



# COURSE OUTLINE

## FIT0252

Prepared: Heather Pusch, Tania Hazlett    Approved: Bob Chapman

<b>Course Code: Title</b>	FIT0252: HEALTH PROMO II-COMMUNITY MOBILIZATION						
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN						
<b>Department:</b>	C.I.C.E.						
<b>Semester/Term:</b>	17F						
<b>Course Description:</b>	The learner 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 student with the knowledge of resources and networking opportunities available to create and message a successful health promotion campaign. The 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.						
<b>Total Credits:</b>	4						
<b>Hours/Week:</b>	4						
<b>Total Hours:</b>	60						
<b>Essential Employability Skills (EES):</b>	<p>#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>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#4. Apply a systematic approach to solve problems.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>						
<b>Course Evaluation:</b>	Passing Grade: 50%,						
<b>Evaluation Process and Grading System:</b>	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Assignments</td> <td>65%</td> </tr> <tr> <td>Group Fitness Class</td> <td>20%</td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Assignments	65%	Group Fitness Class	20%
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Health Promotion Event Participation	15%
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### Course Outcomes and Learning Objectives:

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 outcomes:

#### Course Outcome 1.

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

#### Learning Objectives 1.

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

#### Course Outcome 2.

Define and explain the elements necessary for the successful implementation and evaluation of a health promotion strategy

#### Learning Objectives 2.

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

#### Course Outcome 3.

Identify resources necessary for successful communication of health messages.

#### Learning Objectives 3.

- Define and explain networking



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- Identify networking opportunities

### **Course Outcome 4.**

Research and analyze current health promotion messages

### **Learning Objectives 4.**

- Review and analyze current health promotion messages
- Evaluate the effectiveness of current health promotion campaigns

### **Course Outcome 5.**

Design, implement and evaluate a health promotion campaign using an identified target audience.

### **Learning Objectives 5.**

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

#### **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.



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### **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



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### 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:

Wednesday, September 6, 2017

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