



## COURSE OUTLINE: FIT0202 - HEALTH PROMOTION I

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Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	FIT0202: HEALTH PROMOTION I:FOUNDATIONS OF HEALTH
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Semesters/Terms:</b>	18F
<b>Course Description:</b>	This is the first course in a two course series (Health Promotion I and Health Promotion II). In this course, the theories and strategies of health promotion and their impact on society will be investigated. The student will be able to explain key health promotion definitions and concepts that provide the framework for health promotion application. Examination of the advancement of health promotion internationally, nationally, provincially and at the municipal level will be conducted. The students will research and develop a community-based health promotion program.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>This course is a pre-requisite for:</b>	FIT0252
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
<b>Course Evaluation:</b>	Passing Grade: 50%,
<b>Course Outcomes and Learning Objectives:</b>	Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning



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outcomes:

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
Define and explain important terms of health promotion.	<ul style="list-style-type: none"> <li>- Define and explain the term health promotion</li> <li>- Define and explain the term disease prevention</li> <li>- Define and explain the term harm reduction</li> <li>- Define and explain the term health education</li> <li>- Define and explain social marketing</li> </ul>
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
Explain the importance and value of health promotion as it relates to the prevention of chronic disease.	<ul style="list-style-type: none"> <li>- Compare the concept of disease prevention with health promotion</li> <li>- Explain and illustrate examples of personal responsibility for health</li> </ul>
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
Define and explain key terms and concepts and apply these appropriately to health promotion	<p>Potential Elements of the Performance:</p> <ul style="list-style-type: none"> <li>- Describe and interpret the Ottawa Charter for Health Promotion</li> <li>- Describe Population Health Promotion</li> <li>- List and explain the determinants of health</li> </ul>
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
Identify and interpret the key historical development and events contributing to the advancement of health promotion.	<ul style="list-style-type: none"> <li>- Explain the role of the World Health Organization in the promotion of health</li> <li>- Explain and describe the importance of the Healthy Eating Active Living document</li> </ul>
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
Identify and explain the role of key organizations associated with health promotion.	<ul style="list-style-type: none"> <li>- Research and describe the role of local, national and international organizations associated with health promotion.</li> </ul>
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
Explain and analyze health promotion models and approaches.	<ul style="list-style-type: none"> <li>- Define and explain the differences between theories, models, approaches, strategies and interventions</li> <li>- Distinguish between and describe theories/models of implementation (planning models) and change process theories</li> <li>- Illustrate how theories are applied to promote health at the community and societal level</li> </ul>
<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
Explain and analyze multi-level health promotion strategies.	<ul style="list-style-type: none"> <li>- Research, analyze and explain individual, network, organization and society levels of health promotion strategies</li> <li>- Identify messaging strategies to affect lifestyle change</li> </ul>
<b>Course Outcome 8</b>	<b>Learning Objectives for Course Outcome 8</b>
Research and design a health promotion program using an identified target audience.	<ul style="list-style-type: none"> <li>- Conduct target audience research</li> <li>- Develop an effective health promotion campaign for a specific target audience</li> </ul>



**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight	Course Outcome Assessed
Assignments	30%	
Community Involvement	30%	
Learning Activities	10%	
Tests	30%	

**CICE Modifications:****Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.*****The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format



2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

August 27, 2018

Please refer to the course outline addendum on the Learning Management System for further information.

