

**HS2250a, 2010**  
**Health Promotion in Canada**  
**Dr. Jennifer Irwin**

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**Class Hours:** Mondays 2:30 – 3:30 & Wednesdays 2:30 – 4:30. HSB Rm 40

**Required Course Text:** McKenzie, J.F., Neiger, B.L. & Thackeray, R. (2009). Planning, Implementing and Evaluating Health Promotion Programs, 5<sup>th</sup> edition. Toronto: Pearson.

- On-line readings are also your responsibility for the course and exams

**Dr Irwin Office Hours:** by appointment (send email to set-up time)

**Teaching Assistants, Office Hours & Locations:** TBA (check webct)

**Grading Method:**

|                               |     |   |
|-------------------------------|-----|---|
| Quiz (optional)<br>➤ Unit 1   | 10% | In-class Sept 29 <sup>th</sup> (optional)                   |
| Midterm Exam<br>➤ Units 1 & 2 | 35% | In-class Oct 27 <sup>th</sup> (not optional)                |
| Quiz<br>➤ Unit 3              | 10% | In-class Nov 10 <sup>th</sup> (optional)                    |
| Final Exam<br>➤ Units 3, 4, 5 | 45% | Date & time determined by Registrar's Office (not optional) |

**Midterm and Quizzes:**

You have the choice to write a quiz on unit 1 on September 29<sup>th</sup> and on unit 3 on November 10<sup>th</sup>. If you choose to not write the quizzes or *for any reason* do not write the quizzes, your midterm exam will be worth 45% (if you don't write the first quiz) and your final exam will be worth 55% (if you don't write the second quiz). If you sit down to write a quiz you will receive a grade for it (ie., you cannot look over it and then decide to not write it). There will be NO make-up quiz offered for any reason.

Please note that students must see their counsellors if they miss a mid-term or final examination, and students must contact the instructor and counsellor prior to the missed exam if at all possible. Failure to do so could result in a zero grade assigned to the missed exam. Please refer to the Policy on Accommodation for Medical Illness located at the following website:

<https://studentservices.uwo.ca/secure/index.cfm>.

**Note-Taking:**

Good note-taking skills are important, if not essential, in both the academic environment and in other professions. For these reasons, the responsibility for note-taking in class is that of the students. I will provide a skeletal outline of the units' slides and you are responsible for creating the full complement of notes from each class. Any guest

speakers' lectures are examinable (whether or not they provide slides). You are responsible for retrieving notes from classmates for any classes missed. Please do not ask for the course Instructor or the course Teaching Assistants' lecture notes or slides—they will not be given to you. If you find that the lectures are moving too quickly or too slowly, please raise your hand and let me know...if others feel the same way then I will do my best to accommodate the majority of the class. If you are having difficulties taking notes for any reason, let the Instructor know and we will try to help you find a student who may be willing to share notes with you.

### **Communication:**

Because this is a relatively large class, e-mail communication tends to be an efficient and effective mode of communication between the course Instructor/Teaching Assistants and the students. Your e-mailed comments and questions are most welcome and will be responded to in as timely a fashion as possible, provided they are appropriate. E-mails, like any other form of communication with the course Instructor/Teaching Assistant, are appropriate when their content is respectful, when they are NOT anonymous, and when their originator does not ask for information delivered during a lecture to be repeated. If you have a question or do not understand a term or phrase, it is your responsibility to tell the course Instructor/Teaching Assistants what you think is the answer, what you think would be an appropriate example, and/or what it is that you are having difficulty interpreting. Inappropriate e-mails will either receive no response or will receive a response in which you are directed to review this component of the course outline and then invite you to e-mail again. Any inappropriate emails will be forwarded to the appropriate administrative office to be placed on-file.

### **Mutual Expectations:**

You can expect me to come prepared for, and attend, all lectures regularly and punctually. I will strive to promote a collegial atmosphere of mutual respect conducive to the exchange of ideas and learning. I require the same from you. Reading during a lecture, not turning ringers off on cell phones, the disturbing consumption of food or drink, littering the classroom, the use of ipods, facebook, twitter, and other activities which may impede the ability of you or other students to learn are unacceptable behaviours. If we all abide by this code of civility and mutual respect, we set the stage for a healthy and stimulating intellectual forum. Finally, if you are having problems with any aspect of the course, please come and talk to me. I am approachable; I welcome your comments, your constructive criticisms and, of course, your questions.

**Scholastic Offenses:** Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>. It is the student's responsibility to ensure that he/she is not involved with any form of plagiarism, including cheating on tests, allowing others to cheat on tests, cheating on assignments, and copying work of any kind without proper referencing.

*“Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as*

*footnotes and citations. Plagiarism is a major academic offence”* (see Scholastic Offence Policy in the current Academic Calendar).

Plagiarism checking: The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their written work in electronic format for plagiarism checking.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

**Course Grading and Appeals:**

Grades for *all School of Health Studies and Rehabilitation Science* courses are expected to be within the following ranges:

|        |         |
|--------|---------|
| Year 1 | 68 – 72 |
| Year 2 | 70 – 74 |
| Year 3 | 72 – 76 |
| Year 4 | 74 – 78 |

Grades outside of these ranges need to be submitted to the Adjudication Committee or Director for review. All grades are sent to the Director for approval. Faculty cannot release final grades until they have been calculated by the Faculty and reviewed by Director. This is a School of Health Studies Grading Criteria Policy.

**Rounding of Grades (for example, bumping a 79 to 80%):**

This is a practice some students request. **This practice will not occur here.** The edges of this course are clear and sharp. The mark attained is the mark you achieved and the mark assigned; there is no rounding to the next grade level. Please don't ask me to do this for you.

Students should log in to WebCT on a regular basis (<http://webct.uwo.ca/>) using their UWO username and password for access to the HS 2250a course web-page.

## Course Content and Required Readings

### Unit 1: Health Promotion, Health Education, and Disease Prevention in Canada

(September 13 – 27). *Readings: Chapter 1*

- Defining the terms and concepts
- Assumptions of health promotion
- Exploring some of the major health issues and behaviours in Canada (e.g., heart health, obesity, mental health, cancer, diabetes, physical activity)

**Quiz:** September 29<sup>th</sup> (in-class, optional)

### Unit 2: Models & Theories for Health Promotion and Disease Prevention (October 4 – October 18). *Readings: Chapter 2 & 7*

- Importance of using models & theories
- PRECEDE-PROCEED, Social Cognitive Theory, etc
- Behavioural change theories, combination health behaviour models
- Applying theory to practice – introduction to health behaviour coaching

**Midterm Exam:** October 27<sup>th</sup> (in-class) *NOTE: refer to posting on website to see where you are writing exam – you MUST write in the room assigned.*

### Unit 3: Health Promotion Program Planning (October 20 – Nov 8) *Readings: chapter 3, 4, 8 plus online article*

- Starting the planning process
- Assessing needs
- Exploring the similarities, differences, and importance of population-based and individual-based programs
- The model, theoretical underpinnings and practice of health behaviour coaching for individual change

**Quiz:** November 10<sup>th</sup> (in-class, optional)

### Unit 4: Implementing Health Promotion Programs (November 15 – 24). *Readings: chapter 9, 10, 11, 12*

- Getting buy-in, community advocacy, organization & mobilization
- Resources
- Social marketing, implementation strategies & concerns

### Unit 5: Evaluating Health Promotion & Disease Prevention Programs (November 29 – December 6) *Readings: chapter 13 & 14*

- Evaluations types for program stages
- The challenges and needs

**December 8:** Wrap-up & Questions

*~Class dates and topics subject to change at Instructor's discretion~*