

**The University of Western Ontario**  
**School of Health Studies**  
**Faculty of Health Sciences**  
**HS 4205: Health Promotion in Practice**

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**Class times:** Fridays 10:30am – 1:30PM  
**Location:** Zoom (Link will be posted in OWL)  
**Course Instructor:** Dr. Anita Cramp  
**Email:** [acramp2@uwo.ca](mailto:acramp2@uwo.ca)  
**Office Hour:** by appointment

**A. Course Description**

Health promotion planning and evaluation is essential when revising or creating programs or services. This practical and hands-on course will develop your conceptual and applied understanding of program planning and evaluation elements necessary for planning, designing, and conducting community health promotion programs. Specifically, this course will focus on different types of program evaluation and the steps involved in program evaluation. A major component of program evaluation focuses on collecting data to answer questions such as : “Is this program achieving its goals?”, “Is the program being implemented according to plan?” and “Should the program continue to run?”. Students will gain practical experience through a series of in class exercises and assignments that will help develop skills and strategies for preparing and conducting evaluation activities.

**B. Course Objectives**

At the outset of this course, you can expect to:

- be knowledgeable about the cycle of health promotion program planning and evaluation
- be knowledgeable about the steps involved in program evaluation
- have an understanding of the different types and methods of program evaluation
- have had an opportunity to prepare and execute a health program evaluation

**C. 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

**D. Required Course Materials**

McKenzie, J. F., Neiger, B. L., & Thackeray, R. (2017). *Planning, implementing, and evaluating health promotion programs: A primer. 7<sup>th</sup> Edition.*

- ETextbook available for \$60.00 at VitalSource

Ontario Agency for Health Protection and Promotion (Public Health Ontario). [Planning health promotion programs: introductory workbook. 5th ed. Toronto, ON: Queen’s Printer for Ontario; 2018.](https://www.publichealthontario.ca/en/health-topics/public-health-practice/program-planning-evaluation/planning-programs) - <https://www.publichealthontario.ca/en/health-topics/public-health-practice/program-planning-evaluation/planning-programs>

**E. Evaluation**

Your grade will be calculated according to the following breakdown. For deadlines refer to the Course Schedule.

## **I. Group Project – 65%**

- There will be one major assignment for this class that will be done in small groups (approximately 5 students per group). The purpose of the group project is to have students complete a program evaluation utilizing all of the information presented during the course. The project will be divided into 4 assignments. Below is a brief outline of each assignment. See *Detailed Group Project Information* posted on OWL for more information. For all assignments hand in an electronic copy under Assignments in Owl.

### **Assignment 1 (20%) – Project Introduction and Plan**

- Summary of the organization and program you are evaluating
- Proposed evaluation purpose and questions
- Program Logic Model

### **Assignment 2 (20%) – Evaluation Method**

- Data Collection Plan and Tools

### **Assignment 3 (15%) – Results & Recommendations**

- Evaluation findings

### **Assignment 4 (10%) – Final Report**

- Submission of Full Evaluation Stakeholder Report

## **III. Contribution – 5%**

Each group member will be required to complete a self and peer assessment. The purpose of this assessment is to determine the contribution of each member to the overall group project. The course instructor will assign a grade based on each group members reported contribution to the overall project.

## **IV. Quizzes – 30%**

- Quizzes will consist of multiple-choice questions.
- Quiz 1 is worth 10% - 20 questions
- Quiz 2 is worth 20% - 35 questions

*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) (<http://www.turnitin.com>)*

*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*

Late assignments will receive an automatic 5% deduction if not handed in by the due date and a subsequent 10% deducted for every 24-hour period after the due date.

Students may select their own groups. Any concerns regarding group assignments should be discussed with the instructor immediately. A more detailed outline of the assignments will be presented in class and posted on OWL.

## **F. Academic Consideration**

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 quizzes, 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;
- g. 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

### **G. Use of Electronic Devices**

***During Quizzes:*** 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 **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.**

### **H. 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 Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **I. 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/>

### **J. Health and Wellness**

The undergraduate experience is rewarding and challenging socially, emotionally, and intellectually. Finding ways to balance scholarly life with our personal lives can be tough, but it's important to learn how to manage stress. Western provides several health and wellness-related services to students, which may be found at <http://www.health.uwo.ca/>. You can also check out the Campus Recreation Centre or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>), for alternative spaces to reconnect with your bodies and restore your spirit. You may also want to access local resources that are closer to where you are living during the school year. Recalibrating ourselves emotionally begins with slowing down, reminding ourselves that we are ok, and taking a few deep, slow breaths. This remarkably effective strategy brings the body from stress mode into a more relaxed state.

