

**HSOC 301**  
**Determinants of Health**

**Instructor:**

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**Teaching Assistant:**

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**Office hours/Policy on answering student emails:**

Please direct all emails to the Teaching Assistant for the course.

All course communications must occur through your @ucalgary email. We do not respond to email on evenings, weekends or statutory holidays. Allow 48 hours to receive a response.

Office hours: By appointment. Please arrange via e-mail.

**Time and Location**

This course will take place **online** via Desire2Learn (D2L) and Zoom. Synchronous lectures are held Tuesdays and Thursdays from 3:00 – 4:15pm. 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, inform the Teaching Assistant in advance and ensure you watch the recorded lecture. Note that students will be graded on class attendance, as outlined below.

**Prerequisite**

HSOC 201 or consent of instructor.

**Course Description**

A broad-based, interdisciplinary overview of models of the determinants of health. Includes an analysis of evidence of the relative influence of environmental factors, health services, lifestyles and health behaviours, social and economic factors, biological predispositions, and the mechanisms involved in the societal uptake of various conceptions.

**Overarching Themes**

This course is designed to foster exploration and understanding of the factors that influence the health of the population, building on content covered in HSOC 201, Introduction to Health and Society.

Students will first be exposed to, and encouraged to think carefully about, the conceptual and empirical bases of the social determinants of health, including the population health perspective and the notion of social inequities in health.

Following the foundational content, students will read and discuss research literature on key thematic areas pertaining to the social determinants of health, including: income and income inequality; health care; childhood and transition to adulthood; social support and social exclusion; health of Indigenous

peoples; gender; employment and working conditions; housing and neighbourhoods; food, nutrition, and food insecurity; the environment; and the social patterning of behaviour.

The politics of population health is an important thread that runs throughout the course. Although the social determinants of health operate globally, the course will focus primarily on affluent Anglo-American countries.

The content of this course can be complex, and there is not necessarily a clear-cut answer to every question. *Developing a comfort level with “messy” material is therefore an important skill to be developed in this course and throughout the program.* The course format will include a combination of didactic lectures and in-class activities that allow students to engage directly with the materials and their relevance to real-world programs and policies.

### **Global Objectives**

The overall objectives of this course are to:

- Introduce, and provide a forum for discussion of key concepts, theories, and evidence pertaining to population health and the social determinants of health;
- Inspire and generate enthusiasm for the study of population health and the social determinants of health.

### **Learning Objectives**

By the end of the course, students should be able to:

- Describe and discuss the background, theory, and evidence base for the population health perspective including social inequities in health;
- List, describe, and analyze important issues related to the social determinants of health; specifically: income; health care; childhood and transition to adulthood; social support and social exclusion; health of Indigenous peoples; gender; employment and working conditions; housing and neighbourhoods; food, nutrition and food insecurity; the environment; social patterning of behaviour; and the politics of population health;
- Identify the major sections of a peer-reviewed journal article and summarize the key content in each section.

### **Skills to be developed and strengthened**

- Effective note-taking;
- Understanding of, and ability to effectively navigate research databases for the purpose of identifying peer-reviewed journal articles on a particular topic;
- Academic writing;
- Collaboration and teamwork, within small groups and in a full class setting;
- Developing a comfort level with content that is complex or that seems messy;
- Engaging in respectful conversations with others on sensitive topics. Students should remain mindful that some of the topics of discussion are of a sensitive nature and their peers may be personally affected by some of these. As such, we will strive to make our classroom a safe space in which students are not judged based on any feedback they provide and where this feedback is not shared outside of the classroom. Students will be reminded to select their words carefully to avoid unintentionally causing distress to their peers.

## Required Textbook

Davidson A. *Social Determinants of Health: A Comparative Approach*. Don Mills, Ontario: Oxford University Press, Second Edition, 2019.

This book is available for purchase at the Health Sciences bookstore. **Ensure you purchase the Second Edition (2019)**. It is also available to rent as an e-book through the University of Calgary Bookstore.

## Recommended Readings

There will be other assigned readings as indicated in the course schedule below. Website links and/or PDFs will be provided to students.

