

**The University of Western Ontario
School of Health Studies**

Course Outline for Health Sciences 4250A Fall 2017

Campus

Population Health Interventions

Course Times: Mondays 11:30am-12:30pm & Wednesday 10:30am-12:30pm
Classroom: Weldon Building (WL) 258

Instructor: Dr. Jacqueline Torti

Email: jtorti2@uwo.ca

Office Room Number: Health Sciences Building (HSB) 203

Office Hours: Monday 1:00pm-2:30pm

Teaching Assistant: Jack Wang

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Prerequisite Checking

Unless you have either the requisites for this course or written special permission from your Dean to enroll 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.

The antirequisites for this course are Health Sciences 4091A, section 001 if taken in Fall 2011 or Intersession 2012. The prerequisite for the course is Health Sciences 2250A/B.

Course Information

This course will investigate 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.

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 interventions are designed, implemented and evaluated through the examination of various population health intervention studies.

Course Expectations

You will be expected to attend the lectures, complete the readings in advance of the lectures, and participate in class discussions. You will also be expected to submit any required assignments on the due date and write all scheduled exams for this course.

Course Materials

There is no textbook to be purchased for this course. Readings for each class will be posted in OWL.

Evaluation

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|----------------------------|-----|
| 1. Midterm Exam | 25% |
| 2. Intervention Assignment | 40% |
| 3. Final Exam | 35% |

1. Midterm Examination (25%)

MONDAY OCTOBER 23RD, 2017, IN CLASS (11:30AM-12:30PM)

The midterm examination will consist of multiple choice, true or false and short answer questions. Questions will be drawn from material presented in class, as well as from the assigned readings and guest lectures.

2. Intervention Assignment (40%)

MONDAY NOVEMBER 13TH, 2017 IN CLASS

The intervention assignment is a group assignment and will be completed in groups of 6. Your group is to pick a population health concern that interests you. Examples include but are not limited to diabetes, heart disease, cancer, oral health, homelessness, suicide, etc. Please note that you cannot use any of the cases 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. A more detailed description will be posted in the "Assignments" folder on OWL. The intervention assignment will consist of two parts: Part A; and Part B.

Part A: Problem Overview (15%)

Part A is to be completed by the entire group, in other words, you will submit one paper on the problem overview per group. Using evidence (e.g. epidemiological data, research studies), 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. Part A is to be approximately 4-6 pages.

Part B: Media Clip and Intervention Proposal (25%)

Part B is split up into two projects (Project I & Project II). Each member of the group must be assigned to either Project I or Project II (not both). Therefore, three individuals from your group will be assigned to Project I and three individuals from your group will be assigned to Project II. It is important to note that students will receive a grade only for the project they worked on.

Project I: Create a short 2-minute multi-media clip that serves as an education and persuasive message targeting the health concern outlined in Part A. All videos are to be uploaded to www.youtube.com as an unpublished video. All identifiable individuals in the video must be made aware that the video is being created for a class assignment and that it will be posted on YouTube. Students working on this project are also required to hand in a 2-page description of the problem the video addresses, the intended audience, the intended outcome as a result of watching the video, and a description of any theory used to guide the content or structure of the video. A hyperlink of the video must be inserted at the top of the summary.

Project II: Write an 8-12 page paper proposing a future program-based population health intervention. Your proposal should include the following:

- a. Rationale. (This can be brief and summarized from your problem statement in Part A of the project.)
- b. Objective(s).
- c. Methods- Provide a detailed description of the program/policy and how it will be implemented. (Note, this section will be the bulk of the paper).
- d. Expected outcomes.
- e. Propose indicators for success.
- f. Provide a brief description of your evaluation strategy.
- g. List potential implications from the intervention (both intended and unintended) and how these would be addressed.
- h. References

All written materials for this assignment must follow APA Formatting and Style Guide (6th Edition) when writing and formatting the paper. This includes a document that is double-spaced, has 1-inch margins, and uses 12-point Times New Roman font. A hard copy of the proposal is due in class on the due Monday, November 13th. Groups are also required to hand in an electronic copy of their assignment in OWL by the end of the day the assignment is due. One member of the group can upload *Project A* for the entire group. One member from *Project I* and one member for *Project II* can upload their sections for *Project II*. Please ensure that all relevant names and student ID numbers are submitted with each piece of work in order to assign grades.

