

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

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**Class times:** Mondays 4:30 – 5:30pm  
**Location:** Zoom (Link will be posted in OWL)  
**Course Instructor:** Dr. Anita Cramp  
**Email:** [acramp2@uwo.ca](mailto:acramp2@uwo.ca)  
**Office Hour:** by appointment

**A. Course Description**

Whether or not individuals engage in health-related behaviours may be as a result of a population health intervention. For example, do you use your cell phone while driving? Since Ontario implemented the no cell use while driving law, most people think twice about talking while driving. This course will focus on understanding the intervention methods and research used to change socio-structural, cultural and environmental determinants of health known to influence the health of the population. The specific focus will be upon understanding population health approaches and how to design, implement and evaluate population health interventions.

**B. Course Objectives**

1. To gain a better understanding of population health, population health approaches 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 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 (30%)**

- Three quizzes, worth 10% each, have been scheduled in the Course Agenda.
- Quizzes will consist of 25 multiple choice questions and will be completed online through OWL.

- Each quiz will ONLY be available for 30 minutes, starting at the regularly scheduled class time (e.g., Mondays at 4:30pm).

## 2. Participation (15%)

- Four article discussions Zoom meeting have been scheduled in the Course Agenda. Participation in each article discussion is worth 3%.
- Article discussions will be held during the regularly scheduled class time. To facilitate smaller group discussions, the class have been divided into 6 groups for these discussions. Your assigned groups and times will be posted in OWL. The professor and teaching assistant will both run these sessions.
- The remaining 3% of your participation mark is assigned to attending the major assignment presentations. These are scheduled for the last 3 weeks of the course. Your grade will be based on attending the presentations and completing a peer feedback form.

3. **Major Assignment - (55% total: Groups of 4).** REFER TO DETAILED ASSIGNMENT OUTLINE FOR ASSIGNMENT EXPECTATIONS. The purpose of this assignment is to have students research a health topic to better understand the health status, associated health indicators, and relevant intervention research on the topic. Students will identify and propose an idea for a future intervention that will advance current intervention work. Self-selected groups will be formed based on the health topic that most interests you. Health topics for this assignment are:
- i. COVID-19
  - ii. Single use plastics
  - iii. HPV
  - iv. Opioid Over Prescribing
  - v. Vaping

There are 4 parts to the Major Assignment.

### **Part A: Media Clip Paper and Media Clip (15%).**

Create a 1-2-minute video clip that serves as an educational and persuasive message that addresses the health concern described in the paper.

### **Part B: Paper (20%).**

Write a 8 to 10-page paper summarizing the health concern, review 3 current interventions that have been piloted or are in use that address the health concern and propose a future program or policy-based population health intervention.

### **Part C: Presentation (10%).**

Create a short 10 to 12-minute PowerPoint presentation that provides your classmates with an overview of your paper. You will be required to present your work to the class during a scheduled Zoom session. These sessions are scheduled for the last 3 weeks of the course.

### **Part D: Contribution (10%)**

Each group member will be required to complete a self and peer assessment. The purpose of this assessment is to determine the contribution of each member to the overall group project. The course instructor will assign a grade based on each group members reported contribution to the overall project.

Note. 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.

Any concerns regarding group assignments should be discussed with the instructor immediately. A more detailed outline of the assignments will be presented during our first zoom session 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 quizzes, 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 Quizzes:*** *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 **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](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**

The undergraduate experience is rewarding and challenging socially, emotionally, and intellectually. Finding ways to balance scholarly life with our personal lives can be tough, but it's important to learn how to manage stress. Western provides several health and wellness-related services to students, which may be found at <http://www.health.uwo.ca/>. You can also check out the Campus Recreation Centre or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>), for alternative spaces to reconnect with your bodies and restore your spirit. You may also want to access local resources that are closer to where you are living during the school year. Recalibrating ourselves emotionally begins with slowing down, reminding ourselves that we are ok, and taking a few deep, slow breaths. This remarkably effective strategy brings the body from stress mode into a more relaxed state.

