

**HSOC 201**  
**Introduction to Health & Society**

**Course Coordinator & Instructor:**

Dr. Fabiola Aparicio-Ting, MPH PhD  
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**Office Hours/Policy on Answering Student Emails**

Please book appointments by email. Email communications with the instructor and/or TA are welcome and all efforts will be made to respond to emails within 48 hours. Substantive issues are to be addressed in person, either in class or during an appointment. Please note that all course communications must occur through your @ucalgary email.

**Teaching Assistant:**

Mina Fahim  
Community Health Sciences, Cumming School of Medicine  
[mina.fahim@ucalgary.ca](mailto:mina.fahim@ucalgary.ca)

**Time and Location:**

Mondays & Wednesdays 3:00pm – 4:15pm  
G500, Health Science Centre  
Foothills Campus

**Prerequisite/Co-Requisite:**

None

**Course Description:**

Introduction to public health, emphasizing the contributions of social research from several disciplinary traditions (anthropology, economics, epidemiology, geography, political science, psychology, and sociology). Students practice and refine several skill sets, including: public speaking, teamwork, leadership and academic writing.

**Overarching Theme**

This course will introduce students to the health research from the perspective of seven disciplines whose concepts and methods contribute to our understanding of health. In alphabetical order, these seven disciplines are Anthropology, Economics, Epidemiology, Geography, Political Science, Psychology, Sociology. Given the multidimensional nature of health, students will explore the various social contexts and factors that contribute to health and how these are examined through different health research perspectives. The course will use Homelessness as an example of a public health issue that can be explored through these various perspectives.

This course has been designed to provide students with opportunities to practice and refine several skill sets, including: academic writing (well-structured sentences and paragraphs), note-taking, public

speaking, teamwork, collaboration and leadership. In addition, students will develop critical thinking skills through discussion and group work focused on evaluating the merits of published research and documentaries.

### **Global Objectives**

1. To foster an understanding of the multi-dimensional factors that impact health and the contributions that various social science perspectives make to health research in an interactive classroom environment that is positive and engaging.
2. To develop writing skills essential for academic writing.
3. To develop collaboration skills essential for interdisciplinary health research.
4. To think critically about health information presented in the media and about published health research.

### **Course Learning Outcomes**

By the end of this course, students will be able to:

1. Paraphrase, summarize, compare and discuss original research reports written by anthropologists, economists, epidemiologists, geographers, political scientists, psychologists, and sociologists.
2. Distinguish between key concepts current in anthropology, economics, epidemiology, geography, political science, psychology, or sociology with reference to pertinent examples. Key concepts include different disciplinary perspectives, research methods, and conceptual frameworks utilized.
3. Apply key concepts current in anthropology, economics, epidemiology, geography, political science, psychology, and sociology in describing public health issues and identifying avenues for health research.
4. Develop effective collaborations skills.
5. Discuss relationships between health and society, with reference to standard definitions and to pertinent examples.
6. Critically evaluate and identify the strengths and limitations of information presented in published health research and documentaries on various health topics.

### **Learning Resources**

1. Peer-reviewed journal articles – links provided on course D2L site. There is no required textbook for this course.
2. Documentaries - Students will select and present summaries of documentaries covering any topic related to social issues in health. Students are free to choose any source for their documentary of choice as long as the instructor can also obtain a copy. Links to free sources of documentaries are provided on the course D2L site.
3. Your set of class notes. Any content presented in class, whether verbally or in written form, could be used for assessment purposes. Class discussion is understood to constitute content.

### **Recommended Textbooks/Readings**

Strunk, W., Jr., & White, E. B. (2000). *The Elements of Style* (4th ed.). Needham Heights, MA: Allyn & Bacon. (Available at UCalgary TFDL Library)

Lunsford, A. A. (2008). *The St. Martin's Handbook* (6th ed.). Boston: Bedford/St-Martin's. (Available at UCalgary TFDL Library)

### A Note regarding readings

A list of required readings will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the lecture material. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Instructors will proceed in class on the assumption that students have read completely the assigned readings. Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

### Learning Technology Requirements

Brightspace (by D2L) is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that they receive all posted communications and documents and that they receive emails sent by instructors or fellow students through D2L.** Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

### Evaluation

The University policy on grading and related matters is described in section F of the 2021-2022 Calendar.

