

The University of Western Ontario
School of Health Studies
Faculty of Health Sciences
HS 4250B: Population Health Intervention

Class times: Fridays 10:30am – 1:20pm
Location: AHB-1B06
Course Instructor: Dr. Anita Cramp
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Office Hour: by appointment

A. Course Description

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 population health and the intervention methods and research applied to changing socio-structural, cultural and environmental determinants of health 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.

B. Course Objectives

1. To gain a better understanding of population health, the population health approach and population health interventions.
2. To examine population health exemplars including policies, programs and resource distribution approaches that impact populations by reducing health inequities.
3. To learn about how population health interventions are designed, implemented and evaluated through the study of various population interventions research studies.

C. 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

D. Required Course Materials

NO TEXT REQUIRED

*Readings assigned will be posted on OWL.

E. Evaluation

Your grade will be calculated according to the breakdown below. See Course Schedule for **due dates**.

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 OWL. Each quiz will ONLY be available for 25 minutes, starting at the regularly scheduled class time.
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 (you cannot use topics covered in class). The purpose of this assignment is to have students understand the health status, indicators, and outline previous and current intervention research. Students will identify and propose an idea for a future intervention that will advance current intervention work.
 - a. **Part A: Problem Overview & Media Clip (20%).**
 - I. Write a 5 to 7-page paper, using health status data (e.g., epidemiological data), to 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.
 - II. Create a short 2-minute multi-media clip that outlines the health problem and introduce 1 to 2 population intervention strategies that are addressing the problem. Clips are to be uploaded in OWL.
 - b. **Part B: Population Health Intervention Review of Literature, Proposal and Presentation (30%).**
 - I. Write a 10 to 12-page paper summarizing and critiquing current interventions that address the health concern and propose a future program or policy-based population health intervention. Your proposal should include the following:
 - i. Brief overview of the health problem (from Part A)
 - ii. Summary of previous/current interventions
 - iii. Limitations and gaps of previous/current interventions
 - iv. Proposed intervention rational and objective
 - v. Detailed description of the intervention and how it will be implemented
 - vi. Indicators and expected outcomes
 - vii. References
 - II. Create a short 10-minute presentation that provides your classmates with an overview of your 10-12 page paper.

The written proposal must follow the APA Publication 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. A detailed outline of the assignment expectations is available on OWL.

4. **Final Exam (30%).** Multiple choice and short answer. Scheduled during the final exam period.

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) (<http://www.turnitin.com>)

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

Late assignments will receive an automatic 5% deduction if not handed in by the due date and a subsequent 10% deducted for every 24-hour period after the due date.

Students may select their own groups. Any concerns regarding group assignments should be discussed with the instructor immediately. A more detailed outline of the assignments will be presented in class and posted on OWL.

F. Academic Consideration

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is to succeed.

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence form, provided that the conditions for submission are met;
- (ii) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or
- (iii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration, in order to be eligible for academic consideration.

Students seeking academic consideration:

- Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g., argument with a friend) are not normally an appropriate basis for a self-reported absence;
- **Must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence;
- **Are advised that all necessary documentation, forms, etc. are to be submitted to academic counselling within two business days after the date specified for resuming responsibilities**

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe as to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less. The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. Students will be allowed a maximum of two self-reported absences between September and April, and one self-reported absence between May and August;
- b. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30am the following morning if the form is submitted after 4:30pm;

- c. The duration of the excused absence will terminate prior to the end of the 48 hour period, should the student undertake significant academic responsibilities (e.g., write a test, submit a paper) during that time;
- d. The duration of an excused absence will terminate at 8:30am on the day following the last day of classes each semester, regardless of how many days of absence have elapsed;
- e. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations (i.e., “bellringers”);
- f. Self-reporting may not be used for assessments (e.g., midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;
- g. Students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed

G. 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 electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.*

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.***

H. 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

I. 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/>

J. 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/wec/education/learning.html>.

K. Expectations & Responsibilities

Learning occurs in a social environment and is a collaborative experience that requires the active participation of all those involved – teachers, teaching assistants and students. Successful learning happens when the professor, the assistants and the students uphold their respective roles and responsibilities. In this sense, learning is a *co-responsibility* that depends on the instructor, teaching assistants *and* the students coming to class prepared. It is the responsibility of the professor to come to class prepared to lecture on course material. It is also the professor's responsibility to address and respond to student's questions about course material in class and during specified office hours. It is the responsibility of the teaching assistants to assist the professor in the preparation and grading of exams and papers, and to address students' questions about course material during the year and before the final exam. It is the responsibility of students to prepare for class by completing required course readings before class, to attend class regularly and listen to the lectures, take notes in class, and to ask questions about course material in class.

L. Creating and maintaining a respectful and productive learning environment

In order to maintain a respectful and productive learning environment, it is essential that students arrive at class ready to listen and attend to lectures and films. Disrespectful and disruptive behaviour during class (e.g., persistent talking during lectures or films, wearing headphones, using cell phones, facebooking, emailing, and/or surfing the Internet for non-class purposes) is considered disrespectful by the professor who 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.

Additional Information

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

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

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.

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 <https://www.uwo.ca/univsec/pdf/board/code.pdf>.

