

HSOC 301
Determinants of Health

Instructors:

Professor:

Dr. Dana Olstad PhD, RD, Assistant Professor; dana.olstad@ucalgary.ca, 403-210-8673
Department of Community Health Sciences, 3rd floor TRW building, Office # 3E16

Teaching Assistant:

Delshani Peiris, Delshani.peiris@ucalgary.ca

Office hours/Policy on answering student emails:

Please direct all emails to Delshani Peiris.

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

*Please use email for administrative concerns only, such as scheduling an appointment. We do not respond to email on weekends or statutory holidays. Substantive issues are to be addressed in person, either in class or during an appointment.

Time and Location:

Tuesdays and Thursdays, 3:00 – 4:20pm
First class: Tuesday September 12, 2016
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(s):

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 within the social determinants of health, including: income; childhood and transition to adulthood; social support and social exclusion; health of Aboriginal peoples; gender; employment and working conditions; housing and neighbourhoods; and food, nutrition, and food insecurity.

The politics of population health is an important thread that runs throughout the course.

Though the social determinants of health operate globally, the course will focus primarily on affluent Anglo-American countries.

It is important to note that 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.***

Global Objectives

The course goals 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 in the social determinants of health; specifically: income; childhood and transition to adulthood; health of Aboriginal peoples; gender and health; employment, working conditions & health; housing & neighbourhoods; food & food insecurity; social patterning of behavior; and politics of population health.

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;
- 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.

Required Textbooks

Davidson A. *Social Determinants of Health: A Comparative Approach*. Don Mills, Ontario: Oxford University Press, 2015.

This book is available for purchase at the Health Sciences bookstore.

Recommended Textbooks/Readings

There may be other assigned materials, such as journal articles, reports, podcasts etc. These will be made available to students.

A Note regarding readings

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.

Evaluation

The University policy on grading and related matters is described in section F.2 of the 2017-2018 Calendar.

The overall grade in the course is simply the sum of marks on all individual evaluation activities (assignments, exams). Each evaluation activity will be marked out of a total that corresponds to its contribution to the overall grade (e.g., an assignment worth 10% of overall grade will be marked out of 10). Full and half points will be allotted.

There is no Register-scheduled final exam for this course.

Every effort will be made to return marked assignments and exams to students in a timely manner.

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. <http://libguides.ucalgary.ca/bhsc>). Ms. Lorraine Toews (ltoews@ucalgary.ca) is the Librarian aligned with the Bachelor of Health Sciences program. 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 achieve a particular objective. A successful outcome will hinge on effective teamwork, including working together to develop a plan and responsibilities (who is responsible for what) and treating the project and 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. More detail will be provided in class.

Description	Due date	Percentage of grade
Assignment #1* : Drawing on the Introduction chapter in the course textbook (Davidson, 2015), summarize and contrast the	Tues Sept 19	10%

“conventional model of health and disease” and the “alternative view”.		
Exam #1: In-class, closed-book exam covering materials to date.	Tues Oct 3	15%
Journal clubs*: In small groups, select, present, and lead class discussion on one peer-reviewed journal article on assigned topic (30 minutes per group). Groups and topics will be assigned during class. Work independently to prepare a written document (1 page) that 1) summarizes your selected peer-reviewed article (3/4 page) and 2) connects your selected article to the textbook chapter of the same topic (1/4 page).	Individual assignment: Nov 9 Group presentations: Nov 14 Nov 16 Nov 21	20%
Exam #2: In-class, closed-book exam covering materials since Exam #1.	Tues Oct 26	15%
Exam #3: In-class, closed-book exam covering materials since Exam #2.	Tues Nov 30	15%
Take-home exam: 48-hour written exam which could cover content from any point in the course.	Thurs Dec 7	15%
Class participation: Active engagement in class activities and discussion. Students are expected to arrive on time, attend class, and participate in classroom activities. Time will be set aside for discussion during each class. All students must be prepared to comment or raise a question about the course material. Participation is judged based on quality rather than quantity, and participation marks will reward students who offer thoughtful commentary in a respectful manner.	Throughout semester	10%
TOTAL		100%

*Written assignments are to be formatted as follows:

- Single-spaced
- 12-point Times New Roman font
- 1 inch margins

Assignments are to be submitted: 1) as a hard copy brought to class; and 2) electronically via D2L. Assignments are due at 3:00pm unless otherwise specified.

