

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**CICE COURSE OUTLINE**

**COURSE TITLE:** Health Promotion II – Community Mobilization

**CODE NO. :** FIT252 **SEMESTER:** Winter  
**MODIFIED CODE:** FIT0252

**PROGRAM:** Fitness and Health Promotion

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**MODIFIED BY:** Maria Kahtava, Learning Specialist CICE Program

**DATE:** Jan. 2015 **PREVIOUS OUTLINE DATED:** Jan. 2014

**APPROVED:** “Angelique Lemay” Jan. 2015

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**Dean, School of Community Services  
and Interdisciplinary Studies**

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**TOTAL CREDITS:** 4

**PREREQUISITE(S):** FIT0202

**HOURS/WEEK:** 4

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*For additional information, please contact the Dean, School of Community Services and Interdisciplinary Studies*  
*(705) 759-2554, Ext. 2603*

## I. COURSE DESCRIPTION:

With assistance from a Learning Specialist, the CICE student will interpret, apply and evaluate health promotion strategies for a variety of situations, including schools, workplaces, health service organizations and entire communities. This course will provide the CICE student with the basic knowledge of resources and networking opportunities available to create and message a successful health promotion campaign. With the assistance of a Learning Specialist, the CICE student, through analysis of a target market (identified in Health Promotion I) will develop an appropriate health promotion intervention to encourage communities to take personal responsibility for their health.

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student will demonstrate the basic ability to:

1. Explain how basic elements of key health promotion strategies are applied to various settings

### Potential Elements of the Performance:

- Apply basic elements of health promotion strategies to the educational setting
- Apply basic elements of health promotion strategies to the workplace setting
- Apply basic elements of health promotion strategies to communities

2. Basically define and explain the elements necessary for the successful implementation and evaluation of a health promotion strategy

### Potential Elements of the Performance:

- Basically identify and explain the process of successful implementation of health communication campaigns

3. Basically identify resources necessary for successful communication of health messages.

### Potential Elements of the Performance:

- Basically define and explain networking
- Basically identify networking opportunities

4. Acquire basic knowledge to research and analyze current health promotion messages  
Potential Elements of the Performance:
  - Acquire basic knowledge to review and analyze current health promotion messages
  - Acquire basic knowledge to evaluate the effectiveness of current health promotion campaigns
  
5. Acquire basic knowledge to design, implement and evaluate a health promotion campaign using an identified target audience.

Potential Elements of the Performance:

- Conduct target audience research
- Develop an effective health promotion campaign for a specific target audience
- Basically identify, explain and analyze evaluation techniques to measure outcomes of health promotion campaigns

**III. TOPICS:**

1. Elements of Health Promotion Strategies
2. Supportive Environments
3. The Healthy Workplace
4. Health Promotion and the Education System
5. Health Promotion Design and Delivery

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Readings as Assigned

**V. EVALUATION PROCESS/GRADING SYSTEM:**

*College Campaign Planning – 30%*  
*College Campaign Practical – 30%*  
*Personal Action Plan – 15%*  
*Campaign Reflection – 5%*  
*Community Event – 5km Run – 20%*

2. All test/exams are the property of Sault College.
3. Students missing any of the tests or exams because of illness or other serious reason must notify the professor **BEFORE** the test or exam. The professor reserves the right to request to support the student's request.
4. Those students who have notified the professor of their absence that day will be eligible to arrange an opportunity as soon as possible to write the test or exam at another time. Those students who **DO NOT NOTIFY** the professor will receive a zero for that test or exam.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

## **VI. SPECIAL NOTES:**

### College Campaign Planning:

There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Each in-class planning session that is missed will result in a loss of 3%. Missing 4 or more planning sessions will result in zero for the campaign planning component of the course assessment.

### **Addendum:**

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.

## **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.

**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. 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.

**B. 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.

**C. 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

**D. Evaluation:**

Is reflective of modified learning outcomes.