

**The University of Western Ontario, School of Health Studies**  
**HS2250a, 2020**  
**Introduction to Health Promotion**  
**DRAFT OUTLINE & SUBJECT TO CHANGE**

**Instructor: Dr. Jennifer Irwin**

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**Class Hours:** The asynchronous lectures will be recorded and uploaded weekly. Course units will be separated by week and each week will typically include 2 lectures of varied lengths. You are responsible for watching all of the lectures, taking notes as you would in any lecture, and engaging in the associated course activities.

**Required Course Text:** McKenzie, J.F., Neiger, B.L. & Thackeray, R. (2017). Planning, Implementing and Evaluating Health Promotion Programs, 7<sup>th</sup> edition. Toronto: Pearson.

- Additional readings, videos, and webinars will be assigned during the course; these are also your responsibility to know for the course and exams (see page 9)

**Teaching Assistants & Office Hours:**

- To Be Announced (see course OWL site)

**Course Description:** An overview of primary concepts related to health promotion and disease prevention in Canada, including: health promotion-related terms and definitions; common health issues that require health promotion foci; models and theories; health promotion program planning, implementation, and evaluation inclusive of needs assessments, social marketing, and community advocacy. This course will provide students with opportunities to engage with the assigned material using zoom-based class activities and additional digital resources. These activities are designed to provide students with enhanced understandings of the course material, self-paced content reviewing, self-reflection related to the course content, and various learning modalities to accommodate differing learning preferences. There are portions of this course for which additional online supports are provided, and portions where students are expected to use 'traditional' learning aides only (i.e., lectures & independent reading).

Students are expected to engage with the course material for an additional 7-8 hours per week beyond the lectures in order to achieve optimum success. This engagement will include: reading assigned text and other readings; making study notes; studying material; participating in online practice quizzes; completing assigned online modules; reviewing lectures as needed; communicating with course staff as needed; and exploring reflection questions posted in lectures and/or on the OWL forum.

**Learning Outcomes:** By the conclusion of the course, successful students accurately will be able to:

- Define health promotion and differentiate between health promotion and other related disciplines
- Define prominent health behaviour theories & models and identify their component parts
- Recall details about select major health issues & behaviours currently affecting the health of Canadians
- Name and define the processes involved in developing, implementing, and evaluating effective health promotion programs
- Apply health behaviour theories to real-life scenarios through peer-to-peer engagement
- Deliver behaviour change strategies through peer-to-peer engagement and motivational interviews

**Learning Resources:**

- Required Course Text: McKenzie, J.F., Neiger, B.L. & Thackeray, R. (2017). Planning, Implementing and Evaluating Health Promotion Programs, 7<sup>th</sup> edition. Toronto: Pearson.
- Online readings/webinars/other as noted on page 9 of this course outline
- Recorded Lectures and content on OWL
- Online Health Promotion Modules through Public Health Ontario (please visit: <http://www.publichealthontario.ca/en/LearningAndDevelopment/OnlineLearning/HealthPromotion/Pages/HP-Foundations.aspx> )
- Online Modules, Practice Quizzes, & Forums on OWL

**Prerequisite Checking:** Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

**Grading Method:**

There are two midterms and a final exam in this course; all are required. The first midterm, worth 32.5%, will take place on October 16th at 12:00 noon EST and will cover Units 1 & 2. The second midterm, worth 32.5%, will take place on November 13<sup>th</sup> at 12:00 noon EST and will cover Units 3 & 4. Each midterm will last 60 minutes. The final exam, worth 35% will be scheduled by the Registrar's Office and will cover Units 1-6.

**Exams:**

Exams will include predominantly multiple choice (*including 'multiple-multiples'*), some true/false, and a few short answer questions. You are welcome and encouraged to submit questions for me to consider including on the assessments – you must make sure they are in the format consistent with practice quizzes (which are for practice and not worth grades). When you submit questions, be sure to provide what you believe is the correct answer and from where you took the information. Make-up exams may take the form of essay-style questions.

