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**KINE 4640 – Lifestyle & Current Health Issues****Summer 2016****Course Director:** Michelle Brownrigg  
**E-mail:** michelle.brownrigg@utoronto.ca**Co-Instructor:** Ericka Navarro Ho-Sang  
ehsconsulting@rogers.com**Phone:** 416 946 7324 (*Course Director*)  
**Office Hours:** By appointment**Sessions:** Monday & Wednesday: 9:30 – 12:30**Course Overview:**

Grounded in psychosocial and socioecological perspectives of health and health promotion, this course explores various topics related to health including considerations of how and why people engage in health promoting or health compromising behaviours. Reflecting on societal structure and systems in relation to individuals and communities, it explores both the physical and psychosocial components of health.

It also considers the diverse experiences of individuals, communities and societies in relation to experiences of health, illness and injury, as well as looking at preventative, social system and equity considerations that can impact the health of those individuals and communities.

**Required readings/session materials will be provided one week in advance of scheduled sessions and will include recent media articles or film segments for discussion as well as scholarly readings. Any additional material beyond the pre-session readings or segments will be incorporated into classroom session materials. Materials will be posted each week just prior to lecture.**

**Assessment/Evaluation:**

There will be two non-cumulative, in-class, short answer/small essay question tests, as well as one group written assignment and one group presentation to comprise the total grade. Group assignments will be provided with time for discussion/exploration/research within class time but further meetings or the group may be needed to facilitate completion. No late assignments will be accepted. The Course Director will select and assign all groups.

• Test #1 – May 18th (20%)	Test #2 – June 6 <sup>th</sup> (30%)	Test #3 – June 20 <sup>th</sup> – (20%)
• Group Assignment #1 - (15%) - Team critical analysis of existing health promotion initiative. <b>DUE: May 25<sup>th</sup></b>		
• Group Assignment #2 – (15%) - Team design & presentation of initiative to address health issue area. <b>Presentations determined by draw and will happen on June 1<sup>st</sup> &amp; 15<sup>th</sup></b>		
<b>ALL GROUPS WILL BE SELECTED AND ASSIGNED BY THE COURSE DIRECTOR</b>		

**Session Schedule** – Progress on topic matter is based in the blocks noted below and there is some fluidity on exactly what will be covered each session based on class discussion. Session guests may be subject to change as guests are confirmed.

Session	Topic	Date	Session Lead
1	<p><b>Session Content:</b></p> <ul style="list-style-type: none"> <li>Determinants of health, socioecological models and consideration of health promotion frameworks.</li> </ul> <p><i>Film and Discussion – “Wards of the Crown”</i></p>	May 9	Michelle
2	<p><b>Session Content:</b></p> <ul style="list-style-type: none"> <li>Health promotion frameworks in action: Downstream, Midstream &amp; Upstream Interventions</li> </ul> <p><i>Reading &amp; Film segment TBC, Group assignment outline and work time.</i></p>	May 11	Michelle
3	<p><b>Session Content:</b></p> <ul style="list-style-type: none"> <li>Complementary &amp; Alternative Approaches to Health Promotion &amp; Care</li> </ul> <p><i>In-class work time for Group Assignment #1</i></p>	May 16	Ericka
4	<p><b>TEST #1: COVERS SESSION MATERIAL FROM MAY 9<sup>th</sup> &amp; 11<sup>th</sup></b></p> <ul style="list-style-type: none"> <li><b><i>CLASS WILL BEGIN WITH TEST FROM 10am – 11am followed by introduction of Group Assignment #2 and in-class work time for Group Assignments from 11:15 – 12:30</i></b></li> </ul>	May 18	Michelle
5	<p><b>Session Content:</b></p> <ul style="list-style-type: none"> <li>Health Messaging Considerations &amp; Discussion</li> </ul> <p><b><i>Group Assignment#1 due by midnight – submit via email</i></b>  <i>In-class work time for Group Assignment #2</i></p> <p><u>CURRENT HEALTH ISSUES GUEST DISCUSSION: TBC</u></p>	May 25	Michelle
6	<ul style="list-style-type: none"> <li>Healthcare and Promotion Settings: Management Considerations</li> </ul> <p><i>In-class work time for Group Assignment #2</i></p> <p><u>CURRENT HEALTH ISSUES GUEST DISCUSSION: TBC</u></p>	May 30	Ericka

