University of Lethbridge

FIAT LUX

FACULTY OF HEALTH SCIENCES
PROGRAM PLANNING & EVALUATION
HLSC 3510OL– Spring 2018
ONLINE

INSTRUCTOR

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OFFICE HOURS

Please email for appointment.

COURSE MATERIALS

Required Textbook:

McKenzie, J., Neiger, B., & Thackeray, R. (2017). Planning, Implementing, and Evaluating Health Promotion Programs: A Primer (7th Ed). Glenview, IL: Pearson Education.
(Order through bookstore.uleth.ca)

Online Resource:

Online Health Program Planner tools
http://www.publichealthontario.ca/en/ServicesAndTools/ohpp/Pages/default.aspx

Other readings are listed on Moodle

PREREQUISITES/CO-REQUISITES/EQUIVALENTS

Prerequisites: One of Addictions Counselling 3260, Health Sciences 2003/Biology 2003, Health Sciences 2300, Kinesiology 2200, Management 2700, Nursing 3360, Political Science 2610, Psychology 2030, or Sociology 2100

Equivalents: Public Health 3850 (Program Planning and Evaluation) (prior to 2015/2016); Public Health 3850 (Health Promotion Project Design) (prior to 2014/2015)

COURSE DESCRIPTION

Identify and apply various theories, models, and practical tools used to plan, implement, and evaluate program interventions. Students will learn to prioritize program needs, identify best-practice intervention strategies, and explore evaluation designs to measure the impact of program interventions.

OVERVIEW OF COURSE CONTENT, FOCUS AND APPROACH

In this course students will analyze fundamental theories and methods necessary to design and evaluate health-related programs. Students will interact with the Ontario Public Heath – Online Health Program Planner tools to develop knowledge, skills, and confidence in program planning, implementing health-related interventions, and engaging in program evaluation. In addition, students will explore leadership strategies for efficient and effective delivery of health-related programs. To demonstrate understanding and apply course concepts, students will follow a process to create an authentic health-related program for a public health setting, an issue, or a population of their choice and complete a systematic program evaluation plan.

As an online course, class activities will be delivered via the Moodle learning management system. Readings will be assigned from the required text as well as other resources posted on Moodle. Learning is an active process, and asynchronous class activities will provide opportunities to expend intellectual effort for the purposes of developing knowledge and skills related to program planning and evaluation.

An inquiry-based approach to learning is used in this course, therefore learning and teaching are considered a shared responsibility. The role of the instructor is to facilitate, guide and support learning, whereas the role of the student is to use the resources provided and actively participate in discussions and reflective, critical thought. The course is designed to foster examination of concepts related to program planning and evaluation. Your participation and commitment will promote your own learning as well as the learning of your colleagues.

COURSE LEARNING OBJECTIVES

By the end of this course students will be able to:
- Identify various theories, models, and tools used in health-related program planning, implementation, and evaluation.
- Analyze the six steps used to design effective and efficient health-related programs.
- Complete a situational assessment based on a public health issue, population, or specific setting and prepare a program rationale.

- Develop realistic program goals, identify implementation processes, and state program outcomes by means of a logic model.
- Analyze and prioritize health promoting interventions for a health-related program based on evidence, relevance, and feasibility for the target population.
- Define program evaluation and identify reliable, valid, and accessible sources of program data for measurable indicators.
- Analyze various evaluation methods and create an evaluation strategy to measure program outcomes.
- Prepare a systematic program evaluation plan and explore ways to disseminate evaluation results.

METHOD OF ASSESSMENT

1. Moodle Discussion Board Participation   **20%**   **See Moodle for Specific Dates**

This mark is based on class your participation in the online discussion board. There will be questions posted on Moodle during certain weeks of this course. Students will respond to each question and will be graded on:
- Participation and engagement – the student needs to post a minimum of **TWO times per question** with at least **one original post on or before THURSDAY** and at **least one post in response to one other student's original discussion**.
- Reflection and accuracy (posted comments are insightful, thought provoking and accurate).
- Contribution (posted comments are substantiated by referencing course materials or providing original resources, as appropriate).
- Expression (posted comments are respectful, clear, relevant and free of spelling or grammatical errors).

