

Instructor's Manual

Health Promotion in Canada

Fourth Edition

**Edited by Irving Rootman, Ann Pederson, Katherine L. Frohlich,
and Sophie Dupéré**

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Health Promotion in Canada, Fourth Edition

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**PART I—THE CONTEXT AND FOUNDATIONS OF HEALTH PROMOTION IN
CANADA**

CHAPTER 1

The Continuing Evolution of Health Promotion in Canada

Ann Pederson, Irving Rootman, Katherine L. Frohlich, Sophie Dupéré, and Michel O'Neill

LEARNING OBJECTIVES

1. Understand how health promotion evolved in Canada
2. Understand the relationship between health promotion and population health
3. Understand the factors that influence the current context for health promotion in Canada

CLASSROOM SUGGESTIONS

Discussion Questions

Class or Small Group

Following the lecture, ask students what they think are the main factors that contributed to the way in which the field of health promotion evolved in Canada and which factor they believe to be the most important. Encourage them to discuss the latter question with one or more students near them.

Other questions that might stimulate some discussion, either as a class or in small groups, are what are the differences and commonalities between *health promotion* and *population health* and can they be reconciled?

ASSIGNMENT SUGGESTIONS

Critical Thinking Essays

Ask students to spend 10–15 minutes writing a response essay in relation to the questions above or to one of the following critical thinking questions:

1. Can the *Ottawa Charter for Health Promotion* be considered a Canadian document? Why or why not?
2. Why did the Lalonde Report receive so much international attention?

3. Do you think 2007 was the beginning of a new era in Canadian health promotion?
Why or why not?
4. Do you think that Canada is an international leader in health promotion? Why or
why not?

Take Home Assignment

Ask students to undertake a critical comparative analysis of *A New Perspective on the Health of Canadians*, the *Ottawa Charter for Health Promotion*, and *Achieving Health for All*.

CHAPTER 2

Key Concepts in Health Promotion

Irving Rootman and Michel O'Neill

LEARNING OBJECTIVES

1. Understand key concepts in health promotion
2. Understand the role of concepts in health promotion
3. Understand variations in definitions of concepts
4. Understand conceptual issues in health promotion

CLASSROOM SUGGESTIONS

Discussion Questions

Class

At the beginning of class, ask students to brainstorm and write down what they think are the key concepts in health promotion without looking at the book. Next, ask for a show of hands of how many of the students listed the key concepts in the chapter. Then, ask students what other concepts they listed as key and why they added these concepts. Finally, ask students to share whether or not they would change their initial response and why.

Small Group

Divide students into groups to discuss one key concept of health promotion. Encourage students to share their own experiences in relation to the concept.

ASSIGNMENT SUGGESTIONS

Critical Thinking Essays

Ask students to pick one key concept and spend ten minutes writing a short essay examining the concept critically.

Take Home Assignment

Ask students to choose a journal article, book chapter, or other peer-reviewed resource that examines one of the key concepts in chapter 2 or a concept that they think is relevant to health promotion (hint: see the end of chapter 2 for recommended resources).

Summarize what the selected resource says about their chosen concept and what, if anything, it adds to what is said in chapter 2.