

JSGS 823 – Health Promotion

UNIVERSITY OF REGINA CAMPUS	
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OFFICE HOURS:	By appointment (virtual Zoom meetings)
OFFICE LOCATION:	Virtual
TERM:	Spring 2022
ROOM:	Online (via Zoom and UR Courses)
DATE AND TIME:	This is an online course that will begin on Monday May 2, 2022. It will consist of 7 weekly online modules. Although there will be no mandatory meeting times, there will be three live sessions that students are encouraged to participate in, wherever possible, via Zoom. If students cannot join the live sessions, they can watch the recordings at a later time. Please visit UR Courses website for the live sessions schedules.

Note: this syllabus was developed prior to the start of the term to assist students with their preparation. The syllabus, however, is subject to revision until the start of modules.

LAND ACKNOWLEDGEMENT

The University of Saskatchewan campus of the Johnson Shoyama Graduate School of Public Policy is situated on Treaty 6 Territory and the Homeland of the Métis, while the University of Regina campus is situated on Treaty 4 Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. As we engage in Remote Teaching and Learning, we would also like to recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

INTELLECTUAL PROPERTY ACKNOWLEDGEMENT

I would like to acknowledge and express my sincere thanks to Amy Zarzeczny for her very helpful support and mentorship in designing this course. The content of this course and the syllabus are the intellectual property of Akram Mahani.

HONOUR CODE

At the Johnson Shoyama Graduate School of Public Policy (JSGS), we believe honesty and integrity are fundamental in a community dedicated to learning, personal development, and a search for understanding. We revere these values and hold them essential in promoting personal responsibility, moral and intellectual leadership, and pride in ourselves and our University.

As JSGS students, we will represent ourselves truthfully, claim only work that is our own, and engage honestly in all academic assignments.

Since articulated standards and expectations can influence attitudes, and because each of us shares the responsibility for maintaining academic integrity (see below for details on academic integrity at the JSGS), we are committed to upholding the Academic Honor Code.

Academic Honour Pledge

As a member of the JSGS community, I pledge to live by and to support the letter and spirit of JSGS's Academic Honour Code.

COURSE DESCRIPTION

This course aims to empower the next generation of health system leaders in Canada. The course will introduce students to the key concepts in health promotion as well as theories and frameworks guiding the design of programs and interventions to address complex health and social problems. With a Canadian perspective, students will learn about social determinants of health (SDOH), the link between SDOH and health outcomes and how knowledge about SDOH can help build the foundations for designing healthy cities and communities, and healthy public policies. Students will also learn about global health and how issues at the global level (e.g. trade, communicable diseases) influence people's health at the local level. Students will be also equipped with knowledge about different evaluation methods and frameworks and how to apply them to different programs and interventions.

LEARNING OBJECTIVES

Following successful completion of this course, students should be able to:

- Understand key concepts in health promotion and know how the field has evolved
- Identify social determinants of health and their impact on population health
- Understand different theories and approaches to health promotion and apply them to real world contexts and cases
- Identify key characteristics of healthy cities and communities
- Understand how Health in All Policies (HiAPs) work and how this approach is applied in different contexts
- Understand how issues at the global level influence people's health at the local level
- Understand different evaluation frameworks and methods and apply them to real world scenarios

MHA PROGRAM COMPETENCIES

- **Health Services and Health Status** - Ability to analyze health services and other factors that impact health status and demonstrate a commitment to improving the health status of individuals, families, and communities.
- **Management, Governance, and Leadership** - Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it.
- **Communication and Interpersonal Skills** - Ability to communicate effectively and build enduring, trust-based professional relationships.
- **Systems Thinking and Creative Analysis** - Ability to identify key issues and problems, analyze them systematically, and reach sound, innovative conclusions.
- **Public Policy and Community Engagement** - Ability to understand how organizational and public policies are formulated, their impact on healthcare organizations and communities, and how to influence their development.
- **Continuous Evaluation and Improvement** - Commitment to on-going evaluation for continuous organizational and personal improvement

COURSE CONTENT AND APPROACH

This online course will start on Monday May 2nd, 2022. The course is divided into 7 weekly modules. Each module will focus on a particular topic and has its own section on UR Courses website. Each module is designed to be participatory and engaging, and to provide a space for mutual learning opportunities. Each module includes reading materials, videos, weekly assignment, and online discussion forum (note: only 4 out of 7 modules will have online forum discussions). There will be three live Zoom sessions for Module 1 (May 5th), Module 5 (June 1st), and Module 7 (June 15th). These live sessions will provide a space and opportunities for interaction and engagement and building a community of practice. There will be breakout rooms where students discuss case studies and share their experiences. Students are strongly recommended to have reviewed the module materials prior to attending the live session (see more details about requirements for each live session in each module description). These online sessions will be recorded for those who are unable to attend. Students' engagement in online forum discussions as well as three live sessions is strongly encouraged as these engagement activities count toward 20% of your final grade (see more details in the evaluation section).

