

The University of Western Ontario
School of Health Studies
Faculty of Health Sciences
HS 425A: Population Health Intervention

Class times: Blended Model

Location:

Course Instructor: Dr. Anita Cramp

Email: acramp2@uwo.ca

Office Hour: by appointment

TA: TBD

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.

It is the current position of the university that we should expect to be "in person" in the fall. This has meant that classes can be scheduled in one of three ways:

1. "In Person": All instruction is delivered on campus and in person.
2. "Blended": All instruction is delivered online (and all assessments are delivered in an online asynchronous fashion).
3. "Distance": All instruction is delivered online (and all assessments are delivered in an online asynchronous fashion).

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
- enroll in it, you may be removed from this course and it will be deleted from your record. You may not be appealed. You will receive no adjustment to your fees in the event that you drop from a course for failing to have the necessary prerequisites.

*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 (35%)
 - Quiz 1 is worth 20% and Quiz 2 is worth 15%
 - Quizzes will consist of 35 to 40 multiple-choice questions and will be completed online using OWL
2. Multiple Choice Question Submissions (10%)
 - Create 1 multiple-choice question for assigned weeks. Each submission is worth 1/2
 - Well crafted questions may be used on the actual quizzes
 - Students must submit their questions in OWL Forums and use the template table provided. See OWL Forums "Multiple Choice Question Assignment" for details
3. Major Assignment (55% total: Groups of 4). REFER TO THE 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, and previous and current intervention research on the topic

There are 4 parts to the Major Assignment.

Part A: Media Clip (20%).

Create a 1 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 6 to 7-page paper (2 journal articles) related to the health concern described in the paper.

Part C: Presentation (10%).

Part D: (5%)

MARKS

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 anticipated that the course averages in years 1 through 4 grades will vary and this is the normative breakdown of average grades/year:

Year 1: ~~68~~2

Year 2: ~~70~~4 (core) and ~~72~~6 (elective)

Year 3: ~~72~~6 (core) and ~~74~~8 (elective)

Year 4: ~~74~~0

POLICIES

Prerequisites

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

Covid-19 Contingency Plan for in-person class pivoting to 100% online learning

In the event of a COVID resurgence during the course that necessitates the course delivery moving away from fact-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor.

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Late assignments

Assignments must not be missed unless there is a medical condition, family emergency, or other unforeseen circumstances. A note from your Physician indicating the nature of the condition must be submitted to the School of Health Studies Main Office, and only upon receipt of such a letter will instructors consider a new due date for an assignment. Late assignments may be docked a certain percentage per day, which is determined by the instructor.

Attendance and Classroom Behaviour (online and/or in person)

In the School of Health Studies, each course instructor sets specific expectations for attendance and participation that are specific to the course, teaching objectives, and learning outcomes. Regular attendance is expected and essential for all courses, but particularly those that include participation grades in their evaluation schemes. Participation means not only attendance, but active engagement in the class, including (for example) contribution to small and large group discussions, a demonstrated effort to prepare for class by completing assigned readings before class, and following the instructor's guidelines for use of electronic devices during class time. Students who miss classes, or parts of classes, 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

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 rebroadcast any of the material posted to the course website.

Use of Plagiarism Checking Software

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>).

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 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 emotiu are26 Tw 11.04 -0 (i)-11.p.7 (u)2..2 (c)6 (c)6

Course Schedule

Wk	Date	Content/Readings	Quiz/Assignment
1	Sept 10- 16	<ul style="list-style-type: none"> • Introduction and Course Overview • What is population health? What are population health interventions? <p><u>Readings:</u> 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>IN CLASS SESSION: Friday Sept 10:30am- 11:30am</p>	

		<p>Canadian Chronic Disease Indicators (CCDI)</p> <p>IN CLASS SESSION: Friday Oct 10:30am– 11:30am</p>	
5	Oct 8-14	<ul style="list-style-type: none"> • Topic: Childhood Health: Early Education <ul style="list-style-type: none"> • Review of the problem, indicators, and current population interventions. <p><u>Readings:</u></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>Suchdev, P.S. et al (2012). Selling sprinkles micronutrient powder reduces anemia, iron deficiency, and vitamin A deficiency in young children in Western Kenya: a cluster randomized controlled trial <i>The American journal of clinical nutrition</i>, 95(5), 1223-230.</p> <p>Loechl, C. U., et al. (2009). Using programme theory to assess the feasibility of delivering micronutrient Sprinkles through a food-assisted maternal and child health and nutrition programme in rural Haiti. <i>Maternal & child nutrition</i>, 5(1), 33-48.</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> (6): 21-8.</p> <p>Martiniu, S. (2021). Four lessons from Quebec's early childcare model. https://policyoptions.irpp.org/magazines/apr2021/four-lessons-from-48.</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/sell-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> <p>IN CLASS SESSION: Friday Oct 12:30am - 11:30am</p>	
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7 Oct
22 -
28

- Topic: Tobacco
- Review of the problem, indicators, and current population interventions.

Readings:

Pierce, J., White, V. Emery, (2012). What public health strategies are needed to reduce smoking initiation? Tobacco Control, 21:258

<https://www.hsph.harvard.edu/ecpe/evidencebasedstrategies-to-reduce-global-tobacco-use/>

[https://www.cdc.gov/tobacco/data_statistics/evidence/pdfs/compemo_40.006_Tw_-30.28-4.1_14.1_\(e\)-6](https://www.cdc.gov/tobacco/data_statistics/evidence/pdfs/compemo_40.006_Tw_-30.28-4.1_14.1_(e)-6)

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		Canadian Paediatric Society Position Statement: A proposal to increase taxes on sugasweetened beverages in Canada	
10	Nov 12- 18	IN CLASS SESSION Friday Nov 10, 10:30am- 11:30am Major Assignment Preparation & Quiz	