

**The University of Western Ontario School of Health Studies
Health Sciences 4200G: Advanced Health Promotion
January 2020**

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Teaching Assistant: TBA, check course website

Class Day & Hours: TBA ****class attendance is required**

Course Location: TBA

Course Website: check OWL

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. Publication Manual of the American Psychological Association, Sixth Edition (required)
2. previous HS 2250a/3200a text (McKenzie et al) recommended
3. readings on course website (recommended)

Description and Objectives of the 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.

Methods of 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: to pass this course, the student must earn 50% or greater on the final exam**

Participation and Class Attendance Expectations:

In the School of Health Studies, each course instructor sets specific expectations for attendance and participation that are specific to the course, teaching objectives, and learning outcomes.

Regular attendance is expected and essential for all courses, but particularly those that include participation-related grades in their evaluation schemes. Participation means not only attendance, but paying attention during and actively engaging in the class, including a demonstrated effort to prepare for class and contribute to group project components. Because of the large group project required in the course along with the application-based nature of each class, **90% attendance is required to pass this course** (i.e, you are expected to attend a minimum of 11 out of 12 classes). Being absent in this course translates into insufficient contributions to the group project as many critical discussions and consequent decisions take place through dialogue during class time. Being absent one time will result in you being contacted by the instructor, who may request a meeting. An additional absence will be reported to the Undergraduate Chair, and may result in debarment from writing the final examination, and/or sharing in the group project's final grade. In such a case, you would receive a grade of zero on the evaluations from which you were debarred

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

In teams of approximately about 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 via online submission by January 15th – 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 22. No more than 5 people can participate in each needs assessment. By January 22, figure out who is chiefly responsible for organizing/planning which parts of your project, and hand this plan into the course instructor/TA via online submission.

1. Needs Assessment: (15%) Due date listed on page 9.

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 appendices. (approximately 7-10 pages not including appendices). See lecture information and the 'how to guide' for additional information for this and each section of the project.

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 January 29th and February 5th); 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 date listed on page 9.

You are responsible for identifying a minimum of 5 pieces of pertinent (and as current as possible; last 5-10 years) academic journal articles regarding the population and health topic you have chosen to research (Statistics Canada info also may be useful as additional sources). 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). *You are STRONGLY encouraged to seek help from a UWO librarian – you need to plan ahead and book this appointment early!*

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 7, and write-up due as per due date on page 9.

Create and present an effective ad/commercial, and dissect its contents in the paper: 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 dates listed on page 9.

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 date listed on page 9.

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 each person in your groups has contributed to, reviewed, commented upon, and approved 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

During Exams: Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

During Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

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://studentexperience.uwo.ca/student_experience/studentconduct.html.

English Proficiency for the Assignment of Grades

Visit the website https://www.uwo.ca/univsec/pdf/academic_policies/exam/english.pdf.

Accommodation for Medical Illness or Non-Medical Absences

The University recognizes that a student’s ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is to succeed.

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence form, provided that the conditions for submission are met;

- (ii) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or
- (iii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration, in order to be eligible for academic consideration.

Students seeking academic consideration:

- Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g., argument with a friend) are not normally an appropriate basis for a self-reported absence;
- **Must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence;
- **Are advised that all necessary documentation, forms, etc. are to be submitted to academic counselling within two business days after the date specified for resuming responsibilities**

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe as to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less. The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. Students will be allowed a maximum of two self-reported absences between September and April, and one self-reported absence between May and August;
- b. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30am the following morning if the form is submitted after 4:30pm;
- c. The duration of the excused absence will terminate prior to the end of the 48 hour period, should the student undertake significant academic responsibilities (e.g., write a test, submit a paper) during that time;
- d. The duration of an excused absence will terminate at 8:30am on the day following the last day of classes each semester, regardless of how many days of absence have elapsed;
- e. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations (i.e., “bellringers”);
- f. Self-reporting may not be used for assessments (e.g., midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;

Students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed.

Academic 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/pdf/academic_policies/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/>

Health and Wellness

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western's Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (<http://www.music.uwo.ca/>), or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>). Further information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

If you are in emotional or mental distress should refer to Mental Health@Western (<http://www.uwo.ca/uwocom/mentalhealth/>) for a complete list of options about how to obtain help. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: https://uwo.ca/health/mental_wellbeing/education/module.html.

GRADING:

School of Health Studies Grade Policy

The university-wide descriptor of the meaning of letter grades, as approved by Senate:

A+	90-100	<i>One could scarcely expect better from a student at this level</i>
A	80-89	<i>Superior work that is clearly above average</i>
B	70-79	<i>Good work, meeting all requirements and eminently satisfactory</i>
C	60-69	<i>Competent work, meeting requirements</i>
D	50-59	<i>Fair work, minimally acceptable.</i>
F	below 50	<i>Fail</i>

It is expected that the grades for this course will fall between 74-80%. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade, by the instructor, to bring the class average in line with school policy.

Instructor and Teaching Assistant Office Hours

If you want to discuss the course and/or are having challenges with any aspect of the course, you are encouraged to visit us during office hours. If you do not make the questions/challenges/etc known to us, we are unable to assist you in making this course the best possible experience it can be for you.

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 8	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 15	Needs assessments; what they are and how we do them; including their data	March 18 March 25	Group Presentations (social marketing) & Course evaluations, course wrap-up, exam discussion
January 22			
January 29 <i>**focus group</i>			
February 5 <i>**focus group</i>	Social marketing; historical roots, what it is, how to use it as an intervention, lessons from the corporate world	April 1	"Snow day" that we will use if any classes are cancelled
February 12			
February 19	READING WEEK - No class	<i>Final exam scheduled by the Registrar's Office</i>	
February 26	Evaluation; what type to choose? How to conduct it?		

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

Due Dates [all submissions to be provided electronically as word document via drop box in OWL]:

For groups that complete their focus groups on Wednesday, January 29th:

- Needs Assessment due FRIDAY February 14th @ 2:30pm
- Epidemiological Assessment due Wednesday, February 26th @ 2:30pm
- SM Campaign and Write Up: March 20 or 27 @ 2:30pm
- Evaluation and Exec Summary: Wednesday, April 1 @ 2:30pm

For groups that complete their focus groups on Wednesday, February 5th:

- Needs Assessment due FRIDAY February 28th @ 2:30pm
- Epidemiological Assessment due Wednesday March 11th @ 2:30pm
- SM Campaign and Write Up: March 20 or 27 @ 2:30pm
- Evaluation and Exec Summary: Wednesday, April 1 @ 2:30pm