



## **I. COURSE DESCRIPTION:**

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 student will examine social marketing and conduct an audience analysis to be used in the development of a health promotion campaign to be conducted in Health Promotion II.

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

In general, this course addresses Vocational Learning Outcomes (cross-referenced with the Program Standards) in: communication skills (3), development and application of health promotion strategies (4,5,7,8). It addresses all of the Generic Skills Learning Outcomes.

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

### **1. Define and explain important terms of health promotion.**

#### Potential Elements of the Performance:

- Define and explain the term health promotion
- Define and explain the term disease prevention
- Define and explain the term harm reduction
- Define and explain the term health education
- Define and explain social marketing

### **2. Explain the importance and value of health promotion as it relates to the prevention of chronic disease.**

#### Potential Elements of the Performance:

- Compare the concept of disease prevention with health promotion
- Explain and illustrate examples of personal responsibility for health

### **3. Define and explain key terms and concepts and apply these appropriately to health promotion**

#### Potential Elements of the Performance:

- Describe and interpret the Ottawa Charter for Health Promotion
- Describe Population Health Promotion
- List and explain the determinants of health

**4. Identify and interpret the key historical development and events contributing to the advancement of health promotion.**

Potential Elements of the Performance:

- Explain the role of the World Health Organization in the promotion of health
- Explain and describe the importance of the Healthy Eating Active Living document

**5. Identify and explain the role of key organizations associated with health promotion.**

Potential Elements of the Performance:

- Research and describe the role of local, national and international organizations associated with health promotion.

**6. Explain and analyze health promotion models and approaches.**

Potential Elements of the Performance:

- Define and explain the differences between theories, models, approaches, strategies and interventions
- Distinguish between and describe theories/models of implementation (planning models) and change process theories
- Illustrate how theories are applied to promote health at the community and societal level

**7. Explain and analyze multi-level health promotion strategies.**

Potential Elements of the Performance:

- Research, analyze and explain individual, network, organization and society levels of health promotion strategies
- Identify messaging strategies to affect lifestyle change

**9. Define and explain and undertake elements of audience analysis and fund development as related to health promotion.**

Potential Elements of the Performance:

- Define and explain audience analysis
- Explain and undertake process of pre-planning for health promotion campaign
- Understand and participate in the process of fund development

### III. TOPICS:

1. Terms and Frameworks of Health Promotion
2. Important Historical Milestones in Health Promotion
3. Health Promotion at the Local, National and International Level
4. Key Strategies of Health Promotion
5. Multi-level Health Promotion
6. Audience Analysis and Social Marketing
7. Health Promotion Messaging
8. Process of Fund Development

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

Readings as Required

### V. EVALUATION PROCESS/GRADING SYSTEM:

A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods follows and will be discussed by the teacher during the first class.

1. Participation in Learning Activities – 10%
2. Assignments – 60%
3. Quizzes – 30%

#### **Note: Missed Tests and Late Assignments**

If you miss a written test, you must call/email your instructor **BEFORE** the test to explain your absence. Only medical emergencies and extreme circumstances will warrant the opportunity to write the missed test at a later date. Official supporting documentation, such as a physician's certificate, may be required as confirmation of your illness. Arrangements with your instructor must be made as soon as you resume attendance at Sault College. Failure to comply with this policy will result in a zero grade for the missed test.

Written assignments must be submitted on the date and time specified. If the student is unable to do so, the teacher must be notified 24 hours prior to the due date and time. Failure to request an extension or requesting an extension later than 24 hours prior to the due date, will result in a zero grade for the assignment. For example; if the due date is on September 16, anything submitted after the 16<sup>th</sup>, will be counted as 0 grade. Similarly, if the assignment is due on September 16<sup>th</sup> by 5pm, anything submitted after 5pm will be considered late and will receive a 0 grade. Five marks per day of extension (with permission) will be deducted from the assignment for up to three academic days. For example, if an assignment has been granted a three day extension, there will be a five mark penalty each day it is late (total of 15 marks).

The request for an extension does not necessarily result in an extension. The final decision to permit an extension resides with the professor. The professor may choose to discuss the situation with the coordinator and/or dean of the program.

In the event of extenuating circumstances (ie. death, acute illness, disaster, etc.) where the extension could not be anticipated and which precludes the student from submitting the assignment on the due date an extension will be granted without penalty. The student is obliged to notify the teacher within 24 hours of the due date and collaborate on a date of submission. Appropriate documentation may be requested by the teacher to validate the extenuating circumstances.

**Please see additional expectations for this course on your course syllabus.**

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%   | 3.00                          |
| B            | 70 - 79%   | 2.00                          |
| C            | 60 - 69%   | 1.00                          |
| D            | 50 – 59%   | 0.00                          |
| F (Fail)     | 49% and below  |                               |
| 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.  |                               |

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

**VI. SPECIAL NOTES:**

Attendance:

Sault College is committed to student success. 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.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.