Course Schedule

Wk	Date	Topic	DUE
1	Jan. 10	<ul style="list-style-type: none"> Introduction and Course Overview What is population health? What are population health interventions? Readings: Arah, O. (2009). On the relationship between individual and population health. <i>Med Health Care and Philos</i>, 12, 235-244. Hawe, P., & Potvin, L. (2009). What is population health intervention research? <i>Can J Public Health</i>, 100(1), 18-114. 	
2	Jan. 17	<ul style="list-style-type: none"> The Population Health Approach Readings: Ba`rnighausen, T. (2017). Population health intervention research: three important advancements. <i>Int J Public Health</i>, 62, 841–843. Martin, J., Cheng, D., & Stranges, S. (2017). Population health intervention research: myths and misconceptions. <i>Int J Public Health</i>, 62, 845–847. 	
3	Jan. 24	<ul style="list-style-type: none"> Quiz #1 (to be completed in class, covers classes 1 and 2 only) Intervention strategies Readings: Cambon, L. Terral, P., Alla, F. (2019). From intervention to interventional system: Towards greater theorization in population health intervention research. <i>BMC Public Health</i> 19, 339. doi.org/10.1186/s12889-019-6663-y The Population Health Template Working Tool - http://www.phac-aspc.gc.ca/ph-sp/pdf/template_tool-eng.pdf Key Elements and Actions that Define a Population Health Approach - http://www.phac-aspc.gc.ca/ph-sp/approach-approche/pdf/summary_table.pdf Health Status of Canadians 2016 (Pages 2 and 3) - http://healthycanadians.gc.ca/publications/departement-ministere/state-public-health-status-2016-etat-sante-publique-statut/alt/pdf-eng.pdf 	Quiz #1
4	Jan. 31	<p>Topic: Childhood Health: Early Education</p> <ul style="list-style-type: none"> Review of the problem, indicators, and current population interventions. Readings: Engle, P., et al. (2007). Strategies to avoid the loss of developmental potential in more than 200 million children in the developing world. <i>The Lancet</i>, 369(9557), 229-242. Hahn, R. et al. (2016). Early childhood education to promote health equity: A community guide systematic review. <i>J Public Health Manag Pract</i>, 22(5): E1–E8. 	

		<p>Full-day kindergarten — the best of what we imagined is happening in classrooms - https://www.toronto.com/opinion-story/9209156-full-day-kindergarten-the-best-of-what-we-imagined-is-happening-in-classrooms/</p> <p>McLeans Magazine - Why Full Day Kindergarten Doesn't Work - https://www.macleans.ca/news/canada/the-munchkin-invasion/</p>	
5	Feb. 7	<ul style="list-style-type: none"> Quiz #2 (to be completed at any location, start time 11am, covers classes 3 and 4) Assignment Preparation 	Quiz #2
6	Feb. 14	<p>Topic: Sexual Health and Universal Access to Contraceptives</p> <ul style="list-style-type: none"> Review of the problem, indicators, and current population interventions. <p>Readings: Position Statement: Universal access to no-cost contraception for youth in Canada - https://www.cps.ca/en/documents/position/universal-access-to-no-cost-contraception-for-youth-in-canada</p> <p>Sell it and forget it: How better contraception could be a key to reducing poverty - https://www.nytimes.com/2018/12/18/upshot/set-it-and-forget-it-how-better-contraception-could-be-a-secret-to-reducing-poverty.html</p> <p>My light bulb moment: Contraception shouldn't be a luxury - https://www.thinkupstream.net/lbm_contraception</p>	
7	Feb. 21	READING WEEK – No Class	
8	Feb. 28	Media Clip Presentations	Assignment Part A: Health Concern Overview and Media Clip
9	Mar. 6	<p>Topic: Tobacco (Student Lead, assignment provided at the beginning of class)</p> <ul style="list-style-type: none"> Review of the problem, indicators, and current population interventions. <p>Readings: Pierce, J., White, V. Emery, S. (2012). What public health strategies are needed to reduce smoking initiation? Tobacco Control, 21:258-264.</p> <p>van der Deen, F. Wilson, N, Cleghorn, C. et al. (2018). Impact of five tobacco endgame strategies on future smoking prevalence, population health and health system costs: two modelling studies to inform the tobacco endgame Tobacco Control, 27:278-286.</p>	In Class Assignment
10	Mar. 13	<p>Topic: Substance Use</p> <ul style="list-style-type: none"> Review of the problem, indicators, and an examination of Overdose Prevention Sites <p>Readings: Hathaway, A., & Tousawb, K. (2008). Harm reduction headway and continuing resistance: Insights from safe injection in the city of Vancouver. International</p>	

		<p>Journal of Drug Policy, 19, 11–16.</p> <p>Patterson, T., Bharmal, A., Padhi, S. et al. (2018). Opening Canada’s first Health Canada-approved supervised consumption sites. Can J Public Health (2018) 109: 581. https://doi.org/10.17269/s41997-018-0107-9</p> <p>Salmond, S., & Allread, V. (2019). A Population Health Approach to America's Opioid Epidemic. Orthopedic nursing, 38(2), 95–108. doi:10.1097/NOR.0000000000000521</p>	
11	Mar. 20	Student Presentations	Assignment Part B
12	Mar. 27	Student Presentations	
13	Apr. 3	Course Review and Exam Preparation	