7	<p><b>Session Content:</b> Health Initiatives – Research &amp; Evaluation</p> <p><b>IN-CLASS GROUP PRESENTATIONS &amp; DISCUSSION</b></p>	June 1	Michelle
8	<p><b>TEST #2: COVERS SESSION MATERIAL FROM MAY 16<sup>th</sup>, 25<sup>th</sup>, 30<sup>th</sup> and June 1st</b></p> <p><i>TEST FROM 10am – noon</i></p>	June 6	Michelle
9	<p><b>Session Content:</b> Health Promoting and Health Compromising Behaviours and Outcomes – PART 1</p> <p><i>CURRENT HEALTH ISSUES GUEST DISCUSSION: TBC</i></p>	June 8	Ericka
10	<p><b>Session Content:</b> Health Promoting and Health Compromising Behaviours and Outcomes – PART 2</p> <p><i>CURRENT HEALTH ISSUES GUEST DISCUSSION: TBC</i></p>	June 13	Ericka
11	<p><b>Session Content:</b> Health Promoting &amp; Health Compromising Behaviours &amp; Outcomes – PART 3</p> <p><b>IN-CLASS GROUP PRESENTATIONS &amp; DISCUSSION</b></p>	June 15	Michelle
12	<p><b>TEST #3: COVERS SESSION MATERIAL FROM JUNE 8<sup>th</sup> – 15<sup>th</sup></b></p> <p><i>TEST FROM 10am – 11:30am</i></p>	June 20	Michelle

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**Notes:****Communication with the Course Instructors**

If you wish to email the instructor with any questions, PLEASE consider the following:

- Is anything you are asking identified in the Course Syllabus already?
- If you have a question about something you missed due to missing a session, can you access this information online or through a peer in the class?
- Do you have a sense of what the answer to your query might be? If so, frame your question including any knowledge or perceptions you already have to provide the best context for your query and to maximize your chance of getting the most clear response in the least number of emails.

**Assignments submitted after due dates will not be accepted.**

The learning environment is a privileged situation for both the student and the instructor. It is an environment that can be enhanced by the student and the instructor taking responsibility for learning, which takes place both inside and outside of the classroom. In class, respect for each other is manifested in many ways; for example, listening to answers, and opinions of others; articulating one's own question, answer, or opinion in a scholarly way; ensuring cell phones, etc. are turned off; focusing on the topic being presented; not speaking when others are speaking; refraining from disrespectful gestures or comments etc.; and generally treating all with dignity and respect across learning situations.

**Adherence to the Code of Student Conduct and the Code of Behaviour on Academic Matters will be strictly enforced.**

Plagiarism is the act of presenting the ideas or words of another as your own without proper acknowledgement. For example, material copied from books, journals, a professor's course notes, internet sites, and another student's work that you recreate in text or oral presentations without appropriate referencing is plagiarism. Paraphrased text that is similar to the original source, or images, graphs or tables that are copied directly from another source without appropriate acknowledgement are other examples of plagiarism. In some instances, you may want to quote or paraphrase other writers to support your own arguments or conclusions, but such borrowing should be used sparingly and referenced appropriately. Instructors expect students to acknowledge the sources of ideas and expressions that are used in essays and presentations. To represent them as one's own work is dishonest. The aim of scholarship is to develop your own ideas and research, but scholarly ideas most often build upon ideas and work of others that ought to be referenced appropriately. This can be confusing when information, of varying quality and scholarship, is abundantly available on the internet and computers make transfer of information easy. Adequate documentation of other's work is a critical part of academic integrity as well as a courtesy, which enables the instructor (and others) to consult the sources that you have used. Failure to appropriately document the source of work that has been copied or ideas that have been borrowed constitutes plagiarism, and is subject to serious academic penalty. Make sure that if you copy, paraphrase or translate anything from anywhere that you clearly state from where it came.