In determining the overall grade in the course, the following weights will be used:

Description	Percentage of Grade	Due Date	Learning Objectives Addressed
<b>Individual Assessments</b>			
<b>Class Participation</b> – Active, thoughtful and collegial participation in class activities and discussions	10%	All term	All learning objectives
<b>Assignment 1</b> - Paraphrasing	5%	October 4, 2021 via D2L dropbox by 3pm	#1
<b>Assignment 2</b> - Paraphrasing & Discussion Paragraphs	15%	November 3, 2021, via D2L dropbox by 3pm	#1, #2, #3, #5, #6
<b>Final Exam</b>	30%	Scheduled by the Registrar	All learning objectives
<b>Group Assessments</b>			
<b>Journal Club</b> - Oral Presentation Written summary	15% 5%	TBD (group sign-up in September)	#1, #2, #3, #5, #6
<b>Documentary Review</b>	15%	TBD (group sign-up in October) Presentations: Nov 29-Dec 8	#2, #3, #5, #6
<b>Peer Evaluations</b>	5%	One due at the time of Journal Club presentation and one at Doc Review presentation	#4

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

**Final Examination:** The final examination scheduled by the Registrar, will be cumulative and take 3 hours to complete. Use of unmarked copies of writing references (dictionary and/or a thesaurus) will be permitted, but no other resources may be consulted. Consult Section G of the University of Calgary Calendar for rules governing final examinations.

**A Note regarding Writing Assignments:**

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2021-22 Calendar), writing is emphasized, and the grading thereof in determining a student's mark in this course. The Bachelor of Health Sciences values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (grammar, spelling, punctuation). Sources used in research papers must be properly documented. The University of Calgary offers instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

**Grading Scheme:**

Letter Grade	Description	Percentage
A+	Outstanding performance	96-100
A	Excellent performance	90-95
A-	Approaching excellent performance	85-89
B+	Exceeding good performance	80-84
B	Good performance	75-79
B-	Approaching good performance	70-74
C+	Exceeding satisfactory performance	65-69
C	Satisfactory performance	60-64
C-	Approaching satisfactory performance	57-59
D+	Marginal pass	54-56
D	Minimal pass	50-53
F	Did not meet course requirements	0-49

**Missed Components of Term Work:**

Late assignments will receive 20% grade penalty within 24 hours of the deadline, after which assignments will not be accepted and will receive a mark of zero. The only exceptions to this are those in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation.

**Extensions will not be granted on any assignment or presentations.** The only exceptions to this are those in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation. Traffic jams and late or full buses are common events in Calgary and are NOT acceptable reasons for late arrivals to class, meetings and examinations. Please note that while absences are permitted for religious reasons, students are responsible for providing advance notice and adhering to other guidelines on this matter, as outlined in the University Calendar (<https://www.ucalgary.ca/pubs/calendar/current/e-4.html>).

## **Course Evaluations and Student Feedback**

Student feedback will be sought at the end of the course through the Universal Student Rating of Instruction (USRI) and a qualitative student evaluation. Students are welcome to discuss the process and content of the course at any time with the instructor. Students may also address any concerns they may have with Dr. Ebba Kurz, Associate Dean (Undergraduate Health and Science Education) in the Cumming School of Medicine ([kurz@ucalgary.ca](mailto:kurz@ucalgary.ca)).

## **Attendance**

It is important that you make every effort to attend all sessions since much of the learning in this course will be gained through in-class discussions. Marks for participation cannot be gained unless you are in attendance. Please notify the instructor directly via email for any extended absences.