2. Online Quizzes   **25%**   **Weeks 2, 4, 6, 8, 12**

There will be five online quizzes consisting of multiple-choice, true/false, and/or open-ended questions. The quizzes are open book and questions will be drawn from assigned readings and PowerPoint presentations. Each quiz can be written at any location and students will receive feedback and their grade at the end of the quiz.

3. Program Rationale   **15%**   **February 11, 2018**

This assignment is a written description (~4-5 pages double spaced) for your proposed program to develop in this course. Describe the context for a program (health issue, population, and setting), summarize the situation, analyze evidence, identify possible actions, and state the benefits of the proposed program to improve the situation. More details will be posted on Moodle.

4. Program Logic Model   **15%**   **March 6, 2018**

This assignment is a visual logic model representation of your program (1-page document). The logic model will include a mission statement, realistic goals, objectives for outputs, and measurable outcomes. In addition to the visual logic model, you will include a series of "if-then" statements to demonstrate relationships, or the logical flow between program activates and outcomes for your program (1-page point form document single spaced).

5. Program Evaluation Plan	15%	March 28, 2018

This assignment defines the linkages between the program outcomes, measurable indicators, and a data collection strategy to measure the process and impact of the proposed program outcomes. In addition to the evaluation plan, you will review your program plan using a population health approach lens and provide evidence of risk mitigation awareness. More details will be posted on Moodle.

6. Program Presentation	10%	April 5, 2018

This assignment is a 10-15 slide verbal/visual presentation of your program. The presentation is intended to provide viewers a concise overview in 10 minutes or less. You will post a presentation in the group discussion forum, then constructively critique two other program presentations and post written commentary to your peers. Creativity and marketing strategies will help you develop your deliverable.

LATE SUBMISSION PENALTIES

Unless prior permission is obtained from the instructor, a penalty of 5% per day late will be applied to assignments submitted after the due date. Written notes from an appropriate health care provider will be required for waiver of this penalty**.**

GRADING SCHEME

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%

COURSE POLICIES

1. **Prerequisites and Co-requisites**: It is the responsibility of the student to check the Calendar-mandated pre/co-requisites for all courses before registration (link to Course Catalogue: www.uleth.ca/ross/courses). If students are found to be registered in a course where they do not sufficiently meet its associated requisites and that they have not received prior permission from the appropriate program chair to register in it, then they will be de-registered. Should this circumstance occur after the course drop deadline, tuition will not be refunded.

2. **Requesting a Non-Final Examination Deferral:** Alternative arrangements for writing a missed, non-final, examination (e.g. in-class test, quiz, or midterm) may be made at the discretion of the instructor. Deferrals may only be granted in extenuating circumstances beyond the student's control*.*

3. **Requesting a Final Examination Deferral:** Students who are unable to write a Registrar-scheduled final exam due to extenuating circumstances or for other reasons beyond their control must: (1) read and understand the university's policies regarding Final Exam Deferrals on page 1 of the Special Final Examination Request Form (link: www.ulethbridge.ca/sites/default/files/Special%20Final%20Examination%20V%201.pdf) and (2) meet with their Academic Advisor to initiate the approval process. The final decision for all requests are made at the Dean's level.

4. **Conduct of Examinations:** The instructor may articulate regulations for late entry to and early exit from the examination room. Instructors may also prescribe or restrict materials that may be used during the exam. No material aids, including such items as mobile phones, computers, or other digital devices, may be brought into the examination site without prior approval from the instructor. Please see additional examination policies in the 2017/2018 University Calendar page 76 (www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2017-18/part04.pdf).

5. *Student Conduct*: Special care should be taken to understand the university's position on academic and non-academic misconduct as listed in part 4, sections 4 through 8 of the 2017/2018 Academic Calendar (/www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2017-18/part04.pdf). It is the responsibility of the student to read, familiarize, and comply with these policies.

   Students will respect the basic standards of intellectual integrity, including, but not limited to, refraining from plagiarism, cheating or duplicating someone else's work. In addition, students are expected to take an active role in encouraging other members of the academic community to refrain from academic dishonesty, and are asked to advise the instructor if they are aware of any such violations. This provision applies to any work submitted as a group project.

6. **Academic Dishonesty and Plagiarism**: Academic Dishonesty and Plagiarism will not be tolerated and will automatically result in a zero grade for the submission. Any student caught plagiarizing may also be subject to additional University sanctions.

