

# Evaluation HEFR342 Resources approaches to health and well-being, Spring 2016

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**Innledning:** This course was taught for the second time in Spring 2017 (10 ECTS). It was an elective module for two master programmes at Hemil - Helsefremmendearbeid og Helsepsykologi and Barnevern. The course was developed by staff from the Helsefremmende master program. The course was meant to introduce and explore various approaches to the understanding of health and wellbeing, including the definition of health and the development of health. While including health definitions from the biomedical field, the course was grounded in the field of health promotion with a main focus on positive, holistic and resource approaches to health. Concepts such as salutogenesis were central parts of the course content, other concepts that were introduced was resilience and health assets. The students learned to critically appraise various approaches to health.

**Faglærers vurdering av undervisnings- og vurderingsformer:** the course lasted 5 weeks, and included 8 lectures and 4 group meetings where students were divided into 3 groups and given an assignment and the fourth meeting concerned a presentation of the group work. The exam consisted of a course paper of 3000 words +/-10% in which the student explored the relevance of the course content for a situation related to how hospitals could make room for a more salutogenic perspective and include a stronger focus on resources for health and wellbeing.

**Litteraturliste:** The literature list was revised for this course, and the new 'Handbook of Salutogenesis' (2017) from Mittelmark et al., was included. The List consisted of a mix of English books, articles, book chapters etc. divided according topic. Several articles based on the work of the new lectures in the field of salutogenesis was included to the suggested reading list. In the students evaluation, the literature list was mostly perceived very positive. However, some felt it was unnecessary with the whole book about resilience as "core reading", when the emphasis on the concept was not that strong. They suggested the Health assets book (Morgan) to be included in core readings.

**Studentenes vurderinger og tilbakemeldinger:** The evaluation was done written at the end of the course, and the students also gave orally feedback. The students had mixed experiences with the course topic and the course content. Some were very positive, however, the majority meant that the course was not balanced, too heavy on salutogenesis, and not enough variation in topics covered in the lectures. They were mostly positive to the lectures and felt they had very good knowledge of the field, especially Maurice Mittelmark. They also liked that two of the external lectured had used the salutogenic approach in their research. The feedback on the group work that was meant to let the students explore and be critical to various definitions of health was also very mixed. Some felt they really had

learned a lot with good collaboration and discussion, while others thought the task was difficult and questioned the learning outcome.

**Faglærers kommentar og forslag til endringer:** As the course content was not that familiar for the staff, the use of recommended external lectures led to a strong focus on the concept and application of salutogenesis, while other topics were less covered in lectures. For the next time, perhaps the lectures could be more balanced when it comes to introducing and explore various positive, holistic and resource approaches to health, and include practical examples of how these can be allied in 'real life' for various groups. It could also be beneficial to inform the students more clearly about the overall aim of the group work. Further, it could be useful to look into how the work with the course paper could be best organized.