

HSOC 201
Introduction to Health & Society

Instructors:

Kaylee Ramage, PhD
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Office Hours/Policy on Answering Student Emails

Office hours available by appointment; please book appointments by email. Email communications with the instructor and/or TA are welcome. All course communications must occur through your @ucalgary email. I aim to respond to all student emails within 48 hours. Substantive issues are to be addressed during an appointment or after class.

Teaching Assistant:

Benedicta Antepim, MA
bantepim@ucalgary.ca

Time and Location:

Mondays & Wednesdays 3:00 PM – 4:15 PM
Location: G500

This course will take place **in person**. Students are expected to be present and to actively participate in class sessions. When unable to participate due to unforeseen circumstances, students are expected to inform the instructor in advance and to propose and implement alternative participation activities.

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: library research, 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:

1. Anthropology
2. Economics
3. Epidemiology
4. Geography

5. Political science
6. Psychology
7. 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 the various social science lenses.

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 appreciation and 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, sociology and/or veterinary medicine 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.

Transferable Skill Development:

Many of the skills and abilities that you are developing in your coursework are transferable to the workforce, graduate and professional studies and other facets of life. Employers seek applicants with transferable skills because they can be an asset in the workplace, regardless of industry or sector. Transferable skills are core skills for your success in building your future career.

The work that you will do in HSOC 201 will help you build the following transferable skills:

- **Collaboration:** Work respectfully with others from different backgrounds, cultures, and countries.
- **Verbal Communication:** Learn and share information by presenting, listening, and interacting with others.
- **Creativity and Innovation:** Find different and better ways to do things, being curious, thinking imaginatively.
- **Critical Thinking:** Actively and skillfully conceptualize, apply, analyze, synthesize, and/or evaluate information (data, facts, observable phenomena, and research findings) to make a reasoned judgement or draw a reasonable conclusion.
- **Information Literacy:** Find, understand, and use information presented through words, symbols, and images
- **Project Management:** Conceptualize, initiate, plan and execute a plan to achieve a predetermined goal (project) by effectively prioritizing activities and meeting deadlines.
- **Written Communication:** Share ideas and information by using words, images, and symbols.

Learning Resources

1. **Textbook:** There is no required textbook for this course.
2. **Peer-reviewed Journal Articles:** Students will retrieve assigned articles from the University of Calgary's library collection that represent the seven disciplines introduced in this course.
3. **Documentaries:** Students will select and present summaries of documentaries covering any topic related to social issues in health. These may be chosen from streaming services, the National Film Board of Canada, the Calgary Public Library streaming service (Kanopy), among others. Students are free to choose any source for their documentary of choice as long as the instructor can also readily and freely obtain a copy.
4. **Class Notes:** Each student is to prepare and maintain a set of their own class notes. Any content present in class, whether verbally or in written form, could be used for assessment purposes. Class discussion is understood to constitute course content.

Recommended Textbooks/Readings

1. Strunk, W. & White, E.B. (2000). *The Elements of Style* (4th ed). Needham Heights, MA: Allyn & Bacon. (Available at UCalgary Library)
2. Lunsford, A.A. (2008). *The St. Martin's Handbook* (6th ed). Boston: Bedford/St-Martin's. (Available at UCalgary library)
3. University of Calgary Writing Support Centre (free consultations via one-on-one appointments and online support): <https://www.ucalgary.ca/student-services/student-success/writing-support>

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 2022-2023 Calendar.

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

	Description	Percentage of Overall Grade	Due Date	Learning Objectives Addressed
Individual Assessments	Class Participation (Active and productive participation in class activities and discussions)	10%	All Term	All Learning Objectives
	Assignment 1 – Paraphrasing	5%	Monday, October 3, 2022	#1
	Assignment 2 – Paraphrasing & Discussion Paragraphs	10%	Wednesday, November 2, 2022	#1, #2, #3, #5, #6
	Final Exam	30%	Scheduled by the Registrar	All Learning Objectives
Group Assessments	Journal Club: Oral Presentation	15%	TBD (Group Sign-up in September)	#1, #2, #3, #5, #6
	Journal Club: Oral Presentation	5%	TBD (Group Sign-up in September)	#1, #2, #3, #5, #6
	Documentary Review	20%	TBD (Group Sign-up in October)	#2, #3, #5, #6
	Peer Evaluations	5%	One due at the time of the Journal Club Presentation and one at the time of the Documentary 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 will take 3 hours to complete. Use of unmarked copies of writing references (e.g., dictionary, thesaurus) is 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 2022-23 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	90-95.99
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	Does not meet course requirements	0-49

Late or Missed Components of Term Work

Late assignments will not be accepted and will automatically receive a mark of zero. The only exceptions to this policy are those in keeping with the University of Calgary Calendar (illness, religious conviction, or domestic affliction) which 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 or missed coursework.

