

Call for CHAPTERS to compose the book “INTERNATIONAL HANDBOOK OF TEACHING AND LEARNING HEALTH PROMOTION: PRACTICES AND REFLECTIONS FROM AROUND THE WORLD” to be published by Springer Publisher and to be launched at the 24th IUHPE World Conference on Health Promotion, in Montreal, May 2022.

This call is intended to identify experiences that produce a dialogue between teaching and learning practices carried out locally and the possibilities of application and transformation from local to global reality.

This book is about teaching and learning health promotion in the health professions undergraduate and postgraduate courses, bearing in mind the Health Promotion approaches, according to WHO and the five strategies of Ottawa Chapter. In addition, chapters on how health promotion is taught in related fields such as architecture, urban planning, and social protection, as well as various areas of public policy and international affairs etc. are welcome.

This book intends to share analyses of what teaching methodologies university lecturers from different countries use in health promotion classes. We want to discuss what competencies in health promotion we seek to develop as results of our teaching-learning processes and to indicate research opportunities in the field of teaching-learning process in health promotion for undergraduate and postgraduate students.

The chapters (6,000 – 7,000 words, up to 50 references) should contain description of the context of the experience and the characteristics of the participants, as well as the professions and courses involved; theories and methodologies used in the teaching-learning process; duration and frequency of activities; forms of assessment; results achieved and challenges faced; analysis that includes the principles, pillars, competencies or approaches to Health Promotion; the potential for applicability of the experience in other contexts.

The proposed **book structure** includes seven sections, which will be composed by commissioned chapters and chapters selected from the open call:

Section 1. The HP curriculum (the challenge of making HP distinct, explaining its scope and the different ways that curricula are organized).

Section 2. Making it relevant to practice (for nurses, doctors, architects, social workers, health promotion specialists, etc.).

Section 3. Pedagogies for HP (innovative methods, online teaching, etc.).

Section 4. Topics for HP (settings, health behaviors, community action, health education and communication, health related policymaking and policy analysis, health literacy, SARS COV-2, etc.).

Section 5. Assessment of HP and quality assurance (methods, challenges, etc.).

Section 6. HP as transformational (new narratives, theory of change, connections, systems theory? etc.).

Section 7. Reflections from Students (The impact that learning about HP had on me?).

Click [here](#) to see the Editorial Committee.

<p>Proposals must be sent by April 15, 2021, to the email ana.germani@fm.usp.br.</p>
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In the subject line of the e-mail and in the file name, the surname of the first author must be included.

The **evaluation criteria** to assess chapters are:

Two points for each item

- What challenge is addressed?
- Are theories and methodologies used in the teaching-learning process consistent?
- Are principles, pillars, competencies or approaches to Health Promotion clear?
- Are assessments, results achieved, and challenges faced detailed?
- Is there reflection about what is localized and what is “generalizable”?

One point for each item

- How many disciplines do the initiatives involve?
- Which active/interactive methodologies are involved?
- Do the participants’ assessment include feedback/open-ended questions/space for comments?
- How often or how many times was your course offered?
- What are the learning outcomes knowledge gain, competencies developed, and activation of changes)?
- Is there any international comparison?

Decisions regarding acceptance/rejection and recommendations will be send by June 15, 2021.

Click [here](#) for Instructions to authors.

Click [here](#) to see Springer Layout Guidelines.

Editorial Committee:

Ana Claudia Camargo Gonçalves Germani (University of São Paulo, Brazil), Marco Akerman (University of São Paulo, Brazil), Lislaine Fracoli (University of São Paulo, Brazil), Alfredo Almeida Pina de Oliveira (University of Guarulhos, Brazil), Dais Gonçalves Rocha (University of Brasília, Brazil), Julia Aparecida Devidé Nogueira (University of Brasília, Brazil), Jane Wills (South Bank University, UK), Sylvie Gendron (Université de Montreal, Canadá), Kate Morgaine (University of Otago, New Zealand), Diane Levin-Zamir (University of Haifa, Israel), Shu-Ti Chiou (National Yang Ming University, Taiwan; Vice President for Capacity Building, Education and Training at the International Union for Health Promotion and Education - IUHPE, Stephan Van Den Brouke (Université Catholique de Louvain, Belgium; Vice President for Scientific Affairs at International Union for Health Promotion and Education – IUHPE.

Instructions to authors:

We are providing a six-question grid, which we invite you to fill out prior to starting writing.

It constitutes a guiding scheme for all contributions to the handbook. It is intended to help authors better define their message, to give coherence to their chapter and to facilitate the reader's experience. It is not required that your chapter should be structured with headings that refer to these questions.

Please insert this grid filled out at the end of your chapter.

Questions. Please write a Short answer (max. 150 words per question)

- 1- What is our vision about HP?
- 2- What is the institutional and political context of your experience (participants, professions and courses involved, duration and frequency of activities)?
- 3- Which theories and methodologies are used in the teaching-learning process?
- 4- What kind of forms of assessment are applied, results achieved, and challenges faced?
- 5- Which principles, pillars, competencies or approaches to Health Promotion do you base your plan of teaching and learning?
- 6- What others could learn with your experience? What is localized and what is “generalizable”?

Springer Layout guidelines

To help your writing and to standardize the form of the various chapters, we provide you different tools (accessible online: https://bit.ly/layout_springer):

- 📄 A word template and its user guide
- 📄 A summary of citation guidelines for the chosen style (inspired by the American Psychological Association (APA) style): References-Springer_SocPsych_Style
- 📄 A configuration file for Endnote citation: Springer EndNote Output Styles
- 📄 A summary with visual examples of the different instructions presented below:

Layout_Key_style_points

Structure of each chapter

- A. Title and subtitle
- B. Author's name and institutional affiliations
 - a. Please identify the corresponding authors and his email address
 - b. We will also need the email address of the other authors in order to give them access the information on free access to the e-book after publication.
- C. 3 to 6 keywords
- D. Your contribution structured with headings
- E. Reference lists
- F. A 200 words abstract
 - a. It will appear online at SpringerLink and other sites and will be available with unrestricted access to facilitate online searching (using e.g., Google) and allow unregistered users to read the abstract as a teaser for the complete chapter).

