

# Preventive Health Education Program for Undergraduate Students

**Course Overview:** This program aims to provide students with essential knowledge and practical skills in preventive health education, focusing on health promotion, disease prevention, and the improvement of public health through education. Students will learn how to design, implement, and evaluate health education programs targeting key preventable health issues.

**Duration:** 4 weeks (1 month)

**Target Audience:** MBBS & BDS Undergraduate Students

**Aim:**

To equip undergraduate students with the knowledge, skills, and experience needed to educate communities about preventive health measures, fostering a proactive approach to improving public health and addressing community health challenges.

**Learning Outcomes:**

1. Demonstrate comprehensive understanding of preventive health concepts.
2. Design health education programs.
3. Educate community about prevention of various acute, chronic and contagious diseases.
4. Communicate effectively using Health Education Models to disseminate pertinent information.
5. Understand and apply the importance of community involvement and cultural competence in health education.

**Program Outline**

Learning Outcome	Topics	Teaching Methods	Assessment Methods
1. Demonstrate comprehensive understanding of preventive health concepts	- Introduction to Preventive Health: Primary, secondary, and tertiary prevention - Epidemiology of Preventable Diseases - Global and Local Health Priorities - Health Promotion Frameworks (e.g., Ottawa Charter)	- Lectures with case studies - Group discussions - Case-based learning	- Quizzes/Tests (MCQs, short answers) - Case study presentations on prevention strategies
2. Design health education programs	- Principles of Health Education: Theories and models - Needs Assessment for health programs - Program Planning & Evaluation - Cultural Sensitivity in Health Education	- Lectures on program design - Interactive seminars - Field visits to observe existing programs	- Program design assignment - Peer review of program designs
3. Educate the community about prevention of	- Prevention of Infectious Diseases (Immunization, sanitation)	- Role-playing for health education sessions	- Community interaction (conducting health education

various acute, chronic, and contagious diseases	- Chronic Disease Prevention (Lifestyle diseases) - Acute Disease Prevention (Malaria, respiratory infections)	- Community outreach projects - Developing public health campaigns	sessions) - Reflective journals on community education
4. Communicate effectively using Health Education Models to disseminate pertinent information	- Health Communication Strategies - Health Education Models (Health Belief Model, Social Marketing Theory) - Media and Health Campaigns - Interpersonal Communication Skills	- Lectures and group discussions - Simulation activities (role-playing) - Media campaign workshops	- Presentation on health communication plan - Media project (e.g., video, brochure)
5. Understand and apply the importance of community involvement and cultural competence in health education	- Community Engagement in Health Education - Cultural Competence in Health - Participatory Approaches - Health Literacy	- Case studies on successful community programs - Community interviews	- Field project on culturally competent intervention - Written report reflecting on community engagement challenges and solutions

## Assessment

The evaluation for this program will be based on the following methods:

### 1. Portfolio Submission:

- Each participant must develop and submit a portfolio documenting their progress throughout the program.
- **Portfolio Requirements:**
  - Reflection on every activity using **Gibbs' Reflective Cycle**, which includes:
    - **Description:** What happened during the activity?
    - **Feelings:** How did you feel about it?
    - **Evaluation:** What was good and bad about the experience?
    - **Analysis:** What sense can you make of the situation?
    - **Conclusion:** What else could you have done?
    - **Action Plan:** What will you do next time in similar situations?
  - **Evidence** such as:
    - Notes from lectures and discussions
    - Concept maps
    - Time management plans
    - Feedback from teaching demonstrations
    - Personalized learning strategies
- **Assessment Criteria:**
  - Portfolios will be evaluated using rubrics (attached) based on:
    - All learning outcomes in the program

- Depth of reflection
- Quality of supporting evidence, including the student's engagement with program content and activities.

**2. Certification:**

- Certification will be awarded upon successful completion of program requirements, including:
  - Submission of the portfolio
  - Active participation in program activities

**Conclusion:**

This elective program provides a comprehensive framework for students to understand the various factors influencing health behavior. By integrating the Health Belief Model, Social Cognitive Theory, and the Ecological Model, students will gain skills in health education and will also learn how to tailor interventions to address individual perceptions, social influences, and environmental factors. Ultimately, the program prepares students to engage effectively with communities, promoting a proactive approach to public health.

## Rubric to Assess Reflective Writing for Preventive Health Education Program

This rubric is meant to evaluate the reflective writing of students enrolled in the **Preventive Health Education Program for Undergraduate Students**. It is based on **Gibbs' Reflective Cycle** to guide students in analyzing their learning experiences.