## **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/legal-services/university-policies-procedures>.

**Students are expected to take notes during class and should not rely solely on material supplied by the instructors.**

## **Use of Internet and Electronic Communication Devices in Class**

The Bachelor of Health Sciences program aims to create a supportive and respectful learning environment for all students. The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. However, research studies have found that inappropriate/off-topic use of electronic devices in the classroom negatively affects the learning of others during class time.

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-communications-policy.pdf>.

## **UNIVERSITY OF CALGARY POLICIES AND SUPPORTS**

### **Copyright**

All students are required to reach the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.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 unauthorized 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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

### **Instructor Intellectual Property**

Course materials created by instructors (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. 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.

### **Academic Accommodations**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>). SAS will process the request and issue letters of accommodations to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://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 Dr. Ebba Kurz ([kurz@ucalgary.ca](mailto:kurz@ucalgary.ca)), Associate Dean (Undergraduate Health and Science Education).

### **Academic Misconduct**

The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned.

Academic Misconduct refers to student behaviour that compromises proper assessment of a student's academic activities and includes (but is not limited to): cheating, fabrication, falsification, plagiarism, unauthorized assistance, failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses, and failure to comply with exam regulations applied by the Registrar. **It also includes using of third-party websites/services to access past/current course material, essay/assignment writing services, or real-time assistance in completing assessments, seeking answers to assessment questions and similar, whether paid, bartered or unpaid.**

For information of the Student Academic Misconduct Policy and Procedures, please visit; <https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>  
<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

### **Recording of Lectures**

Audio or video recording of lectures (or similar) is prohibited except where explicit permission has been received from the instructor.

## **Freedom of Information and Protection of Privacy Act**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

## **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 I of the University Calendar. Students must follow the official reappraisal/appeal process and may contact the Student Ombuds' Office (<http://www.ucalgary.ca/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated **within 10 business days** of first being notified of the grade. <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

## **Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

## **Resources for Support of Student Learning, Success, Safety and Wellness**

Student Success Centre	<a href="http://www.ucalgary.ca/ssc/">http://www.ucalgary.ca/ssc/</a>
Student Wellness Centre	<a href="http://www.ucalgary.ca/wellnesscentre/">http://www.ucalgary.ca/wellnesscentre/</a>
Distress Centre	<a href="http://www.distresscentre.com/">http://www.distresscentre.com/</a>
Library Resources	<a href="http://library.ucalgary.ca">http://library.ucalgary.ca</a>

## **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 (<https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

## **Student Ombuds' Office**

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

## **BHSc Student Faculty Liaison Committee (SFLC)**

The BHSc SFLC, with elected representatives from all majors, serves to raise issues of interest to BHSc students to the program administration, including items pertaining to curriculum, scheduling and events. A list of current representatives can be found on the BHSc website.

**Student Union (SU) Information**

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca); the SU representatives for the Cumming School of Medicine can be reached at [medrep1@su.ucalgary.ca](mailto:medrep1@su.ucalgary.ca) or [medrep2@su.ucalgary.ca](mailto:medrep2@su.ucalgary.ca).

**Student Success Centre**

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

**Emergency Evacuation/Assembly Points**

As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see <https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points>

**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.



## HSOC 201 Schedule & Readings

### Fall 2021

\*\*\* Readings and links are posted on D2L for direct access\*\*\*

The following is a list of topics for class, associated readings, and assignment due dates. Please note that the timing of topics and readings may change due to unforeseen circumstances and readings added once they are selected for journal club presentations. Students are responsible for checking the schedule for updates regularly. The assignment due dates are firm and will not be altered.