If you are in emotional or mental distress please see Mental Health@Western (<http://www.uwo.ca/uwocom/mentalhealth/>) for a list of options about how to obtain help. Western has developed an interactive mental health learning module: [https://uwo.ca/health/mental\\_wellbeing/education/module.html](https://uwo.ca/health/mental_wellbeing/education/module.html). It's also advisable to have a wellness safety plan if you don't want to reach out to formal services. Having the numbers of a few trusted individuals is another strategy.

## **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 being prepared. It is the responsibility of the professor to be 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 a timely fashion. 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 each week by completing required course readings, listen to the lectures, watch videos, take notes, and to ask questions about course.

**Students who miss Zoom sessions are responsible for the material they have missed. Instructors are not obliged to review the contents of missed lectures.**

*Use of Recording Devices and Course Content:* Course instructors own and retain the intellectual property rights of their teaching materials. These rights extend to materials used in online settings and digital learning management systems like Owl, Zoom and TopHat. Students do not have our permission to make audio or video recordings of lectures, take pictures of lecture material, or distribute any course content for nefarious purposes (E.g. for sale or to cheat on exams). It is the decision of the instructor as to how and when teaching materials can be shared or used. **Unless explicitly noted otherwise, you may not make audio or video recordings of pre-recorded lectures or other course materials. Nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

## **L. Creating and maintaining a respectful and productive learning environment**

In order to maintain a respectful and productive learning environment, it is essential everyone be respectful. Disrespectful and disruptive behaviour via posts and discussions that 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 the course. The professor has the right to remove any posted content without warning.

### **Additional Information**

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*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.*

Year 1: 68-72

Year 2: 70-74 (core) and 72-76 (elective)

Year 3: 72-76 (core) and 74-78 (elective)

Year 4: 74-80

### **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	Content/Readings	Quiz/Assignment/Zoom
1	Sept 13 – 19th	<p><b>Online:</b></p> <ul style="list-style-type: none"> <li>Week 1 Video. Note - All weekly videos can be found in OWL under Lessons <ul style="list-style-type: none"> <li>Introduction and Course Overview</li> <li>What is population health? What are population health interventions?</li> </ul> </li> </ul> <p><b>Readings:</b></p> <p>Arah, O. (2009). On the relationship between individual and population health. <i>Med Health Care and Philos</i>, 12, 235-244.</p> <p>Rose, G. (2001). Sick individuals and sick populations. <i>International Journal of Epidemiology</i>, 30(3), 427–432, doi.org/10.1093/ije/30.3.427</p>	<p><b>Zoom Meeting:</b>  <b>Monday Sept 14<sup>th</sup>, 4:30 – 5:30pm</b>  Welcome and overview</p>
2	Sept. 20 – 26th	<p><b>Online:</b></p> <ul style="list-style-type: none"> <li>Week 2 Video <ul style="list-style-type: none"> <li>The Population Health Approach</li> </ul> </li> </ul> <p><b>Readings:</b></p> <p>Baarnighausen, T. (2017). Population health intervention research: three important advancements. <i>Int J Public Health</i>, 62, 841–843.</p> <p>Hawe, P., &amp; Potvin, L. (2009). What is population health intervention research? <i>Can J Public Health</i>, 100(1), 8-14.</p> <p>Martin, J., Cheng, D., &amp; Stranges, S. (2017). Population health intervention research: myths and misconceptions. <i>Int J Public Health</i>, 62, 845–847.</p>	<p><b>Zoom Article Discussion (inclusive of Weeks 1 and 2 readings):</b>  <b>Monday Sept 21<sup>st</sup> –</b></p> <ul style="list-style-type: none"> <li>4:30pm – 5:30pm</li> <li>See Owl for schedule</li> </ul>
3	Sept 27 <sup>th</sup> – Oct. 3rd	<p><b>Online:</b></p> <ul style="list-style-type: none"> <li>Week 3 Video <ul style="list-style-type: none"> <li>Intervention strategies</li> </ul> </li> </ul> <p><b>Readings:</b></p> <p>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</p> <p>The Population Health Template Working Tool - <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></p>	<p><b>Owl Quiz:</b></p> <ul style="list-style-type: none"> <li>Quiz #1 (covers classes 1 and 2 only)</li> <li>Quiz #1 opens at 4:30pm on Monday Sept 28<sup>th</sup> and closes at 5pm.</li> </ul>

