

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

# **Course Outline for Health Sciences 4250A Fall 2018**

**Campus**

## **Population Health Interventions**

**Course Times:** Mondays 11:30am-12:30pm & Wednesday 10:30am-12:30pm  
**Classroom:** FIMS and Nursing Building (FNB) 1270

**Instructor:** Dr. Jacqueline Torti

**Email:** jtorti2@uwo.ca

**Office Room Number:** Health Sciences Building (HSB) 203

**Office Hours:** TBD

**Teaching Assistant:** Jack Wang

**Email:** jwan767@uwo.ca

## **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.

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## **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**

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

## **1. Midterm Examination (25%)**

**MONDAY OCTOBER 22<sup>ND</sup>, 2018, 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 12<sup>TH</sup>, 2018 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](http://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 13<sup>th</sup>. 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 I* and *Project II* respectively. 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 10<sup>TH</sup>- DECEMBER 21<sup>ST</sup>, 2018.**

The final exam schedule will be posted on the 5<sup>th</sup> Friday of the term, which this year is October 6<sup>th</sup>. 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.

## Class Schedule

<b>Dates</b>	<b>Topic</b>	<b>Readings</b>
Week 1: Topic 1 Mon. Sept. 10 <sup>th</sup>	Introduction & Overview of Course Outline	No Readings
Week 1: Topic 2 Wed. Sept. 12 <sup>th</sup>	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. 17 <sup>th</sup>	Population Health Approach I	Hawe, P., & Povitn, 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. 19 <sup>th</sup>	Population Health Approach II <i>Class Activity</i>	Health Canada. (2001). The population health template working tool. Ottawa: Health Canada. Retrieved from <a href="http://www.phac-aspc.gc.ca/ph-sp/pdf/template_tool-eng.pdf">http://www.phac-aspc.gc.ca/ph-sp/pdf/template_tool-eng.pdf</a>
Week 3: Topic 5 Mon. Sept. 24 <sup>th</sup>	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. 26 <sup>th</sup>	Intervention Strategies: Health Education Programs <i>Assignment Work Period</i>	Steckler, A., Allegrante, 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. 1 <sup>st</sup>	Intervention Strategies: Community Capacity Building Advocacy & Policy I	Victorian Health Promotion Foundation. (2012). Capacity building for health promotion. <i>VicHealth</i> . Retrieved from <a href="https://www.vichealth.vic.gov.au/media-and-resources/publications/capacity-building-for-health-promotion">https://www.vichealth.vic.gov.au/media-and-resources/publications/capacity-building-for-health-promotion</a>

Week 4: Topic 8 Wed. Oct. 3 <sup>rd</sup>	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</i> , 101(2), S20-S23.
Week 5: NO CLASS FALL READING WEEK	<b>FALL READING WEEK</b> <b>8<sup>th</sup>-12<sup>th</sup></b>	<b>OCT.</b> No Readings
Week 6: Topic 9 Mon. Oct. 15 <sup>th</sup>	Eating Well I	Health Canada. (2007). Eating well with Canada's food guide. Retrieved from <a href="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">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</a>
Week 6: Topic 10 Wed. Oct. 17 <sup>th</sup>	<i>Midterm Exam Preparation</i> <i>Assignment Work Period</i>	No readings
Week 7: MIDTERM Mon. Oct. 22 <sup>nd</sup>	<b>MIDTERM EXAMINATION</b>	No readings
Week 7: Topic 11 Wed. Oct. 24 <sup>th</sup>	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</i> , 18(2), 189-193.
Week 8: Topic 12 Mon. Oct. 29 <sup>th</sup>	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. Oct. 31 <sup>st</sup>	Sexual Health <i>Guest Lecture</i>	<i>Reading TBA by guest lecturer</i>
Week 9: Topic 14 Mon. Nov. 5 <sup>th</sup>	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. 7 <sup>th</sup>	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 &amp; Tobacco Research</i> , 15(3): 708-717.
Week 10: Topic 16 Mon. Nov. 12 <sup>th</sup>	Immunizations <b>INTERVENTION ASSIGNMENT DUE</b>	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. 14 <sup>th</sup>	Injury Prevention <i>Guest Lecture</i>	<i>Reading TBA by guest lecturer</i>
Week 11: Topic 18 Mon. Nov. 19 <sup>th</sup>	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 &amp; Policy: A Journal of Research, Debate and Practice</i> , 8(1), 97-115.
Week 11: Topic 19 Wed. Nov. 21 <sup>st</sup>	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</i> , 89(9), 1322-1327.
Week 12: Topic 20 Mon. Nov. 26 <sup>th</sup>	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</i> , 2(2), 180-187.
Week 12: Topic 21 Wed. Nov. 28 <sup>th</sup>	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. 3 <sup>rd</sup>	Review of Media Clips	No readings
Week 13 Wed. Dec. 5 <sup>th</sup>	Wrap Up & Optional Study Session	No readings
TBA	<b>FINAL EXAMINATION</b>	

### Use of Electronic Devices

**During Exams:** Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any of the following electronic devices during ANY of the tests, quizzes, midterms, examinations, or other in-class evaluations: cellphones, smart phones, smart watches, smart glasses, audio players or recorders of any sort, video cameras, video games, DVD players, televisions, laptop/notebook/netbook computers, flashlights or laser pointers.

**During Lectures and Tutorials:** Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

### 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](http://www.uwo.ca/univsec/pdf/academic_policies/exam/english.pdf)

### **Accommodation for Illness**

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.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:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](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.

### **Academic 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 Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Multiple Choice Exams**

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

## **School of Health Studies Grade Policy**

The university-wide descriptor of the meaning of letter grades, as approved by Senate:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that is clearly above average
B	70-79	Good work, meeting all requirements and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable.
F	below 50	Fail

It is expected that the grades for this course will fall between 74% and 80%. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade, by the instructor, to bring the class average in line with school policy.

## **Health and Wellness**

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western's Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (<http://www.music.uwo.ca/>), or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>). Further information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

If you are in emotional or mental distress should refer to Mental Health@Western (<http://www.uwo.ca/uwocom/mentalhealth/>) for a complete list of options about how to obtain help. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [https://uwo.ca/health/mental\\_wellbeing/education/module.html](https://uwo.ca/health/mental_wellbeing/education/module.html).

## **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/>