

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

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
- Describe and explain the Lalonde Report
- Describe and explain the Canadian Sport Policy
- Explain the Healthy Living Strategy
- Explain and describe the importance of the Healthy Kids Healthy Weights and the Healthy Eating Active Living documents

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 the key strategies of health promotion.

Potential Elements of the Performance:

- Define and explain health communication
- Define and explain health education
- Define and explain self help/mutual aid
- Define and explain organizational change as it relates to health promotion
- Define and explain community development and mobilization
- Define and explain healthy public policy
- Define and explain advocacy as it relates to health promotion

8. 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

9. Define and explain and undertake elements of audience analysis and social marketing as related to health promotion.

Potential Elements of the Performance:

- Define and explain audience analysis and social marketing
- Explain and undertake process of pre-planning for health promotion campaign
- Explain and undertake community resources inventory
- Identify and explain communication objectives and message 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. Social Marketing and Communication

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Readings as assigned

V. EVALUATION PROCESS/GRADING SYSTEM:

1. 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. Learning Activities – 10%
2. Assignment 1 – 20%
3. Assignment 2 – 20%
4. Assignment 3 – 20%
7. Final – 30%

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.

5. For assignments not handed in by the due date, the mark received will be zero. Extensions will be granted if requested in writing at least 24 hours before the due date. There will be a deduction of one percent (of final grade) per day for every school day late with the permission of an extension. This means that an extension for 5 school days (1 week), will result in 5 percentage points deducted from the final grade.

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.

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.