

The University of Western Ontario, School of Health Studies
HS2250a, Section 650, Fall 2022
Introduction to Health Promotion
Distance Studies (this course is entirely online)
DRAFT OUTLINE & SUBJECT TO CHANGE

Welcome to HS2250a! This course outline is intended to provide students with the details needed to thrive in this course. While the content of the course outline will not appear on any exams, it certainly has important implications for exams. Each student is responsible for knowing the contents. This is a fairly lengthy and thorough document and students are strongly encouraged to read it in its entirety as the first course-related reading.

Course Instructor: Dr. Jennifer Irwin (she/her), Professor

Contact information: e-mail: jenirwin@uwo.ca; phone: 661-2111 ext 88367; Office hours via zoom with day and time listed on the course OWL site under “Office Hours”.

Teaching Assistants & Office Hours: Please visit the course OWL site to meet each of our outstanding Teaching Assistants and learn to which you have been assigned, how to reach them, and how to book office hours with them.

Land Acknowledgement: All members of the HS2250a teaching team acknowledge that Western University is located on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous Peoples (First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society. We are aware that there is a direct link between previous government policies and the health of Indigenous communities today, and we recognize the importance of health promotion policies in helping to close gaps in health outcomes between Indigenous and non-Indigenous residents. In this course, we commit to ensuring content shared about health promotion includes a purposeful focus on Indigenous peoples. With this commitment we want to acknowledge the detrimental impact colonization has had on the health of Indigenous communities, and to be mindful of the health promotion-related considerations required to contribute to meaningful reconciliation and decolonization in health care policy and care within the Canadian context.

Course Description: An overview of primary concepts related to health promotion and disease prevention in Canada, including: an introduction to health promotion in Canada, health promotion-related terms and definitions; equity in health promotion; 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 to achieve optimum success. This engagement will include: attending to assigned readings and resources; making study notes; studying material; participating in online practice quizzes; completing assigned online modules; reviewing lectures as many times as needed; and communicating with course staff as needed.

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

- Understand and explain the evolution of health promotion in Canada
- Define health promotion and differentiate between health promotion and other related disciplines
- Define prominent health behaviour theories & models and identify their component parts
- Name and define the processes involved in developing, implementing, and evaluating effective health promotion programs
- Understand the importance of and apply equity principles within health promotion
- Apply health behaviour theories to real-life scenarios
- Develop behaviour change strategies through the application of course tenets

Class Hours: The asynchronous lectures will be recorded and uploaded onto the course OWL site. Course units will be separated by week and each week will typically include 2 - 4 lectures of varied lengths. See "weekly lessons" on OWL site for details of each week. A strong internet connection is a requirement for this course.

Required Course Readings:

In addition to the lectures and online resources/content that are posted on our OWL site, there is a custom course textbook and a custom course package available through the Bookstore - you will need both and are encouraged to obtain these as soon as possible:

- 1) Custom textbook: Select chapters from: McKenzie, J.F., Neiger, B.L. & Thackeray, R. (2022). Planning, Implementing and Evaluating Health Promotion Programs, 8th edition. Jones & Bartlett Learning: Burlington MA.
- 2) Custom course reading package for HS 2250a

See: https://bookstore.uwo.ca/textbook-search?campus=UWO&term=W2022A&courses%5B0%5D=650_UW/HTH2250A

The above noted custom collection of readings have been created to avoid students' being required to purchase multiple, complete textbooks for this course. To help you keep track of and ensure you know

exactly what is required for each unit, when you click on “Weekly Lessons” on OWL, you will find all the details needed for each week and unit of the course.

Learning Resources:

- Custom course textbook
- Custom course reading package
- Posted articles and other learning tools on OWL
- Recorded Lectures and content on OWL
- Public Health Ontario’s Evaluating health promotion programs: introductory workbook
- 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.