3. Final Examination (35%)

DATE TBA (FINAL EXAMINATION PERIOD IS DECEMBER 10TH- DECEMBER 21ST, 2017.

The final exam schedule will be posted on the 5th Friday of the term, which this year is October 6th. As soon as I have this information I will provide you with an update.

The final examination will consist of multiple choice and short answer questions. It will cover work done AFTER the midterm exam until the end of the term. Questions will be drawn from material presented in class, as well as from the assigned readings and guest lectures. Further information regarding the final examination will be provided in class. Please note that students must see their Academic Counsellors if they are seeking accommodation for any work including missing a mid-term or final examination.

Late Assignments

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.

Absences

Students seeking accommodation for any work need to see their Academic Counsellor. Please note that students must see their counsellors if they miss a mid-term or final examination, and students must contact the instructor and counsellor prior to the missed exam if at all possible. Failure to do so could result in a grade of zero assigned to the missed exam. Please refer to the Policy on Accommodation for Medical Illness located on page 8 of this syllabus or at the following website: <http://www.westerncalendar.uwo.ca/2017/pg117.html>

Class Schedule

Dates	Topic	Readings
Week 1: Topic 1 Mon. Sept. 11 th	Introduction & Overview of Course Outline	No Readings
Week 1: Topic 2 Wed. Sept. 13 th	What is Population Health?	Arah, O. A. (2009). On the relationship between individual and population health. <i>Medicine, Health Care and Philosophy</i> , 12(3), 235-244.
Week 2: Topic 3 Mon. Sept. 18 th	Population Health Approach I	Hawe, P., & Povtin, L. (2009). What is population health intervention research? <i>Canadian Journal of Public Health</i> , 100(1), 8-14.
Week 2: Topic 4 Wed. Sept. 20 th	Population Health Approach II <i>Class Activity</i>	Health Canada. (2001). The population health template working tool. Ottawa: Health Canada. Retrieved from http://www.phac-aspc.gc.ca/ph-sp/pdf/template_tool-eng.pdf
Week 3: Topic 5 Mon. Sept. 25 th	Intervention Strategies: Health Communication	Bandura, A. (2001). Social cognitive theory of mass communication. <i>Media Psychology</i> , 3(3) 265-299. (ONLY read pages 265-266 & 281 (Starting at "Social Construction of Reality")-293.
Week 3: Topic 6 Wed. Sept. 27 th	Intervention Strategies: Health Education Programs <i>Assignment Work Period</i>	Steckler, A., Allegegrante, J. P., Altman, D., Brown, R., Burdine, J. N., Goodman, R. M., & Jorgensen, C. (1995). Health education intervention strategies: Recommendations for future research. <i>Health Education Quarterly</i> , 22(3), 307-328.

Week 4: Topic 7 Mon. Oct. 2 nd	Intervention Strategies: Community Capacity Building Advocacy & Policy I	Victorian Health Promotion Foundation. (2012). Capacity building for health promotion. <i>VicHealth</i> . Retrieved from https://www.vichealth.vic.gov.au/media-and-resources/publications/capacity-building-for-health-promotion
Week 4: Topic 8 Wed. Oct. 4 th	Intervention Strategies: Community Capacity Building Advocacy & Policy II <i>Assignment Work Period</i>	Pan Canadian Joint Consortium for School Health. (2010). Stakeholder engagement for improved school policy: Development and implementation. <i>Canadian Journal of Public Health, 101</i> (2), S20-S23.
Week 5: NO CLASS FALL READING WEEK	FALL READING WEEK 9th-13th	OCT. No Readings
Week 6: Topic 9 Mon. Oct. 16 th	Eating Well I	Health Canada. (2007). Eating well with Canada's food guide. Retrieved from https://www.canada.ca/content/dam/hc-sc/migration/hc-sc/fn-an/alt_formats/hpfb-dgpsa/pdf/food-guide-aliment/view_eatwell_vue_bienmang-eng.pdf
Week 6: Topic 10 Wed. Oct. 18 th	Eating Well II <i>Assignment Work Period</i>	Brownell, K. D. & Frieden, T. R. (2009). Ounces of prevention – The public policy case for taxes on sugared beverages. <i>New England Journal of Medicine, 360</i> (18), 1805-1808.
Week 7: MIDTERM Mon. Oct. 23 rd	MIDTERM EXAMINATION	No readings
Week 7: Topic 11 Wed. Oct. 25 th	Physical Activity I <i>Assignment Work Period</i>	Pendo, F. J. & Dahn, J. R. (2005). Exercise and well-being: a review of mental and physical health benefits associated with physical activity. <i>Current Opinion in Psychiatry, 18</i> (2), 189-193.