If you are in emotional or mental distress please see Mental Health@Western (<http://www.uwo.ca/uwocom/mentalhealth/>) for a list of options about how to obtain help. Western has developed an interactive mental health learning module: [https://uwo.ca/health/mental\\_wellbeing/education/module.html](https://uwo.ca/health/mental_wellbeing/education/module.html). It's also advisable to have a wellness safety plan if you don't want to reach out to formal services. Having the numbers of a few trusted individuals is another strategy.

### **K. Expectations & Responsibilities**

Learning occurs in a social environment and is a collaborative experience that requires the active participation of all those involved – teachers, teaching assistants and students. Successful learning happens when the professor, the assistants and the students uphold their respective roles and responsibilities. In this sense, learning is a *co-responsibility* that depends on the instructor, teaching assistants *and* the students being prepared. It is the responsibility of the professor to be prepared to lecture on course material. It is also the professor’s responsibility to address and respond to student’s questions about course material in a timely fashion. It is the responsibility of the teaching assistants to assist the professor in the preparation and grading of exams and papers, and to address students’ questions about course material during the year and before the final exam. It is the responsibility of students to prepare for each week by completing required course readings, listen to the lectures, watch videos, take notes, and to ask questions about course.

**Students who miss Zoom sessions are responsible for the material they have missed. Instructors are not obliged to review the contents of missed lectures.**

*Use of Recording Devices and Course Content:* Course instructors own and retain the intellectual property rights of their teaching materials. These rights extend to materials used in online settings and digital learning management systems like Owl, Zoom and TopHat. Students do not have our permission to make audio or video recordings of lectures, take pictures of lecture material, or distribute any course content for nefarious purposes (E.g. for sale or to cheat on exams). It is the decision of the instructor as to how and when teaching materials can be shared or used. **Unless explicitly noted otherwise, you may not make audio or video recordings of pre-recorded lectures or other course materials. Nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

#### **L. Creating and maintaining a respectful and productive learning environment**

In order to maintain a respectful and productive learning environment, it is essential everyone be respectful. Disrespectful and disruptive behaviour via posts and discussions that is considered disrespectful by the professor who will use her discretion in deciding how best to deal with the situation. If disruptive behaviour persists, the professor may ask the offending student/s to stop talking the course. The professor has the right to remove any posted content without warning.

#### **Additional Information**

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*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% and 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.*

Year 1: 68-72

Year 2: 70-74 (core) and 72-76 (elective)

Year 3: 72-76 (core) and 74-78 (elective)

Year 4: 74-80

### **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 <https://www.uwo.ca/univsec/pdf/board/code.pdf>.

## Course Schedule

| WK | Date        | Course Content   | DUE |
|----|-------------|--|-----|
| 1  | Jan 11 - 17 | <p><b>Video Lecture:</b> Overview</p> <ul style="list-style-type: none"> <li>• Ottawa Charter</li> <li>• Assumptions of Health Promotion</li> <li>• Planning, Implementation and Evaluation Overview</li> <li>• Program Planning Intro</li> </ul> <p><b>Live Meet:</b> <a href="#">Friday January 15th, 10:30am - Course Overview</a></p> <p><b>Readings:</b><br/>Text Chapter 1, pages 9 – 13 – Assumptions of Health Promotion &amp; Program Planning.</p> <p><i>Ontario Agency for Health Protection and Promotion (Public Health Ontario). At a glance: The six steps for planning a health promotion program. Toronto, ON: Queen's Printer for Ontario; 2015. <a href="https://www.publichealthontario.ca/-/media/documents/s/2015/six-steps-planning-hp-programs.pdf?la=en">https://www.publichealthontario.ca/-/media/documents/s/2015/six-steps-planning-hp-programs.pdf?la=en</a></i></p>                                     |     |
| 2  | Jan 18-24   | <p><b>Video Lecture:</b> Health Promotion Program Planning</p> <ul style="list-style-type: none"> <li>• Starting the Planning Process (Overview of Steps)</li> <li>• Situational Assessment/Needs Assessment</li> </ul> <p><b>Live Meet:</b> <a href="#">Friday Jan. 22, 10:30am - Program Overview for Major Assignment</a></p> <p><b>Audio Presentations:</b> <a href="#">Planning Health Promotion Programs Parts 1 to 2</a></p> <p><b>Readings:</b><br/>Chapter 4, (pg 90 – 100)</p> <p><a href="#">Ontario Agency for Health Protection and Promotion (Public Health Ontario). Planning health promotion programs: introductory workbook. 5th ed. Toronto, ON: Queen's Printer for Ontario; 2018. Steps 1 – 2, pg 5-27</a></p> <p>Bartholomew et al. (1998). Intervention Mapping: A Process for Developing Theory- and Evidence-Based Health Education Programs.</p>   |     |
| 3  | Jan 25 - 31 | <p><b>Video Lecture:</b> Health Promotion Program Planning Cont'd</p> <ul style="list-style-type: none"> <li>• Setting goals, strategies, activities and indicators</li> <li>• Program Description/Rationale</li> <li>• Logic Model</li> </ul> <p><b>Live Meet:</b> <a href="#">Friday Jan. 29, 10:30am - Q and A for assignment 1</a></p> <p><b>Audio Presentations:</b> <a href="#">Planning Health Promotion Programs Parts 3 and 6</a></p> <p><b>Readings:</b><br/>Ontario Agency for Health Protection and Promotion (Public Health Ontario). Planning health promotion programs: introductory workbook. 5th ed. Toronto, ON: Queen's Printer for Ontario; 2018. <b>Steps 3 – 6, pg – 28-72</b></p> <p>PHO Focus On Logic model—A planning and evaluation tool.<br/><a href="https://www.publichealthontario.ca/-/media/documents/F/2016/focus-on-">https://www.publichealthontario.ca/-/media/documents/F/2016/focus-on-</a></p> |     |

