

The University of Western Ontario, School of Health Studies
HS4200g, Winter January 2023
Advanced Health Promotion
DRAFT OUTLINE & SUBJECT TO CHANGE

Instructor: Dr. Jennifer Irwin, Professor
jenirwin@uwo.ca; 661-2111 ext 88367; Office location: Room 338 HSB; Office Hours: TBA.

Teaching Assistant: TBA, check course website

Class Logistics: Asynchronous lectures will be posted on the course website and it is your responsibility to ensure you have attended to each lecture prior to the weekly synchronous class time. The room assigned to our course is FNB 1200. We will meet synchronously every Wednesday 2:30 – 4:30pm *****class attendance is required***

Course Design: This is a blended course (i.e., opportunities for online and in-person learning). Completion of this course will require you to have a reliable internet connection. In the event of a COVID-19 resurgence during the course that necessitates the course experiences moving away from any face-to-face interaction, there will be very little impact on this course. That is, the course will proceed as planned, with the synchronous time taking the form of only zoom-based attendance. There will be no other alterations to any aspects of this course.

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*, latest Edition (required)
2. previous HS 2250a/3200a text () strongly recommended.
McKenzie, J.F., Neiger, B.L. & Thackeray, R. (2017 or 2022). Planning, Implementing and Evaluating Health Promotion Programs, 7th or 8th edition. Toronto: Pearson.
3. readings on course website

Description and Objectives of the Course:

Advanced Health Promotion expands upon the pre-requisite 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, students must earn 50% or higher on the final exam

Participation and Synchronous 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/engagement is expected and essential for all courses, but particularly those that include participation-related grades in their evaluation schemes. Participation means not only attendance at the synchronous class time, but paying attention during and actively engaging in the class discussions, including a demonstrated effort to prepare for class by engaging with the recorded lectures, and contributing fully 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 at the synchronous class times is required to pass this course** (i.e., you are expected to attend a minimum of 11 out of 12 classes, in their entirety). 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 the synchronously scheduled 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 Project Guide Book posted on our course OWL site***

In teams of approximately about 4 people (no exceptions, groups randomly selected by course staff to make it as "real life"/outside of a school project as possible), you are required to conduct a multi-stage health promotion project, described in detail below and in "The Project Guide Book" located on the HS4200g OWL site. 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 18th – 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 project. 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 19.

No more than 5 people can participate in each needs assessment. By January 25, 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 11.

For your needs assessment, you are responsible for planning every aspect of a focus group, and then conducting 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-from participants), 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 the final grade)

To ensure that there are no scheduling conflicts, all needs assessments will be conducted during class time (during the synchronous part of class February 1st and 8th); 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 11.

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 and/or distribution of students who are inactive, numbers impacted by inactivity-related disorders, costs associated with this population's inactivity). It is also 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 frequently "time" is cited as important for physical activity programs, according to previous epidemiologic research on your targeted population?). 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% of the final grade and is evaluated by course staff. The presentation is separate and is worth a total of 10% of the final grade (with 5% coming from course staff's marking and 5% from classmates' marking)] Presented as per schedule on page 7, and write-up due as per due date on page 11.

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) (approximately 5-7 pages).

4. Evaluation: (10%) Due dates listed on page 11.

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 social marketing campaign (worth 5% of their final grade) using the criteria given to you. 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 11.

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%).**

Additional Course Logistics/Details/Statements:

Use of Electronic Devices

Using any electronic device to take pictures or videos of the instructors or lecture material is **strictly prohibited** in this course. When engaged in online lectures/class or group discussions, please ensure that all cellphones or other communication devices are turned off or have their ringers silenced.

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 and Zoom. Students do not have my permission to make audio or video recordings of lectures, take pictures of lecture material, or distribute any course content for any reason inclusive of 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.**

Communication:

The course instructor and teaching assistant will hold weekly online office hours via Zoom. Students may book an appointment through OWL's 'Sign-Up' tab. Time slots will be 15 minutes in length. If a student books an office hour appointment and can no longer attend, they are expected to cancel their appointment on OWL, in service of other students. Office hour appointments will be available a week in advance and will close 12 hours prior. Students will be provided with a Zoom link upon sign-up. Because this is a relatively large class, e-mail tends to be an efficient and effective mode of communication between the course Instructor/Teaching Assistants and the students. Your e-mailed comments and questions are most welcome and will be responded to in as timely a fashion as possible (although unlikely after 5pm or on weekends), provided they are appropriate (note: you are expected to use your "UWO" e-mail address for this course).

E-mails, like any other form of communication with the course Instructor/Teaching Assistants, are appropriate when their content is respectful, when they are not anonymous, and when their sender does not ask for information delivered during a lecture to be repeated. If you have a question or do not understand a term or phrase, it is your responsibility to tell the course Instructor/Teaching Assistants what you think the answer is, what you think would be an appropriate example, and/or what it is that you are having difficulty interpreting, as this is in service of your learning. Inappropriate e-mails will either receive no response or will receive a response in which you are directed to review this component of the course outline and then invite you to e-mail again. Any inappropriate emails will be forwarded to the appropriate administrative office to be placed on-file.

Mutual Expectations:

You can expect me to prepare a course that will allow you to meet the learning outcomes outlined on page 1 of this course outline. Throughout all course components, I will strive to promote a collegial atmosphere of mutual respect conducive to the exchange of ideas and learning. I require the same from you. Any and all disruptive behaviours which may impede the ability of you or other students to learn are unacceptable behaviours. If we all abide by this code of civility and mutual respect, we set the stage for a healthy and stimulating intellectual forum. Finally, if you are having problems with any aspect of the course, please communicate with me. I am approachable; I welcome your comments, your constructive criticisms and, of course, your questions.