Global Layout

- 📄 Please use the word template and its user guide; the margins, character font and size are already set there.
- 📄 If you have already written your chapter, please insert it in the word template (see the user guide, p.1 point #5).

Keywords

- 📄 Each keyword should not contain more than two compound words, and each keyword phrase should start with an uppercase letter.
- 📄 When required we allow three to six keywords.
- 📄 When selecting the keywords, think of them as terms that will help someone locate your chapter at the top of the search engine list using, for example, Google. Very broad terms, (e.g., “Case study” by itself) should be avoided as these will result in thousands of search results but will not result in finding your chapter.

Headings and Heading Numbering

- 📄 Heading levels should be clearly identified and each level should be uniquely and consistently formatted and/or numbered.
- 📄 Use the decimal system of numbering if your headings are numbered.
- 📄 Never skip a heading level. The only exceptions are run-in headings which can be used at any hierarchical level.

Terminology, Units, and Abbreviations

- 📄 Technical terms and abbreviations should be defined the first time they appear in the text.
- 📄 Please always use internationally accepted signs and symbols for units—so-called SI units.

☐ Numerals should follow the British/American method of decimal points to indicate decimals; commas should be used to separate thousands

Emphasis and Special Type

☐ Italics should be used for emphasized words or phrases in running text, but do not format entire paragraphs in italics.

☐ Use italics for species and genus names, mathematical/physical variables, and prefixes in chemical compounds.

☐ Bold formatting should only be used for run-in headings and small capitals for indicating optical activity (D- and L-dopa).

☐ Sans serif (e.g., Arial) and nonproportional font (e.g., Courier) can be used to distinguish the literal text of computer programs from running text.

Spelling and Punctuation

☐ Edited books: Use American or British spelling and punctuation consistently within a chapter (for example, behavior/behavior) except for quoted material.

☐ In works dealing with foreign languages, especially those with alphabets different from English, it is wise to decide on the spelling or transliteration style of names and words at the outset and to include your preferences in your list of stylistic decisions.

☐ Italicize foreign words and phrases—for example, barrancas (steep banks)—unless they are proper nouns or words that are familiar in the American lexicon—for example, Moscow (Moskva). It is up to you to verify that the spelling of foreign words is correct; this is beyond the copyeditor's purview.

☐ Centuries should be written out in full (e.g., eighteenth century). Decades may be written out or written as numerals (e.g., the seventies or the 1970s), but be consistent with the style that you choose.

Tables

☐ Give each table a caption. Add a reference citation to the table source at the end of the caption, if necessary.

☐ Number tables consecutively using the chapter number (e.g. Table 1.1 for the first table in Chap. 1)

and ensure that all tables are cited in the text in sequential order. Do not write "the following table".

☐ Use the table function to create and format tables. Do not use the space bar or multiple tabs to separate columns and do not use Excel to create tables as this can cause problems when converting your tables into the typesetting program and other formats.

Figure Captions

☐ Give each figure a concise caption, describing accurately what the figure depicts. Include the captions at the end of the text file, not in the figure file.

☐ Identify all elements found in the figure in the figure caption and use boxes, circles, etc. as coordinate points in graphs instead of color lines.

☐ If a figure is reproduced from a previous publication, include the source as the last item in the caption.

Figure and Illustration Files

☐ A figure is an object that is drawn or photographed. It does not consist solely of characters and thus cannot be keyed.

☐ Do not submit tabular material as figures.

☐ Graphics and diagrams should be saved as EPS files with the fonts embedded. Microsoft Office files (Excel or PowerPoint) can be submitted in the original format (xls,xlsx, ppt, pptx). Scanned graphics in TIFF format should have a minimum resolution of 1200 dpi.

☐ Photos or drawings with fine shading should be saved as TIFF with a minimum resolution of 300 dpi and should measure 3 by 5 inches.

☐ Ensure that all the figure lettering is clearly readable – optimum size 8-12 points.

☐ A combination of halftone and line art (e.g., photos containing line drawings or extensive lettering, color diagrams, etc.) should be saved as TIFF with a minimum resolution of 600 dpi.

Reference's Citation

☐ As a rule, all the references given in the list of references should be cited in the body of a text (i.e., in the text proper, any appendix, any footnotes to either of these, figure legends, or tables). Of course, any reference may be cited more than once. Citation has to be made by the name of cited author and the year of publication:

☐ One author: (Miller 1991) or Miller (1991).

☐ Two authors: (Miller and Smith 1994) or Miller and Smith (1994).

☐ Three authors or more: (Miller et al. 1995) or Miller et al. (1995).

Reference lists (end of the chapter)

☐ Please refer to the document “References-Springer_SocPsych_Style” for the guidelines of your reference list.

- We also provide you a customized Springer EndNote Output Styles to help you with the layout of your reference list.

☐ Include all works that are cited in the chapter and that have been published (including on the Internet) or accepted for publication.

☐ Please add the access date in references to web pages.

☐ Personal communications and unpublished works should be mentioned in the text only.

☐ Entries in the list must be in alphabetical order.

☐ The rules for alphabetization are:

- First, all works by the author alone, ordered chronologically by the year of publication.

- Next, all works by the author with a coauthor, ordered alphabetically by coauthor.

- Finally, all works by the author with several coauthors, ordered chronologically by the year of publication.