Session	Date	Topic	Readings & Assignments	Learning Objectives
1	Sept 8	<b>Course Overview</b> Introduction to Health & Society	Course outline (posted on D2L)	<ol style="list-style-type: none"> <li>1. Understand the expectations of the course.</li> <li>2. Define health, society, and research.</li> <li>3. Briefly discuss the social determinants of health.</li> </ol>
2	Sept 13	<b>Public Health &amp; the Population Health approach</b>	<p><b>Required:</b>  <b>Public Health Agency of Canada:</b>  <i>Core Competencies for Public Health in Canada.</i>  <a href="http://www.phac-aspc.gc.ca/php-psp/ccph-cesp/pdfs/cc-manual-eng090407.pdf">http://www.phac-aspc.gc.ca/php-psp/ccph-cesp/pdfs/cc-manual-eng090407.pdf</a></p> <p><i>What is the Population Health Approach?</i> <a href="http://www.phac-aspc.gc.ca/ph-sp/approach-approche/index-eng.php">http://www.phac-aspc.gc.ca/ph-sp/approach-approche/index-eng.php</a></p>	<ol style="list-style-type: none"> <li>1. Define public health.</li> <li>2. Describe how public health practice and research use the population health approach.</li> <li>3. Identify ways in which <i>public health</i> differs from <i>public health care</i>.</li> <li>4. Describe the population health approach.</li> <li>5. Illustrate with examples what is meant by a focus on upstream factors.</li> </ol>

Session	Date	Topic	Readings & Assignments	Learning Objectives
3	Sept 15	<b>Social Sciences in Public Health &amp; Research</b>  <b>Introduction to Paraphrasing in an Academic Context</b>	<u><b>Required:</b></u> <b>Cohen, N.L. &amp; Perl, S. (2003). Integrating behavioral and social science into a Public Health agency: A case study of New York City. <i>Journal of Urban Health</i>, 80 (4), 608-615.</b>  <u><b>Recommended:</b></u> Schneiderman, N & Speers, MA. (2001). Behavioural Science, Social Science and Public Health in the 21 <sup>st</sup> Century (Chapter 1). In: <i>Integrating Behavioral and Social Sciences with Public Health</i> . Schneiderman N., Peers M.A., Silvia, J.M., Tomes, H. & Gentry, J.H. (eds). (p3-12). Washington, DC: American Psychological Association .	<ol style="list-style-type: none"> <li>1. Describe ways in which the social sciences contribute to public health research and practice.</li> <li>2. Identify challenges to integrating the social sciences into public health practice and research.</li> <li>3. Understand the importance of paraphrasing and the potential for plagiarism when paraphrasing goes wrong.</li> <li>4. Filter information from a text for abstractions and important ideas, not details.</li> <li>5. Appropriately paraphrase short excerpts.</li> </ol>
4	Sept 20	<b>Calgary Homeless Foundation presentation:</b> Michael Grant and guests	<u><b>Recommended:</b></u> Homeless Charter of Rights (Link posted in D2L)	<ol style="list-style-type: none"> <li>1. Understand aspects of homelessness in Calgary.</li> <li>2. Discuss some of the various factors that contribute to homelessness in Calgary.</li> </ol>
5	Sept 22	<b>Anthropology in Health Research</b>	<u><b>Required:</b></u> <b>Persaud, S., McIntyre, L. &amp; Milaney, K. (2010). Working homeless men in Calgary, Canada: hegemony and identity. <i>Human Organization</i>, 69(4), 343-351.</b>  <u><b>Recommended:</b></u> Lambert, H & McKevitt, C. (2002). Anthropology in health research: from qualitative methods to multidisciplinary. <i>BMJ</i> , 325(27), 210-213.	<ol style="list-style-type: none"> <li>1. Describe the four major fields of anthropology.</li> <li>2. Define and describe the key concepts that anthropologists use.</li> <li>3. Illustrate how anthropology contributes to public health research and practice.</li> </ol>