Week 8: Topic 12 Mon. Oct. 30 th	Physical Activity II	Lagarde, F., & LeBlanc, C. M. (2010). Policy options to support physical activity in schools. <i>Canadian Journal of Public Health/Revue Canadienne de Sante'e Publique</i> , 101(2), S9-S13.
Week 8: Topic 13 Wed. Nov. 1 st	Sexual Health <i>Guest Lecture</i>	<i>Reading TBA by guest lecturer</i>
Week 9: Topic 14 Mon. Nov. 6 th	Substance Abuse	Hathaway, A., & Tousawb, K. (2008). Harm reduction headway and continuing resistance: Insights from safe injection in the city of Vancouver. <i>International Journal of Drug Policy</i> , 19(1), 11-16.
Week 9: Topic 15 Wed. Nov. 8 th	Smoking Cessation <i>Guest Lecture</i>	Azagba, S. & Sharaf, M. F. (2012). The effect of graphic cigarette warning labels on smoking behavior: Evidence from the Canadian experience. <i>Nicotine & Tobacco Research</i> , 15(3): 708-717.
Week 10: Topic 16 Mon. Nov. 13 th	Immunizations INTERVENTION ASSIGNMENT DUE	Ritvo, P., Irvine, J., Klar, N., Wilson, K., Brown, L., Bremner, K. E., ... & Krahn, M. D. (2003). A Canadian national survey of attitudes and knowledge regarding preventive vaccines. <i>Journal of Immune Based Therapies and Vaccines</i> , 1(1), 3.
Week 10: Topic 17 Wed. Nov. 15 th	Injury Prevention <i>Guest Lecture</i>	<i>Reading TBA by guest lecturer</i>
Week 11: Topic 18 Mon. Nov. 20 th	Knowledge Translation & Exchange	Hobin, E. P., Hayward, S., Riley, B., Di Ruggiero, E., & Birdsell, J. (2012). Maximising the use of evidence: exploring the intersection between population health intervention research and knowledge translation from a Canadian perspective. <i>Evidence & Policy: A Journal of Research, Debate and Practice</i> , 8(1), 97-115.

Week 11: Topic 19 Wed. Nov. 22 nd	Evaluation of Interventions I <i>Class Activity</i>	Glasgow, R. E., Vogt, T. M., & Boles, S. M. (1999). Evaluating the public health impact of health promotion interventions: The RE-AIM framework. <i>American Journal of Public Health, 89</i> (9), 1322-1327.
Week 12: Topic 20 Mon. Nov. 27 th	Evaluation of Interventions II	Toobert, D. J., Glasgow, R. E., Strycker, L. A., Barrera, M., & King, D. K. (2012). Adapting and RE-AIMing a heart disease prevention program for older women with diabetes. <i>Translational Behavioral Medicine, 2</i> (2), 180-187.
Week 12: Topic 21 Wed. Nov. 29 th	Future Directions	Ontario Agency for Health Protection and Promotion (Public Health Ontario). Public Health Ontario Strategic Plan 2014 – 2019: Evidence, knowledge and action for a healthier Ontario. Toronto, ON: Queen’s Printer for Ontario; 2013.
Week 13 Mon. Dec. 4 th	Review of Media Clips	No readings
Week 13 Wed. Dec. 6 th	Wrap Up & Optional Study Session	No readings
TBA	FINAL EXAMINATION	

Use of Electronic Devices

Using personal electronic devices in the classroom may hinder instruction and learning, not only for the student using the device, but also for others around them. Laptops and other electronic devices are allowed in the classroom only for the purposes of facilitating learning of course materials. Students may be directed to turn off personal electronic devices if the devices are not being used for class purposes. All electronic devices are strictly prohibited during midterm and final examinations.

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/pdf/board/code.pdf> .

English Proficiency for the Assignment of Grades

Visit the website http://www.uwo.ca/univsec/pdf/academic_policies/exam/english.pdf

Accommodation for Medical Illness or Non-Medical Absences

<http://www.westerncalendar.uwo.ca/2017/pg117.html>

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:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

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.

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/pdf/academic_policies/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.

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/>
2. Student Health – <http://www.uwo.ca/health/services/students/index.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>