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

### **Note-Taking for Lecture Slides:**

Although a copy of my lecture slides for each unit will be provided for you, they do not represent “all” of the content for which you are responsible. Oftentimes the slides include comments to remind me what I want to cover, but those comments are not intended to be exhaustive. Additional comments are often made during lectures that extend beyond what is contained on each slide. It is your responsibility to take additional notes as suitable.

### **Use of Electronic Devices**

**During Exams:** Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other evaluations. Integrity is an important quality in health promotion and in life.

Using any electronic device to take pictures or videos of the instructors or lecture material is **strictly prohibited** in this course. When engaged in online lectures/tutorials/discussions, please ensure that all cellphones or other communication devices are turned off or have their ringers silenced.

### **Use of Recording Devices and Course Content**

Course instructors own and retain the intellectual property rights of their teaching materials. These rights extend to materials used in online settings and digital learning management systems like OWL, Zoom, and TopHat. Students do not have my permission to make audio or video recordings of lectures, take pictures of lecture material, or distribute any course content for any reason inclusive of nefarious purposes (e.g., for sale or to cheat on exams). It is the decision of the instructor as to how and when teaching materials can be shared or used. ***Unless explicitly noted otherwise, you may not make audio or video recordings of pre-recorded lectures or other course materials. Nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.***

**Communication:**

The course instructor and teaching assistants will hold weekly online office hours via Zoom. Students may book an appointment through OWL's 'Sign-Up' tab. Time slots will be 15 minutes in length. If a student books an office hour appointment and can no longer attend, they are expected to cancel their appointment on OWL, in service of other students. Office hour appointments will be available a week in advance and will close 12 hours prior. Students will be provided with a Zoom link upon sign-up. Because this is a relatively large class, e-mail 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 (although unlikely after 5pm or on weekends), provided they are appropriate (note: you are expected to use your "UWO" e-mail address for this course).

E-mails, like any other form of communication with the course Instructor/Teaching Assistants, are appropriate when their content is respectful, when they are not anonymous, and when their sender 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 the answer is, what you think would be an appropriate example, and/or what it is that you are having difficulty interpreting, as this is in service of your learning. 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 prepare a course that will allow you to meet the learning outcomes outlined on page 1 of this course outline. Throughout all course components, 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. Any and all disruptive behaviours 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 communicate with me. I am approachable; I welcome your comments, your constructive criticisms and, of course, your questions.

**SDC's Learning Skills (LS) Services, [www.sdc.uwo.ca/learning](http://www.sdc.uwo.ca/learning)**

LS counsellors are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam

preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the Learning Help Centre, and year-round through individual counselling. I strongly recommend signing up for and taking these courses BEFORE you write an exam (and after, if you've met with any struggles).

## **ADDITIONAL STATEMENTS**

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### **Academic Consideration**

You must have a valid medical or compassionate reason for missing a scheduled examination (midterms and final), and documentation for your absence must be filed with the main office of the School of Health Studies (please see "Additional Statements" section below for information pertaining to **academic consideration** for medical illness or non-medical absences).

Following receipt of approved accommodation from the counselling office, a makeup examination will be scheduled. Please note that makeup examinations will differ from the originally scheduled examinations, and may include written/short answer components.

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is to succeed.

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence form, provided that the conditions for submission are met;
- (ii) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or
- (iii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration, in order to be eligible for academic consideration.

