

**The University of Western Ontario**  
**School of Health Studies**  
**Faculty of Health Sciences**  
**HS 4205A: 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>	
<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. 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.](https://www.publichealthontario.ca/en/health-topics/public-health-practice/program-planning-evaluation/planning-programs) This resource is free.

## **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 4 students per group). The purpose of the group project is to have students plan and propose an evaluation for a health program. The project is divided into 3 assignments. Below is a brief outline of each assignment. See the Assessments tab in Brightspace. Assignments 1 & 2 must be submitted in Word format, under the Assessments and Forums tab.

**RFP Assignment 1 (30%) – Program Description, Logic Model and Evaluation Proposal**

**RFP Assignment 2 (20%) – Program Evaluation Method**

**RFP Assignment 3 (10%) – RFP Submission**

### **IV. RFP Assignment Peer Feedback & Reflection– 10%**

- Each group will peer review either RFP Assignment 1 or 2.
- Odd number assignment groups will be completing this assignment for RFP Assignment #1
- Even number assignment groups will be completing this assignment for RFP Assignment #2
- The instructor will send each group an email specifying the group for which they are responsible in providing peer feedback.

### **V. Participation – 5%**

- The course includes 6 in person learning activities.
- Attendance and participation in these sessions will determine your participation mark.

### **VI. Quiz – 25%**

- 35 Multiple Choice questions, 60 minutes to complete
- Conducted via Brightspace Quizzes. The quiz is to be completed at a location of your choice; however, it is synchronous. See course schedule for quiz date.

## Course/University Policies

1. The website for Registrar Services is <http://www.registrar.uwo.ca>.

In accordance with [policy](#), the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

### 2. 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, in the [Academic Calendar \(westerncalendar.uwo.ca\)](#).

#### **Plagiarism**

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All 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 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 Western University and Turnitin.com ([www.turnitin.com](http://www.turnitin.com)).

#### **Re-submission of Previously Graded Material**

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

#### **Use of Statistical Pattern Recognition on Multiple Choice Exams**

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.

### 3. Use of Electronic Devices

**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.**

**Personal Response Systems** (“clickers”) may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course instructor immediately, if you have any concerns about whether or not your clicker is malfunctioning. You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the grade:

- The use of somebody else’s clicker in class constitutes a scholastic offence;
- The possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offense

#### 4. **Academic Considerations and Absences from Lectures and Assessments**

##### ***Religious Accommodation***

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic counsellors in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

##### ***Academic Accommodation***

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

##### ***Academic Consideration***

The University recognizes that a student’s ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5) business days of their return to academic responsibilities. Any such documents will be retained in the student’s file, and will be held in confidence in accordance with the University’s [Official Student Record](#)

[Information Privacy Policy](#). Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”).

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

### **Examination Conflicts**

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request academic considerations with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online tests and examinations, use of a “Conflict Room,” wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

### **5. Contingency Plan for an In-Person Class Pivoting to 100% Online Learning**

In the event of a situation that requires this course to pivot to online content delivery, 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

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 offenses may be subject to disciplinary measures under the Code of Student Conduct.

### **6. Online Proctoring**

Tests and examinations in this course may 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>.

## 7. Grades

Where possible assignment objectives and rubrics will be posted on OWL.

Generally, students can expect some form of feedback on their performance in a course before the drop date.

- November 13th, 2023 (for first term half-courses)
- November 30th, 2023 (for full-year courses)
- March 7th, 2024 (for second term half-or full year courses)

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>
		<i>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>

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

This is a practice some students request. The final grade documented is the grade that you have achieved. 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 is presented".

### **Appealing a Grade Within this Course**

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or

compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student's Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31<sup>st</sup> (for first-term half courses) or June 30<sup>th</sup> (for second-term half courses or full-year courses

## **8. Support Services**

### **Health and Wellness:**

Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.health.uwo.ca/>) for a complete list of options about how to obtain help.

There are various support services around campus and these include, but are not limited to:  
*Student Development Centre* -- <http://www.sdc.uwo.ca/ssd/>  
*Ombudsperson Office* -- <http://www.uwo.ca/ombuds/>

