The University of Western Ontario  
School of Health Studies  

Health Sciences 4091A  
Population Health Interventions

Instructor: Lyndsay Fitzgeorge, PhD  
Email: lfitzgeo@uwo.ca  

Class Time:  
Tuesday 2:30 – 4:30pm TH-3101  
Thursday 2:30 – 3:30pm TH-3101

Prerequisite: Enrolment in the fourth year of the Bachelor of Health Sciences Program or permission of the Department. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Information  
This course will be lecture/seminar. It will focus on the theory, research, and methods of changing psychological, social, and environmental factors known to influence health promotion. The specific focus will be upon health interventions designed to care for populations throughout the lifespan. Topics will include a) concepts about interventions such as adherence, importance of theory, types of interventions, evaluation of interventions; b) concepts about behaviour change such as behaviour modification, self-regulation, applicable psycho-social theories, what to target and who to target for change; c) examples of interventions for asymptomatic and symptomatic populations.

Course Objectives
1. To become acquainted with the research literature concerning health behaviour change interventions.  
2. To understand health behaviour change intervention concepts and outcomes.  
3. To critically think about how health interventions are designed and implemented in society.  
4. To critically evaluate health interventions and use your knowledge to propose a potential health intervention.

Course Materials
- Weekly course readings will be posted on WebCT.

Course Conduct
- I am passionate about health, health promotion, health interventions, and unhealthy behaviour change. I promise to come to class prepared to share my personal experience, my research experience, and my knowledge with the class; students are expected to be respectful in class (i.e., do not read the newspaper), to be prepared to learn (e.g., completed assigned readings), and to be ready to interact in classroom discussions/activities.  
- Students are asked to limit laptop computers to class related activities; please turn off your hand-held electronic devices when you enter the classroom.  
- No electronic devices (e.g., cell phones, computers) will be allowed during tests and examinations.  
- Course lecture slides will be posted on WebCT; the slides may be posted the night before or the same day that they are presented in class. There may be times when the slides change from what is posted
to what is shown in class; sometimes ideas come to me at the last minute. I will inform the students of any changes. Importantly, all PowerPoint slides are my academic property and are not to be used outside of the course without my permission.

- Complaints regarding course evaluation or examination grading are to be submitted to me in writing.

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**Evaluation**

1. **In Class midterm exam (15%).** Multiple choice and short answer. Held during class time on October 20, 2011. There will be NO make-up midterm test. A student unable to write the test due to acceptable circumstances will have his/her final examination value elevated to 55%.

2. **Final exam (40%).** The final exam will be cumulative; this course is an integration of ideas learned from day one. There will be multiple choice and short answer questions. The exam will be held during examination period.

3. **Assignment 1 (25% total; media clip or brochure - 15%; presentation - 10%).** The assignment is to be done in groups of 4 students. The presentation will occur from Nov. 17th to Dec. 1st, 2011. Each group is to create a multi-media clip OR a brochure that could be used to target change in a health related issue of your choice. Students will be asked to show the class their clip or brochure and present the following to the class: (a) the problem and the rationale for creating a media intervention, (b) a description of the target population, and (c) the intended outcome you wish to achieve.
   - **ALL GROUPS** must submit an electronic copy of the brochure or a link to the media clip before November 16th at 11:59pm. The electronic submission is to be emailed to my WEBCT MAIL. I will expect one email per group (with group member names listed in the email).
   - 10% will be deducted from assignments submitted after 11:59pm.
   - 20% will be deducted from assignments submitted more than 24 hours after November 16th at 11:59pm.
   - Assignments will not be accepted more than 48 hours after they are due; any assignment not submitted within 48 hours of November 16th at 11:59pm will be given the grade of zero (0/15%). The group will still be eligible to complete the presentation portion of the assignment – media clip or brochure must be submitted at the time of presentation in this circumstance.

4. **Assignment 2 (20%, due IN CLASS on Dec. 6th, 2011).** The assignment is to be done in groups of 4 students. Each group is to complete a Heart and Stroke Spark Community Advocacy Action Grant word document application: [http://hsfspark.com/apply-spark-advocacy-grant](http://hsfspark.com/apply-spark-advocacy-grant)
   - Each group must submit a paper copy and an electronic copy of the assignment. The paper copy is due just before class on December 6th (2:30pm). The electronic copy is to be submitted on December 6th (any time) to my WEBCT MAIL.
   - The electronic copy and paper copy of the assignment must be **exactly identical**.
   - 10% will be deducted from assignments submitted after the start of class on December 6th.
   - 20% will be deducted from assignments submitted more than 24 hours after December 6th at 2:30pm.
   - Papers will not be accepted more than 48 hours after they are due; any assignment not submitted within 48 hours of December 6th at 2:30pm will be given the grade of zero (0/20%).
   - Any idea that is not your own must be referenced.
**Student Code of Conduct**

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit [http://www.uwo.ca/univsec/board/code.pdf](http://www.uwo.ca/univsec/board/code.pdf).