Students seeking academic consideration:

- Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g., argument with a friend) are not normally an appropriate basis for a self-reported absence;
- **Must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence;
- **Are advised that all necessary documentation, forms, etc. are to be submitted to academic counselling within two business days after the date specified for resuming responsibilities**

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe as to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less. The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. Students will be allowed a maximum of two self-reported absences between September and April, and one self-reported absence between May and August;
- b. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30am the following morning if the form is submitted after 4:30pm;
- c. The duration of the excused absence will terminate prior to the end of the 48 hour period, should the student undertake significant academic responsibilities (e.g., write a test, submit a paper) during that time;
- d. The duration of an excused absence will terminate at 8:30am on the day following the last day of classes each semester, regardless of how many days of absence have elapsed;

- e. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations (i.e., “bellringers”);
- f. Self-reporting may not be used for assessments (e.g., midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;
- g. Students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed.

### **Student Code of Conduct**

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit

<http://www.uwo.ca/univsec/pdf/board/code.pdf>.

### **Academic Offences**

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 website:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Support Services**

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health --  
<http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar’s Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

### **English Proficiency for the Assignment of Grades**

Visit the website <http://www.uwo.ca/univsec/handbook/exam/english.pdf>.

### Health and Wellness:

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. Please check out the Faculty of Music web page (<http://www.music.uwo.ca/>), or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>). Further information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

If you are in emotional or mental distress should refer to Mental Health@Western (<http://www.uwo.ca/uwocom/mentalhealth/>) for a complete list of options about how to obtain help. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [https://uwo.ca/health/mental\\_wellbeing/education/module.html](https://uwo.ca/health/mental_wellbeing/education/module.html).

### University and School of Health Studies Grading Information:

The university-wide descriptor of the meaning of letter grades, as approved by Senate:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that is clearly above average
B	70-79	Good work, meeting all requirements and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable.
F	below 50	Fail

As per the School of Health Studies policy for year 2 courses, it is expected that the grades for this course will fall between 70-74. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade, by the instructor, to bring the class average in line with school 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, or 'giving away' of marks. Please don't ask me to do this for you; the response will be "please review the course outline where this topic is covered". In the same vein, you will not be permitted to do extra work, an extra assignment etc in order to improve any part of, or your final grade

Students should log into OWL on a regular basis (i.e., daily in case of announcements) using their UWO username and password for access to the HS 2250a course web-page.



## Course Units and Required Readings/Modules/etc.

### **Unit 1: Health Promotion, Health Education, and Disease Prevention in Canada – Weeks of Sept 7 & 14**

#### Readings:

Chapter 1;

Online health promotion modules through the Public Health Ontario website ([“Module 1 – Definitions and Concepts”](#) & [“Module 2 – Milestones in the History of Health Promotion”](#))

[<http://www.publichealthontario.ca/en/LearningAndDevelopment/OnlineLearning/HealthPromotion/Pages/HP-Foundations.aspx>];

[The Government of Canada's overview of "Social determinants of health and health inequalities"](#) [<https://www.canada.ca/en/public-health/services/health-promotion/population-health/what-determines-health.html>]

### **Unit 2: Health-Related Issues and Behaviours – Weeks of Sept 21, 28, and Oct 5**

Readings: journal article posted online (Scarapicchia et al., 2015)

**Midterm Exam #1 covering Units 1 & 2: October 16<sup>th</sup> at noon EST**

### **Unit 3: Models & Theories for Health Promotion and Disease Prevention – Weeks of Oct 12 & 19**

Readings: Chapters 3 & 7

### **Unit 4: Health Promotion Program Planning – Weeks of Oct 26 & Nov 9**

Readings: chapters 2, 4, 8 plus online article posted on OWL

**Midterm Exam #2 covering Units 3 & 4: November 13<sup>th</sup> at noon EST**

### **Unit 5: Implementing Health Promotion Programs – Weeks of Nov 16 & 23**

Readings: chapters 9, 10, 11, 12

### **Unit 6: Evaluating Health Promotion & Disease Prevention Programs – Week of Nov 30**

Readings: chapters 13 & 14; [Evaluating Health Promotion Programs](#) (Public Health Ontario) article; <https://www.publichealthontario.ca/en/health-topics/public-health-practice/program-planning-evaluation/evaluating-programs/audio-presentation-evaluation>