

UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
HLSC 3002 – HEALTH EDUCATION AND PROMOTION
Course Syllabus – Fall 2014

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Course Description

HLSC 3002, Health Education and Promotion, examines the evolution of, and key concepts in, health promotion. Particular emphasis is placed upon the various foci of health promotion interventions, theoretical approaches to health promotion, and the practical aspects of program implementation.

Goals

Upon completing this course, students should:

1. Appreciate the factors which have contributed to the development and advancement of health promotion.
2. Understand various health promotion strategies.
3. Understand various theoretical approaches to promoting health.
4. Develop and/or hone practical skills related to health promotion program implementation.

Course Format

Classes will take place in room AH175 (Anderson Hall) from 12:00PM to 2:50PM (MST) on Mondays, beginning September 8th, 2014 and ending December 1st, 2014 (please see course schedule on page 10).

Course objectives will be achieved through a combination of lectures, class discussion and collaborative work (presentation and paper). As necessary, supplementary materials will be posted to the Moodle webpage and/or distributed by email.

Required Text

Rootman, I., Dupéré, S., Pederson, A., & O'Neill, M. (Eds.). (2012). *Health promotion in Canada: Critical perspectives on practice*. Toronto, ON: Canadian Scholars' Press Inc.

Evaluation

Your final grade will be based upon your performance on the following (please note values and exam dates/due dates):

1. *Mid-term Exam (20%)* – October 6, 2014
 2. *Group Presentation (20%)* – November 3, 10, 17 or 24, 2014
 3. *Group Question (5%)* – November 3, 10, 17 or 24, 2014
 4. *Group Paper (25%)* – December 1, 2014
 5. *Final Exam (30%)* – Saturday, December 13, 2014; 9:00AM-11:00AM in AH175
- Please Note:** The final exam date and time specified above is currently unofficial. Please consult the University of Lethbridge Fall 2014 Final Examination Schedule in November to confirm the official date and time.

Grading Breakdown

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002:

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

Evaluation Guidelines

1. *Mid-term Exam (20% of final grade):*

The exam will consist of various types of short answer as well as essay questions, based upon all materials covered and assigned from September 8 to September 29.

2. *Collaborative Group Work (Presentation, Question, Paper):*

In addition to the Mid-term and Final exams, students will be evaluated based on three additional components (Group Presentation, Group Question and Group Paper) which are to be completed within a collaborative group setting. Groups will be assigned at the beginning of the term. Although all group members are expected to contribute equitably (as negotiated within each group), only one product is required to be submitted per group per component – that is, each group will complete one presentation, pose one question and submit one paper to satisfy the evaluation requirements; a total of three final products submitted.

Each group's objective is to develop a health promotion program, culminating in the submission of the Group Paper on December 1st. Toward this end, each group will complete a presentation which highlights their program prior to submitting the paper. Groups will also be responsible to pose one question about another group's presentation/program at a specified time. The specific details of each of the underlined components are presented below:

(a.) Group Presentation (Due November 3, 10, 17 or 24 at 12PM MST – 20%)

The objective of the presentation is to provide a concise, yet thorough, overview of each group's health promotion program. In particular, each group should emphasize why the proposed program is important, highlight the unique/novel aspects of the program and convince the audience of the program's quality ("have you set things up in a manner conducive for success?"). **Presentations must not exceed 20 minutes. A handout which outlines the presentation must be emailed to the instructor at least 72 hours before the presentation due date.**

Each presentation should address the following elements (although other information may be added as deemed warranted by each group):

- Issue and/or Population and/or Setting
- Rationale/Importance
- Guiding theoretical framework or model and justification
- Program components/details

- References

(b.) Group Question (Due November 3, 10, 17 or 24 at 9AM MST – 5%)

The objective of this component is to construct and pose a question that reflects thoughtfulness and critical thinking, based on your review of an upcoming group presentation. Each group is to review an upcoming presentation (handouts to be posted on Friday afternoons) and submit one question to the instructor via email by 9AM on the day the presentation is due. Each group will nominate a group member to pose the question following the respective presentation in class. Once the presentation schedule has been finalized, the instructor will inform each group of the day in which a group member must submit/pose a question. Groups will not be required to submit/pose a question during the week in which they present.

