

## HEALTH PROMOTION (POPM\*6510) [0.5]

Department of Population Medicine  
Winter 2020

### COURSE INSTRUCTOR

**Professor:** Melissa MacKay  
**Email:** melissam@uoguelph.ca  
**Office Hours:** By appointment

**Lecture Day and Time:** Mondays 11:30am – 2:20pm  
**Lecture Location:** Rozanski 108

**Graduate Teaching Assistant:** Erin Rodenburg  
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**Office Hours:** By appointment

### COURSE DESCRIPTION

This graduate-level course provides students with an understanding of public health, population health, health promotion, and health behaviour. The focus of the course is on theories and practices for improving the health of the public. Topics will include, for example, the social determinants of health, health promotion theories, health behaviour change, and social marketing of health. Students will apply what they have learned, and have an opportunity to express their creativity, as they develop a health promotion campaign to address a timely public health issue.

### LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Describe the major elements of health promotion.
2. Describe and utilize health promotion theories.
3. Discuss the integration of multiple perspectives to understanding human health, including the demographic, family, and community contexts.
4. Explain the relationship of population health determinants to health in specific population groups.
5. Discuss an approach to the health of populations other than a disease-based approach.
6. Understand, and think critically about, the challenges associated with health-related behaviour change.
7. Demonstrate competence in knowledge mobilization through the interpretation and synthesis of public health and health promotion research for a professional audience.
8. Identify and collaborate with others in addressing public health issues.
9. Develop an evidence-based, theoretically grounded health promotion campaign to shift health behaviours in an individual and community, including a detailed campaign plan.
10. Understand the role of ethics in health promotion and public health.

### ASSESSMENT & ASSIGNMENTS

Students will be assessed through the completion and submission of three assignments: two individual assignments and one final group assignment.

## Overview of Assignments

Students will be provided with separate instructions and details on each of the assignments for this course. A brief description of each of the assignments, and their weighting, is as follows:

### 1) Health Behaviour Reflection (20%)

Students will embark on an experiment to change one of their own health behaviours and provide a critical reflection on this experience. Students will produce a report describing the intended behaviour change, why it is important, and how they intend to implement the change. The report should be anchored by theory, and will also outline the challenges the student faced in their change attempt, including why it did or did not work, what helped and hindered the change, and what they learned about health education and behaviour from the experience.

### 2) Health Promotion Campaign (Report & Presentation) (50%)

For this group assignment, students will work in small teams to create a proposal for an original and innovative health promotion campaign for a specific public health issue. The campaign will be described and justified in the form of a paper and then “pitched” to the class during a presentation. The campaign should demonstrate, and be informed by, what has been learned throughout the course, including theory and best practices, and is a chance for students to showcase their creativity.

### 3) Health Promotion Synthesis Paper (30%)

Knowledge synthesis is important to facilitate evidence-based public health promotion. Students will create a knowledge synthesis document based on an approved health promotion-oriented research question. The research question will be answered, and the necessary literature gathered, by searching a relevant database (e.g., PubMed). The knowledge synthesis document will be in the form of a report, which will include methods, results, limitations, and conclusion sections compiled based on the results of the literature search.

## COURSE SCHEDULE

Week	Topics	Assignments
Week 1 January 6	Introduction to health promotion	
Week 2 January 13	Comprehensive health promotion	
Week 3 January 20	Health promotion theory	
Week 4 January 27	Health promotion theory	
Week 5 February 3	Determinants of health *Bridges out of poverty workshop requested	<b>Assignment 1 due</b>
Week 6 February 10	Social marketing of health	
<b>February 17</b>	<b>Winter Break (no class)</b>	
Week 7 February 24	Health promotion campaign planning	

Week 8 March 2	Research strategies for health promotion Jacqueline Kreller-Vanderkooy, Learning and Curriculum Support Librarian	*See assignment 3 and ensure you have thoughts about a research question for today's workshop
Week 9 March 9	Health promotion campaign presentations	<b>Assignment 2 due</b> <b>Group presentations</b>
Week 10 March 16	Health promotion campaign presentations	<b>Group presentations</b>
Week 11 March 23	Public health ethics	
Week 12 March 30	Program evaluation for health promotion *Guest lecture requested	
April 6	No class	<b>Assignment 3 due</b>

This is a tentative course schedule- timing of topics may be updated to accommodate guest lectures.

## COURSE MATERIALS

### CourseLink

While lectures are delivered in-class, the CourseLink site will be used extensively throughout the course. Announcements, lectures notes, resources, readings, and assignments will be posted there. Students are expected to visit the site often to obtain course materials and stay up to date.

### Required Textbooks

Lee, N.R. & Kotler, P. (2016). *Social Marketing: Changing Behaviors for Good. Fifth Edition.* SAGE.

Rootman I, Dupere S, Pederson A, O'Neill M. (2012) *Health Promotion in Canada: Critical Perspectives on Practice. Fourth Edition.* Canadian Scholars Press Inc.

### Readings

Select additional readings, including major reports and peer-reviewed articles, will be assigned throughout the course to complement the textbooks and in-class instruction. These will be posted in CourseLink. Examples of these include:

Noar, S.M. (2005-2006). A health educator's guide to theories of health behavior. *International Quarterly of Community Health Education*, 24, 75-92.