## 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.

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.

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/>.

## Evaluation

The University policy on grading and related matters is described in section F of the 2020-2021 Calendar. 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. There will be an open book final exam during the final exam period.

Substantive concerns with grades received on assignments and exams: Students with substantive concerns about any portion of their grade must first review the feedback provided and wait a minimum

of 24 hours after receiving their marked assignment or exam before consulting the Teaching Assistant. After that time, but within 10 days of the first notification of a grade, students may submit a written request for grade reappraisal. Each written request must include the following:

- 1) A clear description of the concern;
- 2) A summary of the relevant course materials pertaining to the concern (including slide and/or page numbers); and
- 3) A clear description of how the student’s work is consistent with these course materials, with reference to the assignment rubric where applicable.

Requests that do not meet these requirements or that are received beyond the 10-day reappraisal period will be returned without consideration. At no time will these issues be discussed during class or outside of a pre-scheduled meeting. Please be aware that requests for reappraisals may cause the grade to be raised, lowered or to remain unchanged.

As part of the evaluation activities for this course, students will be required to consult the published peer-reviewed research literature. ***Understanding and effectively navigating research databases (e.g., PUBMED) to locate peer-reviewed articles on a particular topic is an important skill to be developed in this course and throughout the program.*** Excellent resources are available (e.g. <https://library.ucalgary.ca/guides/bhsc>). Students are strongly encouraged to make use of these resources.

As part of the evaluation activities for this course, students will be required to work together with their peers to summarize a peer-reviewed journal article. A successful outcome will hinge on effective teamwork, including working together to develop a plan, assigning responsibilities and treating one’s peers with respect. ***Collaboration, within small groups as well as in the larger class, is an important skill to be developed in this course and throughout the program.***

A brief description of the evaluation activities is provided below. In determining the overall grade in the course, the following weights will be used:

Description	Due date	Percentage of grade
<p><b>Mid-term exam*</b>  <b><i>Overview:</i></b> Open book exam covering Davidson Chapters 1-7. The exam is designed to take 75 minutes to complete, however you will have an additional 40 minutes to complete it (i.e. total of 115 minutes). <b><i>Timing:</i></b> The exam will be distributed Oct 15 at 9:00am and must be submitted on D2L no later than Oct 16 at 9:00am. <b><u>However, no more than 115 minutes can elapse from the time you download the exam to the time you submit it.</u></b> <b><i>Resources required:</i></b> Computer, internet connection, lecture notes, textbook. <b><i>Guidelines:</i></b> Use the lecture notes and textbook to complete the exam. Do not use any other resources. All responses that do not reflect learnings from the lecture notes or textbook will be considered incorrect. All responses must be in your own words. Do not quote anything verbatim. You must work independently. You may not consult with or collaborate with others on the exam. <b><i>Formatting:</i></b></p>	<p>Oct 15-16</p>	<p>30%</p>