Course Schedule (subject to change, as needed)

NOTE: The Readings & Resources listed below are in addition to the Lecture Content (do they not always cover the exact same things). Unless otherwise stipulated, you are responsible for the entirety of each reading. When you click on the “Weekly Lessons” on OWL, the requirements for each week are also provided – the table below offers a big-picture overview of the entire term)

Week	Date	Unit	Required Readings & Resources
1	Sept 8		<u>From the Custom Course Reading Package:</u> Chapter 1 (Rootman et al., 2017)
2	Sept 12	1: Introduction to Health Promotion in Canada	Chapter 1 (Green et al., 2019) <i>**Note: Unit 1 Lecture 3 identifies the specific content for which you are responsible regarding this chapter</i> and Social Determinants of Health and Inequities (Government of Canada, 2020)
3	Sept 19	2: Equity in Health Promotion	Implicit Bias: Peanut Butter, Jelly and Racism Implicit Bias Module 1 (Kirwan Institute for the Study of Race and Ethnicity)
4	Sept 26		What is Intersectionality? What is Privilege?

5	Oct 3		<p>Nixon, S.A. The coin model of privilege and critical allyship: Implications for health. <i>BMC Public Health</i> 19, 1637 (2019). https://doi.org/10.1186/s12889-019-7884-9</p> <p>Chandanabhumma, P. P., & Narasimhan, S. (2020). Towards health equity and social justice: An applied framework of decolonization in health promotion. <i>Health Promotion International</i>, 35(4), 831–840. https://doi.org/10.1093/heapro/daz053</p>
6	Oct 10	3: Models & Theories for Health Promotion	<i>From the Custom Course Reading Package:</i> Chapters 3 & 7 (McKenzie et al., 2013 & 2017)
7	Oct 17		Midterm 1 will occur on Oct 13th
8	Oct 24	4: Health Promotion Program Planning	<i>From the Custom Course Textbook:</i> Chapters 1, 2, & 3 (McKenzie et al., 2022)
9	Oct 31 (Reading Week)		and
10	Nov 7		Motivational Interviewing Basics
11	Nov 14	5: Implementing Health Promotion Programs	<i>From the Custom Course Textbook:</i> Chapters 4, 5, 6, & 7 (McKenzie et al., 2022)
12	Nov 21		Midterm 2 will occur on Nov 17th
13	Nov 28	6: Evaluating Health Promotion Programs	<i>From the Custom Course Textbook:</i> Chapters 8 & 9 (McKenzie et al., 2022)
14	Dec 5		and Evaluation Health Promotion Programs: Introductory Workbook

Grading Method:

Weighting	Grade Component	Date
32.5%	Midterm 1	October 13 th at 7:00 PM EST <i>Units 1-2</i>
32.5%	Midterm 2	November 17 th at 7:00 PM EST <i>Units 3 & 4</i>
35%	Final Exam	TBA <i>Cumulative</i>

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 13th at 7:00 PM EST and will cover Units 1 & 2. The second midterm, worth 32.5%, will take place on November 17th at 7:00 PM EST and will cover Units 3 & 4. Each midterm will take place on the course OWL site. Each midterm will last 90 minutes, and an additional 30 minutes will be added to the time (total of 2 hours) to accommodate the completion of tasks required when using the remote proctoring system. Please note: the dates and times were chosen based on the fewest possible conflicts with other courses and tutorials. The final exam, worth 35% will be scheduled by the Registrar's Office and will cover Units 1-6.

Remote Proctoring Examination Information:

Examinations in this course will be conducted using a remote proctoring service. Using remote proctoring allows for an exam experience more consistent with those taken in-person (e.g., you can go back and forth between questions vs it being a tightly timed linear exam that attempts to assess content knowledge while incorporating structures to reduce breaches to examination integrity). By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. You will be asked to complete the Proctortrack onboarding process within the first two weeks of the course (more details will be provided on the course OWL site).

