

UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
PUBH 3850 – Health Promotion Program Design & Evaluation
Course Outline – Summer I 2013 (May 9 – June 20, 2013)

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Office Hours: By appointment
Class Days: Tuesday & Thursday, 0900 – 1150
Classroom: AH175

COURSE DESCRIPTION:

In this course we will examine and discuss models and processes to systematically design health promotion programs in public health. Students will develop knowledge and skills related to program needs assessment, planning, implementation, and program evaluation. In addition, leadership and management strategies for program delivery will be discussed. To demonstrate understanding of course concepts, students will choose a program design model and develop an individualized “real-world” health promotion program with emphasis on planning, implementation and evaluation.

COURSE OUTCOMES:

By the end of this course, students will be able to:

1. Identify a variety of theories and models used in the program design process.
2. Demonstrate understanding of the steps involved in conducting a needs assessment in order to determine a clearly-defined focus for a health promotion program.
3. Demonstrate understanding of the steps involved in program planning, including measurement, and link those steps to implementation and program evaluation.
4. Discuss various management and leadership strategies related to the program design and evaluation processes.
5. Identify a variety of evaluation approaches and designs.
6. Demonstrate understanding of an evaluation plan, including dissemination strategies for program evaluation results.

COURSE RESOURCES:

Required Course Text:

McKenzie, J., Nieger, B. & Thackeray, R. (2013). Planning, Implementing, and Evaluating Health Promotion Programs: A Primer (6th ed.) Glenview, IL: Pearson Education.

Online Resources: Additional course resources will be posted on Moodle (<https://moodle.uleth.ca>)

SYSTEM REQUIREMENTS:

☞ This course requires you to have access to the internet. You are expected to check Moodle frequently for updates and information. If you are having difficulty with Moodle, you can check <http://moodleanswers.com/> to see if the answer to your problem is already posted online, or you can contact crdc.support@uleth.ca

☞ You will be provided with links to resources on the internet. If you are having difficulty with your internet access, please call the IT Solutions Centre at 403.329.2490.

☒ Course files are saved in Microsoft Office 2007 file formats. If you have not upgraded your software to support Microsoft Office 2007, you will need to download a Microsoft Office Compatibility Pack for 2007 Office Word, Excel, and PowerPoint file formats. This software is free of charge and is available on the Microsoft Website. If you have difficulties with finding/installing/running this application, please contact the IT Solutions Centre at 403 329 2490 for troubleshooting assistance.

FOSTERING A POSITIVE LEARNING EXPERIENCE:

Process

Learning and teaching are considered a shared responsibility between all participants. The instructor's role is to guide, facilitate, and support your learning; your responsibility is to use the resources and opportunities to actively engage in the process of learning. In partnership, we are responsible for developing a respectful environment that allows learning through discussion, debate, critical analysis, and individuality of thought relevant to health promotion program design and evaluation processes.

Your commitment and active participation in a variety of learning activities is essential to your own learning as well as to the learning of your colleagues. Attendance and class participation is therefore expected, and will promote your success academically and professionally.

It is important to be mindful of strategies that enhance discussion and learning:

1. Distinguish between fact and opinion when expressing your thoughts.
2. Respectfully state an alternative view within the context of clarification. Discussion is not about "being right," but about providing differing perspectives, broadening possibilities, and promoting effective problem solving.
3. LISTEN to others' perspectives and try to understand their point of view; PRACTICE tolerance and patience.
4. Differentiate between the person and the issue. Knowledge development is a process. Critically analyze the issue, NOT the individual.

COURSE ASSIGNMENTS, EVALUATION CRITERIA AND DUE DATES:

All marking rubrics are available on Moodle

Assignment	Weighting	Details	Due Date
1. Program Rationale	30%	<ul style="list-style-type: none"> • Individually or with a "planning committee" (2 students max), students will produce a clearly-defined rationale for a health promotion program. • The rationale must be grounded in the "real world" and provide context for the development of a health promotion program. • The rationale will include evidence of a needs assessment and define the process for establishing health promotion program priorities. 	Week 3
2. Marketing your program	10%	<ul style="list-style-type: none"> • Individually or with a "planning committee," students will engage in a 10-minute presentation with 5 minutes for questions. • Students will market the program rational to "decision makers" for funding. • Presentations will be peer evaluated. 	Week 3

Assignment	Weighting	Details	Due Date
3. Implement	20%	<ul style="list-style-type: none"> Individually or with a “planning committee,” students will identify health promotion interventions for the program being developed. The interventions must be grounded in evidence and be appropriate for the target population. The interventions must be realistic, manageable, and sustainable. 	Week 4
4. Evaluate	30%	<ul style="list-style-type: none"> Individually or with a “planning committee,” students will develop an evaluation plan for the program being developed. Students will demonstrate the links between program rationale, interventions, and measurement strategies in the program evaluation plan. The program evaluation plan must include a logic model. 	Week 6
5. Weekly exit slips	10%	<ul style="list-style-type: none"> At the end of each week students will complete an exit slip. Seven exit slips must be submitted to receive full grades. 	Random
TOTAL	100%		

More details for each assignment are available on Moodle

GENERAL GUIDELINES FOR ASSIGNMENTS:

All written assignments are the original work of an individual student. Using the work of others in assignments without appropriate recognition (citation) constitutes the academic offense of plagiarism and could result in a failing grade for the course (see Student Discipline in the current U of L Calendar for further information).

In accordance with university regulations on duplication, “no student shall submit in any course or program of study, without both the knowledge and approval of the person or persons to whom it is submitted, all or a substantial portion of any academic assignment for which credit has previously been obtained or which has been or is being submitted in another course or program of study in the University or elsewhere (U of L 2012/2013 Calendar).

Please see section on Late Papers/Assignments below.

Refer to *Part 4: Academic regulations, policies and program requirements* in the University of Lethbridge Calendar for further information.

LATE PAPERS/ASSIGNMENTS:

All papers and assignments must be submitted by the beginning of class on the due date UNLESS AN ALTERNATE DUE DATE HAS BEEN ARRANGED WITH THE FACULTY MEMBER at least 48 hours in advance of the scheduled due date, at the instructor’s discretion.

A late (date and/or time) paper or assignment will be assessed at five percent (5%) decrement for each day it is late, including holidays and weekends, up to a maximum of 14 calendar days, after which a grade of zero will be assigned. All papers will initially be graded according to the assignment's original marking guideline, and then the mark will be reduced by 5 percentage points per day late.

Assignments can be submitted in paper and/or electronic format as stipulated by the course instructor.

If an assignment is to be submitted late and on a holiday or weekend, then an electronic copy should be submitted to the instructor as soon as possible. An identical paper copy must be submitted (unless alternate arrangements are made) on the first working day following the holiday or weekend. If the paper copy is submitted to the instructor on the next working day, then the calculation of penalty will apply to the submission of the electronic version.

Refer to *Part 4: Academic regulations, policies and program requirements* in the University of Lethbridge Calendar for further information.

GRADING:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Counselling Services/Students with Disabilities Resource Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Disabilities Resource Centre your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least * **two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

COPYRIGHT STATEMENT:

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.