REQUIRED READINGS

There is one required text book for this course. **Not all chapters of this textbook are listed as required readings but only 6 chapters throughout different modules.** The other required readings will be available online through UR Courses, the University of Regina library, or open access sources.

Rootman, I., Pederson, A., Frohlich, K. L., & Dupéré, S. (2017). Health Promotion in Canada: New Perspectives on Theory, Practice, Policy, and Research. Canadian Scholars.

There are some **supplementary readings for each module that are completely optional.** These are for those who are interested to learn more about the subject area.

COURSE OUTLINE AND ASSIGNMENTS

Module 1- Key Concepts in Health Promotion (May 2nd to May 8th 2022)

Summary:

This module will start with an overview of the course structure, content, expectations, and methods of evaluation. It will provide students with an opportunity to introduce themselves to the rest of the class. Following the introduction, we will explore key concepts and foundations in the field of health promotion.

Learning Objectives:

- Gain an understanding of the concept and definition of health
- Understand the difference between public health, population health, and health promotion
- Learn about the history and evolution of health promotion

Required Readings:

1. Rootman, I., Pederson, A., Frohlich, K. L., & Dupéré, S. (Eds.). (2017). *Health promotion in Canada: New perspectives on theory, practice, policy, and research*. Canadian Scholars. (Chapter 2: Key Concepts in Health Promotion)
2. Leonardi, F. (2018). The definition of health: towards new perspectives. *International Journal of Health Services*, 48(4), 735-748.

Supplementary Readings:

1. Kindig, D. A. (2007). Understanding population health terminology. *The Milbank Quarterly*, 85(1), 139-161.
2. Naidoo, J., & Wills, J. (2016). *Foundations for Health Promotion E-Book*. Elsevier Health Sciences. (Chapter 1: Concepts of Health & Chapter 4: Defining Health Promotion)
3. Nutbeam, D., Corbin, J. H., & Lin, V. (2021). The continuing evolution of health promotion. *Health Promotion International*, 36(Supplement_1), i1-i3.
4. Potvin, L., & McQueen, D. V. (2007). Modernity, public health, and health promotion. In *Health and modernity* (pp. 12-20). Springer, New York, NY.
5. Fallon, C. K., & Karlawish, J. (2019). Is the WHO definition of health aging well? Frameworks for “Health” after three score and ten. *American journal of public health*, 109(8), 1104-1106.
6. Lalonde, M. (1974). A new perspective on the health of Canadians. www.phac-aspc.gc.ca/ph-sp/phdd/pdf/perspective.pdf.
7. van Druten, V. P., Bartels, E. A., van de Mheen, D., de Vries, E., Kerckhoffs, A. P. M., & Nahar-van Venrooij, L. M. W. (2022). Concepts of health in different contexts: a scoping review. *BMC health services research*, 22(1), 1-21.

Expectations:

1. Please introduce yourself and share information about your background (educational and professional) and where you are based now. Please mention why you decided to pursue the MHA program and how many courses you have taken so far. Please share this information via **course email** using a **maximum of 150 words by Friday 6th May**.
2. Please answer the following question: ***“what do you expect from the Health Promotion course and what would you like to achieve by the end of this course?”*** I encourage you to take some time to think about your expectations from this course and **submit your notes (max 150 words) via course email by Friday 6th May**. We will get back to these expectations notes at the end of the course. This is part of your self-assessment that is counted toward the final grade.
3. Participate in (or watch) the introductory zoom meeting scheduled for Thursday May 5, 2022 at 7 pm (SK time)

Before attending the first live session and answering module 1 assignment question, please watch the following videos:

An Introduction to Health Promotion and the Ottawa charter (Length:5.46, click [here](#))

What is Public Health?? (Length:5.33, click [here](#))

First live session via zoom: Introduction, Thursday May 5, 2022 at 7 pm (SK time)

Week/Module One Assignment:

Please **pick ONLY 1 question** from the list below and submit your answer using a **maximum of 250 words (excluding references) no later than Friday 6th May at 23:59 (SK time)**.

1. How do you define health? What concept or definition of health do you prefer? Why?
2. What are your critics of the WHO definition of health?
3. How will your understanding of the concept of health inform your future career?
4. What pattern do you see in the evolution of health promotion over time?

Module 2- Social Determinants of Health (May 9th to May 15th 2022)**Summary:**

This module will start with introducing some key definitions such as determinant, risk factor, health outcomes, health equity, and health equality. We will then explore the concept of social determinants of health (SDOH) and how these determinants influence population health outcomes at different levels including international, national, and local levels. We will further explore the implications of SDOH for public policies.

