

# Uganda Christian University

## Department of Foundation Studies

<b>Course Title</b>	Health and Wholeness		
<b>Course Code</b>	FS 2104	<b>Credit Hours</b>	3
<b>Contact Hours</b>	4	<b>Core / Elective</b>	Core
<b>Lecturer</b>	Francis Kyakulaga	<b>Tutorial Asst.</b>	various
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### 1. Course Description

This course teaches principles of health promotion (nutrition, hygiene, sexuality/HIV prevention, sanitation/water, maternal/child health and fitness) and interventions with people who are sick or injured (first aid and early intervention, infectious diseases, and sexually transmitted infections, addictions) and finally, building a healthy society.

It does this within a context of wholeness, in which “health” is not the absence of disease but a state of physical, emotional, social, and spiritual wellbeing. The course is applied, causing students to reflect on how to apply lessons to their own lives or the lives of family and friends.

### 2. Course Objectives

Specific objectives: By end of course students will:

- Define and apply concepts in health and wholeness, including relationships of physical, mental/emotional, social, and spiritual health factors
- Identify and describe (subjectively) how personal behaviours and choices affect short and long term health of self and family
- Develop personal goals and make recommendations to family, friends or a local community for improving health
- Identify and apply concepts in prevention (hygiene, nutrition, healthy sexuality, maternal/child health, fitness)
- Identify and apply concepts in intervention (first aid and early intervention, infectious disease, sexually transmitted infections, addiction)
- Identify and apply concepts in community/environmental health (sanitation, water and land use as well as social topics that influence the health of society).

### 3. Required Readings

- **Health and Wholeness:** a UCU Foundation Course Study Guide
- Assigned Readings in Reading Schedule

## 4. Course Content

### 4.1 Course Outline and Content Description

This course prepares students to become “health seekers” and “health leaders” in their own context. UCU graduates should seek that which is healthy and good for them, and encourage the same for their family, community, and society. Goals for the course include:

- Students will be encouraged toward better “health seeking” behaviour. Students will know strategies to maintain and promote health and seek help with health problems. Health is not automatic, one must work to attain and then keep it.
- Students will acquire knowledge, skills and abilities that are intended to promote a longer, healthier and more complete and holy life. Health and wholeness is a key to success in what they pursue. Students will acquire basic health tools, skills, knowledge to carry for their entire lives.
- Students should recognize that health and wholeness is a product of individual, family and community factors, including knowledge, beliefs, attitudes, and behaviours. We live and make decisions in families, and live and work in communities. How we live affects others; how others live affects us.
- Students will understand how the Christian concept of the “whole” person is integral to complete health. Christian values influence health; ethics and moral decisions have direct and long lasting effects on health. The Bible is full of useful guidelines for improving health.
- Students will recognize their role as “health leaders” even if they are not employed specifically in health services or programs. A health leader will encourage others toward healthier and holier lifestyles. A health leader will use resources at their disposal to encourage and promote health.

### 4.2 Weekly Schedule

Week	Topic	Required Reading	Assignments
1	Introduction	Community Health, Ch. 2, 4 Community Health Workers Manual, Appendix	Discussion Group Assg.
2	Nutrition	Community Nutrition for East Africa, Ch. 1-3, 6-13, Annex 1-4	Discussion Group Assg.
3	Hygiene	Community Health, Section 8.4 (pgs 190-191). Community Health Workers Manual, p. 45-49 on bugs, rats, pests	Discussion Group Assg.
4	Sanitation, Water, Land Use	Community Health, Ch. 8 Shaffer, Dr. AMREF Radio Talks, ch. 7, Trees, Terraces, and Bulldozers	Discussion Group Assg.
5	Common Occurring Illnesses	Community Health Workers Manual, Ch 8-10	Discussion Group Assg. Essay 1 Due
6	Sexually Transmitted Infections and HIV/AIDS	Reading Packet available in the library	Discussion Group Assg.
7	Sexuality and HIV/AIDS Prevention	Reading Packet	Discussion Group Assg. Mid-Semester Test
8	First Aid/Early Intervention	Community Health Workers Manual, Chapter 8-10	Discussion Group Assg. Scrap books due

9	Maternal and Child Health	Community Health Workers Manual, Ch. 5, 6  Community Health, Ch. 9, Sections 9.1-9.6, and Ch. 10	Discussion Group Assg.
10	Fitness	Reading packet	Discussion Group Assg. Essay 2 due
11	Addiction	Reading packet	Discussion Group Assg.
12	Leadership for a Healthy Society		

### 4.3 Assignment Explanations

**Tutorial-based discussion.** Students shall complete a group assignment in class each week during tutorials. Attendance and participation is required.