(c.) Group Paper (Due December 1 at 12PM MST – 25%)

By December 1, each group must have developed a health promotion program that identifies a specific issue, and/or population, and/or setting and addresses a particular health concern with relevance to the Canadian and/or Alberta context. It is imperative to demonstrate this relevance and to highlight the novel/unique aspects of your program (as compared to others described within the literature).

The objective of the group paper is to provide a clear and comprehensive overview (4-5 double-spaced pages) of the health promotion program each group has developed. It should serve to expand upon the information provided in the presentation by providing more detailed and comprehensive information.

Specifically, the group paper should address the following elements in some detail:

- Issue and/or Population and/or Setting Identified
- Rationale/Importance & Uniqueness of Program
- Guiding theoretical framework or model and justification
- Program components/details
- Strategy or strategies to evaluate the program
- References

NOTE: All students are required to evaluate each group member's performance based on the following 5-point scale. This feedback is to be emailed to the instructor by 12PM MST, December 1.

- 0 = No contribution
- 1 = Contributed the bare minimum
- 2 = Contribution exceed the bare minimum but inadequate in most areas
- 3 = Contribution adequate but lacking in one or more areas
- 4 = Contribution almost met expectations
- 5 = Contribution met or exceeded expectations

3. Final Exam (30% of final grade):

The final exam will consist of various types of short answer as well as essay questions, based upon all materials covered in the course.

Grading Rubrics

Group Presentation

A-range: Well organized presentation that offers a comprehensive, yet concise, overview of program. Offers a clear rationale which is consistent with the theoretical framework/model chosen. Clear presentation of the program components. Overall, exhibits critical thinking and insight.

B-range: Presentation well done overall but requires minor improvements to improve organization, clarity and/or strengthen rationale. Additional information may also be required to assess the theoretical approach adopted. May also lack sophistication with respect to critical thinking and/or insight.

C-range: Adequate presentation but requires significant changes to improve the communication of main ideas, overall clarity, and relevance with respect to the objectives. Lacks sophistication with respect to critical thinking and/or insight.

D-range: Substantial changes required to most/all aspects of the presentation.

F-range: Failure to complete the objectives. Major problems in all aspects.

Group Question

A-range: Question selected demonstrates critical thinking and a thoughtful consideration of the presentation and/or factors which are related to the information presented.

B-range: Appropriate question but can be improved to reflect greater sophistication in terms of insight and/or critical thinking.

C-range: Question lacks sophistication in all aspects.

F: No question submitted.

Group Paper

A-range: Appropriate selection of issue, and/or population and/or setting. Description of rationale is clear and referenced appropriately. The program demonstrates novelty and uniqueness; selection of theoretical framework/model which is logical and explained in an effective manner. Thorough, clear description of the various components of the program which are consistent with the theoretical approach chosen. Appropriate evaluation strategy or strategies which are logical and clearly explained. References are appropriate and consistent with APA (6th ed.).

B-range: Minor improvements required to one or more elements listed above.

C-range: Significant restructuring required in one or more elements.

D-range: Minimally adequate paper with significant restructuring required in all areas.

F: Paper does not meet the objectives of the assignment.

General Guidelines and Information

Expectations and Etiquette

Students are expected to attend all classes, arrive on time and stay for the duration of each class. If a student must leave before the end of class, he or she must inform the instructor prior to the start of class. Students are also expected to be active participants in the class. The use of laptop/notebook computers and tablets is permitted for course-related activities. However, the use of these and all other portable electronic devices for any other reason during class time is prohibited unless a student has received special consent from the instructor. Students violating this policy may be asked to leave the classroom.

