

**The University of Western Ontario
Faculty of Health Sciences**

**Health Sciences 4200G: Advanced Health Promotion
Winter 2011**

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Class Hours: Friday 9:30am-12:30pm ****attending class is required for this course****
Course Location: HSB 35
Course Website: <http://webct.uwo.ca>

Course Readings:

1. previous HS 2250a/3200a text (McKenzie et al) recommended
2. readings on course website

Description of Course:

Advanced Health Promotion expands upon the course offerings of Health Sciences 2250a/3200a. In particular, this course focuses on the *application* of health promotion programming principles. Upon completion of this course, students should be able to: use micro- and macro-based health promotion strategies; compose clear program objectives and goals; conduct a needs assessment; conduct an epidemiological assessment; prepare and present a social marketing campaign; conduct a program evaluation; and work with professionalism in a group situation.

Grading Method:

Course Project (70%) – Population-based approach

Participation in another group's needs assessment (2%)

Grade received from your own group members re your contributions (5%)

Final Exam (23%)

Course Project (worth 70% of your course grade) ***see course website for additional information on each component of the project, and the marking keys***

In teams of approximately 5 people (no exceptions, groups randomly selected by course staff to make it as “real life” as possible), you are required to conduct a multi-stage project. You must work as a team; each person on the team contributes to the grade received, and the entire team will receive the same grade. You must identify the roles that will be taken on by each of your team’s members. This is a large project, it must start immediately, and you will find that unless you divvy-up the tasks to some degree, you will be hard-pressed to complete each stage well. You all must be involved in the final social marketing campaign presentation. Your group is required to create and sign an ‘expectations contract’ (and hand it in by January 21st – a sample contract is available on the website).

This is a 5-stage project. First, conduct a needs assessment to identify the main issues (related to your chosen broad health topic) that should be addressed within this group. Then, match this information up to an epidemiological assessment. Third, create a one-time social marketing campaign that will be presented to the class. Then, evaluate both your own group’s processes and another group’s campaign based on the guidelines given to you. Finally, summarize your project in an executive summary. You are also required to participate in another group’s needs assessment. The sign-up for another group’s project will take place on January 21st. No more than 6 people can participate in each needs assessment. By January 21st, figure out who is chiefly responsible for organizing/planning which parts of your project, and hand this plan into the course instructor/TA.

Needs Assessment: (15%) *Due exactly two weeks after you have conducted your needs assessment at 9:30am.*

You are responsible for planning every aspect of a focus group, and then conduct it. In the write-up, you must include the broad topic you chose to research, an explanation of the methodology used to conduct your needs assessment (with references), the main findings from your needs assessment (with quotes), and a summary of the results of your needs assessment. A copy of all surveys, focus group questions & transcripts, etc. must also be included in the appendix. (approximately 7-10 pages not including appendices).

You are responsible for identifying the names and student numbers of the people who participated in your needs assessment, and providing this information to the course instructor/TA at the start of the class following your focus group. (This is worth 2% of their grade)

To ensure that there are no scheduling conflicts, all needs assessments will be conducted during class time (the 2nd part of class on January 28th and February 4th); a schedule will be created and you will have to sign up to participate in a needs assessment on the day that you are not conducting one yourself.

Epidemiological Assessment: (15%) *Due exactly two weeks following the due date of your needs assessment write-up at 9:30am.*

You are responsible for identifying a minimum of 5 pieces of pertinent (and current~2003+) literature pertaining to the population and health topic you have chosen to research (journal articles preferable, Statistics Canada info also may be useful). Provide a brief literature review (approx 5 pages) of the major prevalence data from the literature regarding your topic area (e.g., prevalence of students who are inactive, numbers impacted by inactivity-related disorders, costs associated with this population's inactivity, etc). It is helpful if you can provide some epidemiologic data on your major theme(s) from the needs assessment (e.g., students in your focus group identify the importance of "time" when promoting physical activity programs – What can you tell the reader about how often "time" is cited as important for physical activity programs, according to previous research?). At this point, you've conducted your needs assessment, and you've gone through the relevant epidemiologic data, which enables you to identify the more specific direction of the rest of your project. At the end of your write-up, identify what we can expect to be the more specific topic of your social marketing campaign. (approximately 7-10 pages total for this stage)

Social Marketing Campaign: [The paper is worth 10%, presentation is worth a total of 10% (5% from course staff and 5% from classmates)] *Presented as per schedule on page 4, and write-up due same day.*

Exactly what is your message, and what do you want people to do? This should be something that is realistic for your classmates to engage in – as members of the target audience, they will be evaluating the extent to which you have succeeded in "selling" the idea/program/concept. Develop your materials, and create a campaign that uses suitable communication channels for this situation. Include the 4P-s of social marketing. Provide a write-up of how you have used and tailored each "P" for your campaign and your utilization of exchange theory (what did you consider, why, how did you deal with it, etc.) (approximately 5-7 pages).