Session	Date	Topic	Readings & Assignments	Learning Objectives
				<p>4. Discuss how the research by Persaud et al. (2010) exemplifies the use of anthropology in health research.</p> <p>5. Compare and contrast the research by Persaud et al (2010) with other studies examined throughout the semester.</p>
5	Sept 27	<b>Thinking Critically about Published Research</b> (Introduction to Journal Club- group project)	<u><b>Required:</b></u> <b>Persaud, S., McIntyre, L. &amp; Milaney, K. (2010). Working homeless men in Calgary, Canada: hegemony and identity. <i>Human Organization</i>, 69(4), 343-351.</b>	<p>1. Describe the key features of research articles;</p> <p>2. Understand the principles of critical appraisal and why it is important;</p> <p>3. Identify the components of a well written summary;</p> <p>4. Use a list of guided questions to conduct a critical review.</p>
6	Sept 29	<b>Sociology in Health Research</b>	<u><b>Required:</b></u> <b>Kennelly, J. &amp; Watt, P. (2011). Sanitizing public space in Olympic host cities: The spatial experiences of marginalized youth in 2010 Vancouver and 2012 London. <i>Sociology</i>, 45(5), 765–781.</b>  <u><b>Recommended:</b></u> Spitler, H.D. (2001). Medical Sociology and Public Health: Problems and prospects for collaboration in the new millennium. <i>Sociological Spectrum</i> , 21(3), 247-263.	<p>1. Define the sociological perspective and explain why it is important.</p> <p>2. Describe sociology and how it relates to health through its focus on social interactions.</p> <p>3. Illustrate how sociology, especially medical and health sociology, contributes to public health research and practice.</p>

Session	Date	Topic	Readings & Assignments	Learning Objectives
				<ol style="list-style-type: none"> <li>Discuss how the research by Kennelly &amp; Watt. (2011) is an example of the sociological approach in health research.</li> <li>Compare and contrast the research by Kennelly &amp; Watt. (2011) with other studies examined throughout the semester.</li> </ol>
7	Oct 4	Psychology in Health Research	<p><b>Assignment #1 due (D2L Dropbox by 3:00pm)</b></p> <p><b>Required:</b>  Hodgetts, D, Stolte, O., Radley, A., Leggatt-Cook, C., Groot, S. &amp; Chamberlain, K. (2011) 'Near and far': Social distancing in domiciled characterisations of homeless people. <i>Urban Studies</i>, 48(8) 1739–1753.</p> <p><b>Recommended:</b>  Hepworth, J. (2004). Public health psychology: A conceptual and practical framework. <i>Journal of Health Psychology</i>, 9(1), 41-54.</p>	<ol style="list-style-type: none"> <li>Describe the main concerns of health and social psychology.</li> <li>Understand how the bio-psychosocial model is used to understand health.</li> <li>Illustrate with examples how health psychology, public health psychology and social psychology contribute to public health research and practice.</li> <li>Use the article by Hodgetts et al. (2011) to explain why social distance is important and how it influences health.</li> <li>Discuss how the research by Hodgetts et al. (2011) applies social psychology to health research.</li> </ol>

Session	Date	Topic	Readings & Assignments	Learning Objectives
				6. Compare and contrast the research by Hodgetts et al. (2011) with other studies examined throughout the semester.
8	Oct 6	<i>Anthropology Journal Club</i>	<b><u>Required:</u></b> TBD by presenting groups	<ol style="list-style-type: none"> <li>1. Understand how culture and context can impact health and shape individuals' health behaviour.</li> <li>2. Compare and contrast these studies with other studies examined throughout the semester.</li> </ol>
	Oct 11		<b>THANKSGIVING</b> No lecture	
9	Oct 13	<i>Sociology Journal Club</i>	<b><u>Required:</u></b> TBD by presenting groups	<ol style="list-style-type: none"> <li>1. Understand how social interactions can impact social, psychological and physical health.</li> <li>2. Demonstrate how one's membership in a particular group influences health.</li> <li>3. Compare and contrast these studies with other studies examined throughout the semester.</li> </ol>
10	Oct 18	<b>Economics in Health Research</b>	<b><u>Required:</u></b>	<ol style="list-style-type: none"> <li>1. Understand the basic principles of economics</li> </ol>