Extensions will NOT be granted on any assignments in HSOC 201. 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. Please be advised that students should notify the instructor before the assignment deadline or presentation date to discuss. As

well, 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).

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 (10% of the overall grade) 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. Inappropriate use of laptops is also disruptive to your fellow classmates and disrespectful to the lecturer. The use of laptops and other electronic note-taking devices is permitted; however, their use in the classroom should be for course-related work/note-taking only. Please do NOT surf the web, check email or do other unrelated work. Students who use their laptops inappropriately or are otherwise disruptive during lectures will be asked to leave. Cell phones (or similar devices) should be turned off (not merely silent) upon entering the classroom. Sending/receiving text messages or leaving the class to take calls is disruptive to the entire class and will not be tolerated unless absolutely necessary. Students who disregard this rule during lectures or tutorials will be asked to leave. These items are not permitted under any circumstance during the final exam.

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/ .

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), 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 and Gender-Based 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	http://www.ucalgary.ca/ssc/
Student Wellness Centre	http://www.ucalgary.ca/wellnesscentre/
Student Advocacy and Wellness Hub (CSM)	https://cumming.ucalgary.ca/student-advocacy-wellness-hub/home
Distress Centre	http://www.distresscentre.com/
Library Resources	http://library.ucalgary.ca

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/ or email 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; the SU representatives for the Cumming School of Medicine can be reached at medrep1@su.ucalgary.ca or 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.

Class Schedule

The following is a list of topics for class, associated readings, and assignment / exam due dates. Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings. Furthermore, learning objectives and readings for student-led sessions (i.e., Journal Club and Documentary Review presentations) will be identified as students have chosen their readings. Students will be notified of all changes in a timely manner by way of email and/or D2L announcements. The exam date is firm and will not be altered.

Date	Module / Topics	Instructor/ Guest Lecturer	Readings & Assignments	Learning Objectives
Wednesday, September 7, 2022	Course Overview	Kaylee Ramage	Course Outline (posted on D2L)	<ol style="list-style-type: none"> 1. Understand the expectations of the course. 2. Define health, society, and research. 3. Briefly discuss the social determinants of health.
Monday, September 12, 2022	Public Health & the Population Health approach	Kaylee Ramage	<p>Required: Public Health Agency of Canada: Core Competencies for Public Health in Canada https://www.phac-aspc.gc.ca/php-ppsp/ccph-cesp/pdfs/cc-manual-eng090407.pdf</p> <p>What is the Population Health Approach? https://www.canada.ca/en/public-health/services/health-promotion/population-health/population-health-approach.html</p>	<ol style="list-style-type: none"> 1. Define public health 2. Describe how public health practice and research use the population health approach. 3. Identify ways in which public health differs from public health care. 4. Describe the population health approach. 5. Illustrate with examples what is meant by a “focus on upstream factors”.
Wednesday, September 14, 2022	Social Sciences in Public Health & Research	Kaylee Ramage	<p>Required: Leslie, M., Fadaak, R., Davies, J., Blaak, J., Forest, P.G., Green, L., & Conly, J. (2020). Integrating the social sciences into the Covid-19 response in Alberta, Canada. <i>BMJ Global Health</i>, 5: e002672</p> <p>Recommended: Schneiderman, N & Speers, MA. (2001). Behavioural Science, Social Science and Public Health in the 21st Century (Chapter 1). In: Integrating Behavioral and Social Sciences with Public Health. Schneiderman N., Peers M.A., Silvia, J.M., Tomes, H. & Gentry, J.H. (eds). (p3-12). Washington, DC: American Psychological Association.</p>	<ol style="list-style-type: none"> 1. Describe ways in which the social sciences contribute to public health research and practice. 2. Identify challenges to integrating the social sciences into public health practice and research.
Monday, September 19, 2022	Introduction to Homelessness	Kaylee Ramage	<p>Recommended: Gaetz, S., Dej, E., Richter, T., & Redman, M. (2016). <i>The State of Homelessness in Canada 2016</i>. Toronto, ON: Canadian Observatory on Homelessness Press.</p>	<ol style="list-style-type: none"> 1. Understand aspects of homelessness in Calgary and Canada. 2. Discuss some of the various factors that contribute to homelessness in Calgary and Canada.