Some Helpful Reminders about Remote Proctoring:

- Be sure to test your settings well before the exam date and time
- Using Chrome Browser is best for taking a remotely proctored exam. Safari will likely give you issues.
- When you begin your assessment, Proctortrack will prompt you to copy the ACCESS CODE and paste it in the PASSWORD FIELD
- You will need your student card, are allowed a blank piece of paper to write on during the exam, and you are allowed a drink if you are thirsty. You must be prepared show these at the start of the exam.
- Currently, Proctortrack runs as an overlay on top of Sakai LMS. If Proctortrack is closed while an exam is still open in Sakai, there is no way to notify Sakai to pause the exam. Be sure to keep Proctortrack running at all times unless specifically instructed to stop the session by Western support staff.
- Western exam chat support is available to students in the chat icon or through OWL in the side bar under "Western Exam Chat Support". Students can reach out to Office of the Registrar staff members for assistance with questions and troubleshooting strategies.
- Our support chats are recorded, and this is how we account for lost time; students should always reach out to us with questions or concerns.
- If you are using macOS 10.15 please update your operating system.

Student resources: https://remoteproctoring.uwo.ca/student_resources

To check the technical requirements: <https://www.proctortrack.com/tech-requirements/>

The “Remote Proctoring Student Guide to Proctortrack” can be found here:

https://remoteproctoring.uwo.ca/student_resources/Student%20Guide%20to%20Proctortrack.pdf

If you need to borrow a computer to support your ability to take exams for this or other courses, please reach out to examcentral@uwo.ca as soon as possible to make arrangements.

More information about this remote proctoring service is available on Western’s Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

Exams Details:

All content included in the lectures and assigned readings and resources is examinable. Exams will include predominantly multiple choice (*including ‘multiple-multiples’*) and some true/false. 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 short-answer and/or 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.

If you miss any of the examinations in this course, you are required to be in touch with your Academic Counseling office as soon as possible and within 24 hours of the missed exam. It is also a good idea to inform the course instructor immediately.

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.

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 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 2 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.

ADDITIONAL STATEMENTS

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 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) 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
- (ii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to academic advising office 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 absences.
- **Must communicate with their instructors no later than 24 hours** after the end of the period covered by their SMC, or immediately upon their return following a documented absence;
- **Are advised that all necessary documentation, forms, etc. are to be submitted to academic advising office within two business days after the date specified for resuming responsibilities**

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: [Academic Calendar - Western University \(uwo.ca\)](#)

Support Services

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

1. Student Development Centre -- <http://academicsupport.uwo.ca/>
2. Student Health -- <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombudsperson 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:

The undergraduate experience is rewarding and challenging socially, emotionally, and intellectually. Finding ways to balance scholarly life with our personal lives can be tough, but it's important to learn how to manage stress. Western provides several health and wellness-related services to students, which may be found at <http://www.health.uwo.ca/>. You can also check out the Campus Recreation Centre or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>), for alternative spaces to reconnect with your bodies and restore your spirit. You may also want to access local resources that are closer to where you are living during the school year. Recalibrating ourselves emotionally begins with slowing down, reminding ourselves that we are ok, and taking a few deep, slow breaths. This remarkably effective strategy brings the body from stress mode into a more relaxed state.

If you are in emotional or mental distress should refer to Mental Health@Western [Mental Health Support - Health & Wellness - Western University \(uwo.ca\)](#) for a complete list of options about how to obtain help or Thames Valley Family Services (<https://www.familyservicethamesvalley.com/>), a trusted provider within the community. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [Health & Wellness - Western University \(uwo.ca\)](#). It's also advisable to have a wellness safety plan if you don't want to reach out to formal services. Having the numbers of a few trusted individuals is another strategy.

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 a year 2 core (vs elective) course within the School of Health Studies, 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 OWL site.

Lastly, the table below summarizes a list of common student concerns and how they are to be resolved. If you have a concern that is not listed here, then please email your instructor.

Concern	How to address concern
Course administrative matters	Read through the course outline or email instructor if question cannot be answered from information in the course outline
Course content questions	Refer to the OWL Resources (notes, calendar, etc). Email the instructor.
Grade disputes and requests for appeals	A student requesting an appeal to a specific course with respect to a grade for an assignment or examination must first contact their instructor to discuss such matters. Visit the following website for guide on submitting an appeal: https://uwo.ca/fhs//policies/appeals.html