Learning Objectives:

- Gain an understanding of the key concepts in health promotion and population health such as determinant, risk factor, health outcomes, health equity, and health equality
- Identify different social determinants of health (SDOH)
- Understand the link between SHOH and population health outcomes
- Understand how the role of health promotion extends beyond the health sector
- Identify the implications of SDOH for public policies

Required Readings:

Raphael, D., Bryant, T., Mikkonen, J., & Alexander, R. (2020). *Social determinants of health: the Canadian facts*. Ontario Tech University Faculty of Health Sciences (Introduction, pages 11-14)

Supplementary Readings:

1. Bryant, T., Raphael, D., Schrecker, T., & Labonte, R. (2011). Canada: A land of missed opportunity for addressing the social determinants of health. *Health Policy, 101*(1), 44-58.
2. Schrecker, T. (2017). Social Determinants of Health: Bad News and Good on the Inequality Front. *Population Health in Canada: Issues, Research, and Action*.
3. Marmot, M., Friel, S., Bell, R., Houweling, T. A., Taylor, S., & Commission on Social Determinants of Health. (2008). Closing the gap in a generation: health equity through action on the social determinants of health. *The lancet, 372*(9650), 1661-1669.
4. Marmot, M. (2015). The health gap: the challenge of an unequal world. *The Lancet, 386*(10011), 2442-2444.
5. Marmot, M., Allen, J., Bell, R., Bloomer, E., & Goldblatt, P. (2012). WHO European review of social determinants of health and the health divide. *The Lancet, 380*(9846), 1011-1029.
6. Gostin, L. O., Monahan, J. T., Kaldor, J., DeBartolo, M., Friedman, E. A., Gottschalk, K., ... & Yamin, A. E. (2019). The legal determinants of health: harnessing the power of law for global health and sustainable development. *The Lancet, 393*(10183), 1857-1910.

Before answering module 2 assignment question, please watch the following videos:

Determinants of Health – A practical approach! (Length:4.08, click [here](#))

The Political Determinants of Health: Jessica's Story - Daniel Dawes (Length: 3.58, click [here](#))

Week/Module 2 Assignment:

Please **pick ONLY 1 question** from the list below and submit your answer using a **maximum of 250 words (excluding references) no later than Friday 13th May at 23:59 (SK time)**.

1. Select an organization that you are currently working in or are interested to work with. How should this organization build its strategy around social determinants of health?

2. Imagine yourself as a member of 1 or 2 population groups (for example, being a low-income Indigenous person with little education), who experience health inequities. What are possibilities for you to thrive in a Canadian society?
3. Imagine you are appointed as an advisor to the Prime Minister of Canada. With your knowledge of SDOH, which SDOH area will you recommend to focus on and why?
4. Imagine you are appointed as the Minister of Health in Saskatchewan. What changes do you make in the health system with your knowledge about SDOH? What approach will you take to address SDOH and mitigate health inequities?

Module 3- Theories and Approaches to Health Promotion (May 16th to May 22nd 2022)

Summary:

This module will start with defining the concept of theory. We will then discuss the two key categories of theories applied in health promotion: behavioural change theories, and ecological theories/approaches. We will provide some real world examples of application of these theories in practice.

Learning Objectives:

- Gain an understanding of the concept of theory and what it means to health promotion
- Identify key health promotion theories: behavioural-change theories and the ecological approach
- Understand health belief model and its application to health promotion
- Understand theory of reasoned action and theory of planned behaviour and their application to health promotion
- Understand transtheoretical or stages of change theory and its application to health promotion
- Understand social cognitive theory and its application to health promotion
- Understand the ecological approach/theory and its application to health promotion

Required Readings:

1. DiClemente, R. J., Crosby, R., & Kegler, M. C. (Eds.). (2009). *Emerging theories in health promotion practice and research*. John Wiley & Sons. (Chapter 1: Theory in health promotion practice and research)
2. Rootman, I., Pederson, A., Frohlich, K. L., & Dupéré, S. (Eds.). (2017). *Health promotion in Canada: New perspectives on theory, practice, policy, and research*. Canadian Scholars. (Chapter 4: Behavioural Theories and Building Health Promotion Interventions: Persistent Challenges and Emerging Perspectives & Chapter 5: Building and Implementing Ecological Health Promotion Interventions)

Supplementary Readings:

1. McKinnon, M. (2021). Health promotion theories and models. *Health Promotion: A Practical Guide to Effective Communication*, 28.
2. Rootman, I., Edwards, P., Levasseur, M., & Grunberg, F. (Eds.). (2021). *Promoting the Health of Older Adults: The Canadian Experience*. Canadian Scholars' Press. (Chapter 3: Theories and Models in Health Promotion: Key Landmarks on the Road Map to Optimal Practice and Research with Older Adults)
3. Nutbeam, D., Harris, E., & Wise, W. (2010). *Theory in a nutshell: a practical guide to health promotion theories*. McGraw-Hill.
4. Grim, M., & Hartz, B. (2017). Theory in health promotion programs. *Health promotion programs: From theory to practice*, 53-75.

Forum 1 Online Discussion (May 16th - May 19th)

Week/Module 3 Assignment:

Please **pick ONLY 1 question** from the list below and submit your answer using a **maximum of 250 words (excluding references) no later than Friday 20th May at 23:59 (SK time)**.