**Essay 1** shall be a 500 word essay on integrating spiritual health with physical, emotional, and social health issues.

**Essay 2** shall be a 500 word essay on health leadership within an individual's own context.

#### Scrapbook:

Read through articles on health from any form of media papers, for example newspapers, magazines, weekly articles from various health operating organizations, etc. Look for any articles related to the topic covered that week under health and wholeness.

- Each week select an article that relates to the topic for that week or a previous week.
- Cut or photocopy the relevant articles and stick them in either a file or an exercise book. They should be in the order of the lesson topics.
- Write the source and date of the article on the article, e.g., "New Vision, p.3, 24.7.2006"
- Write 3 paragraphs about the subject.
  - Paragraph 1: brief summary of the article.
  - Paragraph 2: describe impact it has on society
  - Paragraph 3: Your opinion, conclusion, or recommendation.
- Prepare at least eight articles for the scrap book. Any student who prepares more than those eight will be awarded extra credit for the effort used.

## 5. Assessment Criteria [include tests, coursework, essay assignments, participation, etc.]

Progressive Assessment: (combined must equal 50%)

1.	Scrapbook	10%
2.	Tutorial participation and group assignments	10%
3.	Essays	15%
4.	Mid-Semester Test	15%
	Final Exam	50%

## 6. Faith in Teaching

Faith is integrated in three ways. First, the core definition of the title “Wholeness” is “ A state of personal physical, emotional, social, and spiritual health, in which a person knows their value in the eyes of God, their families and their communities, and where they are empowered to make good health decisions.” This definition is woven throughout the course, e.g. even “fitness” includes spiritual fitness (spiritual strength, flexibility, and endurance).

Second, each week there is a Bible passage entitled “The Whole Truth” selected for each week’s topic. This passage is in student workbooks and is read and discussed during class.

Third, students complete an essay in which they reflect on the integration of spiritual health with other physical, social, and emotional health.

## 7. Bibliography

### In Library:

Burgess, A. (1994). *Community Nutrition for Eastern Africa*. ISBN 9966-874-10-0. Nairobi, Kenya: African Medical and Research Foundation.

Wood, C, de Glanville, H., Vaughan, JP, Eds. (1997). *Community Health*. ISBN 9966-874-14- 3. Nairobi, Kenya: African Medical and Research Foundation.

Wood, E. (1998). *Community health worker’s manual* (2<sup>nd</sup> ed). ISBN 9966-874-58-5. Nairobi, Kenya: African Medical and Research Foundation.

### Other Resources:

Green, E. (2004)/ *Rethinking HIV Prevention: Lessons from Developing countries*. Boulder, Co. Greenwood Press.

Kenya Episcopal Conference (2001). *HIV/AIDS: Manual for facilitators/trainers*. ISBN 9966- 21-555-7. Nairobi, Kenya: Paulines Publications Africa (Daughters of St. Paul).

Lankester, T. (2002). *Setting up community health programmes: A practical manual for use in developing countries*. ISBN 0 333 67933 4. Oxford, UK: Macmillan Education.

Mabuntana, P., and McDonald, H. (1979). *Helping people to good health*. ISBN 9966 20 077 0. Nairobi, Kenya: Evangel Publishing House.

Mullen, KD, McDermott, RJ, Gold, RS, and Belcastro, PA. (1996). *Connections for Health*. 4<sup>th</sup> ed. ISBN 0-697-21565-1. Boston, MA: McGraw Hill.

Nyamwaya, D, Munguti, KK, and Akuma, P. (1994). *A guide to health promotion through water and sanitation*. ISBN 9966 874 53 4. Nairobi, Kenya: African Medical and Research Foundation.

Otaala, B., Davitz, L., Otaala, L., Davitz, J. (2004). *20 Tough Questions Teenagers ask about HIV/AIDS and 20 tough answers*. ISBN 0 7021 6694 4. Lansdowne, South Africa: Juta Gariep Pty Ltd.

Post, S. and Neimark, J. (2007). *Why good things happen to good people*. New York: Broadway Books, pp. 7-10.

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Stanfield, P., Balldin, B., and Versluys, Z. eds. (1999). *Child Health: A manual for medical and health workers in health centres and rural hospitals*. 2<sup>nd</sup> ed. ISBN 9966-874-07-0. Nairobi, Kenya: African Medical and Research Foundation.

World Bank (2005). *Improving health outcomes for the poor in Uganda: Current status and implication for health sector development*. Africa region human development working series No. 89. Washington, DC: The World Bank.