Discussions/presentations for this course might be recorded by course staff. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals under special circumstances. Please contact the instructor if you have any concerns related to session recordings.

Online Etiquette

Some components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- please "arrive" to class on time
- please use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- ensure that you are in a private location to protect the confidentiality of discussions in the

- event that a class discussion deals with sensitive or personal material
- to minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- please be prepared to turn your video camera off at the instructor's request if the internet connection becomes unstable
- unless invited by your instructor, do **not** share your screen in the meeting
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. "Flaming" is never appropriate.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.
- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- if you wish to speak, use the "raise hand" function and wait for the instructor to acknowledge you before beginning your comment or question

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offences may be subject to disciplinary measures under the Code of Student Conduct.

Privacy Provisions:

The sharing of information about students' grades will only be done in person or on the course website (using student number retrieval system)

University Policies:

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

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/pdf/board/code.pdf>.

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

The University of Western Ontario uses Turnitin software for plagiarism-checking. Students may be required

to submit their written work in electronic format for plagiarism checking. (UWO Senate 2002-03). In this regard, all required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under the license to the University of 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 licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Each student granted admission to Western must be proficient in spoken and written English. Students must demonstrate the ability to write clearly and correctly. Work presented in English in any subject at any level, which shows a lack of proficiency in English and is, therefore, unacceptable for academic credit, will either be failed or, at the discretion of the instructor, returned to the student for revision to a literate level.

Academic Consideration

You must have a valid medical or compassionate reason for missing a scheduled examination, and documentation for your absence must be filed with the main office of the School of Health Studies (please see section below for information pertaining to **academic consideration** 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) 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
- (ii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to academic advising office 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 their SMC, or immediately upon their return following a documented absence;
- **Are advised that all necessary documentation, forms, etc. are to be submitted to academic advising office within two business days after the date specified for resuming responsibilities**

Support Services

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

1. *Student Development Centre* -- <http://academicssupport.uwo.ca/>
2. *Student Health* -- <https://www.uwo.ca/health/>
3. *Registrar's Office* -- <http://www.registrar.uwo.ca/>
4. *Ombudsperson Office* -- <http://www.uwo.ca/ombuds/>

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 should refer to Mental Health@Western [Mental Health Support - Health & Wellness - Western University \(uwo.ca\)](http://www.uwo.ca/mentalhealth) for a complete list of options about how to obtain help or Thames Valley Family Services (<https://www.familyserVICETHAMESVALLEY.COM/>), a trusted provider within the community. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [Health & Wellness - Western University \(uwo.ca\)](http://www.uwo.ca/healthandwellness). 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.

University and School of Health Studies Grading Information:

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

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

As per the School of Health Studies policy for year 4 courses, 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.

Rounding of Grades (for example, bumping a 79 to 80%):

This is a practice some students request. **This practice will not occur here.** The edges of this course are clear and sharp. The mark attained is the mark you achieved and the mark assigned; there is no rounding to the next grade level, or 'giving away' of marks. Please don't ask me to do this for you; the

response will be “please review the course outline where this topic is covered”. In the same vein, you will not be permitted to do extra work, an extra assignment in order to improve any part of, or your final grade

Students should log into OWL on a regular basis (i.e., daily in case of announcements) using their UWO username and password for access to the HS 4200g course web-page.

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.

Finally, the table below summarizes a list of common student concerns and how they are to be resolved. If you have a concern that is not listed here, then please email your instructor.

Concern	How to address concern
Course administrative matters	Read through the course outline or email instructor if question cannot be answered from information in the course outline
Course content questions	Refer to the OWL Resources (notes, calendar, etc). Email the instructor.
Grade disputes and requests for appeals	A student requesting an appeal to a specific course with respect to a grade for an assignment or examination must first contact their instructor to discuss such matters. Visit the following website for guide on submitting an appeal: https://uwo.ca/fhs//policies/appeals.html

Course Schedule

In the first 7 weeks of the course we will examine 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 and explore coaching as a technique of individual-based health-related behaviour change.

Date	Topic	Date	Topic
January 11	Intro to Course: * project description * group work * Population-based health promotion programming	March 8	Individual-based health promotion program planning; rapport, agendas, assessment, building confidence, exchanging information and reducing resistance, motivational interviewing foundation & skills
		March 15	
January 18	Needs assessments; what they are and how we do them; including their data	March 22 March 29	Group Presentations (social marketing)
January 25			
February 1 <i>**focus group</i>	Epidemiological assessments; what they are and how we do them		
February 8 <i>**focus group</i>	Social marketing; historical roots, what it is, how to use it for and as an intervention, lessons from the corporate world.	April 5	Final Class Course evaluations, course wrap-up, exam discussion
February 15			
March 1	Evaluation; what type to choose? How to conduct it?	<i>NO CLASS FEB 22; READING WEEK</i>	

** 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, February 1st:

- Needs Assessment due Friday February 17th @ 4:00pm
- Epidemiological Assessment due Friday, March 10th @ 4:00pm
- SM Campaign and Write Up: Friday March 24th @ 4:00pm
- Evaluation and Exec Summary: Friday, April 7th @ 4:00pm

For groups that complete their focus groups on Wednesday, February 8th:

- Needs Assessment due Friday March 3rd @ 4:00pm
- Epidemiological Assessment due Friday March 17th @ 4:00pm
- SM Campaign and Write Up: Friday March 31st @ 4:00pm
- Evaluation and Exec Summary: Friday April 7th @ 4:00pm