

The University of Western Ontario
School of Health Studies
Health Sciences 4740A
Chronic Disease Prevention and Management

September-December 2017

Instructor: Dr. Mantler
Email: tara.mantler@uwo.ca
Office Room Number: HSB 332
Office Hours: Friday 10:30-11:30 (appointment required)

Date/Time: Thursday 1:30-2:30

Location: AHB 1B02

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.

Course Information

Chronic disease is a significant economic burden for our health care system. This course will examine the prevalence of chronic disease, key factors associated with the significant increase in chronic diseases, and strategies for primary and secondary prevention. By the end of this course students will be able to:

- Identify chronic diseases and their impact on the Canadian health care system
- Identify factors contributing to the increase of chronic disease among the Canadian population
- Identify, examine, and critique primary prevention strategies for chronic disease prevention and management
- Identify, examine, and critique secondary prevention strategies for chronic disease prevention and management
- Compare Canada's chronic disease prevention and management system to international counterparts
- Collaborate with peers to create and deliver a dynamic presentation addressing a current topic in chronic disease prevention/management
- Engage in critical scholarship of various chronic disease prevention and management topics

Students are expected to prepare for the course by completing required readings prior to class and come to class prepared to engage with the material.

Method of Instruction

This class is a blended format meaning there is an individual online component as well as face-to-face tutorial. Each week students will participate in a face-to-face tutorial during which elements of the assessments will be discussed and advanced. Students are expected to prepare for each tutorial by having completed the associated online module, reading, and engagement strategy in advance of attending the tutorial. Failure to do so may result in a student being asked to leave the tutorial. Attendance and participation in the tutorials is expected.

Lecture and Reading Schedule

This course is divided into three sections getting situated (Module 1 and 2), take a closer look (Module 3-7), and looking forward (Module 8).

Tutorial Dates	Module to be Completed Prior to Tutorial	Tutorial Activity
Sept 7	-----	Welcome- Nuts and Bolts
Sept 14	Module 1: Chronic Care Definition and Cost	Critical Scholarship... you might even enjoy it
Sept 21	Module 2: Chronic Care Models	Apples and Oranges
Sept 28	Module 3: Ontario's Approach to Chronic Care	Critical Scholarship 1
Oct 5	Module 4: Organizations and Skills	Critical Scholarship 2
Oct 19	Module 5: Policies and systems	No seminar: Additional activity in OWL **Class time may be used as meeting opportunity for group presentation
Oct 26	Module 6: Environment and Communities	Critical Scholarship 3
Nov 2	Module 7: Chronic Disease Management	Critical Scholarship 4
Nov 9		Group Presentation
Nov 16		Group Presentation
Nov 23		Group Presentation
Nov 30	Module 8: Health Equity	Critical Scholarship 5
Dec 7	Module 9: An International Perspective	Bringing it all together

TBD	Final Exam
-----	------------

Textbook & Reading List

There is no required textbook to be purchased for the course as readings will largely focus on scholarly articles and related resources which will be provided on the course website. Required readings can be accessed electronically through Sakai and the Western library or through the web links provided (where applicable).

Evaluation

In this course, there will be many opportunities for evaluation of your learning, engagement in your teams and quality of contribution to the projects. Seventy-five percent (75%) of the grade is based on individual performance and 25% on team performance.

Grade Component		Evaluator	Due Date
Individual Performance 75%			
25%	Critical Scholarships (4% each and 2.5% for each question)	Self	Sept 28, Oct 5, Oct 26, Nov 2 and Nov 25
3%	Team Participation (preparation, communication, contribution, respect of others)	Peer evaluation	Dec 7
27%	Participation in module strategies (3% per strategy)	Professor	Weekly
20%	Final Exam	Professor	TBD
Team Performance 25%			
25%	Proposal Presentation	Professor/Peer	Nov 9, 16, 23

Note: Late assignments will be penalized at 10% per day for all assignments worth over 10% of your final grade. For assignments worth less than 10% of your final grade late assignments are worth 0%.