Evaluation: (10%)

You are responsible for conducting an evaluation of your own group's work (10%) (i.e., this will have to take the form of an implementation evaluation, given the time constraints). The content required in this write-up will be presented and discussed in lecture (approximately 5 pages).

Each person in the class is required to participate in the evaluation of another group's project. That is, you will conduct an evaluation of another team's social marketing campaign (worth 5% of their grade) using the criteria given to you (you must have a solid understanding of evaluation to do this). You will not know ahead of time which team you are required to evaluate; if you are absent the day that you are called to evaluate, **your team** will be deducted 0.5% from the overall grade received for the final project. These evaluations are to be taken seriously, and you must demonstrate that you have considered each aspect of the evaluation critically (unless it is **the most** outstanding project and presentation that could have been conducted, giving your classmates 100% across the board does not demonstrate that you have critically evaluated their work).

Executive Summary for Final Project: (10%)

Your final project will include an executive summary/abstract outlining each aspect of your project. Additional information is available in “the project guide”.

Reminders: It is expected that each and every person will have a hand in preparing the submissions. That means that it is going to be graded from the perspective that approximately 5 people have *each* reviewed and commented upon the material submitted; typos, incomplete or incoherent sentences/sections, simple grammar and spelling errors, etc. are not acceptable. Late submissions will be docked 2% per day including weekend days (e.g., if paper is worth a total of 10% of final grade, after 1 day it will be worth a maximum of 8%).

Plagiarism:

It is the student’s responsibility to ensure that he/she is not involved with any form of plagiarism, including cheating on tests, allowing others to cheat on tests, cheating on assignments, and copying work of any kind without proper referencing.

“Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes and citations. Plagiarism is a major academic offence” (see Scholastic Offence Policy in the current Academic Calendar).

Plagiarism checking: The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their written work in electronic format for plagiarism checking.

Course Grading and Appeals:

Grades for *all BHSc(SHS) and Rehabilitation Science* courses are expected to be within the following ranges:

Year 1	68 – 72
Year 2	70 – 74
Year 3	72 – 76
Year 4	74 – 78

Grades outside of these ranges need to be submitted to the Adjudication Committee or Director for review. All grades are sent to the Director for approval. Faculty cannot release final grades until they have been calculated by the Faculty and reviewed by Director. This is a BHSc (SHS) Grading Criteria Policy.

Course Content

In the first 6 weeks of the course we will review and delve deeper into the concept of population-based health promotion program planning. Specifically, we will look at needs assessments, epidemiological assessments, social marketing as an intervention, and evaluation. Then, we will discuss individual-based health promotion. Specifically, we will explore coaching for individual-based health-related behaviour change.

Date	Topic	Date	Topic
January 7	Intro to Course: * project description * group work * Population-based health promotion programming	March 4	Individual-based health promotion program planning; rapport, agendas, assessment, building confidence, exchanging information and reducing resistance, coaching foundation and skills
		March 11	
January 14	Needs assessments; what they are and how we do them; including their data	March 18	Group Presentations (social marketing) A Groups
January 21			
January 28 <i>**focus group</i>	Epidemiological assessments; what they are and how we do them	March 25	Group Presentations (social marketing) B Groups
February 4 <i>**focus group</i>	Social marketing; historical roots, what it is, how to use it as an intervention, lessons from the corporate world	April 8	Course evaluations, course wrap-up, exam review
February 11			
February 18	Evaluation; what type to choose? How to conduct it?	<i>Final exam scheduled by the Registrar's Office</i>	
February 25	READING WEEK - No class		

** Schedule and topics are subject to change at discretion of the Instructor**

Project	Due Date: A Groups	Due Date: B Groups
Needs Assessment	February 11	February 18
Epidemiological Assessment	March 4	March 11
Social Marketing Write-Up	March 18	March 25
Evaluation	March 25	April 8
Executive Summary	April 8	April 8

**Note: you have the opportunity to resubmit one of the needs assessment or the epidemiological assessment for a maximum change of grade of 10% (e.g., if you earned a 70% on a project you could resubmit it and get a max of 80%). To be considered for remarking, you must hand in both the old version with the marking key and the new version. Resubmitted projects are due the last day of class.