

**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
HLSC 3002 – HEALTH PROMOTION
Course Syllabus – Spring, 2018
January 8 – April 14, 2018**

CLASS DAY(S)/TIME: Online delivery via Moodle

CLASSROOM: Online delivery via Moodle

INSTRUCTOR: Carina Zhu, RN, MPH

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Office hours: Please email me to arrange a telephone/Skype/in-person meeting

COURSE DESCRIPTION (from U of L Academic Calendar)

A socioecological examination of health promotion at individual, group, organizational, and population levels. Theories, models, approaches, strategies, and evidence of best practices are examined. Canadian health promotion history is reviewed and major shifts in approach are considered in relation to changes in public policy, and the social, economic, and political contexts.

Pre-requisite(s): second-year standing (min of 30 credit hours)

Substantially similar: Addictions Counselling 3002

LETTER TO STUDENTS

Welcome to HLSC 3002, Health Promotion! At first glance, it may seem like a vague and daunting topic for a course, but I assure you that health promotion is anything but boring. Over the course of 13 weeks together, we will review the history of health promotion within Canada, identify key approaches to health promotion, explore individualistic and socioenvironmental theories of behavioral change, and critically examine how the five strategies of health promotion are utilized in existing work with communities. I encourage you to bring your life, work, and education experiences into our discussions.

COURSE OBJECTIVES

By the end of the course, the student will be able to:

1. Articulate the key historical events that have contributed to the evolution of health promotion within Canada
2. Describe and critique the three dominant approaches to health promotion
3. Synthesize evidence of how the five strategies of health promotion are applied within health promotion programs currently
4. Compare and contrast individualistic versus socioenvironmental theories of behavior change
5. Describe the process of program planning and evaluation

TEACHING AND LEARNING ENVIRONMENT

The class content will be delivered in a combination of PowerPoint presentations (with and without audio), interactive activities, and readings posted on the online learning platform, Moodle. Students are strongly encouraged to draw examples from their current work settings to enrich the course concepts. Students' unique life experiences are also essential components of learning within our eClassroom, active participation and creative thinking is strongly encouraged.

COURSE REQUIREMENTS

In order to be successful in HLSC 3002, students will complete the following requirements:

Assignment	Weight	Due Date
Participation	30%	Six participation activities worth 5% each throughout the semester
Critical Analysis Paper	30%	March 26 th , 2017
Critical Analysis Presentation	10%	April 2 nd , 2017
Quizzes	30%	Six quizzes worth 5% each throughout the semester

Marks will be deducted for late assignments at a rate of 5% per day, or a portion thereof, including weekends.

DESCRIPTION OF ASSIGNMENTS

1. Participation (30%) – throughout the semester

Rationale: The concept of mutual learning is stipulated on the preparedness and active participation of students, particularly in an online environment. In addition to grasping the relevant material presented by the course instructor, students are expected to contribute their unique life and work experiences to the HLSC 3002 learning environment.

Assessment Criteria: A participation mark will be assigned by the course instructor based on students' participation in six participation activities throughout the semester. The participation activities include contributions to discussion forums (see Appendix A for guidelines on discussion forums) and participation at the **two mandatory** synchronous sessions. Students are expected to complete their discussion forum posts within the week, which is defined as Monday until Sunday midnight. A mark of zero will be assigned if the participation activity is not completed within a week of its release.

2. Critical Analysis Paper (30%) – March 26th, 2017

Rationale: Authentic learning, or learning-by-doing, has been lauded as the most effective way to learn. Through this assignment, the student is challenged to demonstrate evidence-informed, practical application of the theoretical concepts discussed in the HLSC 3002 eClassroom.

Assessment Criteria: Working in groups of 2, students will identify an existing health promotion program/initiative that targets a community/population. Using the Population Health Promotion model, students will provide a description of the program/initiative, identifying the level(s) of action, the strategies for health promotion, and the determinant(s) of health addressed. Secondly, students will critically analyze the program/initiative for its strengths and possible gaps in meeting the needs of its target group, substantiated by findings in the literature. Finally, students will identify unintended consequences of the program/service/initiative, and provide recommendations for change. The length of this paper is to be no longer than 10 pages. Students will be assessed based on the articulation of the program/initiative, its intended population, critical analysis of its strengths and gaps, and generation of appropriate recommendations. Consultation with the course instructor to identify your program/initiative is strongly encouraged. See Appendix B for the Critical Analysis Paper rubric.

3. Critical Analysis Presentation (10%) – April 2nd, 2017

Rationale: This final assignment is intended to build on critical analysis skills from the previous assignment, systematic inquiry skills from pre-requisite/co-requisite courses, and increasing student capacity to engage in knowledge translation and exchange.

