

**UNIVERSITY OF LETHBRIDGE  
FACULTY OF HEALTH SCIENCES  
PUBH 2000 – POPULATION HEALTH  
Course Syllabus – Fall 2017**

**Instructor:** Richard Larouche, PhD

Assistant Professor, Public Health

**Office:** M3049, Markin Hall

**Office phone:** 403.332.4439

**Fax:** 403.329.2668

**Email:** [richard.larouche@uleth.ca](mailto:richard.larouche@uleth.ca)

**Office hours:** By appointment (email is preferred method of contact)

**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.

**LEARNING OBJECTIVES:**

**Upon completion of this course, the student should be able to:**

1. Define key concepts of population health and population-based studies.
2. Identify population health determinants and understand how they contribute to the health of populations.
3. Understand how various multi-level factors can influence population health determinants.
4. Discuss health behaviours (such as physical activity and healthy eating) and health issues (such as obesity) from a population-health perspective.

**COURSE FORMAT:**

The course will take place in Anderson Hall (room AH116) on Tuesdays and Thursdays from 3:05-4:20 pm, beginning on September 7. A variety of teaching methods will be used including lectures, videos, in-class activities, a major term paper and oral presentations by students. The course will be divided in two modules: the first one will focus on population health concepts and determinants, and the second will examine different health issues from a population health perspective.

**REQUIRED READING MATERIALS:**

A list of reading materials is provided at the end of this syllabus, all of which are freely available through the internet or the University of Lethbridge library. An iClicker is required for this course (details on how to register it will be provided in class).

**COURSE REQUIREMENTS:**

1. In-class activities (10%)
2. Participation – iClicker questions (10%)
3. Mid-term exam (20%)
4. Term paper (20%)
5. Oral presentation (5%)
6. Peer evaluation (5%)
7. Final exam (30%)

**GRADING BREAKDOWN:**

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

#### **PLAGIARISM STATEMENT:**

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request. Students are subject to the student discipline policy for academic and non-academic offenses in accordance with the University Calendar.

#### **ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:**

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403.329.2766 to set up an appointment: <https://www.uleth.ca/ross/accommodated-learning-centre/>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least **\*two weeks\*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

#### **COPYRIGHT STATEMENT:**

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website ([www.uleth.ca/copyright](http://www.uleth.ca/copyright)) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor ([copyright@uleth.ca](mailto:copyright@uleth.ca)) for assistance with any copyright questions or issues.

#### **Participation:**

Participation in class will be evaluated using iClicker questions, starting in the 3<sup>rd</sup> week of class (September 21 lecture). **iClicker questions may be asked at any point during the class.** Students responding to at least 75% of iClicker questions during a class will be given points for that class, even if their answers are wrong; this is a formative evaluation. iClicker questions will be worth 10% of the final mark.

**Term paper (in teams of 4-5 students, maximum 10 pages double-spaced):**

- Students will be asked to choose a health issue from a list given by the professor, either a behaviour (e.g., physical activity, smoking, drinking, etc.) or health indicator (e.g., obesity, diabetes, hypertension, etc.)
- The issue chosen must be submitted to the professor by **Thursday September 21**
- The paper must include the sections described below and will be **due on Thursday November 9** (students who submit their paper late will be subject to a 10% per day penalty):
  - Prevalence and correlates of the issue
    - Present the prevalence of the issue based on population data
    - Discuss the correlates of the issue using the social-ecological model
  
  - Intervention to address the issue at the population level
    - Describe at least one population health intervention that has been implemented to address the issue in any jurisdiction, and whose effectiveness has been assessed
    - Explain how effective the intervention was and whether it increased inequalities (i.e., were some segments of the population left behind?)
    - Discuss about what could be done to increase the effectiveness of the intervention and ensure that it does not increase inequalities

**Oral presentation:** students will be asked to present their paper in class in 10 minutes or less. Following the presentations, there will be 3-4 minutes for questions from the audience and the professor.

**Peer evaluation:** students will be asked to evaluate the performance of each team member with whom they have worked for their term paper, using the 6-point scale below. The professor will then average the marks received for each student. This evaluation must be confidentially submitted by email to the professor by **November 28**; otherwise students will receive a score of 0.

- 0 = No contribution
- 1 = Contributed the bare minimum
- 2 = Contribution exceed the bare minimum but inadequate in most areas
- 3 = Contribution adequate but lacking in one or more areas
- 4 = Contribution almost met expectations
- 5 = Contribution met or exceeded expectations
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**List of topics for term paper:** physical activity, nutrition, smoking, drinking, obesity, diabetes, hypertension, cardiovascular diseases, cancer, injuries, osteoporosis.

**Exams:** Exams will include a mix of multiple choice and short development questions. The midterm exam will take place in class on October 12. The final exam will take place during the examination period (i.e., December 9 to 18); exact date and location to be determined.