<p>Single spacing, Times New Roman 12 point font, 1 inch (2.54cm) margins all around. References are not required as students are only permitted to use their lecture notes and textbook. <b>Academic misconduct:</b> Students who consult with others or use sources other than their lecture notes or textbook will be investigated and referred to the Associate Dean for academic misconduct</p>		
<p><b>Journal clubs*</b> In small groups, students will select, present, and lead class discussion on one peer-reviewed journal article on an assigned topic (30 minutes per group). Groups and topics will be assigned during class. Work independently to prepare a written document (1.5 pages) that: 1) summarizes your selected peer-reviewed article; and 2) connects your selected article to the textbook chapter of the same topic. All journal club documents are due at 3:00pm on the due date.</p>	<p>Written assignment, oral presentations, peer evaluation due: Nov 19 Group presentations: Nov 19, Nov 24, Nov 26, Dec 1</p>	<p>25% (12% oral, 13% written)</p>
<p><b>Registrar's Office Scheduled Final exam*</b> <b>Overview:</b> Open book exam covering Davidson Chapters 8-14, journal club articles, guest lectures and general concepts from the first half of the course. The exam is designed to take 90 minutes to complete, however you will have an additional 45 minutes to complete it (i.e. total of 135 minutes). <b>Timing:</b> The exam will be distributed at 9:00amMT and must be submitted on D2L no later than 9:00amMT on the following day. <b>Please note, no more than 150 minutes can elapse from the time you download the exam to the time you submit it.</b> <b>Resources required:</b> Computer, internet connection, lecture notes, textbook. <b>Guidelines:</b> Use the lecture notes and textbook to complete the exam. Do not use any other resources. All responses that do not reflect learnings from the lecture notes or textbook will be considered incorrect. All responses must be in your own words. Do not quote anything verbatim. You must work independently. You may not consult with or collaborate with others on the exam. <b>Formatting:</b> Single spacing, Times New Roman 12 point font, 1 inch (2.54cm) margins all around. References are not required as students are only permitted to use their lecture notes and textbook. <b>Academic misconduct:</b> Students who consult with others or use sources other than their lecture notes or textbook will be investigated and referred to the Associate Dean for academic misconduct.</p>	<p>TBD</p>	<p>35%</p>
<p><b>Class participation:</b> Grades will be allocated as: 1) Class attendance and on-time arrival (7%); and 2) Participation in class discussions, including answering or raising questions about the materials and presenting on behalf of the group (3%). Participation is judged based on quality and quantity. Participation marks will reward students who offer thoughtful commentary in a respectful manner. <b>Students who do not</b></p>	<p>Throughout semester</p>	<p>10%</p>

<b>engage respectfully with the instructors and other students will lose participation marks.</b>		
<b>TOTAL</b>		<b>100%</b>

\*Assignments, exams and peer evaluations are to be submitted electronically via D2L.

### 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 2020-21 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 a number of 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

Assignments are due by 3:00pm MT on the due date unless otherwise specified. Late assignments will lose 25% per day late (note: this includes submission past 3:00pm on the due date). In this case, assignments will **NOT** be accepted more than 72 hours after the posted deadline, and students failing to submit any assignment within this time frame will receive a mark of zero. Note that D2L will remain open for 72 hours after the deadline; however this does NOT mean that late submissions are not penalized. Further extensions will **NOT** be granted on any assignments.

Students who fail to submit an exam on D2L will receive a mark of zero unless the instructor has approved the absence in advance. There will be **NO** exceptions to this policy. There is no make-up mid-term exam in this course. If you miss the mid-term exam, and you provide the appropriate documentation, the weight of the mid-term exam will be added to the final exam. Late exams will not be accepted. Deferral of the final exam must be made through application to the Registrar's Office.

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 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)).

### **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.

In-class discussion is actively encouraged and students may use the chat function to pose questions during lectures.

## **Attendance and Note-Taking**

It is important that you make every effort to attend all scheduled sessions. Important learning in this course will occur through lecture delivery and in-class discussions. There will be material covered in class that is not fully covered by the textbook or the lecture slides, which may appear on exams.

The lecture slide content will be concise, and students are responsible for taking notes during each session. Students should **not** rely solely on slides or material supplied by the instructors. *Effective note-taking is an important skill to be developed in this course and throughout the program.*

## **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>.

**Students are expected to take notes during class and should not rely solely on material supplied by the instructors. All information in the assigned readings and information discussed in class, including guest lectures, may appear on exams.**

## **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>). 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.

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/).

### **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.

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 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>

### **Media recording**

The instructor will use media recordings to capture the delivery of lectures. These recordings will be posted on the cloud in D2L and will only be accessible by other students in the course and the instructor. 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, incidental student participation may be recorded. In addition, journal club presentations will be recorded for grading purposes. These presentations will not be posted to D2L. Students with concerns about incidental capture of their audio/video class participation or recording of their journal club presentations are advised to consult the instructor at the beginning of the term.

### **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.

## 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. Students will be notified of all changes in a timely manner by way of email and D2L announcements. The exam dates are firm and will not be altered.