1. Why should we use theories in health promotion? What are the benefits of theory-based programs compared to atheoretical ones? How can you employ ecological approaches to guide designing programs and interventions at your work place?
2. What are two examples of theory-based programs and interventions at your workplace? (think of one example of program/intervention using behavioural change theory and one example using an ecological approach in your work)?
3. Imagine you are a consultant to the City of Toronto. They present three social and health challenges including: low rate of Covid-19 vaccination, high rate of bullying at schools, and increasing rate of adult obesity. Using health promotion theories what theory-based program/s will you suggest and why?

Module 4- Healthy Cities and Communities (May 23rd to May 29th 2022)

Summary:

This module will start with a history of health and place. We will then identify the built and natural features of a city that can impact the health and wellbeing of its residents. We will investigate how urban planning and design interventions contribute to the health and wellbeing of people and communities in a range of social, cultural and political contexts. We will introduce theories of systems thinking and complexity theory and their application to urban planning to highlight how cities act as complex adaptive systems requiring multi-disciplinary and systems thinking approaches. We will explore the concepts of sustainability and equity from an urban planning point of view and identify features of a sustainable and equitable healthy city and community. We will further investigate key features of urban governance. We will conclude by endorsing and highlighting the critical role of civic partnership and community engagement in designing and planning for a sustainable and equitable healthy city.

Learning Objectives:

- Understand the history of health and place
- Identify the built and natural features of a city that can influence health and wellbeing of people
- Understand the value of interdisciplinary and systems thinking and collaboration in urban health
- Understand the complexity theory and its application to urban planning
- Understand the concepts of sustainability and equity and their application to urban planning
- Identify features and elements of urban governance including politics
- Understand the critical role of civic partnership and community engagement in equitable healthy city planning

Required Readings:

1. Rydin, Y., Bleahu, A., Davies, M., Dávila, J. D., Friel, S., De Grandis, G., ... & Wilson, J. (2012). Shaping cities for health: complexity and the planning of urban environments in the 21st century. *The lancet*, 379(9831), 2079-2108.
2. Rootman, I., Pederson, A., Frohlich, K. L., & Dupéré, S. (Eds.). (2017). *Health promotion in Canada: New perspectives on theory, practice, policy, and research*. Canadian Scholars. (Chapter 12: Healthy Cities and Communities: Urban Governance for Health and Wellbeing)

Supplementary Readings:

1. Corburn, J. (2015). Urban inequities, population health and spatial planning. *The Routledge Handbook of Planning for Health and Well-Being, London, Routledge. and Grant, M.(eds.)*,
2. Hancock, T., Norris, T., Lacombe, R., & Perkins, F. (2017). Healthy cities and communities: The North American experience. In *Healthy Cities* (pp. 215-240). Springer, New York, NY.
3. Hancock, T. (2017). Healthy Cities Emerge: Toronto–Ottawa–Copenhagen. In *Healthy Cities* (pp. 63-73). Springer, New York, NY.
4. Hancock, T. (2017). Equity, sustainability and governance: key challenges facing 21st century cities (Part 1). *Cities & Health*, 1(1), 95-99.
5. Hancock, T. (2017). Equity, sustainability and governance: key challenges facing 21st century cities (Part 2). *Cities & Health*, 1(2), 141-145.
6. Hancock, T. (2017). Healthy Cities and Communities: Urban Governance for Health and Wellbeing. *Health Promotion in Canada: New Perspectives on Theory, Practice, Policy, and Research*, 220.

Before answering module 4 assignment question, please watch the following videos:

A Healthy City for All: Vancouver's Healthy City Strategy (Length:2.37, click [here](#))

Building Healthy Cities: Healthy Urban Planning in Asia (Length: 2.50, click [here](#))

Solutions for Healthy Cities: Co-designing for Real-world Impact (Length: 2.01, click [here](#))

Forum 2 Online Discussion (May 23rd - May 26th)**Week/Module 4 Assignment:**

Please **pick ONLY 1 question** from the list below and submit your answer using a **maximum of 250 words (excluding references) no later than Friday 27th May at 23:59 (SK time)**.

1. How do you integrate health into urban planning?
2. What factors lead urban planners to use or abuse power, respond to or resist market forces, empower some groups and dis-empower others, promote inter-sectoral decision-making processes or otherwise?
3. What changes will you make to your city (where you reside now) to make it a healthy, sustainable and equitable city for all?

Module 5- Healthy Public Policies (May 30th to June 5th 2022)

Summary:

This module builds on the previous modules starting with the concept of intersectoral collaboration and how this core element of Ottawa Charter forms the basis of Health in All Policies and Healthy Public Policies. We will then explore healthy public policies and one of its approaches namely Health in All Policies (HiAP). We will introduce different concepts used instead of HiAP across the globe such as whole-of-government, joint-up government, whole-of-society, network governance, and integrated governance. We will conclude by introducing the technique of Health Impact Assessment and will present examples and case studies to understand how this tool works in measuring the impact of different public policies on health.