**Scholastic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf).

Additionally,

1. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ([http://www.turnitin.com](http://www.turnitin.com)).

2. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

**English Proficiency for the Assignment of Grades**


**Accommodation for Medical Illness or Non-Medical Absences**


The University recognizes that a student’s ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website: [https://studentservices.uwo.ca/secure/index.cfm](https://studentservices.uwo.ca/secure/index.cfm).

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact their Faculty Academic Counselling Office for what documentation is needed.

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 and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall
be submitted, as soon as possible, to the appropriate Academic Counselling Office of the student’s Faculty of registration. For BHSc students, you may go to the School of Health Studies Office in HSB room 222.

Support Services

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- [http://www.sdc.uwo.ca/ssd/](http://www.sdc.uwo.ca/ssd/)
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<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
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<tr>
<td></td>
<td><strong>What am I getting into?</strong></td>
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<td><strong>WEEK 1 All about ‘Health’</strong></td>
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| 09/8 | • Introduction  
|      | • Review Course Evaluation |
| 09/13 | • What is health?  
|      | • What is an intervention?  
|      | • Overview of the Ottawa Charter for Health Promotion |
|      | **Reading(s):**  
|      | Ottawa Charter for Health Promotion Summary  
| 09/15 | • The Population Health Approach |
|      | **Readings:**  
|      | The Population Health Template Working Tool  
|      | Key Elements and Actions that Define a Population Health Approach |
|      | **WEEK 2 Theories/Models** |
| 09/20 | • Ecological Models of Health Behaviour: Overview and example theories/models  
|      | • *Bronfenbrenner Systems Theory*  
|      | • *McLeroy Social Ecological Model*  
|      | • *Stokolo’s Social Ecological Model for Health Promotion* |
|      | **Readings:**  
| 09/22 | • Ecological Models of Health Behaviour  
|      | • *Social Cognitive Theory* |
|      | **Readings:**  
|      | Read only pages 121-122 and 137 - 150 |
### WEEK 3  
**Introduction to Interventions**

- What are Population Health Interventions?
- Population Health Intervention Targets – Upstream vs. Downstream
- Population Health Interventions: Example Mass Communication Campaigns

**Reading:**


### 09/27
- Assignment #1 discussion
- Scheduled class time to work on the assignment

### WEEK 4  
**Mass Communication Interventions**

- Population Health Interventions: Mass Communication

**Reading:**

### 10/04
- What is in a message?
- How to frame messages to promote healthy behaviours.

**Reading:**

### WEEK 5  
**Mass Communication Interventions Continued**

- Population Health Interventions: Mass Communication
  - Smoking Cessation

**Readings:**

### Week 6: Policy Interventions

#### 10/13
- Population Health Interventions: Mass Communication
  - Skin Cancer Screening

**Readings:**


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#### 10/18
- Physical Activity in Schools
  - The Problem of Physical Inactivity among Children and Youth
  - School-based Physical Activity Interventions: Action School BC
  - Guest Speaker: Darlene Charuk, Thames Valley District School Board.

**Readings:**


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#### 10/20
- Midterm

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### Week 7: Policy Intervention Continued

#### 10/25
- Population Health Interventions: Policy
  - School-based Physical Activity Policy Interventions: Action School BC
- Spark Grant Information

**Readings:**


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#### 10/27
- Writing your grant
- Scheduled class time to work on the assignment
### WEEK 8  
**Program Based Interventions**

11/1
- Prenatal Physical Activity: Patterns and Determinants
  - *Move 4 Two* – A prenatal exercise intervention
  - Guest Speakers: Bernadette Garrity (Middlesex London Health Unit) & Anita Cramp, PhD

**Readings:**

11/3
- Ontario’s universal influenza immunization program

**Readings:**

### WEEK 9  
**Program Based Intervention Continued**

11/8
- Elder Abuse: The problem and the prevalence
- Example Community Programs

**Readings:**

11/10
- Elder Abuse: What’s happening locally, regionally and provincially around education, prevention, and intervention.
  - Guest Speaker: South West Elder Abuse Network.
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<th><strong>Program Based Interventions Continued</strong></th>
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| 11/15   | • Intervention strategies for reducing homelessness  
|         |   • Guest Speaker: Youth homelessness  
|         | **Readings:**  
| 11/17   | • Student Presentations (2 groups) |

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<tr>
<td>11/22</td>
<td>• Student Presentations (5 groups)</td>
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<td>11/24</td>
<td>• Student Presentations (2 groups)</td>
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<tbody>
<tr>
<td>11/29</td>
<td>• Student Presentations (5 groups)</td>
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<td>12/1</td>
<td>• Student Presentations (2 groups)</td>
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| 12/6    | • **ASSIGNMENT #2 DUE**  
|         | • Course Wrap Up  
|         | • Exam Review |