Competencies to be Assessed	Unacceptable (0)	Below Expectations (1-4)	Meets Expectations (5-7)	Above Expectations (8-10)	Total Score
Description of what happened	Not explained.	Patchy description that lacks clarity.	Adequate description providing understanding with minor errors.	Detailed description that clearly conveys the event with no errors.	/10
Feelings: What were you thinking and feeling?	Not explained.	Incomplete description of feelings and thoughts.	Clear reflection on feelings and thoughts with minor errors.	Thorough reflection that clearly expresses thoughts and feelings.	/10
Evaluation: What was good & bad about the experience?	Not explained.	Incomplete or unclear evaluation of positives and negatives.	Clear evaluation that addresses both good and bad aspects with minor errors.	Well-rounded evaluation with insightful analysis of positives and negatives.	/10
Analysis: What sense can you make of this situation?	Not explained.	Inadequate or unclear analysis of the situation.	Adequate analysis that connects the situation to broader concepts.	In-depth analysis with a clear understanding of the situation and its broader implications.	/10
Conclusion: What else could you have done?	Not explained.	Incomplete or vague conclusion.	Adequate conclusion with some ideas for improvement.	Well-thought-out conclusion with actionable steps for future situations.	/10
Action Plan: If it arose again, what could you do?	Not explained.	Incomplete or unclear action plan.	Clear action plan with some specific steps for future improvement.	Comprehensive and realistic action plan with clear steps for future improvement.	/10

## Portfolio Rubric for Preventive Health Education Program

This rubric is designed to evaluate the portfolios of students participating in the **Preventive Health Education Program**. Each portfolio will be assessed based on how well the student demonstrates the **learning outcomes** of the program.

Competencies to be Assessed	Unacceptable (0)	Below Expectations (1-4)	Meets Expectations (5-7)	Above Expectations (8-10)	Total Score /10
1. Demonstrate a comprehensive understanding of preventive health concepts	No understanding of preventive health concepts.	Basic understanding of preventive health concepts, with significant gaps.	Adequate understanding of preventive health concepts, with some insights.	Comprehensive understanding, showing deep insights and application of concepts like primary, secondary, and tertiary prevention.	/10
2. Design health education programs	No attempt to design a health education program.	Incomplete or poorly structured health education program design.	Adequate health education program design, including necessary components like needs assessment and cultural sensitivity.	Exceptional health education program design, with a thorough needs assessment, clear objectives, and cultural competence considerations.	/10
3. Educate the community about prevention of various acute, chronic, and contagious diseases	No evidence of community outreach or education.	Limited or ineffective community outreach activities with minimal evidence of learning.	Effective community education on preventable diseases, including health campaigns or sessions with feedback.	Extensive community education efforts, with clear evidence of impactful outreach, such as health education sessions or media campaigns.	/10
4. Communicate effectively using Health Education Models to disseminate pertinent information	No use of health education models or communication strategies.	Basic use of health education models with limited or unclear communication strategies.	Adequate use of health education models (e.g., Health Belief Model), with clear communication strategies tailored to the community.	Advanced use of health education models, demonstrating strong communication skills and the ability to adapt strategies for different audiences.	/10
5. Understand and apply the importance of	No evidence of community involvement or cultural	Limited or ineffective	Adequate community involvement and	Strong community involvement and cultural	/10

Competencies to be Assessed	Unacceptable (0)	Below Expectations (1-4)	Meets Expectations (5-7)	Above Expectations (8-10)	Total Score /10
community involvement and cultural competence in health education	competence in health education.	community involvement and cultural competence.	consideration of cultural factors in the health education program.	competence demonstrated in program design and execution, with clear evidence of understanding diverse cultural needs.	

### Portfolio Requirements:

- **Reflection:** Provide reflections on each activity, using a structured model like **Gibbs' Reflective Cycle** (Description, Feelings, Evaluation, Analysis, Conclusion, and Action Plan).
- **Supporting Evidence:** Include notes, concept maps, feedback from teaching demonstrations, time management plans, and other materials that reflect your learning.
- **Program Design:** Submit a detailed health education program that reflects the principles of preventive health education and cultural competence.
- **Community Engagement:** Document community outreach activities, health education sessions, and any media projects related to your learning.
- **Health Education Models:** Demonstrate the application of health education models in your activities, highlighting how these models have informed your approach to community health education.

### Assessment Criteria:

The portfolios will be evaluated using the following criteria:

- **Depth of Reflection:** How deeply the student reflects on their learning experiences, integrating theory and practice.
- **Quality of Supporting Evidence:** The quality and relevance of the evidence provided (e.g., activity notes, program designs, community interactions).
- **Application of Learning Outcomes:** How well the student demonstrates the learning outcomes in real-world settings and activities.