## **9. 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 Western University, 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	Course Content	Assignment Due Dates
Wk 1	<p><b>Course Overview: Zoom Fri. Sept 6<sup>th</sup>, 10:30am</b></p> <ul style="list-style-type: none"> <li>Welcome and assignment overview</li> </ul> <p><b>Online Lessons: Health Promotion Overview</b></p> <ul style="list-style-type: none"> <li>What is Health Promotion</li> <li>Ottawa Charter Health Promotion Strategies</li> <li>Example Health Promotion Programs</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> <p>National Cancer Institute (2005). Theory at a Glance: A Guide for Health Promotion Practice. Pages 4 – 7. Available at: <a href="https://cancercontrol.cancer.gov/sites/default/files/2020-06/theory.pdf">https://cancercontrol.cancer.gov/sites/default/files/2020-06/theory.pdf</a></p>	
Wk 2	<p><b>Zoom Session: Fri. Sept 13<sup>th</sup>, 10:30am</b></p> <ul style="list-style-type: none"> <li>Working in teams</li> </ul> <p><b>Lecture: Health Promotion Program Planning – Steps 1 and 2</b></p> <ul style="list-style-type: none"> <li>Starting the Planning Process (Overview of Steps)</li> <li>Step 1: Managing the Planning Process</li> <li>Step 2: Situational Assessment/Needs Assessment</li> </ul> <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>	
Wk3	<p><b>In-person Learning Activity Session 1: Fri. Sept 20<sup>th</sup>, 10:30am</b></p> <ul style="list-style-type: none"> <li>Program Planning Activity</li> </ul> <p><b>Lecture: Health Promotion Program Planning Cont’d</b></p> <ul style="list-style-type: none"> <li>Step 3: Setting goals</li> <li>Step 4: Selecting strategies and activities</li> <li>Step 5: Develop Indicators</li> <li>Step 6: Assemble your Program <ul style="list-style-type: none"> <li>Program Description/Rationale</li> <li>Logic Model</li> </ul> </li> </ul> <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. Steps 3 – 6, pg – 28-72</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-model.pdf?la=en">https://www.publichealthontario.ca/-/media/documents/F/2016/focus-on-logic-model.pdf?la=en</a></p> <p><a href="#">AFHTO Program Planning and Evaluation Framework</a>: Sections 1 to 4.3. Pg. 1-11.</p> <p>Green, J (2000). The role of theory in evidence-based health promotion practice, <i>Health Education Research</i>, 15(2).  <a href="https://doi.org/10.1093/her/15.2.125">https://doi.org/10.1093/her/15.2.125</a></p> <p>National Cancer Institute (2005). Theory at a glance: A guide for Health Promotion Practice. <a href="https://cancercontrol.cancer.gov/sites/default/files/2020-06/theory.pdf">https://cancercontrol.cancer.gov/sites/default/files/2020-06/theory.pdf</a>. Read Part 1, pages 4 – 7. Note the remainder of the document is a good review of theories you have already learned about in other courses.</p>	
Wk4	<p><b>In-person Learning Activity Session 2: Fri. Sept 27<sup>th</sup>, 10:30am</b></p> <ul style="list-style-type: none"> <li>• Logic Model Activity</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>  Course Text Chapter 13</p> <p><a href="#">AFHTO Program Planning and Evaluation Framework</a>: Section 4.4 – Conducting a Program Evaluation. Pg. 11-12.</p>	
Wk5	<p><b>Zoom Session: Fri. Oct 4<sup>th</sup>, 10:30am</b></p> <ul style="list-style-type: none"> <li>• Assignment Q &amp; A</li> </ul> <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/pupestd/PUPESTD_Eval-Matrix_ShortGuide_Final.pdf">https://www.cdc.gov/std/program/pupestd/PUPESTD_Eval-Matrix_ShortGuide_Final.pdf</a></p>	
<p>Wk6:  <b>READING WEEK</b></p>		
Wk7	<p><b>No zoom or in-person learning.</b></p> <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>RFP Assignment #1:  Fri Oct 18<sup>th</sup>,  11:55pm</p>
Wk 8	<p><b>In-person Learning Activity Session 3: Fri. Oct 25<sup>th</sup>, 10:30am</b></p> <ul style="list-style-type: none"> <li>• Evaluation Matrix</li> </ul> <p><b>Lecture:</b> Evaluation Step 2 Continued</p> <ul style="list-style-type: none"> <li>• Data collection Sources</li> </ul>	<p>RFP Peer Feedback &amp; Reflection  (Assignment 1)  Fri Oct 25<sup>th</sup>,  11:55pm</p>

	<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. Pgs. 1-44</p>	
Wk 9	<p><b>Zoom Session: Fri. Nov 1<sup>st</sup>, 10:30am</b></p> <ul style="list-style-type: none"> <li>• Assignment Q &amp; A</li> </ul> <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>	
Wk 10	<p><b>In-person Learning Activity Session 4: Fri. Nov 8<sup>th</sup>, 10:30am</b></p> <ul style="list-style-type: none"> <li>• Designing a Survey Activity</li> </ul> <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>	RFP Assignment #2 - <b>Fri. Nov 8<sup>th</sup>, 11:55pm</b>
Wk 11	<p><b>Quiz - Fri Nov 15<sup>th</sup>, 10:30am</b></p> <ul style="list-style-type: none"> <li>• 35 Multiple Choice questions</li> <li>• Conducted via Brightspace. The quiz is to be completed at a location of your choice, however, it is synchronous- everyone must start the quiz at 10:30am. See course schedule.</li> </ul>	RFP Peer Feedback & Reflection (Assignment 2) - Fri. Nov 15 <sup>th</sup> , 11:55pm
Wk 12	<p><b>In-person Learning Activity Session 5: Fri Nov., 22, 10:30am</b></p> <ul style="list-style-type: none"> <li>• Analyzing Results Activity</li> </ul> <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>	
Wk 13	<p><b>Zoom: Fri. Nov 29<sup>th</sup>, 10:30am</b></p> <ul style="list-style-type: none"> <li>• Assignment Q &amp; A</li> </ul>	RFP Assignment #3 – Monday Dec. 2 <sup>nd</sup> , 11:55pm