

## MODULE III-B

### HEALTH TEACHING FOR HEALTH PROMOTION AND DISEASE PREVENTION

**OVERVIEW:** This module focuses on core concepts for designing, planning, and evaluating health teaching interventions relating to health promotion/disease prevention for individuals, families, and groups.

#### PREREQUISITES:

1. Reflect on health teaching conducted at your agency. What topics are addressed? Which teaching-learning strategies are employed? How would you evaluate client outcomes?
2. Reflect on own health teaching successes. What are your goals and next steps?
3. Consider health promotion/disease prevention content that you would like to address through health teaching.

**OBJECTIVES:** Upon successful completion of this module, the participant will be able to:

1. Identify target population, target/s of intervention, and priority content to address an identified health promotion/disease prevention need.
2. Develop a teaching plan that includes learning objectives, educational content, teaching and learning strategies, and evaluation measures.
3. Reflect on successful criteria for presenting teaching interventions to adults.
4. Tailor teaching interventions for specific client groups based on culture, language, locale, and literacy level.
5. Apply the Social Ecological Theory, Transtheoretical Model/Stages of Change, Lewin's Stages of Change, and the Self-Efficacy concept to teaching/learning situations.

#### KEY TERMS:

Action stage	Preparation stage
Affective domain	Psychomotor domain
Andragogy	Readiness
Cognitive domain	Self-efficacy
Contemplation stage	Social ecological model
Learning channel	Tailoring
Learning objective	Target of intervention
Lewin's stages of change	Target population
Literacy level	Translation
Maintenance stage	Transtheoretical model/Stages of change
Precontemplation stage	Unfreezing/Refreezing

**READING ASSIGNMENT:** You may choose to read from the 7<sup>th</sup> or 8<sup>th</sup> edition of Stanhope and Lancaster.

Stanhope and Lancaster, 7<sup>th</sup> Edition (2008). Chapter 13 and Chapter 30, pp. 721-728.

Stanhope and Lancaster, 8<sup>th</sup> Edition (2012). Chapter 16 and Chapter 32.

**LEARNING ACTIVITIES:**

Prepare a practical teaching plan for an identified health promotion/disease prevention need.