

**Sinclair Community College Division of Allied Health Technologies**

**AH210 Introduction to Community Health Advocacy**

Class #4 Basic Concepts of Health Promotion / Disease Prevention

**Course Objectives:**

Identify health promotion and disease prevention behavioral strategies as a part of primary health care.

**Class Objectives: Students will be able to**

Describe life style components of health

Describe how life style choices are frequently limited by environmental factors

Describe how life style choices are frequently limited by intrinsic factors

Review behavior change theories and identify factors affecting health and how they can help person manage health/disease

Understand how changes in the greater environment through systems change can influence health.

**Participants:**

Instructor(s)

All registered students

**Materials/Resources Needed:**

Nametags

Health behavior quiz, tips, fact sheets

Theory handout

**Equipment Needed:**

Newsprint

Masking tape

Markers

Powerpoint projector

**Plan for the Class:**

**I. Questions, comments from previous class--Role of CHA's**

**II. Health Promotion Disease Prevention:** specific behaviors related to health promotion and disease prevention

A. Faculty presents a mini-lecture using a Power-point and main points to be communicated include:

1. Leading Causes of death
2. Leading health indicators (HP2010)
3. Preventable risk factors
  - a. Overweight and Obesity
  - b. Poor nutrition
  - c. Limited physical activity
  - d. Tobacco Use
  - e. Alcohol and other drug use

**(20 minutes)**

- B. Students will complete chart on modifiable risk factors related to leading causes of death
1. Faculty puts model chart on large newsprint chart with brief explanation. Faculty invites students to complete a chart on their own and then invites individuals to report out. While students are reporting, faculty completes collective chart on newsprint using student input.
  2. Faculty distributes handouts and fact sheets and tip sheets, and offers brief explanations.

**(10 minutes)**

### **III Behavior Change Strategies for Improving Health**

- A. Students will develop a plan to help someone decrease a specific risk.
1. Divide students into pairs. Using the written plans they did as homework, have them discuss and critique each other's plan.
  2. Students will discuss with their partner, methods, obstacles, resources, and make notes. While students are working faculty should move around the room and intervene if students do not make progress.
  3. Each briefly reports on plan. Class responds with ideas and suggestions.

**(20 minutes)**

**Break (10-15 minutes)**

### **IV Theories on Health Behavior Change**

- A. Faculty introduces models through mini-lecture
1. Transtheoretical Model (Stages of Change) Give examples of changes and identify appropriate theory. Students take assessment quiz.
  2. Health Belief Model. Each student completes a quiz that identifies levels of health belief in ability to change.
  3. Discussion—what stage is student in. Discuss how you would best work with each person depending on stage of change

- B. Each person completes a personal health quiz, answering honestly.
- C. Faculty facilitates a discussion of “healthy” answers
- D. Faculty facilitates discussion of motivation for change, and highlights what theory would say
- E. Faculty asks students:
  - What do you think would be behaviors that prevent people from adopting healthy behavior?

**(45 minutes)**

**V Conclusion**

- A. Summarize life style choices and relationship to health
- B. Ask for questions/need for clarification from the class
- C. Assignment for next class: pick up brochures about some health topic. Brainstorm where students might find these. Review brochure, try to explain it to a friend or family member. Come with questions you do not understand.
- D. Preview next class—Barriers to Access

**(15 minutes)**