Instructor: Dr. Anita Cramp
Email: acramp2@uwo.ca
Office Room Number: HSB 337
Classroom: WL 258
Class time: Mondays 9:30 – 11:30am & Wednesdays 9:30 - 10:30am
Office hours: Tuesdays 12:00 – 1:00pm

Prerequisite: Enrolment in third or fourth year of the Bachelor of Health Sciences Program. 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: Whether or not individuals engage in health-related behaviours maybe a matter of population health interventions. For example, do you use your cell phone while driving? Since Ontario implemented their no cell use while driving law, people think twice about talking while driving. This course will focus on understanding intervention strategies and research applied to changing psychological, social, and environmental factors known to influence the health of the population. The specific focus will be upon understanding the population health approach and how to design, implement and evaluate population health interventions.

Course Objectives:
1. To gain a better understanding of population health and population health interventions.
2. To gain insight into the Population Health Approach.
3. To learn about how population health intervention are designed, implement and evaluated through the study of various population interventions research studies.

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

Creating and maintaining a respectful and productive learning environment. Disrespectful and disruptive behaviour during class (e.g. persistent talking during lectures, wearing headphones, using cell phones, facebooking, emailing, and/or surfing the Internet for non-class purposes) is considered disrespectful. The professor will use her discretion in deciding how best to deal with the situation. If disruptive behaviour persists, the professor may ask the offending student/s to stop talking and/or leave the classroom. The professor has the right to end class early and without warning should noise levels persist. In the case that class is ended without warning due to disruptive behaviour, the uncovered material will be considered testable and students will be responsible for this material on future exams.
Evaluation

1. **Quizzes (15%).** Two quizzes, worth 7.5% each, have been scheduled in the Course Agenda. Quizzes will consist of 20 multiple choice questions and will be completed online through Sakai. Each quiz will ONLY be available for 25 minutes, starting at the regularly scheduled class time. With the exception of documented academic accommodation, there will be no make up quizzes. Students who do not complete the quizzes will get a mark of zero.

2. **In Class Assignment (5%).** This in class assignment can be completed in pairs or groups of 3. Students will be presented with the assignment at the beginning of class. One student from each group is responsible for uploading their completed assignment to the drop box. The assignment will be directly related to course material covered.

3. **Intervention Assignment - (50% total: Group of 6).** Pick a population health concern that interests you and your group (e.g., diabetes, heart disease, STI’s, cancer, immunization, homelessness, suicide, etc. You cannot use topics covered in class). The purpose of this assignment is to have students understand the literature on their topic, and propose an idea for a future intervention that will advance current intervention work. For a more detailed description refer to the “Detailed Assignment Information” document on Sakai.

   a. **Part A: Problem Overview (20%).** Using evidence (e.g., epidemiological data) describe the population health problem. For example, who is affected, what is the magnitude of the problem, why is it a problem? Provide a summary of current (or previous) interventions that are being implemented to address this problem. Comment on areas for future directions to address this health problem. Part A is to be completed by the whole group (e.g., one paper per group).

   b. **Part B: Media Clip and Intervention Proposal (30%).** Each member of the group must be assigned to EITHER PROJECT I OR II. Students will receive a grade only for the project they worked on.

      **Project I** - create a short 2 minute multi-media clip targeting the health concern outlined in Part A. Students working on this project are also required to hand in a one page outline explaining their thinking behind the video clip.

      **Project II** - write a 5 to 7 page paper proposing a future program-based population health intervention. Your proposal should include the following:

      a. Proposed Program Rational and Objective
      b. Detailed description of the program and how it will be implemented
      c. Expected outcomes
      d. Potential Policy Implications
      e. References

      The written proposal must follow the APA Publication Manual 6th Edition guidelines when writing and formatting the paper. A hard copy of the proposal is due in class on the due date stipulated in the course agenda.

All late assignments will receive an automatic 5% deduction if not handed in by the end of class on the assigned due date and a subsequent 10% deducted for every 24-hour period after the due date. Groups are also required to hand in an electronic copy of their assignment in WebCT by the end of the day the assignment is due.
4. Final Exam (30%). Multiple choice and short answer.

ADDITIONAL STATEMENTS

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.

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.

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).
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

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

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.
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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<th>Week</th>
<th>Class</th>
<th>Topic(s) &amp; Readings</th>
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| 1    | Sept 9 | • Intro & Course Evaluation  
• Public health: A brief history |
|      | Sept 11 | • What is population health?  
| 2    | Sept 16 | • The Population Health Approach  
|      | Sept 18 | • The Population Health Approach Cont’d  
*Readings:*  
1. The Population Health Template Working Tool  
2. Key Elements and Actions that Define a Population Health Approach |
| 3    | Sept 23 | IN CLASS ASSIGNMENT- 5% |
|      | Sept 25 | • Assignment Work Period for Intervention Assignment Part A |
| 4    | Sept 30 | • Intervention strategies: Health Communication  
*Readings:*  
| Oct 2 |       | • Intervention strategies: Health Education Programs |
| 5    | Oct 7 | • Intervention strategies: Community Capacity Building, Advocacy, Policy  
*Readings:*  
1. Capacity Building for Health Promotion (PDF).  
| Oct 9 |       | Quiz #1 |
| 6    | Oct 14 | • Childhood Health: Early Education  
*Reading:*  
|      | Oct 16 | • Assignment Part A DUE  
• Assignment Work Period for Intervention Assignment Part B |
| 7    | Oct 21 | • Childhood Health: Nutrition  
*Reading:*  
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| Oct 28 | 8. Childhood Health: Nutrition Cont’d  
**Readings:**  
2. Healthy Eating Design Guidelines for School Architecture |
| Oct 30 | 8. Childhood Health: Physical Activity Cont’d  
**Readings:**  
| Nov 4 | 9. Assignment Work Period for Intervention Assignment Part B |
| Nov 6 | 9. Quiz #2 |
| Nov 11 | 10. Smoking Cessation Interventions: Guest speaker |
| Nov 13 | 10. Smoking Cessation Interventions Cont’d  
**Reading:**  
| Nov 18 | 11. Safe Injection Site Interventions  
**Reading:**  
National Post. Toronto and Ottawa should open multiple safe-injection sites |
| Nov 20 | 11. Safe Injection Site Interventions Cont’d  
**Reading:**  
| Nov 25 | 12. Assignment Part B Due  
**Reading:**  
**How do we know if Interventions are successful?**  
**Reading:**  
| Nov 27 | 12. How do we know if Interventions are successful? Cont’d  
**Reading:**  
| Dec 2 | 13. View Media Clips |
| Dec 4 | 13. Wrap Up & Final Exam Review |