

The University of Western Ontario
School of Health Studies

Health Sciences 4091A
Population Health Interventions

Instructor: Lyndsay Fitzgeorge, PhD
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September 2011

Class Time: Tuesday 2:30 – 4:30pm TH 3101
Thursday 2:30 – 3:30pm TH 3101

Prerequisite: Enrolment no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Information

This course will be lecture/seminar. It will focus on the theory, research, and methods of changing psychological, social, and environmental factors known to influence health promotion. The specific focus will be upon health interventions designed to care for populations throughout the lifespan. Topics will include a) concepts about interventions such as adherence, importance of theory, types of interventions, evaluation of interventions; b) concepts about behaviour change such as behaviour modification, self regulation, applicable psycho social theories, what to target and who to target for change; c) examples of interventions for asymptomatic and symptomatic populations.

Course Objectives

1. To become acquainted with the research literature concerning health behaviour change interventions.
2. To understand health behaviour change intervention concepts and outcomes.
3. To critically think about how health interventions are designed and implemented in society.
4. To critically evaluate health interventions and use your knowledge to propose a potential health intervention.

Course Materials

Weekly course readings will be posted on WebCT.

Course Conduct

I am passionate about health, health promotion, health interventions, and unhealthy behaviour change. I promise to come to class prepared to share my personal experience, my research experience, and my knowledge with the class; students are expected to be respectful in class (i.e., do not read the newspaper), to be prepared to learn (e.g., completed assigned readings), and to be ready to interact in classroom discussions/activities.

Students are asked to limit laptop computers to class related activities; please turn off your hand held electronic devices when you enter

to what is shown in class; sometimes ideas come to me at the last minute. I will inform the students of any changes. Importantly, all PowerPoint slides are my academic property and are not to be used outside of the course without my permission.

Complaints regarding course evaluation or examination grading are to be submitted to me in writing.

Evaluation

1. **In-Class midterm exam (15%).** Multiple choice and short answer. Held during class time on October 20, 2011. There will be NO make up midterm test. A student unable to write the test due to **acceptable circumstances** will have his/her final examination value elevated to 55%.
2. **Final exam (40%).** The final exam will be cumulative; this course is an integration of ideas learned from day one. There will be multiple choice and short answer questions. The exam will be held during examination period.
3. **Assignment 1 (25% total; media clip or brochure 15%; presentation 10%).** The assignment is to be done in groups of 4 students. The presentation will occur from **Nov. 17th to Dec. 1st, 2011**. Each group is to create a multi media clip OR brochure that could be used to target change in a health related issue of your choice. Students will be asked to show their brochure and presentation to the class: (a) the problem and the rationale for a new intervention, (b) description of the target population, and (c) the intended outcome you wish to achieve. **ALL GROUPS** must submit a copy of the brochure or a link to the media clip before **November 16th** at 11:59pm. Electronic submission must be emailed to my **LECT MAIL**. I will expect one email per group (with all members listed in the email). **10%** will be deducted for assignments submitted after 11:59pm. **20%** will be deducted for assignments submitted more than 24 hours after November 16th at 11:59pm. Assignments will be accepted up to 48 hours after they are due; any assignment not submitted within this time frame will be considered late.

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

Scholastic 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 website: http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf.

Additionally,

1. All required papers may be subject to submission for

be submitted, as soon as possible, to the appropriate Academic Counselling Office of the student's Faculty of registration. For BHSc students, you may go to the School of Health Studies Office in HSB room 222.

