

The University of Western Ontario
School of Health Studies
Health Sciences 4200G: Advanced Health Promotion

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 and the 'how to' guide**

In teams of approximately 4-6 people (no exceptions, groups randomly selected by course staff to make it as "real life" as possible), you are required to conduct a 5-stage project. 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 pressured 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 14th - 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 group. Then, match this information up to an epidemiological assessment. Third, create a 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 Jan 21. No more than 5 people can participate in each needs assessment. By January 21, 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 exactly two weeks after you have conducted your needs assessment by 2:30pm, via online submission

You are responsible for planning every aspect of a focus group, and then conduct 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), 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 appendix (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 their grade)

To ensure that there are no scheduling conflicts, all needs assessments will be conducted during class time (the 2nd part of class on January 28 and February 4); 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 exactly two weeks following the due date of your needs assessment write-up by 2:30pm, via online submission

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 used 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 of students who are inactive, numbers impacted by inactivity-related disorders, costs associated with this population's inactivity, etc). It is 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 often "time" is cited as important for physical activity programs, according to previous research?). 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 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%, presentation is worth a total of 10% (5% from course staff and 5% from classmates)] Presented as per schedule on page 6, and write-up due same day

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 all 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, etc.) (approximately 5-7 pages).

4. Evaluation: (10%) Due last day of class by 2:30pm

5. Executive Summary for Final Project: (10%) Due last day of class by 2:30, via online submission

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

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors

Tentative Course Schedule

In the first 7 weeks of the course we will review and delve deeper into 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. Specifically, we will explore coaching for individual-based health-related behaviour change.

Date	Topic	Date	Topic
January 7	Intro to Course: * project description * group work * Population-based health promotion programming	March 4	Individual -based health promotion program planning; rapport, agenda assessment, building confidence, exchanging information and reducing resistance, coaching foundation and skills
		March 11	
January 14	Needs assessments; what they are and how we do them; including their data	March 18 & March 25	Group Presentations (social marketing)
January 21			
January 28 **focus group			
February 4 **focus group	Social marketing; historical roots, what it is, how to use it as an intervention, lessons from the corporate world	April 1	Course evaluations, course wrap-up, exam review
February 11			
February 16	READING WEEK - No class	Final exam scheduled by the Registrar's Office	
February 23	Evaluation; what type to choose? How to conduct it?		

** Schedule and topics are subject to change at discretion of the Instructor**