

HSOC 301
Determinants of Health

Instructor:

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3E16

Teaching Assistant:

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Office Hours/Policy on Answering Student Emails

Please direct all emails to the Teaching Assistant for the course. *Questions pertaining to the course content or assignments that are of a more general nature should be posted to the discussion board on D2L.* All course communications must occur through your @ucalgary email. We do not generally 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:

Tuesdays and Thursdays, 3:00 – 4:15pm
HSC G500, Foothills Campus

Prerequisite:

HSOC 201 or consent of professor

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 Theme

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.

Course Learning Outcomes

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.

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 301 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.
- **Digital Skills:** Use digital technologies like computers, social media, virtual meeting platforms, and the internet.
- **Information Literacy:** Find, understand, and use information presented through words, symbols, and images
- **Problem solving:** Identify an issue, find and implement a solution, and assess whether the situation has improved.
- **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.

Required Textbook

Davidson A. *Social Determinants of Health: A Comparative Approach*. Don Mills, Ontario: Oxford University Press, Second Edition, 2019. Print ISBN: 9780199032204; eText ISBN: 9780199032242.

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.

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 2022-2023 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 is a Registrar-scheduled, closed-book final exam for this course.

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://libguides.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
Midterm exam* <i>Overview:</i> In-class, closed-book exam covering Davidson Introduction and Chapters 1-7, plus additional readings; 75 minutes.	Oct 13	30%
Journal clubs*	Articles due: Oct 6	25%

<p>In small groups (4-5 students), 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. Students will also 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. You will have the opportunity to revise your written assignment and resubmit it to receive up to an additional 4 points (12%).</p>	<p>Written assignment, oral presentations, peer evaluation due: Nov 15</p> <p>Group presentations: Nov 15 Nov 17 Nov 22</p> <p>Revised written assignment due Dec 1</p>	<p>(12% oral, 13% written)</p>
<p>Registrar-Scheduled Final exam* Registrar-scheduled, closed-book exam covering materials from Davidson Chapters 8-14, additional readings, journal club articles, guest lectures and general concepts from the first half of course (details will be provided in class); 90 minutes.</p>	<p>TBD</p>	<p>35%</p>
<p>Class participation: Active engagement in class activities and discussion, broken down as follows: 1) Class attendance and on-time arrival (7%); 2) Participation in class discussions, including answering or raising questions about the materials, built environment slide, participation in small group discussions, presenting on behalf of the group, active listening and note-taking during class (3%). Participation is judged based on quality and quantity, and participation marks will reward students who offer thoughtful commentary in a respectful manner. Students who do not engage respectfully with the instructors or who use their mobile phone for reasons unrelated to the course during class will lose participation marks.</p>	<p>Throughout semester</p>	<p>10%</p>
<p>TOTAL</p>		<p>100%</p>

*Assignments are to be submitted: 1) as a hard copy brought to class; and 2) electronically via D2L in word document format (not PDF). Peer evaluation is submitted electronically via D2L. All documents are due at 3:00pm.

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	Did not meet course requirements	0-49

Missed Components of Term Work:

Assignments are due by 3:00pm 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 miss an exam 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

Extensions will NOT be granted on any assignment or quizzes in HSOC 301. 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).

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. **Class attendance, on-time arrival, and active participation in class discussions will constitute 10% of your grade in this course.**

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

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/.

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. 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.

****Please complete readings prior to class and bring your textbook to class****

Week	Dates	Topic(s) and evaluation activities	Readings and other preparatory work
1	Tues Sept 6	Introductions; course overview; preparation for Sept 8	Course outline
	Thurs Sept 8	<i>The Last Straw</i> board game	Davidson Introduction
2	Tues Sept 13	Thinking about individual and population health	Davidson Chapter 1: Thinking about individual and population health
	Thurs Sept 15	Guest lecture: Health care services as a health determinant Health research methods (Dr. Olstad)	<i>Dr. David Campbell MD, PhD</i> Davidson Chapter 2: Health care services as a health determinant and health research methods
3	Tues Sept 20	Population health and social epidemiology	Davidson Chapter 3: Population health and social epidemiology
	Thurs Sept 22	Income, inequality, wealth and health	Davidson Chapter 4: Income, inequality, wealth and health
4	Tues Sept 27	Childhood and the transition to adulthood	Davidson Chapter 5: Childhood and the transition to adulthood
	Thurs Sept 29	Overview of journal club Sample journal club	Sandel M, et al. Unstable housing and caregiver and child health in renter families. <i>Pediatrics</i> . 2018; 141(2):e20172199. https://pediatrics-aappublications-org.ezproxy.lib.ucalgary.ca/content/141/2/e20172199