## TENTATIVE COURSE SCHEDULE\*

Date	Topic	Reading
Sept 7	Course introduction	N/A
Sept 12	What is population health?	<ul style="list-style-type: none"> <li>Kindig D. Understanding population health terminology. <i>The Milbank Quarterly</i>. 2007;85(1):139-161.</li> </ul>
Sept 14	No class (time to work on your team project!)	
Sept 19	History of population health	<ul style="list-style-type: none"> <li>Szreter S. The population health approach in historical perspective. <i>American Journal of Public Health</i>. 2003;93(3):421-431.</li> </ul>
Sept 21	Key concepts in population health interventions	<ul style="list-style-type: none"> <li>Frieden TR. A Framework for Public Health Action: The Health Impact Pyramid. <i>American Journal of Public Health</i>. 2010;100(4):590-595.</li> <li><b>Deadline for notifying the professor about your term paper subject</b></li> </ul>
Sept 26	Social-ecological model	<ul style="list-style-type: none"> <li>Sallis JF et al. An ecological approach to creating active living communities. <i>Annual Reviews of Public Health</i>. 2006;27:297-332.</li> </ul>
Sept 28	Health in all policies	<ul style="list-style-type: none"> <li>Puska P, Ståhl T. Health in All Policies – The Finnish initiative: background, principles, and current issues. <i>Annual Reviews of Public Health</i>. 2011;31:315-328.</li> </ul>
Oct 3	The individual and population approaches	<ul style="list-style-type: none"> <li>Rose G. Sick individuals and sick population. <i>International Journal of Epidemiology</i>. 1985;14:32-38.</li> </ul>
Oct 5	Social determinants of health in Canada	<ul style="list-style-type: none"> <li>Mikkonen &amp; Raphael (2010) <i>Social determinants of health: the Canadian facts</i>, pages 7-52. Available from: <a href="http://www.thecanadianfacts.org/the_canadian_facts.pdf">http://www.thecanadianfacts.org/the_canadian_facts.pdf</a></li> </ul>
Oct 10	Epidemiological transition model	N/A
Oct 12	<b>Mid-term exam</b>	Note: materials above will be covered by the exam
Oct 17	Physical activity	<ul style="list-style-type: none"> <li>Hallal PC et al. Global physical activity levels: surveillance progress, pitfalls, and prospects. <i>Lancet</i>. 2012;380(9838):247-257.</li> </ul>
Oct 19	Physical activity, sedentary behaviour and sleep	<ul style="list-style-type: none"> <li>Carson V et al. Health associations with meeting new 24-hour movement guidelines for Canadian children and youth. <i>Preventive Medicine</i>. 2017;95:7-13.</li> </ul>
Oct 24	Nutrition	<ul style="list-style-type: none"> <li>Raine KD. Determinants of healthy eating in Canada: an overview and synthesis. <i>Canadian Journal of Public Health</i>. 2005;96(Suppl. 3):S8-S14.</li> </ul>
Oct 26	Nutrition and obesity	<ul style="list-style-type: none"> <li>Malik VS et al. Global obesity: trends, risk factors and policy implications. <i>Nature Reviews Endocrinology</i>. 2013;9:13-27.</li> </ul>
Oct 31	Smoking and harm reduction	<ul style="list-style-type: none"> <li>Kozlowski &amp; Sweanor. Young or adult users of multiple tobacco/nicotine products urgently need to be informed of meaningful differences in product risks. <i>Addictive Behaviors</i>. In press.</li> </ul>
Nov 2	Healthy aging	<ul style="list-style-type: none"> <li>Chatterji S et al. Health, functioning, and disability in older adults – present status and future implications. <i>Lancet</i>. 2015;385:563-575.</li> </ul>
Nov 7	Transportation and population health	<ul style="list-style-type: none"> <li>Giles-Corti B et al. City planning and population health: a global challenge. <i>Lancet</i> 2016;388:2912-2924.</li> </ul>

Nov 9	Injury prevention	<ul style="list-style-type: none"> <li>• Brussoni et al. Can child injury prevention include healthy risk promotion? <i>Injury Prevention</i> 2015;21:344-347</li> <li>• <b>Main assignment due today!</b></li> </ul>
Nov 14	No class! (reading week)	N/A
Nov 16	No class! (reading week)	N/A
Nov 21	<b>Oral presentations</b>	N/A
Nov 23	<b>Oral presentations</b>	N/A
Nov 28	<b>Oral presentations</b>	N/A
Nov 30	Policy development	<ul style="list-style-type: none"> <li>• Giles-Corti B et al. Translating active living research into policy and practice: One important pathway to chronic disease prevention. <i>Journal of Public Health Policy</i>. 2015;36(2):231-243.</li> </ul>
Dec 5	Knowledge translation	<ul style="list-style-type: none"> <li>• 2016 ParticipACTION Report Card on Physical Activity for Children and Youth (short form) Available from: <a href="https://www.participaction.com/sites/default/files/downloads/2016-06-16%20EN%20Highlight%20-%20FINAL%20DESIGN%20-%20singles.pdf">https://www.participaction.com/sites/default/files/downloads/2016-06-16%20EN%20Highlight%20-%20FINAL%20DESIGN%20-%20singles.pdf</a></li> <li>• Position Statement on Active Outdoor Play. Available from: <a href="https://www.participaction.com/sites/default/files/downloads/Participaction-PositionStatement-ActiveOutdoorPlay_0.pdf">https://www.participaction.com/sites/default/files/downloads/Participaction-PositionStatement-ActiveOutdoorPlay_0.pdf</a></li> </ul>
<b>TBD</b>	<b>Final exam</b>	

\* Dates are subject to change