Assessment Criteria: Working in the same groups of two, students will present their critical analysis of a health promotion program to their peers in a 10 minute presentation during our 2nd mandatory synchronous session. See Appendix C for Critical Analysis Presentation Marking form

4. Quizzes (30%) – throughout the semester

Rationale: Students are expected to demonstrate proficiency in the foundational concepts of health promotion and their applications.

Assessment Criteria: The student's understanding and application of foundational concepts will be assessed based on accurate responses to a set of multiple choice questions. Students will be given a week to complete the quiz within a week of its release. A week is defined as Monday until Sunday midnight. A mark of zero will be assigned if the quiz is not completed within the week.

REQUIRED TEXTBOOKS

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: American Psychological Association.

Naidoo, J., & Wills, J. (2016). *Foundations for health promotion* (4th ed.). Edinburgh: Elsevier.

WRITING AND APA ASSISTANCE

For assistance with APA formatting, please contact the U of L Library information desk at 403-329-2265. For one-on-one assistance with academic writing and/or in depth APA consultation, please contact the writing center at 403-394-3963 or writing.center@uleth.ca to book an appointment. Plan ahead as they fill up quickly during busy times of the semester!

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.

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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.

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- 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 at a Glance

Week	Date	Topic(s)	Readings	Assignment due dates
1	Jan. 8 th , 2018	Introduction to health and health promotion	<ol style="list-style-type: none"> 1. Naidoo & Wills (2016) – Chapter 1: Concepts of Health 2. Naidoo & Wills (2016) – Chapter 4: Defining Health Promotion 3. WHO (1986). <i>The Ottawa Charter for Health Promotion</i>. Geneva, Switzerland: Author. Retrieved from: http://www.who.int/healthpromotion/conferences/previous/ottawa/en/ 	Participation activity #1 (Discussion Forum)
2	Jan. 15 th , 2018	<p>The history and evolution of health promotion in Canada</p> <p>Approaches to health promotion</p> <p>Foundational HP theories and models</p>	<ol style="list-style-type: none"> 1. Naidoo & Wills (2016) – Chapter 5: Models and Approaches to Health Promotion 2. Pederson, A., Rootman, I., Frohlich, K. L., Dupere, S., & O'Neill, M. (2017). The Continuing Evolution of Health Promotion in Canada. In I. Rootman, A. Pederson, K. L. Frohlich, & S. Dupere. (Eds.), <i>Health Promotion in Canada</i> (pp. 3-19). Toronto, ON: Canadian Scholars. Posted on Moodle. 	Quiz #1
3	Jan. 22 nd , 2018	<p>HP Strategy: Developing personal skill</p> <p>Ethical Considerations in Health Promotion</p>	<ol style="list-style-type: none"> 1. Naidoo & Wills (2016) – Chapter 9: Developing Personal Skills 2. Naidoo & Wills (2016) – Chapter 6: Ethical Issues in health promotion 	Participation activity #2 (Discussion Forum)
4	Jan. 30 th , 2018	HP Strategy: Creating supportive environments	<ol style="list-style-type: none"> 1. Naidoo & Wills (2016) – Chapter 14: Health Promoting Workplaces 2. Naidoo & Wills (2016) – Chapter 15: Health Promoting Neighborhoods 	Participation activity #3 (Discussion forum)
5	Feb. 5 th , 2018	HP Strategy: Strengthening community action, reorienting health services	<ol style="list-style-type: none"> 1. Naidoo & Wills (2016) – Chapter 10: Strengthening Community Action 2. Naidoo & Wills (2016) – Chapter 8: Reorienting Health Services 	Quiz #2

Week	Date	Topic(s)	Readings	Assignment due dates
6	Feb. 12 th , 2018	HP Strategy: Building healthy public policy Introduction to Community Needs Assessment	1. Naidoo & Wills (2016) – Chapter 11: Developing Health Public Policy 2. Naidoo & Wills (2016) – Chapter 18: Assessing Health Needs	1 st Mandatory synchronous session 1800-2000 MST Participation activity #4 (related to synchronous session)
	Feb. 19th to 24th, 2018	Reading Week	Reading Week	Reading Week
7	Feb. 26 th , 2018	Introduction to program planning and evaluation	1. Naidoo & Wills (2016) – Chapter 19: Planning Health Promotion Interventions 2. Naidoo & Wills (2016) – Chapter 20: Evaluating Health Promotion Interventions	Quiz #3
8	Mar. 5 th , 2018	Theories of health behavior (individualistic vs socioenvironmental)	1. Edberg, M. (2007). Individual health behavior theories. In E. Riegelman (Ed.), <i>Essentials of health behavior: social and behavioral theory in public health</i> (pp.35-49). Boston, MA: Jones and Bartlett Publishers. Posted on Moodle. 2. Edberg, M. (2007). Social, Cultural, and Environmental Theories (Part I). In E. Riegelman (Ed.), <i>Essentials of health behavior: social and behavioral theory in public health</i> (pp.51-64). Boston, MA: Jones and Bartlett Publishers. Posted on Moodle.	Quiz #4