Wednesday, September 21, 2022	Introduction to Paraphrasing in an Academic Context Paraphrasing Exercise	Kaylee Ramage		<ol style="list-style-type: none"> 1. Understand the importance of paraphrasing and the potential for plagiarism when paraphrasing goes wrong. 2. Filter information from a text for abstractions and important ideas, not details. 3. Appropriately paraphrase short excerpts.
Monday, September 26, 2022	Anthropology in Health Research Thinking Critically about Published Research: Introduction to Journal Club Group Project	Kaylee Ramage	<p>Required: Persaud,S., McIntyre, L. & Milaney, K. (2010). Working homeless men in Calgary, Canada: hegemony and identity. <i>Human Organization</i>, 69(4), 343-351.</p> <p>Recommended: Lambert, H. & McKeivitt, C. (2002). Anthropology in health research: from qualitative methods to multidisciplinary. <i>BMJ</i>, 325(27), 210-213.</p> <p>Journal Club Group Sign-Up</p>	<ol style="list-style-type: none"> 1. Describe the four major fields of anthropology. 2. Define and describe the key concepts that anthropologists use. 3. Illustrate how anthropology contributes to public health research and practice. 4. Discuss how the research by Persaud et al. (2010) exemplifies the use of anthropology in health research. 5. Compare and contrast the research by Persaud et al (2010) with other studies examined throughout the semester. 6. Describe the key features of research articles. 7. Understand the principles of critical appraisal and why it is important. 8. Identify the components of a well written summary. 9. Use a list of guided questions to conduct a critical review.
Wednesday, September 28, 2022	Sociology in Health Research	Kaylee Ramage	<p>Required: Kennelly,J. & 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.</p> <p>Recommended: 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>	<ol style="list-style-type: none"> 1. Define the sociological perspective and explain why it is important. 2. Describe sociology and how it relates to health through its focus on social interactions. 3. Illustrate how sociology, especially medical and health sociology, contributes to public health research and practice. 4. Discuss how the research by Kennelly & Watt (2011) is an example of the sociological approach in health research. 5. Compare and contrast the research by Kennelly & Watt (2011) with other studies examined throughout the semester.

Monday, October 3, 2022	Psychology in Health Research	Kaylee Ramage	<p>Required: Hodgetts, D., Stolte, O., Radley, A., Leggatt-Cook, C., Groot, S. & Chamberlain, K. (2011) 'Near and far': Social distancing in domiciled characterisations of homeless people. <i>Urban Studies</i>, 48(8) 1739–1753.</p> <p>Recommended: Hepworth, J. (2004). Public health psychology: A conceptual and practical framework. <i>Journal of Health Psychology</i>, 9(1), 41-54.</p> <p>ASSIGNMENT #1 DUE (D2L Dropbox by 3:00 PM)</p>	<ol style="list-style-type: none"> 1. Describe the main concerns of health and social psychology. 2. Understand how the bio-psychosocial model is used to understand health. 3. Illustrate with examples how health psychology, public health psychology and social psychology contribute to public health research and practice. 4. Use the article by Hodgetts et al. (2011) to explain why social distance is important and how it influences health. 5. Discuss how the research by Hodgetts et al. (2011) applies social psychology to health research. 6. Compare and contrast the research by Hodgetts et al. (2011) with other studies examined throughout the semester.
Wednesday, October 5, 2022	Economics in Health Research	Kaylee Ramage	<p>Required: Anand, P., & Lea, S. (2011). The psychology and behavioural economics of poverty. <i>Journal of Economic Psychology</i>, 32(2), 283-293.</p> <p>Primer on writing a good paragraph (PDF posted on D2L)</p> <p>Recommended: Chattopadhyay, S.K., & 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>	<ol style="list-style-type: none"> 1. Understand the basic principles of economics (scarcity, opportunity costs, efficiency). 2. Describe the main concerns of health and behavioural economics. 3. Illustrate with examples the contributions that economic research and applied economics makes to health. 4. Use the Anand and Lea (2011) article to illustrate how economic principles can be used to understand poverty and homelessness. 5. Compare and contrast the research by and Lea (2011) with other studies examined throughout the semester. 6. Identify the key components of a well written paragraph. 7. Write a well-structured paragraph.
Monday, October 10, 2022	NO CLASSES: THANKSGIVING			

