UNIVERSITY OF CALGARY

CUMMING SCHOOL OF MEDICINE
GRADUATE COURSE OUTLINE

COURSE TITLE: Introduction to Community Health Sciences			
Course	MDCH 600		
Pre/Co-Requisites	Admission to Community Health Sciences, Public Health and Preventative Medicine, or Mathematics and Statistics (Biostatistics specialization) graduate programs, or consent of the Community Health Sciences Graduate Program (MDCH) Director. Credit for MDCH 600 and Medical Science 644 will not be allowed.		
Faculty	Cumming School of Medicine, Graduate Science Education		
Instructor Name(s)	Dr. Elizabeth Oddone Paolucci	**Email**	eoddone@ucalgary.ca
Office Location	3rd Floor TRW, #3D39	**Office Hours**	Upon request
Instructor Email Policy	Email communication is preferred. I will do my best to respond to student emails during standard work hours, Monday through Friday, between the hours of 8am and 5pm. Students have the right to a timely and respectful response from me at my earliest convenience. I also expect that students will check their own university email account at least once daily in case I need to initiate contact with them about the course or their individual work for the course.		
Telephone No.	(403) 210-7220		
Class Term, Days	August 31 – September 4th, 2020, Monday to Friday		
Class Times	9:00am – 4:30pm [Mountain Daylight Time]		
Class Location	Zoom (links for each lecture will be available on course D2L page)		

This course will take place **online** via Desire2Learn (D2L) and Zoom via synchronous and asynchronous instruction. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live, due to the time difference or unforeseen circumstances, **in advance**, please inform and seek approval from the instructor of an alternative participation activity.

COURSE INFORMATION/DESCRIPTION OF THE COURSE
The aim of this course is to provide students with an introduction to Community Health Sciences (CHS), as well as an orientation to resources available in the Department, Faculty, and University-wide. It also provides an overview of graduate education and research programs in the Department of CHS. The lecture and discussion sessions will convey the broad scope of community health research, as well as themes and issues that characterize its broad content areas. Presentations will illustrate the range of research endeavors in

CHS. The role this research plays in understanding determinants of health, new epidemics, medical education, and the design of interventions and policies intended to improve health, as well as impact on quality of life will be highlighted. Learners are expected to actively engage in all group discussions and activities.

While all graduate students in CHS are encouraged to attend the seminars, attendance for first year students of the CHS-OIPH seminars is required for the Fall semester and highly recommended for the Winter semester. Seminars are scheduled to begin on September 11th and will end on April 16th. This seminar can be attended in real-time, either in-person or virtually. Students unable to meet this requirement must speak with the course instructor at the start of the course to make necessary alternative arrangements.

LEARNING RESOURCES/REQUIRED READING

None.

COURSE OBJECTIVES/LEARNING OUTCOMES

Before CHS graduate students can focus on increasing knowledge and skills in an area of specialization, they need to develop a common understanding of the diversity of community health issues, research approaches and the importance of critical thinking.

The objective of this course is to provide common ground for all students in CHS who are entering our graduate programs through introduction to a range of skills, experiences, goals and questions. This course explores:
- Explicit values in a Community Health approach to research;
- Critical thinking skills, in particular the recognition and evaluation of assumptions;
- Consideration of health issues for groups of people and whole populations rather than for individuals;
- Contextual, social, political and life course influences on public health policies, practices and issues; and
- How framing and presenting information determines our approaches to population health problems, as well as assessing emergent patterns of illness.

The learning objectives are based on Bloom's Taxonomy [Bloom B (1956*). Taxonomy of Educational Objectives, Handbook 1: The Cognitive Domain.* New York: David McKay Co. Inc.]; six levels of cognitive learning (knowledge, comprehension, application, analysis, synthesis and evaluation).