Critical Scholarships

Percentage of Final Grade: 25%

Date Assigned: One week prior to the critical scholarship discussion

Due: Thursday at Midnight on the date of each critical scholarship discussion

Engaging in critical scholarship of ideas presented in class demonstrates true mastery of knowledge. To that end, each week 5-10 students will be selected to submit critical inquiry questions based on the lecture (Wednesday at noon). Over the course of the semester each student will be asked to submit 2 questions (2 X 2.5%=5%). One question will be selected by the instructor and posted on Sakai (Wednesday by 5pm for the following week's critical scholarship) and students are expected to come to class prepared to engage in critical scholarship of the topic. Students are required to participate in 5 critical scholarships (5 X 4% each=20%). Your evaluation of your participation must be submitted by Thursday at midnight.

Question Development

	Relevance	Engagement/Reflection	Discussion Potential
0-1	Minimal relevance to information presented in class (surface only)	Demonstrates minimal reflection of information presented during lecture	Will likely result in mostly yes/no discussion Question is presented as black/white
2-3	Moderately relevant to information presented in class	Demonstrates moderate reflection of information presented (personal reflection is evident)	Will likely result in surface level discussion Question is framed as a topical debate
4-5	Extremely relevant to information presented in class as well as the current Canadian context	Demonstrates engagement and reflection of the topic beyond what was presented in class	Will likely result in engaging discussion Questions framed based on a larger social issue

Questions are to be submitted by midnight on Tuesday night. **Questions submitted after midnight are worth 0.** This should be submitted using Sakai.

This will be completed by the instructor for each question submitted.

Participation

	Preparedness	Participation	Critical Thinking
0-1	I prepared by reviewing my assigned readings	I spoke once or twice during the discussion	My comments did not build on the thoughts of others but were stand alone
2-3	I prepared by reviewing assigned readings and using a search engine	I spoke two or three times during the discussion I referenced a scholarly article for one of my contributions	My comments built on the thoughts of others
4-5	I prepared by reviewing assigned readings and reading several scholarly articles and prepared ways in which articles could be integrated into the conversation	I spoke four or more during the discussion I referenced scholarly articles for all my contributions	My comments built on the thoughts of others and encouraged others to think of the topic differently

Comments: Students are to provide a short (5 or 6 sentences) rationale supporting their grade. This should include the following:

- 1) Key points the student contributed to the discussion

- 2) Support for the grade they assigned themselves
- 3) Areas of improvement for future discussions

This will be completed by the student for each participation session. **This is due to the instructor Thursday by midnight.** This should be submitted using Sakai. Late submissions will be subject to a 10% reduction per day. The instructor reserves the right to change grades that do not accurately reflect the students contribution to the discussion.

Team Participation

Percentage of Final Grade: 3%

Date Assigned: Sept 7, 2017

Due: Dec 8, 2017 at noon.

Each group member will complete the following assessment of peer participation within your learning team. Along with selecting a box for each criterion and providing a summed total, you will write a justification for the grade awarded complete with examples to support the grade. These grades will NOT be released to your peers individually, but rather only an average grade will be released. This assignment will be uploaded on the assignments tab in the course website.

Preparation	Contribution	Communication	Respect
<input type="checkbox"/> 0: Was rarely prepared	<input type="checkbox"/> 0: Contribution was late and/or required major revisions	<input type="checkbox"/> 0: Communicated sporadically	<input type="checkbox"/> 0: Showed little respect for ideas of others
<input type="checkbox"/> 1: Was prepared most of the time	<input type="checkbox"/> 1: Contribution was reasonably well done and/or require minor revisions	<input type="checkbox"/> 1: Communicated well with group both between and during working sessions	<input type="checkbox"/> 1: Showed respect most of the time for ideas of others
<input type="checkbox"/> 2: Was always prepared	<input type="checkbox"/> 2: Contribution was excellent and require no revisions	<input type="checkbox"/> 2: Communicated efficiently with group both between and during working sessions	<input type="checkbox"/> 2: Respected the ideas of others
Total:	/8		

Note: If you do not submit your team participation evaluation for your peers by the due date (Dec 8, 2017 at noon) you will receive 0.