Learning Objectives:

- Understand intersectoral collaboration and how it helps improve population health outcomes
- Explore the concept of healthy public policies
- Understand Health in All Policies as an approach to healthy public policies
- Get familiar with different concepts used for HiAPs across the globe such as whole-of-government, joint-up government, whole-of-society, network governance, integrated governance
- Learn the Health Impact Assessment technique and how it works in practice

Required Readings:

1. Rootman, I., Pederson, A., Frohlich, K. L., & Dupéré, S. (Eds.). (2017). *Health promotion in Canada: New perspectives on theory, practice, policy, and research*. Canadian Scholars. (Chapter 18: Health in All Policies)
2. de Leeuw, E., & Clavier, C. (2011). Healthy public in all policies. *Health Promotion International*, 26(suppl_2), ii237-ii244.
3. Winkler, M. S., Furu, P., Viliani, F., Cave, B., Divall, M., Ramesh, G., ... & Knoblauch, A. M. (2020). Current global health impact assessment practice. *International journal of environmental research and public health*, 17(9), 2988.

Supplementary Readings:

1. de Leeuw, E., & Peters, D. (2015). Nine questions to guide development and implementation of Health in All Policies. *Health promotion international*, 30(4), 987-997.
2. Chircop, A., Bassett, R., & Taylor, E. (2015). Evidence on how to practice intersectoral collaboration for health equity: a scoping review. *Critical Public Health*, 25(2), 178-191.
3. Ollila, E. (2011). Health in all policies: from rhetoric to action. *Scandinavian journal of public health*, 39(6_suppl), 11-18.
4. Puska, P., & Ståhl, T. (2010). Health in all policies—the Finnish initiative: background, principles, and current issues. *Annual review of public health*, 31, 315-328.
5. Freiler, A., Muntaner, C., Shankardass, K., Mah, C. L., Molnar, A., Renahy, E., & O'Campo, P. (2013). Glossary for the implementation of Health in All Policies (HiAP). *J Epidemiol Community Health*, 67(12), 1068-1072.
6. Wise, M., Harris, P., Harris-Roxas, B., & Harris, E. (2009). The role of health impact assessment in promoting population health and health equity. *Health Promotion Journal of Australia*, 20(3), 172-179.

Before answering module 2 assignment question and attending second live session, please watch the following videos:

Healthy public policies and healthy lifestyles to beat NCDs (Length: 3.01, click [here](#))

Health in All Policies: Better Policies, Better Health (Length: 3.28, click [here](#))

What does "health in all policies" mean? Episode 9 of "That's Public Health" (Length: 4.10, click [here](#))

Second live session via zoom: Wednesday June 1, 2022 at 6 pm (SK time)

Forum 3 Online Discussion (May 30th – June 2nd)

Week/Module 5 Assignment:

Please **pick ONLY 1 question** from the list below and submit your answer using a **maximum of 250 words (excluding references) no later than Friday 3rd June at 23:59 (SK time)**.

1. What sectors (public, private, NGOs, ...) are essential to inform healthy public policy in Canada and why?
2. Imagine you are the Minister of Agriculture in Saskatchewan. If you adopt a HiAP approach, what can you do to enhance population health outcomes and what health sector can do for your sector?
3. Imagine you are the Minister of Health in Saskatchewan. Using the typology of problems introduced in the "de Leeuw and Peters (2015)" paper, provide one example for each category of simple, complicated, complex, and chaotic problems that you have been facing as a Minister. Please justify your reasons for placing them into each category.

Module 6- Health Promotion in a Globalizing World (June 6th to June 12th 2022)

Summary:

This module will start with an introduction to global health and how this concept is different from international health. We will explore the link between health and foreign policy. We will then discuss the intersections between political economy and global health including global health diplomacy. We will also explore the United Nations Sustainable Development Goals (SDGs) and their health targets. We will conclude by exploring the concept of planetary health.

Learning Objectives:

- Understand global health and how it differs from international health
- Understand the future of health promotion within a global context
- Learn about global health and foreign policy
- Understand and characterize the intersections between political economy and global health, including global health diplomacy
- Learn about the health agenda of Sustainable Development Goals
- Learn about planetary health

Required Readings:

1. Rootman, I., Pederson, A., Frohlich, K. L., & Dupéré, S. (Eds.). (2017). *Health promotion in Canada: New perspectives on theory, practice, policy, and research*. Canadian Scholars. (Chapter 23: Globalization: The perils and possibilities for an equitable health promotion)
2. Chen, X., Li, H., Lucero-Prisno, D.E. *et al.* (2020) What is global health? Key concepts and clarification of misperceptions. *glob health res policy* 5, 14.