At the end of this block week session learners may be able to:
• Identify people and their roles within the Department of Community Health Sciences (Level 1 – Knowledge);
• Discriminate between resources which will contribute to success in their graduate program (Level 4 – Analysis); and
• Consider the role of philosophy and critical thinking techniques as applied to research activities (Level 2 – Comprehension).
• Distinguish values, approaches, key terms, and careers across seven specializations within CHS (Level 4 – Analysis);
• Generalize elements of knowledge organization related to community and global health (Level 2 – Comprehension);

• Identify areas of personal responsibility in research, including ethics, authorship, plagiarism, and copyright (Level 1 - Knowledge); and
• Explain the importance of research methods and analysis in understanding research study results (Level 2- Comprehension).
• Understand policies and procedures in the Cumming School of Medicine and Graduate Science Education (Level 2 – Comprehension);
• Examine how health and world views on health are constructed (Level 4 - Analysis); and
• Identify determinants of health within a population health framework (Level 3 – Application).
• Understand the historical context and contemporary analysis of determinants of health frameworks (Level 2 – Comprehension);
• Appraise the evidence-base for determinants of health (Level 6 – Evaluation); and
• Discuss implications for the determinants of health construct in analyzing and addressing specific health problems (Level 2 – Comprehension).

Following the bi-monthly CHS-OIPH Friday Seminar Series session, learners may be able to:
• Develop their roles as medical expert, scholar, professional, communicator, collaborator, health advocate, and manager (Level 3 – Application);
• Identify and network with experts within CHS, Cumming School of Medicine, OIPH, and the broader scientific community (Level 1 – Knowledge);
• Translate/transfer health research results into practice (Level 2 – Comprehension);
• Evaluate research methods used to produce evidence (Level 6 – Evaluate); and
• Appraise effectiveness of research translation through seminar presentations (Level 4 – Analysis).

Communication

Brightspace (By D2L) is located on the University of Calgary server and will be used extensively for communication with students. A link to the zoom class will be provided on D2L. It is the student's responsibility to ensure that they receive all posted communications and documents and that they receive e-mails sent by instructors of fellow students through D2L. Only your @ucalgary.ca e-mail address maybe linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

Learning Technology Requirements

In order to successfully engage in learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection

Most current laptops will have a built-in webcam, speaker and microphone.

Please see the following for a detailed explanation of the minimal required technology for online learning
https://elearn.ucalgary.ca/technology-requirements-for-students/

A laptop, desktop, tablet or mobile device is required for D2L access. If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: http://elearn.ucalgary.ca/d2l-student/.

Assessment Components: The University policy on grading related matters is outlined in the 2019-2020 Calendar.			
Assessment Methods	**Description**	**Weight %**	**Due Date and Time**
Grading of the course will be *Pass/Fail.* In order to pass the course, students must attend and participate in all the block week classes (Monday through Friday) and bi-monthly Friday CHS-OIPH Seminars from September 2020 through to April 2021. Not included in GPA.			

ASSESSMENT AND EVALUATION INFORMATION
ATTENDANCE AND PARTICIPATION EXPECTATIONS: Students are expected to attend all classes and be an active participant in classroom discussions. CHS and OIPH have collaborated to create a unique forum where our students, faculty, and larger university community can come together every two weeks to learn about the knowledge being created, disseminated and translated by our research experts. This opportunity aligns with the CanMEDS 2015 competency framework, given Seminar Series participants are able to develop and refine their role as medical expert, scholar, professional, communicator, collaborator, health advocate, and leader. As graduate students and members of CHS, students are considered an integral part of the research and community-building activities CHS and OIPH engage in daily. As a result, each graduate student will be required to attend a minimum of 6 CHS-OIPH Seminars in the Fall semester and 6 CHS-OIPH Seminars in the Winter semester. On December 11th, 2020 students will submit a one-page summary of the 6 sessions (minimum) they attended in the Fall, along with the one question per session they asked for at least 3 of those sessions. On April 16th, 2021 students will submit a one-page summary of the 6 sessions (minimum) they attended in the Fall, along with the one question per session they asked for at least 3 of those sessions. As all sessions are recorded, the instructor will be able to verify attendance and participation at each of the seminars. This will require that students more actively connect with our faculty and broader community, as well as encourage them to advance their sills as communicators, collaborators, and professionals, representing the Cumming School of Medicine. **FINAL EXAMINATIONS:** There is no final exam for this course. **EXPECTATIONS FOR WRITING:** Student are expected to submit original content, written and orally presented by the student. The written and oral presentation style are expected to be reflective and professional. **LATE AND/OR MISSING ASSIGNMENTS:** Students who anticipate not being able to fulfill the Block Week Course and/or CHS-OIPH Seminar components of MDCH 600, must discuss their concerns and proposed solution with the course instructor in advance of September 11th, 2020.

