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| **Title of Workshop** Critiquing the Red Lotus Health Promotion Model – a critical practice approach  |
| **Objectives**Since developing the *Red Lotus Health Promotion Model* (RLHPM) (Gregg & O’Hara, 2007) it has been used in health promotion teaching at USC, in the USA, UK and UAE, and in numerous research studies and community projects. The RLHPM is a model to support critical practice, particularly structural inequities. It has underpinned the development and delivery of undergraduate and postgraduate health promotion courses at USC since 2008 with over 200 people completing undergraduate and graduate health promotion degrees between 2008 and 2016. In 2018 we investigated how the use of the RLHPM as a pedagogical foundation for health promotion courses at USC impacted on graduates’ health promotion practice via an on-line survey and in-depth interviews. The objective of this workshop is to briefly present findings of this research and explore with workshop participants their perceptions about the efficacy of the RLHPM as a model for critical health promotion practice. **Format**The workshop will be facilitated across three sequential phases. *Phase 1: About the RLHPM (20 minutes)*Workshop facilitators will provide a brief overview of the RLHPM and findings of the impact of the model on graduates practice when used as a pedagogical foundation for health promotion courses.*Phase 2: Critique of the RLHPM (40 minutes)*Workshop participants will work in small groups to critique the RLHPM using a critique tool that identifies model strengths and weaknesses, and it’s potential for developing health promotion tertiary students and practitioners’ critical capability to guide and support critical practice. *Phase 3: Reflection and feedback (40 minutes)*Workshop participants will reorganise into different small groups and engage in a structured group-based reflection to share key critique outcomes from Phase 2 as a basis for identifying opportunities for the future development and application of the RLHPM. Each small group will then feedback future development and application opportunities to the large group. **Learning goals**Participants will:1. Develop an understanding about the RLHPM
2. Become familiar with the impact of the use of the RLHPM as a pedogeological foundation on graduates practice
3. Critique the RLHPM from a critical health promotion perspective
4. Identify improvements for the future development of the RLHPM, and
5. Explore how the RLHPM might be used in a range of professional practice environments.
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