

# The University of Western Ontario


## School of Health Studies

### A. Course Description

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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.*
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D	50-59	Fair work, minimally acceptable.
F	below 50	Fail

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 is expected and essential for all courses, but particularly those that include participation grades in their evaluation schemes. Participation means not only attendance, but active engagement in the class, including (for example) contribution to small and large group discussions, a demonstrated effort to prepare for class by completing assigned readings before class, and following the instructor's guidelines for use of electronic devices during class time. **Students who miss classes, or parts of classes, are responsible for the material they have missed. Instructors are not obliged to review the contents of missed lectures.**

### **Use of Recording Devices and Course Content**

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**

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 t(t)4 ( )-2.h ( ac)9 (ad)eng offi8( )0.5 (r)-2.8 (( o)44 ( t )0.5



## Course Schedule

WK	Course Content	Assignment Due Dates
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In-person Course Overview: Monday Jan 8<sup>th</sup>, 4:30pm

- Welcome and assignment overview

n 8

Wk 1

Jan 8 -  
14

	<p>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>	
<p>Wk4 Jan 29 – Feb 4</p>	<p><b>In-person Learning Activity Session 2: Monday Jan 29<sup>th</sup>, 4:30pm</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>	

Zoom

Wk5  
Feb 5 -  
11



