

UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
HLSC 3002 – Health Education and Promotion
Course Syllabus – Fall 2012

Instructor: Penni Wilson, RN BN
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Class Day: Tuesdays, 10:50 a.m. – 1:30 p.m.
Room: AH175

Course Description:

An ecological examination of the epidemiological, social, cultural, economic, and policy contexts of addictions and health. Theories, models, skills, and strategies pertaining to individuals, groups, and populations for health education, promotion, and prevention will be explored.

This course will examine health and its determinants from a social, cultural, economic, and policy perspective. This course will cover the history of health promotion in general, and in Canada specifically. It will also explore the different theories and models of health promotion from an individual, organizational/community, and population perspective.

Course Objectives:

Students will participate in a variety of learning activities to meet the course objectives and achieve the following learning outcomes:

1. Articulate a holistic definition of health applied to the social determinants of health
2. Describe the historical development of health promotion and critically examine the difference between health promotion and health education
3. Identify and analyze theories of health education and promotion
4. Identify and describe concepts of problem identification, assessment, planning, implementation and evaluation as pertinent to health education and promotion
5. Demonstrate knowledge of various methods of interventions in health promotion and education as they pertain to individuals, groups, and populations
6. Critically examine various points of entry for health promotion and related health concerns

Required Text:

Rootman, I., Dupere S., Pederson A., & O'Neill, M. (Ed.). (2012). *Health Promotion in Canada: Critical Perspectives on Practice* (3rd ed.). Toronto: Canadian Scholars' Press Inc.

Course Schedule (tentative and subject to change):

Week	Date	Topic	Readings
1	Sept. 11	Health Promotion and its History in Canada	Chapter 1, 2
2	Sept. 18	Social Determinants of Health; Diversity and Inequity	Lalonde Report (1974), 11-35. http://www.phac-aspc.gc.ca/ph-sp/pdf/perspect-eng.pdf

Week	Date	Topic	Readings
3	Sept. 25	Determinants of Health Action	*Locate, review, and come to class prepared to discuss an article related to a theory of health behavior and/or behavior change
4	Oct. 2	A Socio Ecological Approach to Health Promotion *Guest Speaker from CRDC on how to create a PechaKucha	Chapter 5
5	Oct. 9	Health Promotion in a Global Context	Chapter 6
6	Oct. 16	Exam 1	
7	Oct. 23	Points of Entry for Health Promotion *Health Behavior Change Reflective Paper due	Chapter 7
8	Oct. 30	Working with Communities	TBA
9	Nov. 6	PechaKucha Presentations – Issues and Populations	Chapter 8, 9
10	Nov. 13	PechaKucha Presentations – Populations and Settings	Chapter 9, 11
11	Nov. 20	Professionalization of Health Promotion	-Chapter 13 -Core Competencies for Public Health in Canada (2007), 1-7. http://www.phac-aspc.gc.ca/php-ppsp/ccph-cesp/pdfs/cc-manual-eng090407.pdf
12	Nov. 27	Ethics in Health Promotion	Chapter 15
13	Dec. 4	Exam 2	

*Additional readings may be assigned.

*Students are expected to check Moodle regularly for class updates and assignments.

General Guidelines for Assignments:

All assignments submitted for evaluation are to be your original work. Using the work of others without appropriate recognition (citation), or using *your own* work originally developed for another class, constitutes the academic offence of plagiarism. Please see the current University of Lethbridge Calendar for current academic regulations and student discipline policies.

Please use an appropriate referencing format specific to your discipline, or of your choosing, and use it consistently. All papers will be submitted digitally *and* in hard copy at the beginning of class on the due date. To enhance objectivity in marking, include only your student identification number on the title page. Please familiarize yourself with the marking criteria for each assignment and include the marking sheet when handing in assignments. Marking sheets will be available on Moodle.

It is expected that university students are familiar with correct spelling and grammar rules. If you feel that you need help in these areas, you are strongly advised to obtain and use dictionaries, and/or to take advantage of university resources set up to assist students with writing papers.

There will be a late penalty of 5% per day (weekends and holidays included). An extension will be considered for legitimate reasons at the discretion of the instructor. You are responsible for approaching the instructor at least 48 hours prior to the due date in order for your request to be considered. Documentation from a third party may be required.

Assignments:

1. Health Behavior Change Reflective Paper (25%)

Describe a personal health-related behavior that you want to change. Over a four week period, document in a journal the process you engaged in to change this behavior. At the end of this period, review your documentation and discuss the **main themes** that are evident throughout this process. Include what **motivated** your choice of behavior to change, what were its **roots**, what **steps** did you take, what **helped** you change the behavior, what **hindered** change, and how you determined your level of **success**. Compare the findings from your own experience of health behavior change with the **research literature** (3-5 scholarly references). Finally, discuss what you learned from this exercise that may help you to be a more **effective practitioner** in the health education/promotion field. The paper should not exceed 10 double-spaced pages. A marking guide with complete details for this assignment will be provided on Moodle and discussed in class.

2. PechaKucha 20x20 Photo Essay (25%)

PechaKucha is a presentation style in which 20 PowerPoint slides are shown for 20 seconds each. In groups of four, students will create a PechaKucha related to a specific issue, population, or setting as a point of entry for health promotion. The slides will be set on a timer to advance automatically, while accompanied by music, specific sounds, or silence. Text may be included within the PechaKucha, including single words, phrases, and quotes; however, the images should not be dominated by text. Images may include photos taken by students or derived from the clip art that accompanies Microsoft Word or Apple software packages. Images from the internet may be accessed to generate ideas, but cannot be used in the presentation due to copyright law. Please be respectful when selecting your photos. Do not include photos that may be offensive to specific groups or persons, or profane or inappropriate to show in public.

Following the presentation, the group will provide a brief oral description of their topic and engage in a question and answer period with the audience. The total time for each PechaKucha, including set-up and discussion, will be 15 minutes. A marking guide with complete details for this assignment will be provided on Moodle and discussed in class.

3. Exam 1 (20%)

A two-hour exam will cover all course material including readings, PowerPoint presentations, and discussions up until the exam date. The exam will consist of multiple-choice and short answer questions.

4. Exam 2 (20%)

A two-hour exam will cover all the course material, including readings, PowerPoint presentations and discussions from Exam 1 to the end of the course. It will consist of multiple-choice and short answer questions.

5. Class Attendance and Participation (10%)

You are expected to attend classes consistently, to participate in class discussion, and to contribute to the positive energy of learning in the classroom. Throughout the semester, students will be asked to participate in a variety of learning activities, including but not limited to bringing prescribed articles to class, participating in pre-class Moodle polls, and engaging in group work activities during class time. There will be five formal activities that will count as 2% each toward the 10 marks available for participation. These will not be scheduled, and there will not be an opportunity to 'make up' these marks. Students will be notified one week in advance of activities that involve preparation for class. Moodle polls will close at midnight the evening before class.

Evaluations/ Due Dates:

Assignment	Due Date	% of Final Grade
Health Behavior Change Reflective Paper	October 23	25%
PechaKucha Group Photo Essay	November 6 or November 13	25%
Exam 1	October 16	20%
Exam 2	December 4	20%
Attendance & Participation	Ongoing	10%

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%

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.

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 Counseling Services/Students with Disabilities Resource Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Disabilities Resource 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.