

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

Instructional Mode: Blended Model
Class times:
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”:* Instruction is delivered with a combination of asynchronous online and in person methods. At least 30% of the instruction must be delivered online, and some of the content must be delivered in person.
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 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 Brightspace

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 Brightspace.

2. **Multiple Choice Question Submissions (10%)**
 - Create 1 multiple-choice question for assigned weeks. Each submission is worth 2%
 - Well crafted questions may be used on the actual quizzes.
 - Students must submit their questions in Brightspace Forums and use the template table provided. See Brightspace 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 summarizing the health concern, and review 3 population-level interventions that have been piloted or are in use that address the health concern. Discuss next steps.

Part C: Presentation (10%).

Create a short 8 to 10-minute presentation that outlines a plan for requiring health warning labels on alcohol.

You will be required to present your work to the class during a scheduled Zoom session. These sessions are scheduled for the last 2 weeks of the course.

Part D: Contribution (5%)

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.

Course/University Policies

1. The website for Registrar Services is <http://www.registrar.uwo.ca>.

In accordance with [policy](#), the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

2. 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, in the [Academic Calendar \(westerncalendar.uwo.ca\)](#).

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All 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 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 Western University and Turnitin.com (www.turnitin.com).

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on 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.

3. 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.**

Personal Response Systems (“clickers”) may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course instructor immediately, if you have any concerns about whether or not your clicker is malfunctioning. You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the grade:

- The use of somebody else’s clicker in class constitutes a scholastic offence;
- The possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offense

4. **Academic Considerations and Absences from Lectures and Assessments**

Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic counsellors in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

Academic Accommodation

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

Academic Consideration

The University recognizes that a student’s ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5) business days of their return to academic responsibilities. Any such documents will be retained in the student's file, and will be held in confidence in accordance with the University's [Official Student Record Information Privacy Policy](#). Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”).

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

Examination Conflicts

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request academic considerations with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online tests and examinations, use of a “Conflict Room,” wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

5. *Contingency Plan for an In-Person Class Pivoting to 100% Online Learning*

In the event of a situation that requires this course to pivot to online content delivery, 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

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other

serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

6. Online Proctoring

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

7. Grades

Where possible assignment objectives and rubrics will be posted on OWL.

Generally, students can expect some form of feedback on their performance in a course before the drop date.

- November 13th, 2023 (for first term half-courses)
- November 30th, 2023 (for full-year courses)
- March 7th, 2024 (for second term half-or full year courses)

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>

Rounding of Grades (for example, bumping a 79 to 80%):

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or 'giving away' of marks. Please don't ask me to do this for you; the response will be "please review the course outline where this is presented".

Appealing a Grade Within this Course

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student's Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31st (for first-term half courses) or June 30th (for second-term half courses or full-year courses)

8. Support Services

Health and Wellness:

Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.health.uwo.ca/>) for a complete list of options about how to obtain help.

There are various support services around campus and these include, but are not limited to:
Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

9. 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 Western University, 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	Content/Readings	Due Dates
1	<ul style="list-style-type: none"> Introduction and Course Overview What is population health? What are population health interventions? <p>Readings: 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: Monday January 6th, 4:30pm</p>	
2	<ul style="list-style-type: none"> The Population Health Approach <p>Readings: Ba"rnighausen, T. (2017). Population health intervention research: three important advancements. <i>Int J Public Health</i>, 62, 841–843.</p> <p>Hawe, P., & Potvin, L. (2009). What is population health intervention research? <i>Can J Public Health</i>, 100(1), 18-114.</p> <p>Martin, J., Cheng, D., & Stranges, S. (2017). Population health intervention research: myths and misconceptions. <i>Int J Public Health</i>, 62, 845–847.</p> <p>IN CLASS SESSION: Monday January 13th, 4:30pm</p>	Weeks 1 or 2 MC Question Assignment – Sun Jan 19 th , 11:55pm
3	<ul style="list-style-type: none"> Intervention strategies <p>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</p> <p>The Population Health Template Working Tool - http://www.phac-aspc.gc.ca/ph-sp/pdf/template_tool-eng.pdf</p>	Week 3 MC Question Assignment – Sun Jan 26 th , 11:55pm
4	<ul style="list-style-type: none"> Indicators <p>Readings: Key Elements and Actions that Define a Population Health Approach - http://www.phac-aspc.gc.ca/ph-sp/approach-approche/pdf/summary_table.pdf</p> <p>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</p>	Week 4 MC Question Assignment – Sun Feb 2 nd , 11:55pm