Mikkonen & Raphael (2010). Social Determinants of Health: The Canadian Facts.

[http://www.thecanadianfacts.org/The\\_Canadian\\_Facts.pdf](http://www.thecanadianfacts.org/The_Canadian_Facts.pdf)

Public Health Leadership Society (2002). Principles of the Ethical Practice of Public Health.

<http://phls.org/CMSuploads/Principles-of-the-Ethical-Practice-of-PH-Version-2.2-68496.pdf>

### Resources

Selected resources have been compiled to assist you with your assignments and the course content. These will be posted in CourseLink. Examples of these include:

Public Health Ontario's Online Health Promotion Planner

<http://www.publichealthontario.ca/en/ServicesAndTools/ohpp/Pages/default.aspx>

National Cancer Institute (2005). *Theory at a Glance: A Guide for Health Promotion Practice. Second Edition.* U.S. Department of Health and Human Services. National Institutes of Health.  
<http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf>

Grier, S., & Bryant, C. A. (2005). Social marketing in public health. *Annual Review of Public Health*, 26, 319-339.

SMART Objectives for Evaluation.  
<http://www.cdc.gov/healthyyouth/evaluation/pdf/brief3b.pdf>

## **RULES, REGULATIONS, & POLICIES**

All policies of the University of Guelph, the Ontario Veterinary College, and the Department of Population Medicine apply. It is the responsibility of each student to be familiar with these policies.

### ***Attendance***

Students are expected to attend class and to arrive on time. Turning mobile phones to silent will prevent disruptions to the lecture.

### ***CourseLink***

CourseLink will be used extensively throughout the course. Students are expected to visit the site often to stay up-to-date.

### ***E-mail Communication***

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

### ***Graduate Calendar***

The Graduate Academic Calendar is the source of information about the University of Guelph's procedures, policies, and regulations, which apply to graduate programs. It is available here:  
<https://www.uoguelph.ca/registrar/calendars/graduate/current/>

### ***Academic Misconduct***

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, program counsellors, graduate advisors) and follow the available procedures for academic consideration outlined in the University's calendars.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to

whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Graduate Calendar:

[https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec\\_d0e2396.shtml](https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e2396.shtml)

### ***When You Cannot Meet a Course Requirement***

Late assignments will be penalized at 5% of the value of the assignment each day late, weekends included. When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and email contact. See the Graduate Calendar for information on regulation and procedures for Academic Consideration:

[https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec\\_d0e2092.shtml](https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e2092.shtml)

### ***Copies of out-of-class assignments***

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

### ***Referencing Policy***

Written work that is not properly referenced will be considered to be below the standard expected in this course and will be returned to the student with no mark. The student will be expected to re-submit the paper during the next class, fully and properly referenced in order to have the paper accepted for grading. Failure to re-submit the paper will result in a grade of zero (0) on the assignment. Among other things, proper referencing involves the consistent use of a single referencing style.

### ***Accessibility***

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible. For more information, contact CSD at 519-824-4120 ext. 56208 or email [csd@uoguelph.ca](mailto:csd@uoguelph.ca) or see the website: <http://www.uoguelph.ca/csd/>

### ***Recording of Materials***

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

### ***In-Class Behaviour***

Students are expected to come to lectures prepared for the class. Questions are encouraged at any time during a lecture provided that they do not interfere with the other students' ability to take in the material presented. Students are expected to treat each other with the utmost respect; disruptions to the class will not be permitted.

### ***Course Evaluation***

An opportunity will be provided for students to evaluate the course and the course instructor. This evaluation will be conducted online. Further information and instructions about this will be shared in class. Your time to complete these evaluations is appreciated as the results help to inform future teaching and content of the course.

### ***Environmental Policy***

We would like to minimize the use of paper in this course and therefore encourage you to hand in assignments electronically.

### ***Counselling Services***

Counselling Services offer individual counselling sessions to help support students as they work through the personal challenges that impair their ability to succeed at school and in other areas of their lives.

<https://www.uoguelph.ca/counselling/>

### ***Student Health Services***

Students Health Services offers a variety of health care services, including primary health care, a walk-in clinic, and on-site laboratory testing.

<https://www.uoguelph.ca/studenthealthservices/>

### ***Health and Performance Centre***

The Health and Performance Centre specializes in the diagnosis, treatment, and rehabilitation of acute and chronic orthopaedic, musculoskeletal, sport, and activity related injuries. The Centre also provides a variety of health promotion services including fitness and nutrition expertise and professional bicycle fitting.

<https://www.uoguelph.ca/hpc/volunteer-health-and-performance-centre>

### ***The Learning Commons***

The Learning Commons brings together services that support students in their learning, writing, research, numeracy, and the use of technology. In addition, they provide expertise and resources for faculty, staff, and teaching assistants to support and enhance learning in their courses and across the curricula.

[http://www.learningcommons.uoguelph.ca/guides/university\\_learning/](http://www.learningcommons.uoguelph.ca/guides/university_learning/)