Supplementary Readings:

1. Labonte, R. (2007). Globalization and health promotion. In *Global perspectives on health promotion effectiveness* (pp. 181-200). Springer, New York, NY.
2. Rice, M. E. (2012). Effective global health promotion achievements, tools, and strategies used in the Americas over the past decade. *Health promotion practice*, 13(3), 313-319.
3. Jackson, S. F. (2017). Global health promotion and population health intervention research. *Global health promotion*, 24(3), 3-4.
4. Massuda, A., Titton, C., & Moysés, S. T. (2019). Exploring challenges, threats and innovations in global health promotion. *Health Promotion International*, 34(Supplement_1), i37-i45.
5. Ooms, G., Ottersen, T., Jahn, A., & Agyepong, I. A. (2018). Addressing the fragmentation of global health: the Lancet Commission on synergies between universal health coverage, health security, and health promotion. *Lancet (London, England)*, 392(10153), 1098-1099.
6. MacNeill, A. J., McGain, F., & Sherman, J. D. (2021). Planetary health care: a framework for sustainable health systems. *The Lancet Planetary Health*, 5(2), e66-e68.

7. McBride, B., Hawkes, S., & Buse, K. (2019). Soft power and global health: the sustainable development goals (SDGs) era health agendas of the G7, G20 and BRICS. *BMC Public Health*, 19(1), 1-14.
8. Marten, R. (2019). How states exerted power to create the millennium development goals and how this shaped the global health agenda: lessons for the sustainable development goals and the future of global health. *Global Public Health*, 14(4), 584-599.

Before answering module 6 assignment question, please watch the following videos:

Johns Hopkins Global Health Initiative (Length: 3.03, click [here](#))

The 3 Main Challenges of Global Health Today (Length: 4.10, click [here](#))

Forum 4 Online Discussion (June 6th – June 9th)

Week/Module 6 Assignment:

Please **pick ONLY 1 question** from the list below and submit your answer using a **maximum of 250 words (excluding references) no later than Friday 10th June at 23:59 (SK time)**.

1. How is globalization influencing your health? What is one aspect of global health that has influenced you family or your community and how?
2. Do you think a return to nationalism (a retreat from globalization) is better for population health? Why?
3. How do you envision global health changing in the next 10 years? What factors will influence global health the most over the next decade? What is the future of globalization following the Covid-19?
4. How and in what ways has technology influenced global health?

Module 7- Evaluation in Health Promotion (June 13th to June 15th 2022)

Summary:

This module will focus on measuring the impact of health promotion programs on population health outcomes and challenges faced in these evaluations. The module will start with the definition of evaluation, why we need it, and how it is different from performance measurement. We will then define program evaluation before exploring application of systems thinking and complexity theories in the evaluation of health promotion programs. We will describe logic model and theory of change concepts before discussing different types of evaluation including formative evaluation, summative evaluation, developmental evaluation, outcome evaluation, process evaluation, and realist evaluation. We will explore common evaluation methods and frameworks used in health promotion evaluation. We will conclude by discussing the challenges faced in evaluation of health promotion programs.

Learning Objectives:

- Understand the definition of evaluation and why we need evaluation
- Understand the difference between evaluation and performance measurement
- Define program evaluation
- Learn how to apply systems thinking and complexity theories in evaluation of health promotion programs
- Learn about logic model and theory of change
- Learn about formative, summative, developmental, outcome, process, and realist evaluations
- Learn about evaluation methods and frameworks
- Understand challenges in evaluation of health promotion programs

Required Readings:

1. Brug, J., Tak, N. I., & Te Velde, S. J. (2011). Evaluation of nationwide health promotion campaigns in the Netherlands: an exploration of practices, wishes and opportunities. *Health Promotion International*, 26(2), 244-254.
2. Dake, J. A., & Jordan, T., R. (2016). Evaluating health promotion programs. In C. Fertman & D. D. Allensworth (Eds.), *Health promotion programs: from theory to practice* (2 ed., pp. 245-272). Jossey-Bass.

Supplementary Readings:

1. Potvin, L., & McQueen, D. V. (2008). Practical dilemmas for health promotion evaluation. In *Health promotion evaluation practices in the Americas* (pp. 25-45). Springer, New York, NY.
2. Potvin, L., & McQueen, D. V. (2008). *Health Promotion Evaluation Practices in the Americas* (pp. 63-80). New York: Springer.
3. Bauman, A., & Nutbeam, D. (2013). *Evaluation in a nutshell: a practical guide to the evaluation of health promotion programs*. McGraw-hill.
4. Baum, F., Lawless, A., Delany, T., Macdougall, C., Williams, C., Broderick, D., ... & Marmot, M. (2014). Evaluation of Health in All Policies: concept, theory and application. *Health promotion international*, 29(suppl_1), i130-i142.
5. Potvin, L., Goldberg, C., Rootman, I., Dupéré, S., Pederson, A., & O'Neill, M. (2012). Two roles of evaluation in transforming health promotion practice. *Health promotion in Canada: Critical perspectives on practice*, 254-265.
6. McKinnon, M. (2021). Evaluation—how to measure what works. *Health Promotion: A Practical Guide to Effective Communication*, 175.