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/>

Course Agenda (subject to change)

WEEK	TOPIC
	<i>What am I getting into?</i>

WEEK3	Introduction to Interventions
09/27	<ul style="list-style-type: none"> x What are Population Health Interventions? x Population Health Intervention Targets– Upstream vs. Downstream x Population Health Interventions: Example Mass Communication Campaigns <p>Reading:</p> <p>Hawe, P., & Potvin, L. (2009). What is population health intervention research? <i>Can J Public Health</i>, 100(1), 18-14.</p> <p>Butterfoss, F. D., Francisco, J., & Capwell, E. M. (2000). Choosing effective evaluation methods. <i>Health Promotion Practice</i>, 1(4), 307-313.</p>
09/29	<ul style="list-style-type: none"> x Assignment #1 discussion x Scheduled class time to work on the assignment
WEEK4	Mass Communication Interventions
10/04	<ul style="list-style-type: none"> x Population Health Interventions: Mass Communication <p>Reading:</p> <p>Finnegan, J., & Viswanath, K. (2008). Communication theory and health behaviour change. In: K. Glanz, F., B. Rimer & K. Viswanath (Eds), <i>Health Behavior and Health Education: Theory, Research & Practice</i> (4th edition) (pp. 363–387). San Francisco: Jossey-Bass.</p>
10/06	<ul style="list-style-type: none"> x What is in a message? x How to frame messages to promote healthy behaviours. <p>Reading:</p> <p>Rothman, A. J., Bartels, R., Wlaschin, J., & Salovey, P. (2006). The strategic use of gain and loss framed messages to promote healthy behavior: How theory can inform practice. <i>Journal of Communication</i> 56, 202-220.</p>
WEEK5	Mass Communication Interventions Continued
10/11	<ul style="list-style-type: none"> x Population Health Interventions: Mass Communication <li style="padding-left: 20px;">x Smoking Cessation <p>Readings:</p> <p>Bala, M., Strzeszynski, L., & Cahill, K. (2008). Mass media interventions for smoking cessation in adults. <i>Cochran Database of Systematic Reviews</i> Issue 1.</p> <p>Borland et al. (2009). How reactions to cigarette pack health warnings influence quitting: findings from the ITC Four Country survey. <i>Addiction</i>, 104, 669-675.</p>

Population Health Interventions: Mass Communication
Skin Cancer Screening

Readings:

Kasparian, N., McLoone, J., & Meiser, B. (2009). Skin cancer related prevention and screening behaviors: a review of the literature. *J Behav Med, 32*, 406–428.

Glanz, K., Schoenfeld, E., & Steffen, A. (2010). A randomized trial of tailored skin cancer prevention messages for adults: Project SCAPE. *American Journal of Public Health, 100*

WEEK 8	Program Based Interventions
11/1	<p>Prenatal Physical Activity: Patterns and Determinants <i>Move 4 Two</i> – A prenatal exercise intervention Guest Speakers: Bernadette Garrity (Middlesex London Health Unit) & Anita Cramp, PhD</p> <p>Readings: Cohen, T., Plourde, H., & Koski, K. (2009). Are women achieving a FIT pregnancy? A pilot study. <i>Can J of Public Health, 101</i>(1), 87-91.</p> <p>Gaston, A., & Cramp, A. (2011). Exercise during pregnancy: A review of patterns and determinants. <i>Journal of Science and Medicine in Sport, 14</i>, 299-305.</p>
11/3	<p>Ontario's universal influenza immunization program</p> <p>Readings: Kwong, J., Maaten, S., Upshur, R. et al (2009). The effect of universal influenza immunization on antibiotic prescriptions: An ecological study. <i>Clinical Infectious Diseases, 49</i>, 750-756.</p> <p>Kwong, J., Rosella, L. Guan, J. et al. (2010). School based influenza vaccine delivery, vaccination rates, and healthcare use in the context of a universal influenza immunization program: An ecological study. <i>Vaccine, 29</i>(15), 2722 – 2729.</p>
WEEK 9	Program Based Intervention Continued

11/8 Elder Abuse: The problem and the prevalence
Example Community Programs
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WEEK 10	<i>Program Based Interventions Continued</i>
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11/15

Intervention strategies for reducing homelessness

Guest Speaker: Youth homelessness

Readings:

Frankish, J., Hwang, D., & Quantz, D. (2009). *The Relationship Between*