



## **POPM\*6510 Health Promotion**

Winter 2021

Section(s): C01

Department of Population Medicine

Credit Weight: 0.50

Version 1.00 - December 11, 2020

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### **1 Course Details**

#### **1.1 Calendar Description**

The objective of this course is to provide students with an understanding of public health, population health and health promotion. Topics will include perspectives on health and illness, injury prevention, determinants of health, population diversity and the role of evidence in public health decision-making.

#### **1.2 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.

#### **1.3 Timetable**

Timetable is subject to change. Please see WebAdvisor for the latest information.

Mondays 11:30am – 2:30pm

#### **1.4 Final Exam**

This is an assignment-based course. There is no final exam in this course.

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### **2 Instructional Support**

## 2.1 Instructional Support Team

**Instructor:** Jennifer McWhirter PhD  
**Email:** jmcwhirt@uoguelph.ca  
**Office Hours:** 11:00am-12:00pm Wednesdays or by appointment

## 2.2 Graduate Teaching Assistant

**Graduate Teaching Assistant:** TBD  
**Email:**  
**Office Hours:**

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**Office Hours:**

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## 3 Learning Resources

### 3.1 Required Resources

#### Textbooks (Textbook)

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

Rootman et al. (2017) *Health Promotion in Canada*. Canadian Scholars Press Inc.

### 3.2 Additional Resources

#### Readings (Article)

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 (Other)**

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

<https://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>

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## 4 Learning Outcomes

### 4.1 Course Learning Outcomes

By the end of this course, you should 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.
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## 5 Teaching and Learning Activities

### 5.1 Lecture

Topics:

<b>Week</b>	<b>Agenda Topics</b>	<b>Assignments</b>
Week 1 Jan 11	Introduction to Health Promotion  Health Promotion in the Public Health Context	
Week 2 Jan 18	Comprehensive Health Promotion	
Week 3 Jan 25	Health Promotion Theory	

Week 4 Feb 1	Social Marketing of Health	
Week 5 <b>Feb 8</b>	Health Promotion Campaign Planning	<b>Assignment 1 due</b>
Feb 15	<b>Winter Break (no class)</b>	
Week 6 Feb 22	Determinants of Health	
Week 7 March 1	Research Strategies for Health Promotion	
Week 8 March 8	Program Evaluation for Health Promotion	
Week 9 March 15	Case Studies	
Week 10 March 22	Public Health Ethics	
Week	Health Promotion Campaign	<b>Assignment 2</b>

11 <b>March 29</b>	Presentations	<b>due</b> <b>Group presentations</b>
Week 12 April 5	Health Promotion Campaign Presentations Conclusion to Health Promotion	<b>Group presentations</b>
<b>April 12</b>	<i>(no class)</i>	<b>Assignment 3 due</b>

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## 6 Assessments

### 6.1 Marking Schemes & Distributions

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, documenting and critically reflecting 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.

### 1. **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.

### 1. **Health Promotion Synthesis Paper (30%)**

Knowledge synthesis is important to facilitate evidence-based public health promotion. Students will create a knowledge synthesis/popular press hybrid 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.

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## 7 University Statements

### 7.1 Email Communication

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

### 7.2 When You Cannot Meet a Course Requirement

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 e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

### 7.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

## 7.4 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.

## 7.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website

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

For Ridgetown students, information can be found on the Ridgetown SAS website

<https://www.ridgetownc.com/services/accessibilityservices.cfm>

## 7.6 Academic Integrity

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 encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

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.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

## 7.7 Recording of Materials

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

## 7.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>

## 7.9 Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

## 7.10 Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

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