

**SCHOOL OF HEALTH STUDIES
FACULTY OF HEALTH SCIENCES
THE UNIVERSITY OF WESTERN ONTARIO**

**Health Studies 3071A
Determinants of Health and Disease**

2011

Course Instructor: Dr. Lyndsay Fitzgeorge
Email: lfitzgeo@uwo.ca

Course Teaching Assistant: Shawna Bourne
Course Email: **Please use the WebCT Mail**

Section 001: Monday 3:30-4:30 SEB 1059
 Wednesday 2:30-4:30 SEB 1059

Section 002: Monday 9:30-10:30 UCC 66
 Wednesday 9:30-10:30 UCC 66
 Friday 9:30-10:30 UCC 66

Course Prerequisite and Antirequisite

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. Lack of a prerequisite or the completion of an antirequisite cannot be used as a basis for appeal. 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 Description

Many factors such as individual characteristics and behaviour, social status, physical and social environments and personal relationships affect the health of individuals and communities. This course will provide an in-depth investigation of the key determinants of health and disease, with special attention to modifiable and non-modifiable factors.

Course Material

- Course readings will be posted on WebCT
- No course textbook

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.

Evaluation

The total course mark will be derived from the following:

1. **Midterm test (20%):** The test will contain multiple choice and short answer questions; the test will be held on October 19th.
 - 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 60%
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. **WebCT postings (10%):** Each student will complete at 10 thoughtful, reflective postings. You should complete one posting per week pertaining to the course material that week. Postings will start week 1 and end week 12 (no posts week 6). You have 11 opportunities (weeks) to complete 10 postings.
 - Each posting must be completed by 11:59pm on Saturday (end of the week).
 - NOTE: Postings such as “I agree with Angela” or “I enjoyed the theory readings” are not considered thoughtful.
 - Posting discussion may be brought up in classroom discussion.

PURPOSE: The purpose of this assignment is for you to reflect on the course material and discuss the information with your peers.

4. **Behaviour Change Assignment (30%):** There are 5 parts to this assignment (**6% per part**). The assignment is to be done in pairs or as a group of three students – you must change the same behaviour as your group member(s). See the assignment description below.
 - Each section is due to Shawna at 11:59pm on the due date.
 - Please send the assignments to Shawna via WebCT Mail.
 - 10% will be deducted from assignments submitted after 11:59pm.
 - Assignments will not be accepted more than 24 hours after they are due; any assignment not submitted within 24 hours of the appropriate time will be given the grade of zero.
 - Assignments are to be done in APA format.
 - Any idea that is not your own must be referenced (theory, model, CBT explanation, results reported in the literature, etc.).

- Each assignment part should be concise, no more than one page double spaced (references can be on the second page).

PURPOSE: The purpose of this assignment is for you to experience the challenges of health behaviour change and to gain first-hand experience in applying cognitive and behavioural change strategies. A critical reflection on your experience will allow you to better understand the health behaviour change process and the techniques that may be implemented to support health behaviour change.

REQUIREMENTS: You must attempt to change and maintain a health behaviour for an 8-10 week period. You must submit 5 parts to this assignment (one every two weeks):

- Part 1 is due – October 12th by 11:59pm
- Part 2 is due – October 26th by 11:59pm
- Part 3 is due – November 9th by 11:59pm
- Part 4 is due – November 23rd by 11:59pm
- Part 5 is due – December 7th by 11:59pm

The assignment parts should include:

- PART 1: an **introduction** that states the behaviour your group is going to try to change, the frequency in which you currently engage in this behaviour, a description of the factors that contribute to you engaging in/failing to engage in the “old” behaviour (relate these factors back to information from a **THEORY** or a **MODEL**), the specific objectives of your program, and your level of motivation to modify this behaviour.
- PART 2-4: in each part you should present (explain) **at least one strategy** that your group has used in the last two-week period. Briefly describe each strategy, the rationale for using it based on **existing evidence** (with citations), whether it has been a successful strategy for you, and how your experience compares to **results reported in the literature**.
- PART 5: a **critical reflection** on the success / failure / relapse of your behaviour change attempt: discuss aspects of what worked, what didn’t work, and **why** (information from a **theory** or a **model**) for your group members. Discuss what barriers you encountered and how did you dealt with them; what could you have done differently?