Week	Date	Topic(s)	Readings	Assignment due dates
9	Mar. 12 th , 2018	Promotion the health of people who are homeless – the Housing First model	<ol style="list-style-type: none"> <li data-bbox="821 272 1743 362">1. Waegemakers, J., & Rook, J. (2012). <i>Housing first – Where is the evidence?</i> Toronto, ON: Homeless Hub. Retrieved from: http://www.homelesshub.ca/sites/default/files/HousingFirstReport_final.pdf <li data-bbox="821 394 1743 516">2. Goering, P., Veldhuizen, S., Watson, A., Adair, C., Kopp, B., Latimer, E., Aubry, T. (2014). National At Home/Chez Soi Final Report. Calgary, AB: Mental Health Commission of Canada. Retrieved from: https://tinyurl.com/y7oaxg77. 	Participation activity #5 (Discussion forum)
10	Mar. 19 th , 2018	Promoting the health of people who work in sex work – sex work legislation	<ol style="list-style-type: none"> <li data-bbox="821 553 1743 708">1. Allan, S., Bennet, D., Jackson, G., Krusi, A., Pacey, K., Porth, K., British Columbia Center for Excellence in HIV/AIDS. (2014). <i>My work should not cost me my life: The case against criminalizing the purchase of sex in Canada</i>. Vancouver, BC: Pivot Legal Society. Retrieved from: https://tinyurl.com/y8fzey7w. <li data-bbox="821 740 1743 886">2. Krusi, A., Pacey, K., Bird, L., Taylor, C., Chettiar, J., Allan, S., Shannon, K. (2014). Criminalization of clients: reproducing vulnerabilities for violence and poor health among street-based sex workers in Canada – a qualitative study. <i>BMJ Open</i>, 4, 1-10. DOI: 10.1136/bmjopen-2014-005191. Link to article: https://tinyurl.com/y9fhwxbj. 	Quiz #5
11	Mar. 26 th , 2018	Promoting the health of people who use drugs – harm reduction	<ol style="list-style-type: none"> <li data-bbox="821 911 1743 1000">1. Link, B. G., & Phelan, J. C. (2001). Conceptualizing stigma. <i>Annual Review of Sociology</i>, 27, 363-385. Link to article: http://www.jstor.org.ezproxy.uleth.ca/stable/pdf/2678626.pdf <li data-bbox="821 1032 1743 1146">2. Wood, E., Tyndall, M. W., Montaner, J. S., & Kerr, T. (2006). Summary of findings from the evaluation of a pilot medically supervised safer injecting facility. <i>Canadian Medical Association Journal</i>, 175(11), 1399-1404. Link to article: https://tinyurl.com/y8o4a7d5 	Critical Analysis paper due

Week	Date	Topic(s)	Readings	Assignment due dates
12	April 2 nd , 2018	Critical Analysis presentations by students	None	2 nd mandatory synchronous session at 1800-2000 MST Critical Analysis presentation due Participation activity #6 (related to synchronous session)
13	April 9 th , 2018	Course wrap-up, review of key HP concepts	None	Quiz #6

Appendix A: Guidelines for Discussion Forums

Note of acknowledgement: with grateful thanks to Dr. Em Pijl of the University of Lethbridge for sharing her discussion forum guidelines and netiquette

There will be a total of 4 discussion forums over the 13 weeks of the course. Prior to participating in the forum discussions, students are required to read the assigned readings for that week, view assigned videos (if applicable) and review the posted presentation (if applicable). Each student will be expected to do the following:

1st half of the week (Monday to Thursday):

1. Without reading the postings of others, **post your original thoughts on two of the three questions** in the appropriate discussion forum. These original posts should be **no more than 250 words** in length. You must enter your original posts within the first half of the week, so as to allow your peers time to respond. I strongly recommend that you post your own original thoughts (informed by the course materials and readings) *prior* to reading the postings of **others**. **Please post all postings in text, not as attachments**. You may want to initially develop your thoughts in Word and then copy and paste; this is helpful in the event that Moodle gobbles up your response—a rare but time-consuming event for you. Please be aware that if you do choose to post three original posts, only the first two read by the course instructor will be graded.

2nd half of the week (Friday to Sunday):

2. **Respond to two peers' original postings (on different topics)** to affirm and extend their thinking. Your response to your peers' original posts should be **no more than 100 words** in length and should professionally *affirm*, *challenge* and *extend* your peers' thinking. If you notice that as many as three different people have already responded to one posting, please choose another. Please review netiquette rules.