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 2017-18 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). 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:

A+ 97-100%	B+ 80-84%	C+ 65-69%	D+ 54-56%
A 90-96%	B 75-79%	C 60-64%	D 50-53%
A- 85-89%	B- 70-74%	C- 57-59%	F 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.

Extensions will **NOT** be granted on any assignments. The only exceptions to this are those in keeping with the University Calendar that are received in writing and with supporting documentation.

Students who miss an exam will receive a mark of zero unless the instructor has been previously notified. There will be **NO** exception to this policy. There are no make-up exams in this course. If you miss an exam, and you provide the appropriate documentation, the weight of that exam will be added to the next one.

Desire2Learn (D2L)

Desire2Learn 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 s/he gets all posted communications and documents and that s/he receives 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.

If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: <http://elearn.ucalgary.ca/d2l-student/>.

Policies Governing the Course:

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

Students are expected to conduct themselves in a mature and courteous manner during ALL lectures. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic.

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

Electronic Devices

The Bachelor of Health Sciences program aims to create a supportive and respectful learning environment for all students. Research studies have found that student use of electronic devices (laptops, tablets, etc) in the classroom negatively affects the learning of both the user and those sitting nearby. 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 exams/quizzes, etc.

Copyright

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students (library.ucalgary.ca/files/library/guidance_for_students.pdf). Further information for students is available on the Copyright Office web page (<http://library.ucalgary.ca/copyright>)

A Note Regarding Instructor Intellectual Property

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

Academic Accommodations Based on Disability or Medical Condition

It is the student's responsibility to register with Student Accessibility Services to be eligible for formal academic accommodation 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_0.pdf). If you are a student who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at (403) 220-8237; <http://www.ucalgary.ca/access/>. Students will be provided with all necessary accommodations to ensure equal opportunity to succeed in this course. Please provide the instructor your accommodation letter from Student Accessibility Services within 14 days after the start of this course so that all needed arrangements for exams and assignments can be made.

Accommodations on Protected Grounds other than Disability

Students who require an accommodation in relation to their coursework based on a protected ground other than disability, should communicate this need, preferably in writing, to the designated BHSc program contact, Mrs. Jennifer Logan (jljlogan@ucalgary), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. Students who require an

accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). 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. These rules are contained principally in Sections J to L of the *University of Calgary Calendar*. Students are expected to be familiar with these standards and to uphold the policies of the University in this respect. The Calendar also stipulates the penalties for violating these rules. Please know that the University and the Cumming School of Medicine take these rules seriously. **All incidences of academic dishonesty in this course, such as cheating and plagiarism, will be reported to the Associate Dean for investigation;** infractions will be noted on the record of a student found to be guilty.

Recording of Lectures

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

Other Important Information

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP); students should identify themselves on written assignments (exams and term work) by their name and ID number on the front page and ID on each subsequent page. Work assigned to you by your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your expressed permission to the instructor. Grades will be made available on an individual basis and students will not have access to other students' grades without expressed consent. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission. See <http://www.ucalgary.ca/policies/files/policies/privacy-policy-2011.pdf> for more information.

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 15 days** of first being notified of the grade.

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/
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 (Room 370 MacEwan Student 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

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 medrep@su.ucalgary.ca.

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; and from the evacuated population to the emergency responders. The primary assembly point for the Health Science Centre is the Health Research Innovation Centre (HRIC) Atrium. The alternate assembly point is Parking Lot 6. For more information, see the University of Calgary's Emergency Management website: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.

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.