Wednesday, October 12, 2022	Sociology Journal Club	Student Presenters		
Monday, October 17, 2022	Anthropology Journal Club	Student Presenters		
Wednesday, October 19, 2022	Psychology Journal Club	Student Presenters		
Monday, October 24, 2022	Political Sciences in Health Research Introduction to Documentary Review (Group project)	Kaylee Ramage	<p>Required: Macnaughton, E., Nelson, G., & 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 & Medicine</i>, 82, 100 -107.</p> <p>Recommended: Brown, L.D. (2010). The Political Face of Public Health. <i>Public Health Reviews</i>, 32 (1), 155-173.</p> <p>Bernier, N.F.& 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> <p>Documentary Review Group Sign-Up</p>	<ol style="list-style-type: none"> 1. Describe the relevance of concepts of politics, state and power to public health issues. 2. Discuss the issues and questions that most concern political scientists. 3. Illustrate with examples the contributions that political science research and applications make to public health. 4. Gain an appreciation for the complexities associated with policy development and change. 5. Compare and contrast the research article by Macnaughton et al. (2013) with other studies examined throughout the semester.

Wednesday, October 26, 2022	Geography in Health Research	Kaylee Ramage	<p>Required: Pearce, J. (2012). The 'blemish of place': Stigma, geography and health inequalities. A commentary on Tabuchi, Fukuhara & Iso. <i>Social Science & Medicine</i>, 75(11), 1921 -1924.</p> <p>Recommended: 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"> 1. Understand the concepts of population, place, space and environment. 2. Describe the differences between physical and human geography; and between medical and health geography. 3. Illustrate with examples the contributions that medical and health geography research make to understanding health inequities. 4. Discuss how "place" impacts health, as examined in the film "Place Matters" and in the research by Pearce (2012); identify potential areas of health geography research. 5. Compare and contrast the research by Pearce (2012) with other studies examined throughout the semester.
Monday, October 31, 2022	Economics Journal Club	Student Presenters		
Wednesday, November 2, 2022	Epidemiology: Core Public Health Science	Kaylee Ramage	<p>Required: Barnes, A.J., Gower, A.L., Sajady, M., & Lingras, K.A. (2021). Health and adverse childhood experiences among homeless youth. <i>BMC Pediatrics</i>, 21, 164.</p> <p>Recommended: Honjo, K. (2004). Social epidemiology: definition, history, and research examples. <i>Environmental Health & Preventive Medicine</i>, 9(5), 193-199.</p> <p>ASSIGNMENT #2 DUE (D2L Dropbox by 3:00 PM)</p>	<ol style="list-style-type: none"> 1. Define Epidemiology as a discipline and describe what epidemiologists do. 2. Discuss the core concepts of epidemiology. 3. Illustrate with examples the contributions that epidemiological research and applications has made to public health. 4. Discuss how social epidemiology approaches the social determinants of health using the Barnes et al. (2021) study as an example.
Monday, November 7, 2022	No Classes – Fall Break			
Wednesday, November 9, 2022	No Classes – Fall Break			

Monday, November 14, 2022	Political Science Journal Club	Student Presenters		
Wednesday, November 16, 2022	Geography Journal Club	Student Presenters		
Monday, November 21, 2022	Epidemiology Journal Club	Student Presenters	Documentary Selection Due	
Wednesday, November 23, 2022	Documentary Review Preparation class		Working session; no lecture. Instructor and TA will be available for questions	
Monday, November 28, 2022	Documentary Review Presentations	Student Presenters		<ol style="list-style-type: none"> 1. Appreciate how the various social sciences and epidemiology can inform our understanding of health and health-related issues. 2. Apply one social science perspective to the understanding of a particular health problem. 3. Using one social science perspective, propose areas for future health research.
Wednesday, November 30, 2022	Documentary Review Presentations	Student Presenters		
Monday, December 5, 2022	Documentary Review Presentations	Student Presenters		
Wednesday, December 7, 2022	Review Class	Kaylee Ramage		All Learning Objectives
December 10 – 21, 2022	Final Exam – To Be Scheduled by the Registrar			All Learning Objectives