Is a passing grade on a particular component essential to pass the course as a whole? No, however this course is a Pass/Fail. The assessment will be used to help determine a passing grade.

COURSE TIMETABLE			
Course Schedule Date	Topic	Instructor	Assignments/Due Dates & Times
August 31st, 2020			
9:00am	**LIVE:** Welcome from the Graduate Program Director (GPD)	Dr. Elizabeth Oddone Paolucci	
9:15am	**LIVE:** Department Head, CHS Business Operations Specialist, CHS	Dr. Fiona Clement Ms. Mariko Roe	
9:45am	**RECORDED:** O'Brien Institute for Public Health (OIPH)	Dr. Jamie Day	
10:00am	**LIVE:** Graduate Program Administrators Timelines, Milestones, & Processes	Ms. Kiran Pandher & Ms. Bev Ross	
10:45am	15 MINUTE BREAK		
11:00am	**LIVE:** Career Services, Main Campus	Dr. Stephanie Warner	
NOON	LUNCH BREAK		
1:00 – 4:00 pm	**LIVE:** Graduate Science Education (GSE) Orientation	Dr. Tara Beattie (Associate Dean, GSE) and GSE Team	
4:30pm	End of Day 1		Complete Student Evaluations

Course Schedule Date	Topic	Instructor	Assignments/Due Dates & Times
September 1st, 2020			
9:00am	**RECORDED:** Library Resources & Services for Graduate Education Students	Dr. Diane Lorenzetti	
10:15am	15 MINUTE BREAK		
10:30am	**LIVE:** Specializations Panel	Dr. Elizabeth Oddone Paolucci	**PLEASE NOTE:** Students are to prepare specific questions to ask of the Specialization Panel during the Question Period – can be questions around requirements, coursework, career planning, faculty careers, etc.
10:40am	Biostatistics	Dr. Tolu Sajobi	
10:45am	Community Rehabilitation and Disability Studies	Dr. Katrina Milaney	
10:50am	Epidemiology	Dr. Tanis Fenton	
10:55am	Health Economics	Dr. Eldon Spackman	
11:00am	Health Services Research	Dr. Paul Ronksley	
11:05am	Medical Education	Dr. Kent Hecker	
11:10am	Population and Public Health	Dr. Dana Olstad	
11:15am	Public Health and Preventive Medicine	Dr. Jason Cabaj	
11:20am	Questions to Panel Members/Faculty	Dr. Elizabeth Oddone Paolucci	
NOON	LUNCH BREAK		
1:00pm	**LIVE:** CHS-OIPH Seminar Expectations	Dr. Elizabeth Oddone Paolucci	
2:15pm	15 MINUTE BREAK		
2:30pm	**LIVE:** Introduction to Indigenous Health Research	Drs. Cheryl Barnabe, Rita Henderson, & Pamela Roach	
4:30pm	End of Day 2		Complete Student Evaluations

Course Schedule Date	Topic	Instructor	Assignments/Due Dates & Times
September 2nd, 2020			
9:00am	**LIVE:** MDCH 601 – Determinants of Health: Introduction to the Short Course Module & Key Concepts	Drs. Jason Cabaj, Jesse Hendrikse, Richelle Schindler, & Fabiola Aparicio-Ting	
NOON	LUNCH BREAK		
1:00pm	**LIVE:** MDCH 601 – Determinants of Health: Introduction to the Short Course Module & Key Concepts	Drs. Jason Cabaj, Jesse Hendrikse, Richelle Schindler, & Fabiola Aparicio-Ting	
4:30pm	End of Day 3		Complete Student Evaluations

Course Schedule Date	Topic	Instructor	Assignments/Due Dates & Times
September 3rd, 2020			
9:00am	**LIVE:** MDCH 601 – Determinants of Health Course: Applications	Drs. Jason Cabaj, Jesse Hendrikse, Richelle Schindler, & Fabiola Aparacio-Ting	
NOON	LUNCH BREAK		
1:00pm	Universal Student Rating of Instruction (USRIs)	GSE Admin	
1:30pm	**LIVE:** MDCH 601 – Determinants of Health Course: Applications	Drs. Jason Cabaj, Jesse Hendrikse, Richelle Schindler, & Fabiola Aparacio-Ting	
4:30pm	End of Day 4		Complete Student Evaluations

