

University of Lethbridge



**FACULTY OF HEALTH SCIENCES
POPULATION HEALTH
PUBH 2000, SECTION Y – SPRING 2017
MONDAY, 18:00 – 20:50 | ROOM: S6013A**

INSTRUCTOR

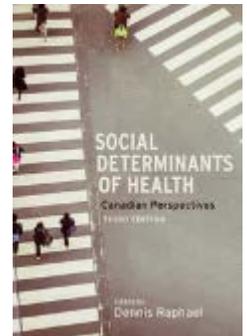
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OFFICE HOURS

By appointment

COURSE MATERIALS

Required Textbook: Social Determinants of Health: Canadian Perspectives, 3rd Edition, Dennis Raphael, Canadian Scholars' Press Inc., 978-1551308975



PREREQUISITES/ CO-REQUISITES/EQUIVALENTS

One of Public Health 1000, Health Sciences 2700/Sociology 2700, or Third-year standing (a minimum of 60.0 credit hours) in the B.N. program.

COURSE DESCRIPTION

Population health is examined through the determinants of health. Historical and theoretical perspectives will be explored with a focus on chronic disease prevention, injury prevention, health promotion, and healthy aging.

OVERVIEW OF COURSE CONTENT, FOCUS AND APPROACH

According to the Public Health Agency of Canada (PHAC) “Population health is an approach to health that aims to improve the health of the entire population and to reduce health inequities among population groups. In order to reach these objectives, it looks at and acts upon the broad range of factors and conditions that have a strong influence on our health.” This deliberately inclusive definition means that population health can mean different things to many people. There is a specific focus on the multifactorial causes of “health” and the distribution of health outcomes.

This course will explain both the origin of population health as an approach (as suggested by PHAC above) and the idea that population health is a unique way to study health. The course will examine the different disciplinary ideas that congealed into population health as it is studied today. Further, we will discuss in detail drivers of population health, many of which are conceptualized as “the social determinants of health”. Finally, we will cover some topics in “applied” population health: issues of measurement; how we know what we know; the role of population health in policy discussions; and evaluation of population health initiatives. Due to the scope of this course there will be many readings from different disciplines, some of which might have a strong ideological or political underpinning, but class discussion will allow for students to explore them further whether or not they agree with the authors.

This course will rely heavily on readings and course discussion. Evaluation will be done with examinations and two main pieces of work: a paper and a group project culminating in a presentation.

COURSE LEARNING OBJECTIVES

Upon course completion, students will be able to:

- Define concepts of population health and relate those to concepts of individual health
 - Understand the historical development of population health as a practice and an idea
 - Describe different theories used to explain population health phenomena
 - Identify population health determinants and the mechanisms through which they operate
 - Analyze the role of public health in production of population health outcomes
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METHOD OF ASSESSMENT

ASSIGNMENT	VALUE	DUE DATE
Midterm Exam	20%	February 13
Individual Paper	20%	March 13
Group Presentation	30%	March 20, 27 or April 3
Final Exam	30%	April 18
Total	100%	

PERFORMANCE ASSESSMENTS

1. Group Presentation – Topics in population health

Group sizes will depend on class size. The presentation will be a discussion of a population health issue, study, or initiative. Groups will choose from a list of potential topics and associated materials based on their interest. The presentation will cover the details of the chosen topic and the presenters will then lead a short discussion on the implications of their talk. Grades will be based on presentation content, assessment by other group members, and class participation. Expect these presentations and resultant discussions to take approximately 30 minutes.

To encourage participation during all presentations, students will also be evaluated on their participation during classmates' presentation discussions. Topics will be posted for the entire class to see long before the presentations to facilitate discussion.

2. Individual Paper – Policy affecting population health

Students are expected to produce a scholarly manuscript, including referenced material from either academic or grey literature, dealing with a population health policy issue they choose. This paper will study the "applied" side of population health by examining a policy (health or non-health related) and discuss its implications. Students will address various multifactor causes of a population health issue and are required to:

a. Identify a policy that impacts population health.

Such a policy can be health related (e.g., anti-smoking campaigns) or non-health related (e.g., marginal effective tax rates for those with low income). Non-health related policies will likely be simpler to discuss in part (b) so I would recommend thinking hard to come up with a topic that interests you. Discuss why that policy exists.

b. Explain the relationship between that policy and population health.

Students can choose whatever population health metrics they wish and relate to them via any of the theories we discuss in class. This explanation will include a discussion of the policy's relevance or importance such as potential impact or scope of coverage. Has this policy achieved its stated goal? Were there any unintended consequences? Can you imagine what impact it might have based on similar examples?

Formatting style is your choice but you must be consistent throughout your paper. I am partial towards Vancouver style for references, this is the style used in many health and medical journals (example available here http://guides.lib.monash.edu/ld.php?content_id=14570618).

3. Examinations

The mid-term and final exams will be a combination of short and long answer questions.

LATE ASSIGNMENTS

Late individual papers will lose 10% of their potential overall mark per 24-hour period they are late. They are due at the beginning of class on **March 13**.