4	Oct. 4 <sup>th</sup> – 10 <sup>th</sup>	<p><b>Online:</b></p> <ul style="list-style-type: none"> <li>• Week 4 Video</li> <li>• Indicators</li> </ul> <p><b>Readings:</b></p> <p>Key Elements and Actions that Define a Population Health Approach - <a href="http://www.phac-aspc.gc.ca/ph-sp/approach-approche/pdf/summary_table.pdf">http://www.phac-aspc.gc.ca/ph-sp/approach-approche/pdf/summary_table.pdf</a></p> <p>Health Status of Canadians 2016 (Pages 2 and 3) - <a href="http://healthycanadians.gc.ca/publications/departement-ministere/state-public-health-status-2016-etat-sante-publique-statut/alt/pdf-eng.pdf">http://healthycanadians.gc.ca/publications/departement-ministere/state-public-health-status-2016-etat-sante-publique-statut/alt/pdf-eng.pdf</a></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Zoom Meeting:</b></p> <ul style="list-style-type: none"> <li>• Monday Oct. 5<sup>th</sup>, 4:30pm</li> <li>• Preparing for your major assignment</li> </ul>
5	Oct. 11 <sup>th</sup> – Oct. 17 <sup>th</sup>	<p><b>Online:</b></p> <ul style="list-style-type: none"> <li>• Week 5 Video, <b>Topic: Childhood Health: Early Education.</b> <ul style="list-style-type: none"> <li>• Review of the problem, indicators, and current population interventions.</li> </ul> </li> </ul> <p><b>Readings:</b></p> <p>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.</p> <p>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> <p>Better daycare for \$7/day: One province's solution for Canada - <a href="https://www.theglobeandmail.com/life/parenting/the-one-province-that-gets-daycare-right-in-canada-think-7-a-day/article14933862/">https://www.theglobeandmail.com/life/parenting/the-one-province-that-gets-daycare-right-in-canada-think-7-a-day/article14933862/</a></p> <p>Full-day kindergarten — the best of what we imagined is happening in classrooms - <a href="https://www.toronto.com/opinion-story/9209156-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/</a></p> <p>McLeans Magazine - Why Full Day Kindergarten Doesn't Work - <a href="https://www.macleans.ca/news/canada/the-munchkin-invasion/">https://www.macleans.ca/news/canada/the-munchkin-invasion/</a></p>	<p><b>Zoom Article Discussion:</b></p> <p><b>Monday Oct. 12<sup>th</sup> –</b></p> <ul style="list-style-type: none"> <li>• 4:30pm - 5:30pm</li> <li>• See Owl for schedule</li> </ul>
6	Oct. 18 <sup>th</sup> – 24 <sup>th</sup>	<p><b>Online:</b></p> <ul style="list-style-type: none"> <li>• Week 6 Video, <b>Topic: Sexual Health and Universal Access to Contraceptives</b> <ul style="list-style-type: none"> <li>• Review of the problem, indicators, and current population interventions.</li> </ul> </li> </ul>	<p><b>Zoom Article Discussion:</b></p> <p><b>Monday Oct. 19<sup>th</sup> –</b></p> <ul style="list-style-type: none"> <li>• 4:30pm - 5:30pm</li> <li>• See Owl for</li> </ul>