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

Visit the website <http://www.uwo.ca/univsec/handbook/exam/english.pdf>.

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/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

Course Agenda (subject to change)

Week of	Topic(s)
12-Sept	Course Introduction
Week 1	<ul style="list-style-type: none">• Course overview• Defining health and disease• What are determinants of health?• Modifiable v non modifiable determinants of health and disease• What is our role?• Health equity
	Reading(s): (1) Ottawa Charter for Health Promotion Summary (2) Braveman P. & Gruskin S (2003). Defining equity in health. <i>Journal of Epidemiology and Community Health</i> , 57, 254-258.
	In class video: Jamie Oliver's TED talk: http://www.ted.com/talks/jamie_oliver.html Population Health The New Agenda: http://mainsite.lemongrassmedia.net/pop-health-the-new-agenda/
19-Sept	Course Introduction
Week 2	<ul style="list-style-type: none">• Why theory?• Theory vs. model• Social Ecological Model• Health Belief Model• Prototype/Willingness Model
	Reading(s): (1) Glanz, K., & Bishop, D. B. (2010). The role of behavioral science theory in development and implementation of public health interventions. <i>Annu. Rev. Public Health</i> , 31, 399-418. (2) Brawley, L. R. (1993). The practicality of using social psychological theories for exercise and health research and intervention. <i>Journal of applied sport psychology</i> , 5, 99-115.
26-Sept	Determinants of Health and Disease: Individual
Week 3	<ul style="list-style-type: none">• 26-Sept-2011: Dr. Kim Davies – Biofeedback• What are individual determinants of health and disease?• Social Cognitive Theory
	Introduction to Assignment: Part 1 – due in two weeks (Oct. 12th)

Reading(s):

- (1) Borrelli, B., Hogan, J. W., Bock, B., Pinto, B., Roberts, M., & Marcus, B. (2002). Predictors of quitting and dropout among women in a clinic-based smoking cessation program. *Psychology of Addictive Behaviors, 16*(1), 22-27.
 - (2) Bandura, A. (2004). Health promotion by social cognitive means. *Health Education & Behavior, 31*, 143-164.
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3-Oct Determinants of Health and Disease: Individual

- Week 4
- Transtheoretical Model
 - Using behavioural change skills

Reading(s):

- (1) Everson-Hock, E. S., Taylor, A. H., & Ussher, M. (2010). Readiness to use physical activity as a smoking cessation aid: A multiple behaviour change application of the Transtheoretical Model among quitters attending Stop Smoking Clinics. *Patient Education and Counseling, 79*, 156-159.
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10-Oct Determinants of Health and Disease: Individual

- Week 5
- 10-Oct-2011: the University is closed for Thanksgiving – no class
 - Behaviour change: physical activity, smoking
 - Capacity building at the individual level

Reading(s):

- (1) Cramp, A.G., & Brawley, L.R. (2009). Effects of group-mediated cognitive behavioral counseling on self-regulatory efficacy and outcome expectations for postnatal exercise. *British Journal of Health Psychology, 14*(3), 595-611.
 - (2) Jung, M. E., Fitzgeorge, L., Prapavessis, H., Faulkner, G., & Maddison, R. (2010). The Getting Physical on Cigarettes trial: Rationale and methods. *Mental Health and Physical Activity, 3*(1), 35-44. [doi:10.1016/j.mhpa.2010.02.002](https://doi.org/10.1016/j.mhpa.2010.02.002)
 - (3) Block, P., et al. (2010). Project Shake-It-Up: Using health promotion, capacity building and a disability studies framework to increase self-efficacy. *Disability and Rehabilitation, 32*(9): 741–754
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17-Oct Review

Week 6 TEST – October 19th

24-Oct Determinants of Health and Disease: Social/Community

- Week 7
- What are social determinants of health and disease?
 - 26-Oct-2011: Breakfast Program Coordinator
 - Theory of Planned Behaviour
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Reading(s):

- (1) Schulz, A. J., Zenk, S., Odoms-Young, A., Hollis-Neely, T., Nwankwo, R., Lockett, M., et al. (2005). Healthy eating and exercising to reduce diabetes: exploring the potential of social determinants of health frameworks within the context of community-based participatory diabetes prevention. *AJPH*, 95, 645-651.
- (2) Fila, S. A., & Smith, C. (2006). Applying the theory of planned behaviour to healthy eating behaviours in urban Native American youth. *International Journal of Behavioral Nutrition and Physical Activity*, 3(11).