Participation in Module Strategies

Percentage of Final Grade: 27%

Date Assigned: Two weeks prior to associate module

Due: Thursday at 1:00pm for each module

There is an engagement strategy associated with each module. These strategies are designed to help you work through the module material in a hands-on interactive way as well as to further highlight learning outcomes associated with each module. To that end the engagement strategy for each module is worth 3% of your final grade and will be graded out of 20 utilizing the following rubric:

Content	Presentation
<input type="checkbox"/> 0-5: Some of the required content was present	<input type="checkbox"/> 0-5: Had spelling/ grammatical errors
<input type="checkbox"/> 6-10: Most of the required content was present	<input type="checkbox"/> 6-10: Was somewhat visually appealing, clear, concise with no errors
<input type="checkbox"/> 11-15: All the required content was present and concise	<input type="checkbox"/> 11-15: Was visually appealing, clear, concise, with no errors
Total:	/20

Final Exam

Percentage of Final Grade: 20%

Due: TBD

The final exam will be multiple choice covering all materials presented in the modules and during tutorial. The final exam will be scheduled by the registrar's office. More information to follow.

Group Presentation

Percentage of Final Grade: 30%

Date Assigned: Sept 7, 2017

Due: Nov 9, 16, or 23. On the date of your presentation you must submit an electronic copy of the assignment by 10:00am

Purpose: The objective of this assignment is to prepare a dynamic presentation examining/critiquing a current chronic disease prevention or management strategy/program that is being implemented internationally.

Requirements:

Group: Groups will consist of 6 members each

Time: Presentations will last 10 minutes (not all group members need to present)

Topic: Each group will choose a current chronic disease prevention strategy that is being implemented in Canada (Note: this could be at the federal, provincial or community level).

Required Components:

1. **Summary of Information.** Each group is required to create engaging material design for their peers on the health topic, description of the strategy/program, critical appraisal of the program and suggestions for improvement. This information should be easily digestible by your peers within 20 minutes of reading. The information needs to be presented in an interesting fashion. All information must be evidence informed and cited appropriately (see criteria below)
2. **Presentation.** Each group is required to create an engaging 10-minute presentation of just the description of the strategy/program. This presentation should be engaging, non-redundant and memorable (see criteria below).

Summary of Information Grading Key

	Health Topic	Description of strategy/program	Critical Appraisal	Suggestions for Improvement
0-5	Health topic was covered including definition, incidence/prevalence, and economic impact.	Components of the program were presented.	Comparison to Ontario's CDP&M demonstrated minimal critical thought. Demonstrates minimal reflection/critique of the program (obvious critiques were presented i.e. those identified by the program).	Improvements were based on students' ideas only and addressed some of the critiques.
5-10	Health topic was covered including definition, incidence/prevalence, and economic impact. Only county specific data was presented.	Components of the program and how they should theoretical work were presented.	Comparison to Ontario's CDP&M demonstrated critical thought. Demonstrates moderate reflection/critique of the program (critiques were thoughtful but found in evidence i.e. another person's idea).	Improvements were based only on students' ideas and addressed all the critiques.
10-15	Health topic was covered including definition, incidence/prevalence, and economic impact. Only country specific data was presented.	Components of the program and how they should theoretical work were presented in a way that was easy to follow and	Comparison to Ontario's CDP&M demonstrated critical thought that was both substantiated by evidence as well as reflects the	Improvements were based on students' ideas as well as were evidence based and addressed all critiques.

The audience was made to care about this issue.	understand.	students' own personal engagement with the topic.	Information was not redundant within the presentation
Information was not redundant within the presentation	Information was not redundant within the presentation	Demonstrates engagement and reflection/critique of the program (critique was both substantiated by evidence as well as reflects the students' own personal engagement with the topic).	Information was not redundant within the presentation

Presentation Grading Key

	Spelling/Grammar	Evidence	Delivery	Description of strategy/program
0	Presentation had more than 1 spelling/grammar error	Less than 5 scholarly sources were used. Citations were missing/incomplete	Presentation was difficult to follow. Slides were wordy and not visually appealing.	Components of the program were presented. (0-5)
1	Presentation had 1 spelling/grammar error		Presentation was easy to follow. Slides were visually appealing.	Components of the program and how they should theoretical work were presented. (6-10)
2	Presentation was free from spelling/grammar errors	5 or more scholarly sources were used. All citations were present/complete.	Presentation was dynamic, engaging, and easy to follow. Slides were visually appealing. Presentation was well thought-out and rehearsed.	Components of the program and how they should theoretical work were presented in a way that was easy to follow and understand. Information was no redundant within the presentation (11-15)

Statement on Use of Electronic Devices

Electronic devices in service of learning will be permitted in the classroom and are encouraged. Moreover, electronic devices will not be allowed during examinations.

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>.

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.

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.

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/>