This course will take place **online** via Desire2Learn (D2L) and Zoom. Synchronous lectures are held Tuesdays and Thursdays from 3:00 – 4:15pm. **\*\*Please complete readings prior to class\*\***

Week	Dates	Topic(s) and evaluation activities	Readings and other preparatory work
1	Tues Sept 8	Introductions; course overview; preparation for Sept 10	
	Thurs Sept 10	Infographic <b>Resources:</b> Adobe Spark; Piktochart, Canva Powerpoint, Photoshop, MS Sway in Office 365	Create an infographic in groups of 4-5 related to several of the following: <i>What are the social determinants of health? How do the social determinants of health shape health? Which social determinants of health are the most important? How have the social determinants of health affected your health and that of your friends/family? In what areas of your life have you seen the effects of the social determinants of health (positive or negative)?</i>
2	Tues Sept 15	Thinking about individual and population health	Davidson Chapter 1: Thinking about individual and population health
	Thurs Sept 17	Guest lecture: Health care services as a health determinant and health research methods	<i>Dr. David Campbell MD, PhD</i> Davidson Chapter 2: Health care services as a health determinant and health research methods
3	Tues Sept 22	Population health and social epidemiology	Davidson Chapter 3: Population health and social epidemiology
	Thurs Sept 24	Income, inequality, wealth and health	Davidson Chapter 4: Income, inequality, wealth and health
4	Tues Sept 29	Childhood and the transition to adulthood	Davidson Chapter 5: Childhood and the transition to adulthood

	Thurs Oct 1	Overview of journal club Sample journal club Form groups, assign topics and dates	<b>Martens PJ et al.</b> The Effect of Neighborhood Socioeconomic Status on Education and Health Outcomes for Children Living in Social Housing. American Journal of Public Health 2014; 104:2103-2113. <a href="http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=98868502&amp;site=ehost-live">http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=98868502&amp;site=ehost-live</a> Journal club marking rubric
5	Tues Oct 6	Gender and health	Davidson Chapter 6: Gender and health
	Thurs Oct 8	Social support, social capital, social exclusion and racism <b>Journal club articles due</b>	Davidson Chapter 7: Social support, social capital, social exclusion and racism
	Fri Oct 9 1-145pm	<u>Optional</u> pre-midterm Q and A	NO LECTURE. The purpose of the Q and A is to answer questions on the course content. The exam format will be discussed Oct 13 in class and will NOT be discussed during the Q and A.
6	Tues Oct 13	Review for mid-term Jigsaw activity Instructions for mid-term exam	*Bring textbook and notes to class*
	Thurs Oct 15	<b>Mid-term exam distributed at 9:00am</b>	Davidson Chapters 1-7
7	Tues Oct 20	Guest lecture: Health of Indigenous peoples <b>Articles for Oct 22 assigned</b>	<i>Dr. Pamela Roach, PhD</i> Davidson Chapter 8: Health of Indigenous peoples
	Thurs Oct 22	Study design Practice journal club	In your journal club groups practice summarizing the objectives, methods and results for your assigned article using the rubric discussed Oct 1. Prepare a point form summary to share with the class. <b>Sandel M et al.</b> Unstable housing and caregiver and child health in renter families. Pediatrics 2018; 141(2):e20172199. <a href="https://pediatrics-aappublications.org.ezproxy.lib.ucalgary.ca/content/141/2/e20172199">https://pediatrics-aappublications.org.ezproxy.lib.ucalgary.ca/content/141/2/e20172199</a> <b>Brownell M et al.</b> An unconditional prenatal income supplement reduces population inequities in birth outcomes. Health Affairs 2018; 37(3):447-455.