31-Oct Determinants of Health and Disease: Social/Community

Week 8

- Access to health practitioners
- 31-Oct-2011: London Middlesex Health Unit
- 2-Nov-2011: Canadian Cancer Society

Reading(s):

- (1) Zlotnick, C., Miller, I. W., Pearlstein, T., Howard, M., & Sweeney, P. (2006). A preventive intervention for pregnant women on public assistance at risk for postpartum depression. *Am J Psychiatry*, 163, 1443-1445.
- (2) Becker, M. H., Mainman, L. A. (1975). Sociobehavioral determinants of compliance with health and medical care recommendation. *Medical Care*, 13(1), 10-24.

7-Nov Determinants of Health and Disease: Social/Community

Week 9

- 7-Nov-2011: Canadian Mental Health Association
- 9-Nov-2011: Smokers' Help Line, Bonnie Kriz
- Capacity building at the social/community level

Reading(s):

- (1) Herie, M., Connolly, H., Voci, S., Dragonetti, R., Selby, P. (2011). Changing practitioner behavior and building capacity in tobacco cessation treatment: The TEACH project. Patient Education and Counseling. doi: doi:10.1016/j.pec.2011.04.018

14-Nov Determinants of Health and Disease: Environmental/Policy

Week 10

- 21-Nov-2011: Shawna Bourne, MHS – Environmental impact
- What are environmental determinants of health and disease?
- What are policy determinants of health and disease?

Reading(s):

- (1) Masuda, J. R., Poland, B., & Baxter, J. (2010). Reaching for environmental health justice: Canadian experiences for a comprehensive research, policy and advocacy agenda in health promotion. *Health Promot. Int.*, 25(4). 453-463.
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- (2) Parkes, M., Panelli, R., & Weinstein, P. (2003). Converging paradigms for environmental health theory and practice. *Health Perspect.*, 111, 669-675.
 - (3) Canadian Public Health Association. (1996). Notice on WebCT.
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21-Nov Determinants of Health and Disease: Environmental/Policy

- Week 11
- Physical activity, impaired driving

Reading(s):

- (1) Sallis, J.F., Bauman, A., & Pratt, M. (1998). Environmental and policy interventions to promote physical activity. *American Journal of Preventive Medicine*, 15, 379-397.
 - (2) Spence, J., & Lee, R. (2003). Toward a comprehensive model of physical activity. *Journal of Sport and Exercise Psychology*, 4(1), 7-24.
 - (3) Grube, J. W. & Stewart, K. (2004). Preventing impaired driving using alcohol policy. *Traffic Injury Prevention*, 5, 199-207.
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28-Nov Determinants of Health and Disease: Environmental/Policy

- Week 12
- Smoking cessation, immunization
 - Capacity building at the environmental/policy level

Reading(s):

- (1) West, R., DiMarino, M. E., Gitchell, J., & McNeill, A. (2005). Impact of UK policy initiatives on use of medicines to aid smoking cessation. *Tobacco Control*, 14, 166-171.
- (2) Tauras, J. A. (2004). Public policy and smoking cessation among young adults in the United States. *Health Policy*, 68, 321-332.
- (3) Brewer, N. T. & Fazekas, K. I. (2007). Predictors of HPV vaccine acceptability: A theory-informed, systematic review. *Preventive Medicine*, 45, 107-114.

In class video:

Through a Blue Lens: <http://www.youtube.com/watch?v=gwFRsfATaag>

5-Dec Exam Review

Week 13 Part 5 of the Assignment is due