Before answering module 7 assignment question and attending third live session, please watch the following videos:

Exploring Program Logic (Length: 5.28, click [here](#))

Chapter 10: Types of Program Evaluation (Length:5.59, click [here](#))

Types of Evaluation (Length: 3.37, click [here](#))

Third live session via zoom: Wednesday June 15, 2022 at 6 pm (SK time)

Week/Module 7 Assignment:

Please **pick ONLY 1 question** from the list below and submit your answer using a **maximum of 250 words (excluding references) o later than Friday 17th June at 23:59 (SK time).**

1. Select a health promotion program and apply one evaluation design to evaluate this program. What factors influence your decision to choose an evaluation design? Why?
2. What is an example of a simple, complicated and complex program and what evaluation design work for each situation? Please justify your reasons for choosing evaluation design for each situation.
3. What are the key differences between process evaluation and outcome evaluation? Which question/s does each type of evaluation address?

EVALUATION

This course is evaluated via a combination of engagement in online forum discussions, weekly assignments, self-assessment, and a final assignment (see Table 1 below).

Table 1: Methods of students' evaluation for Health Promotion course

Methods of Evaluation	% of Course Grade	Deadline
Engagement in Online Discussion Forums (4 forums in total)	20%	Ongoing
Weekly Assignments (7 questions in total, one question each week)	35%	Ongoing
Self-Assessment	10%	Between 17-24 June
Final Assignment (max 1000 words)	35%	Between 16 -22 June

Engagement in Online Discussion Forums (20%)

Students are encouraged to actively engage in the **4** online discussion forums (for modules 3 to 6). There will be a question for each forum that students need to answer by applying the readings and materials learned from the course. Discussions in the online discussion forums do not need to have references but should follow a **maximum 150 word-limit** and be submitted within the week (check the forum dates). Students are free to raise their own questions, reflect on relevant stories from the media, and share the personal practice experiences. Students should respect diversity of ideas and perspectives. Students' efforts to respond to, and post on their fellow students posts and threads will be graded. Students are encouraged to have **at least 3 posts for each discussion forum**. These could be an introductory/original post to start a discussion or response to other students' posts. Please note that the **first post needs to be**

submitted within 72 hours of the forum opening and the rest during the course of the week. Table 2 presents the grading rubric for online forum discussions.

Table 2: Grading rubric for online forum discussions

Criteria	0	1-2	3-4	5
Answering Forum Question	The student does not answer the forum question.	The student answers the forum question but the response is not specific and clear. The response is submitted after deadline. The response does not follow the word count limit.	The student answers the forum question thoughtfully, clearly and using partially the module readings and materials. The response is submitted on time and follows the word count limit.	The student answers the forum question thoughtfully, clearly, and analytically using the module readings and materials. The student shows a deep understanding of the topic and applies concepts outside of module content. The response is submitted on time and follows the word count limit.
Contributing to Forum Discussions	The student does not contribute to forum discussions and does not engage with other students' posts.	The student demonstrates good engagement with the forum by contributing to at least one post from other students in a thoughtful way.	The student demonstrates good engagement with the forum by contributing to other students' posts in a clear and thoughtful way using the course materials and content.	The student makes substantive posts, and contributes actively and regularly to the discussion forum. The student's contributions help advance group discussion through thoughtful, respectful, and supportive discussions.

Weekly Assignments (35%)

There is a list of critical questions for each module. Each week (each module), students are required to **select ONLY one question** from the weekly list and submit their answer via email **within the time frame** provided using **maximum 250 words (excluding references)**. You can use a more reflective "I" perspective in answering weekly assignment questions. Please make sure to **identify the question** you would like to answer followed by your answer. Please note that the question does not count toward the assignment word count. Please use a **word document ONLY** for uploading your assignments into the UR Courses. Your weekly assignment will be evaluated based on the following criteria:

1. Quality of discussion and rigor (30 points)

Question is answered thoughtfully. The arguments are supported by evidence referencing to the course materials and content, as well as materials from outside course, rather than simply expressing individual ideas and experiences.

2. Critical analysis (30 points)

The answer demonstrates a strong and accurate understanding of the content using an analytical and critical approach. The student demonstrates skills and ability to critically and creatively answer the question using both explicit knowledge (evidence/literature) and tacit knowledge (personal experience).

3. Personal reflection (25 points)

The student demonstrates a strong ability to conceptualize ideas and link them to real world cases and personal experiences.

4. **Mechanics** (15 points)

Compliance with the word limit, timely submission, proper citations/referencing, and presentation and writing style (clarity, organization, grammar, syntax, and spelling)

Note: Please identify which question from the list you are answering and include your selected question in the documents. The question does not count toward the word count, but only your answer.

Self-Assessment (10%)

Students are expected to self-assess themselves using the expectations notes they submitted in the first week of the course. In this self-assessment, reflect on your growth and learning during this course and if you have achieved your expectations. Please submit your grade out of 10% along with your reflections and justification for the grade with **maximum of 200 words, between Friday 17th and Friday 24th June** (Note: submissions before June 17th and after June 24th are not considered except special circumstances).