			<a href="http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/2012417137?accountid=9838">http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/2012417137?accountid=9838</a> <b>Ashe KM and Lapine KL.</b> Food insecurity and obesity: Exploring the role of social support. <i>Journal of Women's Health</i> , 2017. (PDF) <b>Hughes A and Kumari M.</b> Unemployment, underweight, and obesity: Findings from Understanding Society. <i>Preventive Medicine</i> 2017; 97:19-25. <a href="https://www.sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0091743516304492">https://www.sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0091743516304492</a> <b>Hammig O.</b> Health and well-being at work: The key role of supervisor support. <i>SSM Population Health</i> 2017; 3:393-402. <a href="https://www.sciencedirect.com/science/article/pii/S2352827316301793">https://www.sciencedirect.com/science/article/pii/S2352827316301793</a>
8	Tues Oct 27	Employment, working conditions and health	Davidson Chapter 9: Employment, working conditions and health <b>Take 2 pictures that show how the built environment around you (i.e. University, work, home, etc) promotes or hinders good health or health behaviours. Create a powerpoint slide with your name at the top and the 2 pictures underneath. Submit your ONE powerpoint slide on D2L by 9:00pm Oct 30. (marked as complete/incomplete in participation grade)</b>
	Thurs Oct 29	Guest lecture: Career opportunities; perspectives on working with disadvantaged populations	<i>Donald Barker BSc MA RD, Public Health Nutrition Provincial Lead, AHS</i>
9	Tues Nov 3	Housing and neighbourhood	Davidson Chapter 10: Housing and neighbourhood
	Thurs Nov 5	Food, food insecurity, nutrition, obesity and health	Davidson Chapter 11: Food, food insecurity, nutrition, obesity and health <b>Tarasuk V et al.</b> Food banks, welfare, and food insecurity in Canada. <i>British Food Journal</i> 2014; 116(9):1405-1417. <a href="https://www-emeraldinsight-com.ezproxy.lib.ucalgary.ca/doi/full/10.1108/BFJ-02-2014-0077">https://www-emeraldinsight-com.ezproxy.lib.ucalgary.ca/doi/full/10.1108/BFJ-02-2014-0077</a> <b>Caraher M.</b> Is it appropriate to use surplus food to feed people in hunger? <i>Food Research Collaboration</i> , 2016. <a href="http://foodresearch.org.uk/is-it-appropriate-to-use-surplus-food-to-feed-people-in-hunger/">http://foodresearch.org.uk/is-it-appropriate-to-use-surplus-food-to-feed-people-in-hunger/</a>
10	Tues Nov 17	Guest lectures: Calgary Food Bank; Vibrant Communities Calgary	<i>Lee Stevens and Stephanie Rosch, Community Engagement Specialist &amp; Public Policy Coordinator</i> <i>Vibrant Communities Calgary</i> <a href="http://www.vibrantcalgary.com">www.vibrantcalgary.com</a>

			<i>Marla Kailly, Program Coordinator, Calgary Food Bank</i> <a href="http://www.calgaryfoodbank.com/">http://www.calgaryfoodbank.com/</a>
	Thurs Nov 19	Journal clubs <b>Journal club individual written assignment, oral presentations and peer evaluation due</b>	Peer-reviewed journal articles – to be confirmed
11	Tues Nov 24	Journal clubs	Peer-reviewed journal articles – to be confirmed
	Thurs Nov 26	Journal clubs	Peer-reviewed journal articles – to be confirmed
12	Tues Dec 1	Journal clubs	Peer-reviewed journal articles – to be confirmed
	Thurs Dec 3	Environment and health; Social patterning of behaviour	Davidson Chapter 12: The environment and health Davidson Chapter 13: Social patterning of behaviour
	Fri Dec 4 1-145pm	<u>Optional</u> pre-final Q and A	NO LECTURE. The purpose of the Q and A is to answer questions on the course content. The exam format will be discussed Dec 8 in class and will NOT be discussed during the Q and A.
13	Tues Dec 8	The politics of population health Discuss final exam Group activity: Canada's National Poverty Reduction Strategy USRI course evaluation	Davidson Chapter 14: The politics of population health Canada's National Poverty Reduction Strategy <a href="https://www.canada.ca/en/employment-social-development/campaigns/poverty-reduction.html#story2">https://www.canada.ca/en/employment-social-development/campaigns/poverty-reduction.html#story2</a>
14	TBD	<b>Final exam distributed at 9:00am</b>	Davidson Chapters 8-14, journal club articles, guest lectures and general concepts from the first half of the course