Note Regarding Email Messages

Do not assume a message has been received until you receive a confirmation response from the instructor. **Please use your @uleth account for all correspondence.**

Written Work

Written assignments should be prepared in APA style (6th edition) with headings, in-text citations and a complete reference list. Your cover sheet must contain the following: Title, author names and affiliation. Please use one-inch margins and a 12-point font throughout.

Assignments are to be submitted electronically via the Moodle “Assignment” tool. Please submit documents as .rtf, .doc or .docx files.

Before submitting a paper to your instructor, be sure to consider the following elements (preferably, have a peer evaluate the paper for these elements):

- Clear communication of ideas
- Adequate and appropriate referencing
- Correct spelling and grammar (use a computer spell-check to help)
- 12-point font (as seen here) with one-inch margins all around
- Page numbering
- Usage of direct quotes (use very sparingly, if at all)
- Proper referencing (no first names or initials in text (e.g., John Smith))
- Please avoid relying on textbooks or other articles for interpretation – always go to the original source

Students are strongly encouraged to access services offered by the Academic Writing Centre (see below), as a high proficiency in academic writing is expected from all students.

The Academic Writing Centre
 L1006A, Library
 4401 University Drive
 Lethbridge, Alberta T1K 3M4
 Phone: 403-394-3963
 Email: writing.centre@uleth.ca

Problems Submitting Assignments

The inability to submit an assignment by the deadline due to technological difficulties on the student's part (e.g., problems with the student's computer or internet access) is not a valid reason for late submission. In such a situation, the student must: (1) inform the instructor (via phone or email) about the difficulties experienced prior to the deadline, and (2) either fax the assignment to the instructor or drop it off in the instructor's mailbox prior to the deadline. **Failure to submit the assignment prior to the deadline will result in a grade of zero.**

Late Assignments and Missed Exams

Written work that is not submitted on time will not be accepted and will receive a grade of zero with the following exception: Groups may hand in assignments late without penalty due only to extraordinary circumstances encountered by a group member (i.e., valid health concern or bereavement) which significantly affects the group's ability to complete and/or submit their work AND provided the instructor receives the appropriate documentation as defined by the university calendar prior to the due date of the assignment. With respect to exams, students

may be excused due to extraordinary circumstances only (i.e., valid health concern or bereavement) AND provided the instructor receives the appropriate documentation as defined by the university calendar prior to the day of the exam. **Groups not submitting term work or students who miss exams without a valid reason will receive a zero for that part of the course grade.**

Students who cannot write final examinations for reasons beyond their control may request alternative scheduling from the Dean of Health Sciences. However, the instructor will refuse requests related to scheduling conflicts due to previously scheduled flights, trips, etc. All students are required to be available on the day of the final exam, which is set by the Registrar's Office.

Support

A variety of services are available to support students' well-being via Counselling Services. Please visit www.uleth.ca/counselling for more information. Counselling Services is located in Turcotte Hall (TH218).

Phone: 403-317-2845

Email: counselling.services@uleth.ca

Plagiarism Statement

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

Student Discipline

Students in the course are subject to the student discipline policy for academic and non-academic offenses in accordance with the University Calendar.

Accommodations for Students with a Disability

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 (<http://www.uleth.ca/ross/counselling/index.html>) to set up an appointment. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

Copyright Statement

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

Course Schedule

Date	Topic
September 8	Introductions, course overview and “warm-up”
September 15	Introduction to Health Education and Promotion Readings: Chapters 1-2; 17 + Moodle article *
September 22	Points of Entry: Issues, Populations and Settings Readings: Chapters 8-9; 11 + Moodle article *
September 29	Health Promotion Planning and Theoretical Approaches Readings: Chapter 5, 7 + Moodle article *
October 6 Mid-term Exam	-
October 20	Program Implementation Readings: Moodle article *
October 27	Program Evaluation Readings: Chapter 16
November 3	Presentations
November 10	Presentations
November 17	Presentations
November 24	Presentations
December 1 DUE: <u>Group Assignment</u>	State of the Field and Future Developments + Review Readings: Chapter 18

*Please refer to the Moodle page