

**The University of Western Ontario
School of Health Studies
Health Sciences 4200G: Advanced Health Promotion**

January 2013

Dr Jennifer D Irwin (jenirwin@uwo.ca), Rm 217 LHS, office hours Thursdays 11:00 – 1:30 & by appointment

Teaching Assistant: Tara Mantler (tscott22@uwo.ca) office hours TBA

Class Hours: Wednesdays 2:30 – 5:30pm ****class attendance is required**

Course Location: HSB 9

Course Website: <http://owl.uwo.ca>

Prerequisite Checking

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Information

Course Materials:

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.

Evaluation:

Course Project (70%) – Population-based approach (see explanation starting on next page)

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

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

Final Exam (23%)

*Note: **90% attendance is required to pass this course** and medical documentation will be required for absences; such documentation must be submitted by the student directly to the appropriate Faculty Dean's office, and it will be the Dean's office that will make the determination whether accommodation is warranted.*

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 4 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 16th – 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 16th. No more than 6 people can participate in each needs assessment. By January 16th, figure out who is chiefly responsible for organizing/planning which parts of your project, and hand this plan into the course instructor/TA.

1. Needs Assessment: (15%) Due exactly two weeks after you have conducted your needs assessment at 2:30pm.

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 30th and February 6th); 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.

2. Epidemiological Assessment: (15%) Due exactly two weeks following the due date of your needs assessment write-up at 2:30pm.

You are responsible for identifying a minimum of 5 pieces of pertinent (and current~2010+ is ideal) 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)

3. 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 6, 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).

4. Evaluation: (10%) Due last day of class at 2:30.

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).

5. Executive Summary for Final Project: (10%) Due last day of class at 2:30.

Your final project will include an executive summary/abstract outlining each aspect of your project. Additional information is available in "the project guide" posted on the course website.

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 eligible for a maximum of 8%).***

Use of Electronic Devices in the Classroom

Laptops are allowed to be used in the classroom, for course-related purposes ONLY. Cell phone use and texting are not allowed during class time.

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit <http://www.uwo.ca/univsec/board/code.pdf>.

English Proficiency for the Assignment of Grades

Visit the website <http://www.uwo.ca/univsec/handbook/exam/english.pdf>.

Accommodation for Medical Illness or Non-Medical Absences

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm>.

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact their Faculty Academic Counselling Office for what documentation is needed.

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted, as soon as possible, to the appropriate Academic Counselling Office of the student's Faculty of registration. For BHSc students, you may go to the School of Health Studies Office in HSB room 222.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf .

Additionally,

1. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).
2. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Support Services

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

Tentative Course Schedule

In the first 7 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 9 | Intro to Course: * project description * group work * Population-based health promotion programming | March 6 | Individual-based health promotion program planning; rapport, agendas, assessment, building confidence, exchanging information and reducing resistance, coaching foundation and skills |
| | | | March 13 |
| January 16 | Needs assessments; what they are and how we do them; including their data | March 20 | Social Marketing presentation work |
| January 23 | | | |
| January 30 <i>**focus group</i> | Epidemiological assessments; what they are and how we do them | March 27 & April 3 | Group Presentations (social marketing) |
| February 6 <i>**focus group</i> | Social marketing; historical roots, what it is, how to use it as an intervention, lessons from the corporate world | April 10 | Course evaluations, course wrap-up, exam review |
| February 13 | | | |
| February 20 | READING WEEK - No class | <i>Final exam scheduled by the Registrar's Office</i> | |
| February 27 | Evaluation; what type to choose? How to conduct it? | | |

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