

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 health promotion through the lifespan.
Potential Elements of the Performance:
 - Identify critical stages in the lifespan that influence health
 - Identify opportunities that are presented for health promotion at different stages in the lifespan

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 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

10. Define and explain social marketing.

Potential Elements of the Performance:

- Recognize different kinds of effective one to one communication used in health promotion
- Explain the process of working with groups for health promotion
- Understand the contribution of mass media to health promotion at the community, national and international level
- Identify the positive and negative effects mass media can have on health
- Identify when and how print media can play a role in health promotion
- understand features that make a website useful for health promotion
- critically assess the potential of the internet and new technology for health promotion

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:

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
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:

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 on the portal form part of this course outline.