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 dip 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message targeting the health concern outlined in Part A. All videos are to be uploaded to www.youtube.com as an unpublished video.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:

# Class Schedule

Dates	Торіс	Readings
Week 1: Topic 1 Mon. Sept. 10 <sup>th</sup>	Introduction & Overview of Course Outline	No Readings
Week 1: Topic 2 Wed. Sept. 12th	What is Population Health?	Arah, O. A. (2009). On the relationship between individual and population health. Medicine, Health Care and Philosophy, 12(3), 235-244.
Week 2: Topic 3 Mon. Sept. 17th	Population Health Approach I	Hawe, P., & Povtin, L (2009). What is population health intervention research? Canadian Journal of Public Health, 100(1), 8-14.
Week 2: Topic 4 Wed. Sept. 19 <sup>th</sup>	Population Health Approach II Class Activity	Health Canada. (2001). The population health template working tool. Ottawa: Health Canada. Retrieved from http://www.phac-aspc.gc.ca/ph from

		resistance: Insights from safe injection in the city of Vancouver. International Journal of Drug Policy, 19(1), 11-16.
Week 9: Topic 15 Wed. Nov. 7 <sup>th</sup>	<b>Smoking Cessation</b> <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, 15</i> (3): 708- 717.
Week 10: Topic 16 Mon. Nov. 12 <sup>th</sup>	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</i> <i>Based Therapies and Vaccines</i> , 1(1), 3.
Week 10: Topic 17 Wed. Nov. 14 <sup>th</sup>	Injury Prevention Guest Lecture	Reading TBA by guest lecturer
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. Evidence & Policy: A Journal of Research, Debate and Practice, 8(1), 97- 115.
Week 11: Topic 19 Wed. Nov. 21 <sup>st</sup>	Evaluation of Interventions I Class Activity	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</i> <i>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-AlMing a heart disease prevention program for older women with

		diabetes. Translational Behavioral Medicine, 2 <b>(2), 180-187.</b>
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 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
ТВА	FINAL EXAMINATION	

#### 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 <u>explicitly</u> noted otherwise, you may <u>not</u> make audio or video recordings of lectures <u>nor</u> 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 Westq0Q EMC h. 612 792 reW\*nBT/F3 12 Tf4()-3(at)4()-3

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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