COURSE SCHEDULE

The schedule provided is provisional and changes may be required. **Please bring readings to class**

Week	Dates	Topic(s) and evaluation activities	Readings and other preparatory work
1	Tues. Sept 12	Introductions; course overview; preparation for Sept 14	
	Thurs. Sept 14	Overview of Assignment #1 <i>The Last Straw</i> board game	Davidson (2015) – Introduction
2	Tues. Sept 19	Thinking about individual and population health Assignment # 1 due (10%)	Davidson (2015) – Chapter 1: Thinking about individual and population health
	Thurs. Sept 21	Population health & social epidemiology	Davidson (2015) – Chapter 2: Population health & social epidemiology
3	Tues. Sept 26	Income, inequality, and health	Davidson (2015) – Chapter 3: Income, inequality, and health
	Thurs. Sept 28	Childhood and transition to adulthood Prep for exam #1	Davidson (2015) – Chapter 4: Childhood & transition to adulthood
4	Tues. Oct 3	Exam #1 (15%)	
	Thurs. Oct 5	Overview of journal club Sample journal club Form groups; assign topics and dates	Martens et al, 2014. The Effect of Neighborhood Socioeconomic Status on Education and Health Outcomes for Children Living in Social Housing http://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2014.302133
5	Tues. Oct 10	Social support, social capital, and social exclusion	Davidson (2015) – Chapter 5: Social support, social capital, and social exclusion
	Thurs. Oct 12	Gender and health	Davidson (2015) – Chapter 7: Gender and Health
6	Tues. Oct 17	Guest Lecture: Health of Aboriginal peoples	Davidson (2015) – Chapter 6: Health of Aboriginal peoples
	Thurs. Oct 19	Journal club group meetings Journal club articles due	Prepare for journal club presentations

7	Tues. Oct 24	Employment, working conditions, and health	Davidson (2015) – Chapter 8: Employment, Working Conditions, and Health
	Thurs. Oct 26	Prep for exam #2 Exam #2 (15%)	
8	Tues. Oct 31	Housing and neighbourhood	Davidson (2015) – Chapter 9: Housing and Neighbourhood
	Thurs. Nov 2	Food, food insecurity, obesity and nutrition	Davidson (2015) – Chapter 10: Food, food insecurity, obesity and nutrition Tarasuk et al, 2014 Food banks, welfare, and food insecurity in Canada http://www.emeraldinsight.com/doi/full/10.1108/BFJ-02-2014-0077 Lakerveld and Mackenbach. The upstream determinants of adult obesity. https://www.karger.com/Article/FullText/471489
9	Tues. Nov 7	Guest lectures: Calgary Food Bank; Leftovers Food Rescue	Calgary Food Bank http://www.calgaryfoodbank.com/ Leftovers Calgary http://rescuefood.ca/ Caraher, 2016. 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/ Rousst et al, 2017. Food insecurity: Could school food supplementation help break cycles of intergenerational transmission of social inequalities? http://pediatrics.aappublications.org/content/126/6/1174
10	Thurs. Nov 9	Guest lectures: Guaranteed Annual Income	Fraser Institute, 2015. Practical challenges of creating a Guaranteed Annual Income in Canada. https://www.fraserinstitute.org/sites/default/files/practical-challenges-of-creating-a-guaranteed-annual-income-in-canada.pdf
	Tues. Nov 14	Journal clubs (20%)	Peer-reviewed journal articles – to be confirmed
	Thurs. Nov 16	Journal clubs (20%)	Peer-reviewed journal articles – to be confirmed
11	Tues. Nov 21	Journal clubs (20%)	Peer-reviewed journal articles – to be confirmed
	Thurs. Nov 23	Social patterning of behaviour The politics of population health	Davidson (2015) – Chapter 11: Social patterning of behaviour; Chapter 12: Politics of population health

12	Tues. Nov 28	Impact of policy on socioeconomic inequities in health Prep for exam #3	Olstad et al, 2016. Can policy ameliorate socioeconomic inequities in obesity and obesity-related behaviours? A systematic review of the impact of universal policies on adults and children. https://www.ncbi.nlm.nih.gov.ezproxy.lib.ucalgary.ca/pubmed/27484468
	Thurs. Nov 30	Exam #3 (15%)	
13	Tues. Dec 5	Wrap-up Discuss take-home exam	
	Thurs. Dec 7	Take-home exam (15%) due 9:00pm	