		Form groups, assign topics and dates	Journal club marking rubric
5	Tues Oct 4	Gender and health	Davidson Chapter 6: Gender and health
	Thurs Oct 6	Social support, social capital, social exclusion and racism Instructions for mid-term exam Journal club articles due	Davidson Chapter 7: Social support, social capital, social exclusion and racism
6	Tues Oct 11	Review for mid-term Group activity: Jeopardy	Sample exam questions *Bring textbook and notes to class*
	Thurs Oct 13	Mid-term exam	Davidson Introduction and Chapters 1-7, plus additional readings
7	Tues Oct 18	Guest lecture: Health of Indigenous peoples	<i>Dr. Rita Henderson, PhD</i> Davidson Chapter 8: Health of Indigenous peoples
	Thurs Oct 20	Review midterm Practice journal club	In your journal club groups practice summarizing the objectives, methods and results for your assigned article using the journal club marking rubric. Prepare a point form summary to share with the class. Ospina MB, Voaklander D, Senthilselvan A, et al. Incidence and prevalence of chronic obstructive pulmonary disease among Aboriginal Peoples in Alberta, Canada. PLoS One. 2015;10(4):e0123204. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_plos_journals_1673122382 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 <u>9:00pm Oct 25</u> (marked as complete/incomplete in participation grade)

8	Tues Oct 25	Employment, working conditions and health	Davidson Chapter 9: Employment, working conditions and health
	Thurs Oct 27	Housing and neighbourhood	Davidson Chapter 10: Housing and neighbourhood
9	Tues Nov 1	Food, food insecurity, nutrition, obesity and health	Davidson Chapter 11: Food, food insecurity, nutrition, obesity and health Tarasuk V, et al. Food banks, welfare, and food insecurity in Canada. British Food Journal. 2014; 116(9):1405-1417. https://www-emeraldinsight-com.ezproxy.lib.ucalgary.ca/doi/full/10.1108/BFJ-02-2014-0077 Preparation for next class watch: https://www.youtube.com/watch?v=uJHEvo7PZZA
	Thurs Nov 3	Group activity: Debate	Be it resolved that Food Banks in Canada should be closed Draw on previous readings, Youtube video, instructor and guest lectures *Bring textbook and notes to class*
10	Tues Nov 15	Journal clubs Journal club individual written assignment, oral presentations and peer evaluation due	Peer-reviewed journal articles – to be confirmed
	Thurs Nov 17	Journal clubs	Peer-reviewed journal articles – to be confirmed
11	Tues Nov 22	Journal clubs	Peer-reviewed journal articles – to be confirmed
	Thurs Nov 24	Environment and health; Social patterning of behaviour Journal club written assignment returned	Davidson Chapter 12: The environment and health Davidson Chapter 13: Social patterning of behaviour
12	Tues Nov 29	The politics of population health Pre-final Q and A Instructions for final exam	Davidson Chapter 14: The politics of population health

	Thurs Dec 1	Guest lectures: Experiences of housing and food insecurity USRI course evaluation Journal club revised written assignment due	<i>Mr. Matt Larsen (3:00pm)</i> <i>Ms. Kristin Laverty (3:35pm)</i>
13	Tues Dec 6	Guest lectures: Calgary Food Bank; Vibrant Communities Calgary	3pm: <i>Laura Harrisson, Program Coordinator, Calgary Food Bank</i> http://www.calgaryfoodbank.com/ 330pm: <i>Meaghon Reid, Executive Director, Vibrant Communities Calgary</i> www.vibrantcalgary.com
14	TBD	Final exam	Davidson Chapters 8-14, additional readings, journal club articles, guest lectures and general concepts from the first half of the course