

Health Promoting Organization, basic course

Single subject and programme course

30 credits

Hälsofrämjande organisationer, grundkurs

760G06

Valid from:

Determined by

The Quality Board at the Faculty of Arts
and Sciences

Date determined

2007-10-26

Main field of study

No Main Field of Study

Course level

First cycle

Advancement level

G1X

Intended learning outcomes

On completion of the course, the students should be able to

- Demonstrate basic interdisciplinary theoretical and practical knowledge that is central for active work within health promoting organisations
- demonstrate familiarity with central concepts and definitions in the field of health promotion/health promoting organisations
- demonstrate familiarity with and ability to apply theories, models, methods and tools for health promotion
- Demonstrate basic knowledge of improvement knowledge and systematic improvement work in working life
- Demonstrate basic knowledge and understanding of theories and strategies of learning-driven change management
- Demonstrate understanding of the concept of information literacy related to Health Literacy and health promotion
- Demonstrate knowledge of relevant information resources and search strategies
- Independently search, critically review, evaluate and utilise relevant information/literature in the field of health promotion.

Course content

The course comprises the following modules:

Module 1. Knowledge Development and Learning (7.5 HE credits)

Information literacy as a basis lifelong independent learning, development of learning organisations and as a basis for development of a health promoting perspective in different arenas. This module prepares the participants at a basic level for self-administered flexible distance learning. At the same time, the participants gain knowledge of the research/literature about health promotion/health promoting organisations.

Module 2. Health and Health Promotion The Determinants of Health. (7.5 HE credits)

This module covers definitions and concepts in the field of health, theoretical bases of the determinants of health and continued development of the participants' information literacy by retrieving, critically reviewing, assess and utilise relevant information/research in the field of health.

Module 3. Everyday organisations from an organisational theoretical perspective. Methods and strategies for Health Promotion (7.5 HE credits)

Organisational theory - learning organisations - organisational metaphors. Communication theories. The arena perspective. Examining health promoting working methods: Relevant methods for research and analysis, educational strategies in health promoting processes of change, including problem-based change work and problem-based rehabilitation. Improvement knowledge and organisational development: Information literacy as a necessary prerequisite for learning-driven improvement work and development in the working life.

Module 4. Theoretical and Empirical Specialisation in Health Promotion/Health Promoting Organisations. (7.5 HE credits)

This module constitutes the final examination in the course and should integrate all previous modules. The participants should perform an in-depth study of an individually selected problem in the field of health promotion/health promoting organisations. The work is documented in a paper.

Teaching and working methods

The education is an IT-based distance education. The communication between students, and between students and teacher/supervisor/course administration utilises technical support and a few physical meetings.

Examination

The different modules of the course are examined continuously through realistic cases, written assignments and in-depth assignments, which are published and discussed on the Internet platform of the course. The students are continuously provided opportunities to study questions that are of importance to the individual studies and/or work more in-depth. The final examination consists of a theoretical and empirical advanced study project, which should be documented in a paper. The work should be presented according to established scientific practice, and published and ventilated on the Internet platform of the course.

Grades

Two-grade scale, U, G

Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus. The course is carried out in such a way that both men's and women's experience and knowledge is made visible and developed.

Department

BIBL