

<p>Course Name: HLTH 417/3.0</p> <p>Community-Based Programming and Evaluation</p> <p>Critical Health Promotion</p>	<p>Course Instructor:</p> <p>Dr. Lucie Levesque</p>	<p>Contact Hours:</p> <p>Winter 2021 – Remote Delivery</p>												
		<p>Prerequisite: HLTH 416/3.0 CGPA of 2.7 Level 4 in a HLTH Major or Medial</p>												
		<p>Exclusion: HLTH 415/6.0</p>												
<p>Course Description:</p> <p>This course is designed to advance student understanding of health promotion planning, implementation, and evaluation. This course uses a combination of seminar discussions and community-based activities to prepare students with core competencies required in health promotion and public health practice. A major focus of the course is a service-learning project completed in collaboration with a community partner.</p>		<p>Students will be expected to do some preparation in Fall Term – through a case study in HLTH 416 (based on community partner that they will work with) and initial meetings with partner and the SKHS Internship Coordinator to outline the scope of the Winter Term project.</p> <p>Required course for the Movement and Health Mini-Stream.</p> <p>Students must be registered by October 16th.</p>												
<p>Course Objectives:</p> <ul style="list-style-type: none"> • Describe and administer the procedures for the assessment of community level health promotion needs, and be able to apply this information to articulate program goals and objectives. • Draw upon diverse evidence, theories, models, methods, and existing health promotion strategies, and programs to inform the development of a community health promotion plan. • Recognize the resources, steps and challenges involved in implementing health promotion activities. • Identify evaluation methods, data sources, measures and tools for tracking program delivery, developing evaluation questions and an evaluation design to measure program impact. • Competently present a program design, implementation strategy and evaluation findings using a variety of approaches to engage specific audiences. • Model ethical and professional behaviour in developing a respectful working relationship with a community partner organization. 		<p>Course Evaluation:</p> <table border="0"> <tr> <td>Class Attendance, Preparation and Engagement</td> <td>20%</td> </tr> <tr> <td>Placement Attendance, Preparation, and Engagement</td> <td>20%</td> </tr> <tr> <td>Class Moderation</td> <td>10%</td> </tr> <tr> <td>Written Assignment</td> <td>10%</td> </tr> <tr> <td>Final Class Presentation (Group)</td> <td>10%</td> </tr> <tr> <td>Written Final Report</td> <td>30%</td> </tr> </table>	Class Attendance, Preparation and Engagement	20%	Placement Attendance, Preparation, and Engagement	20%	Class Moderation	10%	Written Assignment	10%	Final Class Presentation (Group)	10%	Written Final Report	30%
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Course Outline

Introduction to Community Partners	Knowledge translation and exchange
Placements, background paper, first contact with partners	Drafting your report
Planning your project, logic models	Developing your poster
Program planning	Peer feedback on posters and reports
Program evaluation	Progress presentations
Progress presentations	Presentations to partners