

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

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<b>Class times:</b>	Blended Model –See Course Schedule for in-person class dates and times
<b>Location:</b>	UCC - 67
<b>Course Instructor:</b>	Dr. Anita Cramp
<b>Email:</b>	<a href="mailto:acramp2@uwo.ca">acramp2@uwo.ca</a>
<b>Office Hour:</b>	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.

*It is the current position of the university that we should expect to be “in person” in the fall. This has meant that classes can be scheduled in one of three ways:*

1. *“In Person”:* All instruction is delivered on campus and in person.
2. *“Blended”:* Instruction is delivered with a combination of asynchronous online and in person methods. At least 30% of the instruction must be delivered online, and some of the content must be delivered in person.
3. *“Distance”:* All instruction is delivered online (and all assessments are delivered in an online asynchronous fashion).

### **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](https://www.publichealthontario.ca/en/health-topics/public-health-practice/program-planning-evaluation/planning-programs). 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>

## **E. Evaluation**

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

### **I. Group Project – 60%**

- 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 the planning and evaluation steps for a proposed health program. The project is divided into 5 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 (15%) – Program Description and Logic Model**

**Assignment 2 (15%) – Program Plan Method**

**Assignment 3 (10%) – Program Evaluation Plan**

**Assignment 4 (15%) – Program Evaluation Method**

**Assignment 5 (5%) – 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. Major Assignment Peer Feedback – 10%**

Each student will peer review one of the major group assignments. This assignment is to be completed on your own. You will be assigned to review an assignment for 1 group.

### **V. Quizzes – 25%**

- Quizzes will consist of multiple-choice questions.
- Quiz 1 is worth 10% - 20 questions
- Quiz 2 is worth 15% - 30 questions

Note. 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 2% deducted for every 24-hour period after the due date.

Any concerns regarding group assignments should be discussed with the instructor immediately. A more detailed outline of the assignments will be presented during our first in-person session and posted on OWL.

### **Quizzes/Exams**

Quizzes will test students on course materials, including lecture videos, media videos and required readings. 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.

### **Policy on missed quizzes**

In the event that a student misses a quiz for medical reasons, religious reasons or other extenuating circumstances, appropriate supporting documentation **MUST BE** provided in writing. Medical documentation must be presented to an academic counsellor in the School of Health Studies, not the instructor. Students are expected to make up the quiz within 5 days.

## **Additional Information**

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### **Use of electronic devices**

***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.**

### **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.

### **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.

### Contingency plan for in-person pivoting to online learning

*Contingency plan for an in-person class pivoting to 100% online learning:*

*In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor.*

***In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, tests and examinations in this course will be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.***

### 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 \(uwo.ca\)](#) 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 \(uwo.ca\)](#). 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.

### Common Concerns Guidelines

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, and assessments page in OWL <b>first</b> . If your question cannot be answered post in the General Forum.

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: <a href="https://uwo.ca/fhs//policies/appeals.html">https://uwo.ca/fhs//policies/appeals.html</a>

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

It is expected that the grades for this course will fall between 68%-72%. 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.

### **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>.

### **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: [Academic Calendar - Western University \(uwo.ca\)](#)

### **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) 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 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 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 – [www.academicssupport.uwo.ca](http://www.academicssupport.uwo.ca)
2. Student Health – <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombud's Office -- <http://www.uwo.ca/ombuds/>

## Course Schedule

WK	Date	Course Content	Assignment Due Dates
1	Jan 8 - 14	<p><b>In-person Session: Monday Jan 9<sup>th</sup>, 4:30pm</b></p> <ul style="list-style-type: none"> <li>Welcome and assignment overview</li> </ul> <p><b>Lecture:</b> Health Promotion Overview</p> <ul style="list-style-type: none"> <li>Ottawa Charter</li> <li>Assumptions of Health Promotion</li> </ul> <p><b>Readings:</b> 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 15 - 21	<p><b>In-person Session: Monday Jan 16<sup>th</sup>, 4:30pm</b></p> <ul style="list-style-type: none"> <li>Working in teams</li> <li>Assignment Q and A</li> </ul> <p><b>Lecture:</b> Health Promotion Program Planning</p> <ul style="list-style-type: none"> <li>Starting the Planning Process (Overview of Steps)</li> <li>Managing the Planning Process</li> <li>Situational Assessment/Needs Assessment</li> </ul> <p><b>Audio Presentations:</b> <a href="#">Planning Health Promotion Programs Parts 1 to 2</a></p> <p><b>Readings:</b> 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 22 - 28	<p><b>No in-person Session</b></p> <p><b>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>Audio Presentations:</b> <a href="#">Planning Health Promotion Programs Parts 3 and 6</a></p> <p><b>Readings:</b> 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. <a href="https://www.publichealthontario.ca/-/media/documents/F/2016/focus-on-logic-">https://www.publichealthontario.ca/-/media/documents/F/2016/focus-on-logic-</a></p>	