|    |                            |   |   |
|----|----------------------------|---|---|
|    |                            | <a href="#">logic-model.pdf?la=en</a>   |   |
| 4  | Feb 1 - 7                  | <p><b>Video Lecture:</b> Evaluation Overview</p> <ul style="list-style-type: none"> <li>• Evaluation Overview</li> <li>• Evaluation Types</li> <li>• Standards</li> <li>• Ethics</li> </ul> <p><b>Readings:</b> Text Chapter 13</p>   | <p><b>Quiz #1 – Friday Feb 5. Quiz opens at 10:30am. Inclusive of weeks 1 to 3.</b></p>     |
| 5  | Feb 8 - 14                 | <p><b>Video Lecture:</b> Evaluation Step 1</p> <ul style="list-style-type: none"> <li>• Focus the Evaluation</li> <li>• Evaluation Matrix</li> </ul> <p><b>Readings:</b><br/> CDC: Putting Together an Evaluation Matrix -<br/> <a href="https://www.cdc.gov/std/program/pupestd/PUPESTD_Eval-Matrix_ShortGuide_Final.pdf">https://www.cdc.gov/std/program/pupestd/PUPESTD_Eval-Matrix_ShortGuide_Final.pdf</a></p> | <p><b>Group Assignment #1 – Friday Feb. 12, 11:55pm submit via OWL Assignments</b></p>      |
| 6  | Feb 15 – 21 – Reading Week |   |   |
| 7  | Feb 22 - 28                | <p><b>Video Lecture:</b> Evaluation Step 2</p> <ul style="list-style-type: none"> <li>• Developing a Data Collection Plan</li> <li>• Selecting an Evaluation Design</li> <li>• Measurement</li> <li>• Validity</li> </ul> <p><b>Live Meet:</b> <a href="#">Friday Feb 26, 10:30am – Assignment #1 Review &amp; Assignment #2 Q and A.</a></p> <p><b>Readings:</b> Chapter 14 (375-end), Chapter 5</p>               |   |
| 8  | Mar 1 – 7                  | <p><b>Video Lecture:</b> Evaluation Step 2 Continued</p> <ul style="list-style-type: none"> <li>• Data collection Sources</li> </ul> <p><b>Readings:</b> Chapter 4, (pg 71-90)</p>  | <p><b>Group Assignment #2 – Friday Mar 5, 11:55pm submit via OWL Assignments</b></p>        |
| 9  | Mar 8 - 14                 | <p><b>Video Lecture:</b> Evaluation Step 2 Continued</p> <ul style="list-style-type: none"> <li>• Data collection Sources Continued</li> </ul> <p><b>Live Meet:</b> <a href="#">Friday Mar 12, 10:30am – Assignment #2 Review &amp; Assignment #3 Q and A.</a></p> <p><b>Readings: Focus Group Reading?</b></p>   |   |
| 10 | Mar 15 - 21                | <p><b>Video Lecture:</b> Evaluation Step 3</p> <ul style="list-style-type: none"> <li>• Data Analysis</li> </ul> <p><b>Readings:</b><br/> Chapter 15 (up to pg. 395)</p>  | <p><b>Quiz #2 – Friday March 19. Quiz opens at 10:30am. Inclusive of weeks 5 to 10.</b></p> |
| 11 | Mar 22 - 28                | <p><b>Video Lecture:</b> Evaluation Step 3 Continued &amp; Evaluation Step 4</p> <ul style="list-style-type: none"> <li>• Results, Interpretation &amp; Recommendations</li> </ul>  | <p><b>Group Assignment #3 – Friday Mar 26,</b></p>  |



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|--|--|---|---|
|  |  | <b>Live Meet:</b> Friday Mar 26 10:30am–Assignment #4 Q and A.<br><b>Readings:</b> Chapter 15 (pg. 396 – end) | <b>11:55pm submit<br/>via OWL<br/>Assignments</b> |
| <b>Group Assignment #4 – Monday April 12, 11:55pm submit via OWL Assignments</b> |  |   |   |