ed., Cengage learning, e-book.

8) REFERENCE MATERIALS: Relevant Free Online Resources as needed.

9) INSTRUCTIONAL COSTS: None

10) EVALUATION: Students must have a grade of 70%[C] or better to pass this course. A comprehensive Exam covering the CSLOs is going to be utilized.

11) CREDIT BY EXAMINATION: *None*