

**THE UNIVERSITY OF LETHBRIDGE  
FACULTY OF HEALTH SCIENCE  
ADDICTIONS COUNSELLING PROGRAM  
ADCS 3002 – HEALTH EDUCATION & PROMOTION  
Course Syllabus – Spring, 2018**

**INSTRUCTOR:** *Kyler Evans, B.H.Sc., M. Ed., C.C.C.*  
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**OFFICE:** Markin Hall - M3070  
**OFFICE HOURS:** By appointment  
**CLASS:** Mondays, 12:00 – 2:50 pm  
**ROOM:** AH175

**COURSE DESCRIPTION:**

An ecological examination of the epidemiological, social, cultural, economic, and political contexts of health and health promotion/education. Theories, models, skills, and strategies pertaining to individuals, groups, and populations for health education, promotion, and prevention will be explored through a variety of sources, including guest speakers, videos, lectures, class discussion, and experiential activities.

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

<b>Canadian Centre for Substance Abuse (CCSA) Core Competencies Covered in this Course</b>	
<b>Technical Competencies</b> <ul style="list-style-type: none"><li>• Diversity and Cultural Responsiveness</li><li>• Ethics and Professionalism</li></ul>	<b>Behavioural Competencies</b> <ul style="list-style-type: none"><li>• Diversity and Cultural Responsiveness</li><li>• Creativity and Innovation</li></ul>

**COURSE ASSIGNMENTS:**

1. Reflective Paper	25%
2. Health Promotion Intervention	30%
3. Participation	25%
4. Final	20%

Assignments are to be handed in at the beginning of class on the due date. Students are responsible for noting when assignments are due and presentation dates. Late assignments are docked 5% of total assignment for each day late.

## **ASSIGNMENT DESCRIPTIONS:**

### **1. Reflective Paper (25%)**

Describe a personal health-related behavior that you want to change. Over a four-week period, document in a journal or through video/audio the process you engaged in to change this behavior, pitfalls and triumphs. 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 the different roots of value etc.? What steps did you take? What helped you change the behavior? What hindered change? How did you determine your level of success upon reflection (did it change)? Compare the findings from your own experience of health behavior change with the research literature (minimum 3-5 scholarly references). Finally, discuss what you learned from this exercise that may help you to be a more effective practitioner in health education/promotion/counseling.

### **2. Health Promotion Intervention (30%)**

Each group's objective is to develop a health promotion program that could be implemented in the community. This assignment will allow you to look at health promotion in the 'real world.' The objective of the presentation is to provide a concise, yet thorough, overview of a health promotion program/intervention designed by your group. Each group should emphasize why the proposed program is important, highlight the unique/novel/creative aspects of the program, and bring this to light within the presentation utilizing class participation. Groups are encouraged to think outside the box; presentations are designed to be interactive and creative in nature.

Each presentation should address the following core elements, as well as bringing in your group's specific creative innovation:

- Issue and/or Population and/or Setting
- Rationale/Importance
- Guiding Theoretical Framework or Model and Justification
- Program Components/Details/Actual Intervention used (in part)
- References

Presentations should be 30-40 minutes and are required to include some form of class participation.

### **3. Participation & Attendance (25%)**

Attendance is assumed to participate and thus, attendance will be kept throughout the semester. Students are expected to attend all classes, although they may miss one class without penalty. Students will submit a 1-2-page assessment illustrating a mark (out of 25) that reflects your engagement and participation in class, **DUE March 26**. This paper will need to be looked at realistically, i.e. if you missed classes, can you really obtain full marks? The instructor will use this assessment in combination with recorded attendance, and involvement within class activities and discussions/student presentations as a guide in determining the student's final participation mark.

### **4. Final Exam (20%)**

An in-class final will be conducted on **April 9**. The exam will contain long-/short-answer questions related to posted readings, guest speaker topics, student presentations, and class discussions.

## REQUIRED TEXTBOOKS:

There is no required text for this class, but...readings will be posted on the Class Website/Moodle. These are mandatory readings and **You** are responsible to read materials that have been posted to supplement class material.

**CLASS SCHEDULE AND READINGS (Tentative and subject to change): Be sure to check Moodle prior to every class for additional readings.**

<b>Classes:</b>	<b>Schedule/Topics:</b>	<b>Readings/Due dates:</b>
Jan. 8	Introduction to the course	Moodle Readings listed online
Jan. 15	History of Health Promotion/What is health?	Moodle Readings listed online
Jan. 22	Social Determinants of Health/Acknowledging diversity in the Canadian landscape	Moodle Readings listed online <b>Begin Health Change Assignment*</b> <b>Pick groups for presentations.</b>
Jan. 29	Social/Behavioural Theories and health promotion	Moodle Readings listed online
Feb. 5	Promoting Mental health and wellbeing	Moodle Readings listed online
Feb. 12	Student Presentation x 3	
Feb. 19	<b>NO CLASS (Family Day/Reading Week)</b>	<b>No Class</b>
Feb. 26	Aboriginal Health (Guest Speaker)	Moodle Readings listed online <b>Health Change Assignment Due</b>
Mar. 5	Ecology in all its facets	Moodle Readings listed online
Mar. 12	Guest Speaker (C.S.)/Student Presentation x 2	Moodle Readings listed online
Mar. 19	Special topic: Holistic Health	Moodle Readings listed online
Mar. 26	Student Presentations x 3	<b>Participation Assessment Due</b>
Apr. 2	<b>NO CLASS (Easter Monday)</b>	<b>No Class</b>
Apr. 9	In Class Final Exam	<b>Cumulative</b>

## 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 Accommodated Learning Centre at 403-329-2766 to set up an appointment <https://www.uleth.ca/ross/accommodated-learning-centre/>. 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](http://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](mailto:copyright@uleth.ca)) for assistance with any copyright questions or issues.

**ADCS 3002 – Health Promotion  
Health Promotion Presentation**

<b>Elements of Evaluation</b>	<b>Mark</b>	<b>Comments</b>
Brief outline provided a week in advance of presentation, outlining all group members' roles in the presentation and creation of presentation/intervention.	<b>4</b>	
Flow of presentation and ability to bring in theory and real-life applicability/application	<b>11</b>	
Creativity and experiential component – ability to engage and involve the class, delivery of presentation, all group members involved in presentation.	<b>12</b>	
Peer Evaluation on group participation, engagement and follow through on outlined roles.	<b>3</b>	
<b>Total</b>	<b>/30</b>	

**ADCS 3002 – Health Promotion  
Reflective Paper**

<b>Elements of Evaluation</b>	<b>Mark</b>	<b>Comments</b>
Self-awareness elucidation of internal psychological process – depth in discussion of your self-awareness, internal struggles, fears, judgements, shame/guilt, pivotal moments of transformation/realization in the process	<b>10</b>	
Discussion of how this self-awareness and experiential process may impact your future practice or perspectives.	<b>5</b>	
Logical and fluid presentation of ideas, overall creativity and ability to interweave theory, philosophy, and themes emerging from class with your overall learning process.	<b>10</b>	
<b>Total</b>	<b>/25</b>	