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| **The Future of Health Promotion in Academia: Interdisciplinary Practice and Problem-Based Learning** |
| **Setting/problem**The Third Mission of higher education, based on institutional support and community engagement (UNESCO, 2008), is increasingly used in health-promoting universities (Ardiles et al., 2017); however, challenges to incorporating health promotion values and principles into curricula exist. Research priorities and a focus on academic success diminish opportunities for interdisciplinary practice and experiential learning, both of which can propel the health promotion movement (Ardiles et al., 2017). Universities are impactful institutions that can act as change agents in health promotion; academic-community partnerships can integrate diverse perspectives to develop holistic approaches to address public health issues (Minkler et al., 2003; Davidson & Bowen, 2011). **Intervention**The Health Change Lab (HCL) at Simon Fraser University, co-developed by the Faculty of Health Sciences and RADIUS, Social Innovation Hub of the Beedie School of Business, is an undergraduate experiential, interdisciplinary learning course based on collaboration with academic leaders, community members and students. Using human-centred solution-focused approaches and community engagement, students from diverse disciplines bridge health promotion and social innovation to understand and develop entrepreneurial solutions to address complex public health issues in Surrey, British Columbia.**Outcomes**Applying experiential learning to address public health issues benefitted all participants (Mahecha, 2017). Students made valuable connections with individuals with diverse, multi-disciplinary backgrounds who provided expert input and feedback. Most students felt that this ‘real-world’ approach to teaching significantly improved their learning. New partnerships were made and existing relationships were strengthened between academic leaders and community partners, building capacity and trust (Mahecha, 2017).**Implications**The HCL is an interdisciplinary approach to learning that used institutional support and community involvement to embed health promotion values and principles in academic curricula. The positive results call for enhancing the future of health promotion in academia to shift from traditional classroom learning and incorporate interdisciplinary, community-based learning central to health promotion practice (Bernardo et al., 2012). The success also instigated the development of Surrey City Lab, a community-academic partnership launched in the summer of 2018.**Preferred presentation format**Oral |