Course Schedule Date	Topic	Instructor	Assignments/Due Dates & Times
September 4th, 2020			
9:00am	**LIVE:** Surviving Graduate Studies	Community Health Sciences Student Executive (CHSSE) Co-Chairs: Sara Orenstein & Megan Thomas	
11:00am	**LIVE:** "Ask me anything"	Dr. Fiona Clement, Department Head, CHS	
NOON	**LIVE:** Wrap-Up	Dr. Elizabeth Oddone Paolucci, Director MDCH	
12:30pm	END of COURSE Component		Complete Student Evaluations

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a 'live' video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as the Code of Conduct). When entering Zoom or other video conferencing sessions, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies. If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity (where available). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to

be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (such as for group work, presentations, etc).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only.

Conduct During Lectures

The classroom should be respected as a safe place to share ideas without judgement - a community in which we can all learn from one another. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at https://www.ucalgary.ca/policies/forms/title.

INTERNET AND ELECTRONIC COMMUNICATION DEVICE INFORMATION
Cell phones must be turned off in class unless otherwise arranged with the instructor. The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for fellow learners (e.g. personal emails, Facebook, YouTube). Students are responsible for being aware of the University's Internet and email use policy, which can be found at https://www.ucalgary.ca/policies/files/policies/electronic-communicationspolicy.pdf.

MEDIA AND RECORDING IN LEARNING ENVIRONMENTS
Media recording for lesson capture The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms. **Media recording for assessment of student learning** The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These

recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Media recording for self-assessment of teaching practices
The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

Student Recording of Lectures
 Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

ACADEMIC ACCOMMODATIONS
Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf

IMPORTANT INFORMATION
Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

INSTRUCTOR INTELLECTUAL PROPERTY
Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic

versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

ACADEMIC INTEGRITY
The Cumming School of Medicine expects intellectual honesty from its students. Course participants should be aware of University policies relating to Principles of Conduct, Plagiarism and Academic Integrity. These are found in the printed Faculty of Graduate Studies Calendar, or online under Academic Regulations in the Faculty of Graduate Studies Calendar, available at **Faculty of Graduate Studies Academic Regulations.**

ACADEMIC MISCONDUCT
For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html.

EMERGENCY EVACUATION AND ASSEMBLY POINTS
Assembly points for emergencies have been identified across campus. The primary assembly points for South Campus (Health Science Centre (HSC); Health & Research Innovation Centre (HRIC); Heritage Medical Research Building (HMRB) and Teaching, Research and Wellness (TRW)) are:
- HSC and HMRB: HRIC Atrium (alternate assembly point is Parking Lot 6)
- HRIC: HMRB Atrium (alternate assembly point is Parking Lot 6)
- TRW: McCaig Tower (alternate assembly point is HMRB – Atrium)

APPEALS
If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section N of the Faculty of Graduate Studies Calendar. Students must follow the official process and should contact the Student Ombuds Office (http://www.ucalgary.ca/provost/students/ombuds) for assistance with this and with any other academic concerns, including academic and non-academic misconduct.

THE FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY (FOIP) ACT
This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP) and students should identify themselves on written assignments (exams and term work.) by their name and ID number on the front page and ID on each subsequent page. Assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your expressed permission to the instructor. Grades will be made available on an individual basis and students will not have access to other students' grades without expressed consent. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

WELLNESS AND MENTAL HEALTH RESOURCES
The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student

Centre), https://www.ucalgary.ca/wellnesscentre/services/mental-health-services and the Campus Mental Health Strategy website https://www.ucalgary.ca/mentalhealth/".

SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY

Student Ombudsman: The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Union: The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives can be found here: https://www.su.ucalgary.ca.

Graduate Student's Association: The GSA Vice-President Academic can be reached at (403) 220- 5997 or gsa.vpa@ucalgary.ca; Information about the GSA can be found here: https://gsa.ucalgary.ca.

SAFEWALK
Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit http://www.ucalgary.ca/security/safewalk. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.