		<p><b>Readings:</b></p> <p>Contraception in Canada: Chapter 1 -  <a href="https://www.jogc.com/article/S1701-2163(16)39370-7/pdf">https://www.jogc.com/article/S1701-2163(16)39370-7/pdf</a></p> <p>Position Statement: Universal access to no-cost contraception for youth in Canada -  <a href="https://www.cps.ca/en/documents/position/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</a></p> <p>Sell it and forget it: How better contraception could be a key to reducing poverty -  <a href="https://www.nytimes.com/2018/12/18/upshot/set-it-and-forget-it-how-better-contraception-could-be-a-secret-to-reducing-poverty.html">https://www.nytimes.com/2018/12/18/upshot/set-it-and-forget-it-how-better-contraception-could-be-a-secret-to-reducing-poverty.html</a></p> <p>My light bulb moment: Contraception shouldn't be a luxury -  <a href="https://www.thinkupstream.net/lbm_contraception">https://www.thinkupstream.net/lbm_contraception</a></p>	schedule
7	Oct. 25 <sup>th</sup> – 31 <sup>st</sup>	<p><b>Online:</b></p> <ul style="list-style-type: none"> <li>• Week 7 Video, <b>Topic: Tobacco</b></li> <li>• Review of the problem, indicators, and current population interventions.</li> </ul> <p><b>Readings:</b></p> <p>Pierce, J., White, V. Emery, S. (2012). What public health strategies are needed to reduce smoking initiation? <i>Tobacco Control</i>, 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. <i>Tobacco Control</i>, 27, 278-286.</p>	<p><b>Owl Quiz:</b></p> <ul style="list-style-type: none"> <li>• Quiz #2 (covers classes 3 to 6 only)</li> <li>• Quiz #2 opens at 4:30pm on Monday Oct 26<sup>th</sup> and closes at 5pm.</li> </ul> <p><b>Video Clips Due – Friday Oct. 30th</b></p>
8	Nov. 1 <sup>st</sup> – 7 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Reading Week</li> </ul>	Watch Media Clips
9	Nov. 8 <sup>th</sup> – 14 <sup>th</sup>	<p><b>Online:</b></p> <ul style="list-style-type: none"> <li>• Week 9 Video, <b>Topic: Sugar</b></li> </ul>	<p><b>Zoom Article Discussion:</b></p> <p><b>Monday Nov 9th –</b></p> <ul style="list-style-type: none"> <li>• 4:30pm -5:30pm</li> <li>• See Owl for schedule</li> </ul>

10	Nov. 15 <sup>th</sup> – 21st	Major Assignment Preparation	<u><b>Owl Quiz #3:</b></u> <ul style="list-style-type: none"> <li>• Quiz #3 opens at 4:30pm on Monday Nov 16<sup>th</sup> and closes at 5pm.</li> <li>• Quiz #3 covers weeks 7 and 9.</li> </ul>
11	Nov. 22 <sup>nd</sup> – 28th	<u><b>Zoom Meeting:</b></u> <b>Monday Nov. 23 – Student Presentations</b> <ul style="list-style-type: none"> <li>• 6 groups will be selected to present</li> </ul>	<b>Group Presentations Monday Nov. 23, 4:30pm</b>  <b>Major Paper Due (all groups)- Friday Nov. 27th</b>
12	Nov. 29 <sup>th</sup> – Dec. 5th	<u><b>Zoom Meeting:</b></u> <b>Monday Nov. 30th – Student Presentations</b> <ul style="list-style-type: none"> <li>• 5 groups will be selected to present</li> </ul>	<b>Group Presentations Monday Nov. 30, 4:30pm</b>
13	Dec. 6 <sup>th</sup> – Dec. 9th	<u><b>Zoom Meeting:</b></u> <b>Monday Dec. 7th – Student Presentations</b> <ul style="list-style-type: none"> <li>• 5 groups will be selected to present</li> </ul>	<b>Group Presentations Monday Dec. 7, 4:30pm</b>