	<p>Canadian Chronic Disease Indicators (CCDI)</p> <p>IN CLASS SESSION: Monday January 27th, 4:30pm</p>	
5	<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>Readings:</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), 1223–1230.</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>, 22(5): E1–E8.</p> <p>Martiniu, S. (2021). Four lessons from Quebec’s early childcare model. https://policyoptions.irpp.org/magazines/april-2021/four-lessons-from-quebecs-early-child-care-model/</p> <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>	<p>Quiz:</p> <p>Quiz #1 – Monday Feb 3rd, 4:30pm. Covers classes 1 to 4. Conducted via Brightspace</p>
6	<ul style="list-style-type: none"> • Topic: Sexual Health and Universal Access to Contraceptives <ul style="list-style-type: none"> • Review of the problem, indicators, and current population interventions. <p>Readings:</p> <p>Contraception in Canada: Chapter 1 - https://www.jogc.com/article/S1701-2163(16)39370-7/pdf</p> <p>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>Weeks 5 and 6 MC Question Assignment – Fri Feb 14th, 4pm</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> <p>IN CLASS SESSION: Mon Feb. 10th, 4:30pm</p>	
Reading Week		
8	<ul style="list-style-type: none"> • Topic: Tobacco <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? <i>Tobacco Control</i>, 21:258-264.</p> <p>https://www.hsph.harvard.edu/ecpe/evidence-based-strategies-to-reduce-global-tobacco-use/</p> <p>https://www.cdc.gov/tobacco/data_statistics/evidence/pdfs/comprehensive-TCP-508.pdf</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>https://senate.ucsf.edu/tobacco-ceo-statement-to-congress</p> <p>IN CLASS SESSION: Monday Feb 24th, 4:30pm</p>	<p>Major Assignment Part A: Media Clip Due – Sunday March 2nd, 11:55pm</p>
9	<ul style="list-style-type: none"> • Topic: Sugar <p>Readings: Jones, A.C., Kirkpatrick, S.I. & Hammond, D. (2019). Beverage consumption and energy intake among Canadians: analyses of 2004 and 2015 national dietary intake data. <i>Nutr J</i> 18, 60. https://doi.org/10.1186/s12937-019-0488-5</p> <p>Colchero, M. A., Popkin, B. M., Rivera, J.A., & Ng, S.W (2016). Beverage purchases from stores in Mexico under the excise tax on sugar sweetened beverages: Observational study, <i>BMJ</i>, 352 :h6704</p> <p>Brownell KD, Frieden TR (2009). Ounces of prevention--the public policy case for taxes on sugared beverages. <i>The New England Journal of Medicine</i>, Apr;360(18):1805-1808. DOI: 10.1056/nejmp0902392.</p>	<p>Weeks 7 or 9 MC Question Assignment – Sun March 9th, 11:55pm</p>

	<p>Canadian Paediatric Society Position Statement: A proposal to increase taxes on sugar-sweetened beverages in Canada</p> <p>IN CLASS SESSION Monday March 3rd, 4:30pm</p>	
10	<p>Major Assignment Preparation & Quiz</p>	<p><u>Quiz 2:</u> Monday March 10th, 4:30pm Covers weeks 5-7 and 9. Conducted via Brightspace</p>
11	<p>Presentations – Conducted via Zoom</p> <p>Presentation Dates:</p> <ul style="list-style-type: none"> Monday March 17th, 4:30pm 	<p>Major Assignment Part B Due Sunday March 23rd, 11:55pm</p>
12	<p>Presentations – Conducted via Zoom</p> <ul style="list-style-type: none"> Monday March 24th, 4:30pm 	
13	<p>Course Wrap Up, Presentation Feedback and Major Assignment Part C</p> <p>Q & A</p> <p>ZOOM SESSION Monday March 1st, 4:30pm</p>	<p>Major Assignment Parts C & D Due Friday April 4th, 11:55pm</p>