GRADING SCHEME

Percent Mark	Letter Grade	Percent Mark	Letter Grade
95-100	A+	90-94	A
86-89	A-	82-85	B+
78-81	B	74-77	B-
70-73	C+	66-69	C
62-65	C-	58-61	D+
50-57	D	0-49	F

COURSE POLICIES

- Pre-requisites and Co-requisites:** It is the responsibility of the student to check the Calendar-mandated pre/co-requisites for all courses before registration (link to Course Catalogue: www.uleth.ca/ross/courses). If students are found to be registered in a course where they do not sufficiently meet its associated requisites and that they have not received prior permission from the appropriate program chair to register in it, then they will be de-registered. Should this circumstance occur after the course drop deadline, tuition will not be refunded.
- Makeup Examinations and Quizzes:** Alternative arrangements for writing a missed, non-final, examination (e.g. in-class test, quiz, or midterm) may be made at the discretion of the instructor. Deferrals may only be granted in extenuating circumstances beyond the student's control.
- Final Examinations:** Students who are unable to write a Registrar-scheduled final exam due to extenuating circumstances or for other reasons beyond their control, must: (1) complete a Special Final Examination Request Form (link: www.ulethbridge.ca/sites/default/files/Special%20Final%20Examination%20V%201.pdf) (2) enclose evidentiary support of legitimate absence (e.g. doctor's note for severe illness), and (3) submit all compiled documentation to their respective Academic Advisor for review. The final decision for the student's Special Final Examination Request will be made at the Dean's level. Requesting an alternate final examination time for personal reasons (e.g. work commitments, holidays, traffic, the purchase of a non-refundable airline tickets etc.) is not a legitimate reason for missing a final exam.
- Conduct of Examinations:** The instructor may articulate regulations for late entry to and early exit from the examination room. Instructors may also prescribe or restrict materials that may be used during the exam. No material aids including such items as: mobile phones, computers, or other digital devices, may be brought into the examination site without prior approval from the instructor. Please see additional examination policies in the 2016/2017 University Calendar page 82-83 (www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2016-17/part04.pdf).
- Student Conduct:** Special care should be taken to understand the university's position on academic and non-academic misconduct as listed in part 4, sections 4 through 8 of the 2016/2017 Academic Calendar (www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2016-17/part04.pdf). It is the responsibility of the student to read, familiarize, and comply with these policies.

Students will respect the basic standards of intellectual integrity, including, but not limited to, refraining from plagiarism, cheating or duplicating someone else’s work. In addition, students are expected to take an active role in encouraging other members of the academic community to refrain from academic dishonesty, and are asked to advise the instructor if they are aware of any such violations. This provision applies to any work submitted as a group project.

6. **Academic Dishonesty and Plagiarism:** Academic Dishonesty and Plagiarism will not be tolerated and will automatically result in a zero grade for the submission. Any student caught plagiarizing may also be subject to additional University sanctions.

CLASSROOM EXPECTATIONS

Students will be encouraged to take responsibility for their own learning in our classroom. That includes standing up to incivility when the instructor does not notice it if it affects your learning. Our classroom is a place where people can present ideas without fear of personal judgment or censorship; since we are adults we are able to differentiate between the person expressing an idea and the idea itself.

CLASS SCHEDULE

Below is a tentative outline. Recognizing that teaching excellence requires a degree of flexibility and responsiveness to both students' needs and emergent circumstances, adjustments to the course outline may sometimes be necessary, provided that no student is disadvantaged by the change.

DATE	TOPIC	PRE-CLASS READING
Jan 9	Introduction, Course overview, History of population health, what’s a population, risk characteristics delineating a population?	Please check the course’s website for readings organized by week
Jan 16	Models of knowing, theories in population health, population health interventions, what should work?, Individual risk vs. population “adjustment”, disease and injury prevention	
Jan 23	Social determinants of health, evolution and study, income and its distribution as a popular example, the labour market, women and work	
Jan 30	Case study: pipelines as economic development; Trade-offs and justice, social justice, inequality and inequity, who should have claim?	

Feb 6	Health and place, ecological models, “population-level” drivers, obesity as an example. Society and social capital, engagement and social exclusion	
Feb 13	MIDTERM EXAM	
Feb 20	FAMILY DAY – NO CLASS	
Feb 27	Health Policy in Canada, Population health and non-health policy, Politics and population health, role of the government (PHAC, CIHI, funding researchers or DIY?)	
Mar 6	Policy evaluation strategies, Behavioural economics (nudges) and incentives, Activism and advocacy, Community organizations and their role, health promotion	
Mar 13	Individual Paper Due; Food and housing insecurity, poverty vs. income distribution (systems), Population health ethics	
Mar 20	Group Presentations; One health, healthy aging as an example initiative, Global health	
Mar 27	Group Presentations; Case study topics in population health	
Apr 3	Group Presentations; Case study topics in population health	
TUESDAY APRIL 18	FINAL EXAM	