		<a href="#">model.pdf?la=en</a>	
4	Jan 29 – Feb 4	<p><b>In-person Session: Monday Jan 30<sup>th</sup>, 4:30pm</b></p> <ul style="list-style-type: none"> <li>• Assignment Progress Update – 1 person from each group will provide a 30 to 60 sec update as to where their group is at with the assignment.</li> <li>• Assignment Q and A</li> </ul> <p><b>Lecture:</b> Evaluation Overview</p> <ul style="list-style-type: none"> <li>• Evaluation Overview</li> <li>• Evaluation Types</li> <li>• Evaluation Standards</li> </ul> <p><b>Readings:</b> Text Chapter 13</p>	<p><b>Group Assignment #1 – submit via OWL Assignments. Due Sat. Feb 4<sup>th</sup>, 11:55pm.</b></p>
5	Feb 5 - 11	<p><b>Quiz #1: OWL Monday Feb 6<sup>th</sup>, 4:30pm. Inclusive of weeks 1 to 3.</b></p> <p><b>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> CDC: Putting Together an Evaluation Matrix - <a href="https://www.cdc.gov/std/program/pupesthd/PUPESTD_Eval-Matrix_ShortGuide_Final.pdf">https://www.cdc.gov/std/program/pupesthd/PUPESTD_Eval-Matrix_ShortGuide_Final.pdf</a></p>	<p>Peer Feedback Assignment - Due Sat. Feb 11<sup>th</sup>, 11:55pm for Peer Review Group – Assignment #1</p>
6	Feb 12 - 18	<p><b>In-person Session: Monday Feb 13<sup>th</sup>, 4:30pm</b></p> <ul style="list-style-type: none"> <li>• Assignment Progress Update – 1 person from each group will provide a 30 to 60 sec update as to where their group is at with the assignment.</li> <li>• Assignment Q and A</li> </ul> <p><b>Lecture:</b> Evaluation Step 2: Developing a Data Collection Plan</p> <ul style="list-style-type: none"> <li>• Ethics</li> <li>• Selecting an Evaluation Design</li> <li>• Measurement</li> <li>• Validity</li> </ul> <p><b>Readings:</b> Chapter 14 (375-end), Chapter 5 (106-108)</p>	<p><b>Group Assignment #2 – submit via OWL Assignments. Dues Sat. Feb 25<sup>th</sup>, 11:55pm.</b></p>
7	Feb 19 – 25	<b>READING WEEK</b>	
8	Feb 26 – Mar 4	<p><b>No Zoom Session</b></p> <p><b>Lecture:</b> Evaluation Step 2 Continued</p> <ul style="list-style-type: none"> <li>• Data collection Sources</li> </ul> <p>Video: Basics of Designing a Survey - <a href="https://www.youtube.com/watch?v=36s6wBSJW8U">https://www.youtube.com/watch?v=36s6wBSJW8U</a></p> <p><b>Readings:</b> Chapter 4, (pg 71-90), Chapter 5 (pg. 108 – 123)</p> <p>Tartell, R. (2015). Write an Effective Survey Question</p> <p>Krosnick, J., &amp; Presser S. (2009). Question and questionnaire design.</p>	<p>Peer Feedback Assignment - Due Sat. Mar 4<sup>th</sup>, 11:55pm for Peer Review Group – Assignment #2</p>
9	Mar 5 – 11	<p><b>In-person Session: Monday Mar 6<sup>th</sup>, 4:30pm</b></p> <ul style="list-style-type: none"> <li>• Assignment Progress Update – 1 person from each group will provide a 30 to 60 sec update as to where their group is at with the assignment.</li> <li>• Assignment Q and A</li> </ul>	<p><b>Group Assignment #3 – submit via OWL Assignments. Due Sat. Mar 11<sup>th</sup>,</b></p>

		<p><b>Lecture:</b> Evaluation Step 2 Continued</p> <ul style="list-style-type: none"> <li>• Data collection Sources Continued</li> </ul> <p><b>Readings:</b> Gill, P., Stewart, K., &amp; Chadwick, D. (2008). Methods of data collection in qualitative research: interviews and focus groups. <i>British Dental Journal</i>, 204(6), 291-295.</p>	11:55pm.
10	Mar 12 - 18	<p><b>Quiz #2 – Monday Mar 13th, 4:30pm. Inclusive of weeks 4 to 9.</b></p> <p><b>Lecture:</b> Evaluation Step 3</p> <ul style="list-style-type: none"> <li>• Data Analysis</li> </ul> <p><b>Readings:</b> Chapter 15 (up to pg. 395)</p>	Peer Feedback Assignment - Due Sat. Mar 19 <sup>th</sup> , 11:55pm for Peer Review Group – Assignment #3
11	Mar 19 - 25	<p><b>In-person Session: Monday Mar 20<sup>th</sup>, 4:30pm</b></p> <ul style="list-style-type: none"> <li>• Assignment Progress Update – 1 person from each group will provide a 30 to 60 sec update as to where their group is at with the assignment.</li> <li>• Assignment Q and A</li> </ul> <p><b>Lecture:</b> No new content</p>	<b>Group Assignment #4 – submit via OWL Assignments. Due Sat. March 25th, 11:55pm.</b>
12	Mar 26 – Apr 1	<p><b>No in-person session</b></p> <p><b>Lecture:</b> Evaluation Step 4</p> <ul style="list-style-type: none"> <li>• Results, Interpretation &amp; Recommendations</li> </ul> <p><b>Readings:</b> Chapter 15 (pg. 396 – end)</p>	Peer Feedback Assignment - Due Sat. April 1st, 11:55pm for Peer Review Group – Assignment #4
13	April 2 - 8	<p><b>In-person Session: Monday Apr 3rd, 4:30pm</b></p> <ul style="list-style-type: none"> <li>• Assignment Progress Update – 1 person from each group will provide a 30 to 60 sec update as to where their group is at with the assignment.</li> <li>• Assignment Q and A</li> </ul> <p><b>Lecture:</b> No new content</p>	<b>Group Assignment #4 – submit via OWL Assignments. Due Sat. April 8th, 11:55pm</b>