Session	Date	Topic	Readings & Assignments	Learning Objectives
		<b>Writing a Great Paragraph</b> Introduction to Assignment #2 (and final exam prep)	<p>Anand, P., &amp; Lea, S. (2011). The psychology and behavioural economics of poverty. <i>Journal of Economic Psychology</i>, 32(2), 283-293.</p> <p><b>Primer on writing a good paragraph (PDF posted on D2L)</b></p> <p><u>Recommended:</u>            Chattopadhyay, S.K., &amp; Carande Kulis, V.G. (2004). Economics of prevention: the public health research agenda. <i>Journal of Public Health Management and Practice</i>, 10(5), 467-471.</p>	<p>(scarcity, opportunity costs, efficiency).</p> <ol style="list-style-type: none"> <li>Describe the main concerns of health and behavioural economics.</li> <li>Illustrate with examples the contributions that economic research and applied economics makes to health.</li> <li>Use the Anand and Lea (2011) article to illustrate how economic principles can be used to understand poverty and homelessness.</li> <li>Compare and contrast the research by and and Lea (2011) with other studies examined throughout the semester.</li> <li>Identify the key components of a well written paragraph.</li> <li>Write a well-structured paragraph</li> </ol>
11	Oct 20	<i>Psychology Journal Club</i>	<p><b><u>Required:</u></b>            TBD by presenting groups</p>	<ol style="list-style-type: none"> <li>Illustrate how a psychological approach can be used to understand the determinants of health and health outcomes.</li> <li>Compare and contrast these studies with other studies</li> </ol>

Session	Date	Topic	Readings & Assignments	Learning Objectives
				examined throughout the semester.
12	Oct 25	<b>Political Sciences in Health Research</b>  <b>Introduction to Documentary Review (Group project)</b>	<p><b><u>Required:</u></b>  Macnaughton, E., Nelson, G., &amp; Goering, P. (2013). Bringing politics and evidence together: Policy entrepreneurship and the conception of the At Home/Chez Soi Housing First Initiative for addressing homelessness and mental illness in Canada. <i>Social Science &amp; Medicine</i>, 82, 100 -107.</p> <p><b><u>Recommended:</u></b>  Brown, L.D. (2010). The Political Face of Public Health. <i>Public Health Reviews</i>, 32 (1), 155-173.</p> <p>Bernier, N.F. &amp; Clavier, C. (2010). Public health policy research: Making the case for a political science approach. <i>Health Promotion International</i>, 26 (1), 109-116.</p>	<ol style="list-style-type: none"> <li>1. Describe the relevance of concepts of politics, state and power to public health issues;</li> <li>2. Discuss the issues and questions that most concern political scientists;</li> <li>3. Illustrate with examples the contributions that political science research and applications make to public health.</li> <li>4. Gain an appreciation for the complexities associated with policy development and change.</li> <li>5. Compare and contrast the research article by Macnaughton et al. (2013) with other studies examined throughout the semester.</li> </ol>
13	Oct 27	<b>Geography in Health Research</b>	<p><b><u>Required:</u></b>  Pearce, J. (2012). The ‘blemish of place’: Stigma, geography and health inequalities. A commentary on Tabuchi, Fukuhara &amp; Iso. <i>Social Science &amp; Medicine</i>, 75(11), 1921 - 1924.</p> <p><b><u>Recommended:</u></b>  Smyth, F. (2008). Medical geography: Understanding health inequalities. <i>Progress in Human Geography</i>, 32(1), 119-127.</p>	<ol style="list-style-type: none"> <li>1. Understand the concepts of population, place, space and environment.</li> <li>2. Describe the differences between physical and human geography; and between medical and health geography.</li> </ol>

