

HSOC 403

Advanced Topics in Social Determinants of Health

Course Coordinator and Instructor:

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Time & Location:

Mondays & Fridays 9:00am – 10:15am
1405B, Health Science Centre, Foothill Campus

Office Hours:

Please book appointments by email. Email communications with the instructor are welcome. Efforts will be made to respond to emails within 48 hours; however, 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.

Prerequisites:

HSOC 301 or consent of the course coordinator.

Course Description

Social inequities in health (i.e., differences in health between social groups that are considered to be unfair and avoidable) are significant and in some cases growing. The primary determinants of population health and health inequities are social, having to do with the socio-political and economic context (historical and current), and public policy. These determinants lie mostly outside of the health care system.

A strong, critical appreciation and understanding of the social determinants of health is key to understanding and intervening on health and disease in populations. This course builds on the understanding of the social determinants of health by exploring a few key issues in greater depth. Topics will vary, but may include racism, sexism and gender identity, intergenerational and historic trauma, or the built environment. Students will engage with research from a number of social science disciplines to explore the complexities and nuances that shape health inequities in a variety of environments in which people live and work. Each semester, case studies and contemporary events will be used to illustrate how the social determinants and health inequities play out in day-to-day life.

Course Goals

1. To foster an appreciation and understanding of the multi-dimensional factors that influence health, including psychosocial, ecological and political factors.
2. To promote the value of the diversity of methodological approaches employed to investigate issues in social determinants of health.
3. To cultivate critical thinking about health inequities and population health.
4. To enhance skills essential for academic writing.

Learning Objectives

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

1. Discuss pathways through which social determinants discussed in class affect population-health.
2. Debate the best ways to define, conceptualize and operationalize specific issues in social determinants of health, including strengths and weaknesses of current approaches.
3. Synthesize the state of the evidence on causal associations between the social determinants addressed in class and health, including gaps in knowledge.
4. Articulate case examples of policy initiatives and programs either proposed or currently in place to address issues in population health.

Required Course Materials

1. **Peer-reviewed journal articles, podcasts, reports, etc. as posted on D2L**
Students will retrieve articles and other materials assigned as required readings from the University of Calgary's library collection or other publically available resources. **There is no required textbook for this course.**
2. Your set of **class notes**. Any content presented in class, whether verbally or in written form, could be used for assessment purposes. Class discussion is understood to constitute content.

Recommended Resources

University of Calgary Writing Support Centre

- Free consultations via drop-in sessions, e-mail, and scheduled appointments

Required Readings

A list of required readings for all sessions is provided on the course schedule; links and documents have been made available on D2L 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.** Discussions in class and will be conducted with the assumption that the assigned readings have been completed. 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 *University of Calgary Calendar*.

Your final grade for this course will partly depend on speaking and writing in an academic style. 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.

The following weights will be used to determine your overall grade for this course:

Description*	Percentage of Grade	Due Date
Class Participation –Students are expected to arrive on time, participate in classroom activities and must be prepared to comment or raise a question about the material being considered during each class. Participation is judged based on quality rather than quantity, and marks will reward students who offer thoughtful commentary in a respectful manner.	15%	Throughout term
Reading Summaries & Discussion Questions Students will prepare a one-page summary of the readings for each of 10 class sessions, including 2-3 thoughtful discussion questions that will serve as the basis for class discussion.	20%	Throughout term
Photovoice Presentation & Reflection Individual 5-minute presentation of 15-20 original photographs that illustrate forces that shape inequities in your community. Students will also submit a 300-word reflection.	15%	Powerpoint/Prezi presentation & reflection due Thursday, March 15, 2018 by 12:00pm(NOON) Presentations on March 16, 19 & 23, 2018
Seminar Presentations Small group presentations discussing population health intervention -policy initiatives or population-level programs - to reduce health inequities related to race/ethnicity, gender, or indigenous status in Canada.	20%	TBA (students will sign-up on Week 2)

Description*	Percentage of Grade	Due Date
Critical Analysis of a Current Event Students will be critically analyze a current event using knowledge gained throughout the semester.	30%	Friday April 20, 2018 by 12:00pm (NOON)

***Detailed instructions and related rubrics will be posted on D2L**

Letter Grade	Description	Percentage
A+	Outstanding performance	97-100
A	Excellent performance	90-96
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

A Note regarding Academic Writing

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.

Late or Missed Components of Term Work

Late assignments will not be accepted and will automatically receive a mark of zero. The only exceptions to this policy are those in keeping with the *University of Calgary Calendar* (illness, religious conviction, or domestic affliction) which are received in writing and with supporting documentation. Traffic jams and late or full busses are common events in Calgary and are NOT acceptable reasons for late arrivals to classes, meetings and examinations. Plan for transportation delays.

Extensions will not be granted on any assignment or presentations. The only exceptions to this are those in keeping with the University Calendar (illness, religious conviction, or domestic affliction) that are received in writing and with supporting documentation. Please be advised

that students should notify the instructor before the assignment deadline or presentation date to discuss.

Desire2Learn (D2L)

Desire2Learn (D2L) is located on the University of Calgary server. This will course will rely extensively on the use of D2L for communications about changes to readings, course schedule or any other course related matters. **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

It is important that you make every effort to attend all sessions since much of the learning in this course will be gained through in-class discussions. Please notify the instructor directly via email for any extended absences.

Conduct During Lectures

This course will involve class discussions and sharing of ideas and personal views. 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 conduct themselves in a mature and courteous manner during ALL sessions. Students are expected to frame their comments and questions to the instructor and to peers 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.

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 the final exam.

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.

Academic 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 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. This document 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, Undergraduate Health & Science Education, 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 medrep2@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 & Required Readings

The weekly schedule of topics and required readings is posted on D2L. The course schedule provided is provisional. Circumstances could give rise to scheduling changes. Please check D2L for updates.