The course instructor will assign a grade for discussion participation as per the criteria below. A total of 25 marks (worth 5%) will be assigned to each of the four discussion forums.

1. Timeliness and consistency of contributions (as above). Postings are within the time frame specified. No grammatical or spelling errors. Postings have substance yet are concise. **(3 marks)**
2. Evidence of deep reflection on and engagement with course readings. Course materials and academic literature are cited. Clear evidence of critically examining issues raised by the prompting questions. Expression of ideas is clear and succinct. Actively and consistently discusses the strengths and limitations of any materials and resources brought into the discussion. Clear links between the course topic and readings; demonstrates understanding of linked sources where applicable. Logical development of ideas, arguments and conclusions. (6 marks/original post x 2 posts = **12 marks**)
3. Relates course content to issues in personal/professional context to make theory-practice links (i.e., clarifies concepts with examples). Consistent use of personal insights, experiences, and/or examples as evidence of personal engagement with the question. **(4 marks)**
4. Responds to two peers (on different topics). Responds to peers' and instructor's questions. Proactively promotes learning of the class as a whole. Considerable and consistent engagement with other students' ideas, opinions, and viewpoints. Responses to peers are professional, affirming, and challenging and aim to extend the thinking of peers. Overall comments highly respectful of others and offers constructive feedback to others. Responses to peers end with a question that seeks to clarify and extend the thinking of others. Proactively promotes learning of the class as a whole (3 marks/response x 2 responses = **6 marks**)

Netiquette Rules for the Discussion Forums

- **Confidentiality:** Know that what is said in class stays in class.
- **Respect:** Respect others' opinions. We often learn when we hear an opinion that differs from our own. Respond to postings with which you disagree in an objective, respectful manner. Do not make personal or insulting remarks.
- **Participate:** Engage fully in threaded discussions.
- **Boundaries:** Respect the boundaries of your colleagues. Avoid sharing (or encouraging the sharing of) personal things.
- **Share:** Avoid monopolizing any discussions.
- **Focus:** Keep the discussion postings within the scope of the course material. Avoid irrelevant tangents.
- **Chill:** Don't take offense where it's not intended. That said, be mindful that body language, tone of voice, and personality do not translate in written text (and this is what emoticons are for).
- **Subjects:** Post messages (also called threads) in the appropriate discussion thread. Responses in the wrong place will be required to be moved to the correct one.
- **Tune in:** Familiarize yourself with any message board rules that the instructor has posted.
- **Lingo:** Avoid language and abbreviations that are specific to nursing and health sciences, for the benefit of those not in those disciplines.

Appendix B: Critical Analysis Paper Rubric

Paper component	Did Not Meet Expectations	Met Expectations	Exceeded Expectations
Description (10 points)	(≤6) Minimal description of program/service /initiative. Intended population of program/service/initiative unclear.	(7-8) General description of the program/services/initiative utilizing the Population Health Promotion model. Intended population of program/service/initiative clearly identified.	(9-10) Succinct description of the program utilizing the Population Health Promotion model. Clearly identifying the level(s) of action, the strategies for health promotion, and the determinant(s) of health addressed. Intended population of program/service/initiative clearly identified.
Analysis (25 points)	(≤17) Superficial analysis of strengths and gaps, with no support from relevant literature. No identification of unintended consequences	(18-22) Some analysis of strengths and gaps, with some support from literature, although quality of evidence unclear. Unintended consequences identified.	(23-25) Comprehensive analysis of strengths and gaps, with support from high quality findings in the literature. Unintended consequences clearly identified.
Recommendations (25 points)	(≤17) Recommendations not connected to gap analysis, not supported by relevant literature; limited or no consideration of sustainability.	(18-22) Recommendations somewhat connected to gap analysis, supported by relevant literature, although quality of evidence not unclear. Consideration of sustainability evident, although not consistent.	(23-25) Recommendations clearly connected to gap analysis, supported by best practices or high quality evidence from the literature. Consistent consideration of sustainability, recommendations are appropriate and feasible.
APA	0.5 deduction per APA error, up to 5 points	0.5 deduction per APA error, up to 5 points	0.5 deduction per APA error, up to 5 points

Total: _____/60 points = _____/30%

Appendix C: Critical Analysis Presentation Marking form

Component	Description	Marks
Content	<ul style="list-style-type: none"> - Logical flow to presentation - Clearly articulate the components of the critical analysis (brief program description, analysis of gaps and strengths of program, and recommendations) 	/5
Presentation skills	<ul style="list-style-type: none"> - Remained within the allotted 10 minutes, with some time for questions - Utilized appropriate technology for delivery (e.g. handouts, PowerPoint) 	/2.5
Engagement with audience	<ul style="list-style-type: none"> - Posed open-ended questions for discussion - Activities to engage audience 	/2.5
	Total:	/10