Session	Date	Topic	Readings & Assignments	Learning Objectives
				<ol style="list-style-type: none"> <li>3. Illustrate with examples the contributions that medical and health geography research make to understanding health inequities.</li> <li>4. Discuss how “place” impacts health, as examined in the film <i>“Place Matters”</i> and in the research by Pearce (2012); identify potential areas of health geography research.</li> <li>5. Compare and contrast the research by Pearce (2012) with other studies examined throughout the semester.</li> </ol>
14	Nov 1	<i>Economics Journal Club</i>	<b><u>Required:</u></b> TBD by presenting groups	<ol style="list-style-type: none"> <li>1. Illustrate how Economics can be used to increase our understanding of complex health outcomes and their risk factors.</li> <li>2. Compare and contrast these studies with other studies examined throughout the semester.</li> </ol>
15	Nov 3	<b>Epidemiology: Core Public Health Science</b>	<b>Assignment #2 due (D2L Dropbox by 3:00pm)</b> <b><u>Required:</u></b>	<ol style="list-style-type: none"> <li>1. Define Epidemiology as a discipline and describe what epidemiologists do.</li> </ol>



Session	Date	Topic	Readings & Assignments	Learning Objectives
			<p><b>Koegel, P, Melamid, E., &amp; Burnam, A. (1995). Childhood risk factors for homelessness among homeless adults. <i>American Journal of Public Health</i>, 85(12), 1642-9.</b></p> <p><u>Recommended:</u> Honjo, K. (2004). Social epidemiology: definition, history, and research examples. <i>Environmental Health and Preventive Medicine</i>, 9(5), 193-199.</p>	<p>2. Discuss the core concepts of epidemiology.</p> <p>3. Illustrate with examples the contributions that epidemiological research and applications has made to public health.</p> <p>4. Discuss how social epidemiology approaches the social determinants of health using the Koegel et al. (1995) study as an example.</p>
	Nov 8		<p><b>READING BREAK</b> <b>No lecture</b></p>	
	Nov 10		<p><b>READING BREAK</b> <b>No lecture</b></p>	
16	Nov 15	<i>Political Sciences Journal Club</i>	<p><u>Required:</u> TBD by presenting groups</p>	<p>1. Illustrate how examining social and health policies can be used to increase our understanding of health inequities in a population.</p> <p>2. Compare and contrast this study with other studies examined throughout the semester.</p>
17	Nov 17	<i>Geography Journal Club</i>	<p><u>Required:</u> TBD by presenting groups</p>	<p>1. Discuss how social forces shape the meaning of place to influence health.</p> <p>2. Compare and contrast these studies with other studies</p>

Session	Date	Topic	Readings & Assignments	Learning Objectives
				examined throughout the semester.
18	Nov 22	<i>Epidemiology Journal Club</i>	<p><b>Documentary selection must be in to Mina Fahim (TA) by today</b></p> <p><b><u>Required:</u></b> TBD by presenting groups</p>	<ol style="list-style-type: none"> <li>1. Discuss how the research by Fone et al. (2007) and by Veeranki et al. (2015) exemplify an epidemiology approach in health research.</li> <li>2. Discuss how the study by Fone et al. (2007) uses an epidemiology approach to understand effect modification of by a social factor.</li> <li>3. Compare and contrast these studies with other studies examined throughout the semester.</li> </ol>
19	Nov 24	<i>Documentary Review Preparation class</i>	Group working session; no lecture – Instructor and/or TA will be available for questions	
20	Nov 29	<i>Documentary Reviews</i>		<ol style="list-style-type: none"> <li>1. Appreciate how the various social sciences and epidemiology can inform our understanding of health and health-related issues.</li> <li>2. Apply one social science perspective to the</li> </ol>
21	Dec 1	<i>Documentary Reviews</i>		

Session	Date	Topic	Readings & Assignments	Learning Objectives
22	Dec 6	<i>Documentary Reviews</i>		understanding of a particular health problem. 3. Using one social science perspective, propose areas for future <u>health research</u> .
23	Dec 8	<i>Documentary Review</i> <b>Overview &amp; Synthesis</b> <i>USRI evaluations</i>		1. Appreciate the complexity of research about the experience of homelessness and how the various social sciences can be used to inform this research.

**FINAL EXAM:**  
**TBA by Registrar's Office**