   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.

CLASSROOM EXPECTATIONS

All students are expected to participate in online activities. All communication is expected to be respectful.

Guidelines for the Discussion Forums

- **Confidentiality**: What is said in class discussions should stay in class discussions.
- **Respect**: Respect the ideas, beliefs, and perspectives of other members of the class. We often learn when we hear an opinion that differs from our own. Scholarly and respectful debate is desirable; however, respond to postings with which you disagree in an objective, respectful manner. Do not make personal or insulting remarks. Disruptive, abusive, discriminatory, or harassing communication or behavior is not

acceptable and will be dealt with swiftly by the instructor in accordance with the University of Lethbridge's non-academic offense policies (please see 2016/17 Undergraduate Calendar, pp. 75-77)

- **Participate**: Engage fully in threaded discussions.
- **Boundaries**: Respect the boundaries of your colleagues. Avoid sharing (or encouraging the sharing of) personal things.
- **Share**: Avoid monopolizing any discussions.
- **Focus**: Keep the discussion postings within the scope of the course material. Avoid irrelevant tangents.
- **Chill**: Don't take offense where it's not intended. That said, be mindful that body language, tone of voice, sarcasm, tongue-in-cheek comments, and personality do not translate in written text (and this is what emoticons are for 😊).

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 Accommodated Learning Centre at 403-329-2766 to set up an appointment: https://www.uleth.ca/ross/accommodated-learning-centre/. After registering with the Accommodated Learning 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.

CLASS SCHEDULE

Below is a **tentative outline**. Recognizing that teaching excellence requires a degree of flexibility and responsiveness to both students' needs and emergent circumstances, adjustments to the course outline may sometimes be necessary, provided that no student is disadvantaged by the change.

COURSE SCHEDULE (tentative and subject to change):

Week #	Date	Topic(s)	Required Reading/ Assignments
1	Jan 8 – 14	• Introduction to the course • Starting the planning process	• McKenzie, Neiger, & Thackery (2017) Chapters 1 and 2 • See Moodle for additional readings
2	Jan 15 – 21	• Program planning models	• McKenzie, Neiger, & Thackery (2017) Chapter 3 • See Moodle for additional readings • **Quiz #1**
3	Jan 22 – 28	• Assessing needs	• McKenzie, Neiger, & Thackery (2017) Chapter 4 • See Moodle for additional readings • **Program Rationale due January 28**
4	Jan 29 – Feb 4	• Measurement, measures, measurement instruments, and sampling • Mission statement, goals and objectives	• McKenzie, Neiger, & Thackery (2017) Chapters 5 and 6 • See Moodle for additional readings • **Quiz #2**
5	Feb 5 – 11	• Theories and models commonly used for health promotion interventions	• McKenzie, Neiger, & Thackery (2017) Chapter 7 • See Moodle for additional readings
6	Feb 12 – 18	• Interventions • Community organizing and community building	• McKenzie, Neiger, & Thackery (2017) Chapters 8 & 9 • See Moodle for additional readings • **Quiz #3**
		Reading Week Feb 19-25	
7	Feb 26 – Mar 4	• Implementation strategies • Program logic models	• McKenzie, Neiger, & Thackery (2017) Chapter 12 • See Moodle for additional readings
8	Mar 5 – 11	• Identification and allocation of resources • Marketing	• McKenzie, Neiger, & Thackery (2017) Chapters 10 and 11 • See Moodle for readings • **Quiz #4** • **Program logic model due Tuesday March 6**

Week #	Date	Topic(s)	Required Reading/ Assignments
9	Mar 12 – 18	• Evaluation: An overview	• McKenzie, Neiger, & Thackery (2017) Chapter 13 • See Moodle for additional readings
10	Mar 19 – 25	• Evaluation: Approaches and Designs	• McKenzie, Neiger, & Thackery (2017) Chapter 14 • See Moodle for additional readings
11	Mar 26 – Apr 1	• Data Analysis and Reporting	• McKenzie, Neiger, & Thackery (2017) Chapter 15 • See Moodle for additional readings • **Program Evaluation Plan due Wednesday March 28**
12	Apr 2 – 8	• Course wrap up • Final quiz	• **Presentation due Thursday April 5** • Peer responses due **Sunday April 8** • **Quiz #5**