Final Assignment (35%)

The final assignment needs to be **maximum 1000 words (excluding references)** and cover the following key elements:

1. Introduction: Problem/issue definition
2. Identify social determinants of health contributing to the problem
3. Determine a theory/framework guiding program /intervention development
4. Identify a program/intervention to address the problem
5. Identify social determinants of health targeted by the program/intervention
6. Identify barriers to implementation of chosen program/intervention
7. Identify an evaluation design for the chosen program/intervention

As the final assignment, students are required to select a complex and wicked health or social problem and justify why this is a wicked and complex problem using evidence/literature. Then, identify the social determinants of health (SDOH) that contribute to this problem and show the link between the problem and SDOH using the evidence. Using theories and frameworks learned in this course, identify which theory/framework works better to guide designing program/intervention to address the problem. Please justify the choice of theory or framework using evidence. Then, choose a program or intervention to address/tackle the identified problem. Identify which SDOH are targeted by this program/intervention. List potential barriers in implementing the chosen program/intervention. To evaluate the impact of your chosen program/intervention, which evaluation design will you select and why?

Submit your final assignment **between Thursday 16th June and Wednesday 22nd June (23:59 pm, SK time)** using the Assignments upload tool in the UR Courses. You will receive your mark and feedback via the same tool. Submissions before June 16th and after June 22nd are not considered except special circumstances.

How to name your assignment documents?

Please use the following format when naming your assignments before you upload them into the UR Courses platform: Last name-assignment name (e.g. Mahani-Week 2 Assignment)

What referencing style to follow?

There is no preferred referencing style for this course. Students are free to choose their preferred referencing style that feel more comfortable with. However, students should maintain consistency in terms of the use of a referencing style throughout their documents.

Do you have question/s or concerns about your mark?

If you have questions or concerns about your mark, please email me and describe your concerns. We can then schedule a zoom meeting, if needed, to discuss about your concerns. The last day to raise any concerns you might have about your mark will be **Tuesday July 5th**.

LATE ASSIGNMENTS

Late assignment will be assigned a penalty of 5%; assignments more than a week late will lose a full grade of 10%; special circumstances will be considered upon application by the student.

JSGS GRADE DESCRIPTIONS

85+ excellent

A superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- an excellent ability to apply theories to real-world problems and intersect with related disciplines.

80-85 very good

An excellent performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- a strong ability to apply theories to real-world problems and intersect with related disciplines.

75-80 good

A good performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;

- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner; and
- some ability to apply theories to real-world problems and intersect with related disciplines.

70-75 satisfactory

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material; and
- a moderate ability to examine the material in a critical and analytical manner.

ACADEMIC INTEGRITY AND CONDUCT

Understanding and following the principles of academic integrity and conduct is vital to your success in graduate school. Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. The JSGS has developed an Honour Code (see above) that encapsulates these values.

If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions. For more information, please see:

Academic Integrity – <https://www.uregina.ca/gradstudies/current-students/academic-integrity/index.html>

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University of Regina Copyright information: <https://www.uregina.ca/copyright/guidelines/fair-dealing.html>

STUDENT RESOURCES

Remote learning information page for students. This resource engages students in learning about the skills associated with remote learning success.

<https://www.uregina.ca/remote-learning/>

RIGHTS & RESPONSIBILITIES OF GRADUATE STUDENTS

<https://www.uregina.ca/gradstudies/current-students/Rights%20/index.html>ights & Responsibilities of graduate students

STUDENTS WITH SPECIAL NEEDS

Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact one of the following:

Centre for Student Accessibility – accessibility@uregina.ca or 306-585-4631.
<https://www.uregina.ca/student/accessibility/students/index.html>

STUDENTS EXPERIENCING STRESS

Counselling Services – <http://www.uregina.ca/student/counselling/contact.html> or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Saskatchewan time Monday to Friday.

USE OF VIDEO AND RECORDING OF THE COURSE

Video conference sessions in this course, including your participation, will be recorded and made available only to students in the course for viewing via Canvas after each session. This is done, in part, to ensure that students unable to join the session (due to, for example, issues with their Internet connection) can view the session later. This will also provide students with the opportunity to review any material discussed. Students may also record sessions for their own use, but they are not permitted to distribute the recordings (see below).

Please remember that course recordings belong to the instructor, the University, and/or others (like a guest lecturer) depending on the circumstance of each session, and are protected by copyright. Do not download, copy, or share recordings without the explicit permission of the instructor.

For questions about recording and use of sessions in which you have participated, including any concerns related to your privacy, please contact your instructor.

ADDITIONAL EVALUATION INFORMATION

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <https://www.uregina.ca/student/registrar/resources-for-students/academic-calendars-and-schedule/undergraduate-calendar/assets/pdf/2018-2019/2018-19-UG-Calendar-05b-Academic-Regulations.pdf>

