

HSOC 403
Introduction to Health & Society

Course Coordinator & Instructor:

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Office Hours/Policy on Answering Student Emails

Please book appointments by email. Email communications with the instructor and/or TA are welcome. All efforts will be made to respond to emails within 48 hours. Substantive issues are to be addressed in person, either in class or during an appointment.

Time and Location:

Mondays & Fridays 9:00-10:15am
1405B, Health Sciences Centre
Foothills Campus

Please consult course schedule to confirm location of individual sessions.

Prerequisite/Co-Requisite:

HSOC 301

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.

Overarching Theme

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.

Global Objectives

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 will 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 Material

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 publicly 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 Textbooks/Readings

University of Calgary Writing Support Centre

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

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.

Evaluation

The University policy on grading and related matters is described in section F of the 2019-2020 Calendar.

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

Description*	Percentage of Grade	Due Date
<p>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.</p>	10%	Throughout term
<p>Reading Summaries & Discussion Questions Students will prepare a one-page summary of a reading of their choice for each module, for a total of 5 summaries, including 2-3 thoughtful discussion questions that will serve as the basis for class discussion.</p>	20%	Throughout term
<p>Photovoice Presentation & Reflection Individual 5-minute presentation of 6-8 original photographs that illustrate forces that shape inequities in your community. Students will also submit a 300-word reflection.</p>	15%	PowerPoint/Prezi presentation & reflection due Friday, March 13, 2020 by 12:00 pm (NOON) Presentations on March 16, 20 & 23, 2020
<p>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.</p>	20%	TBA (students will sign-up on Week 2)
<p>Blackfoot Crossing Field Excursion Assignment We will have the opportunity to visit the Blackfoot Crossing Historical Park as a class. Students will complete a set of questions and written reflections based on the exhibits and their connection to course material. Students who are unable to attend will be offered an alternative assignment.</p>	10%	To be determined
<p>Critical Analysis of a Current Event Students will critically analyze a current event using knowledge gained throughout the semester.</p>	25%	Friday April 17, 2020 by 12:00pm (NOON)

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.

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 2019-20 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:

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

Missed Components of Term Work:

Late assignments will not be accepted and will automatically receive a mark of zero. 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.

It is the agreement of all Faculty involved in HSOC 403 that **extensions will not be granted on any assignment or presentations**. 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, within the required time frame and with supporting documentation.

Brightspace by Desire2Learn (D2L)

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/>.

Policies Governing the Course:

Attendance and Late Arrivals

It is important that you make every effort to attend all sessions since much of the learning in this course will be gained through in-class discussions. Marks for participation cannot be gained unless you are in attendance. Please notify the instructor directly via email for any extended absences. 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>).

As part of the participation grade, students are expected to arrive to class on time. Traffic jams and late or full buses are common events in Calgary and are NOT acceptable reasons for late arrivals to class; please plan your commute appropriately.

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 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 class and should not rely solely on 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. 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 both the user and those sitting nearby. Students are to refrain from accessing websites that may be distracting for fellow learners (i.e. personal email, Facebook, YouTube).

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>

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

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

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 their instructor, to the designated BHSc program contact, Mrs. Jennifer Logan (jljlogan@ucalgary.ca), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

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. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Students are expected to be familiar with these standards and to uphold the policies of the University in this respect. 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

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>

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

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.

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 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 regularly for updates.

HSOC 403: Advanced Topics in Social Determinants of Health Course Schedule with Required Readings

The following schedule is provisional. Circumstances could give rise to scheduling changes. You will be notified at least one week in advance if the required reading for a particular session has changed. **Links to all required readings are posted on D2L.**

Date & Room	Instructor	Topic	Required Readings
January 13, 2020 <i>HSC 1405B</i>	<i>Aparicio-Ting</i>	Course overview	Course outline
January 13, 2020 <i>HSC 1405B</i>	<i>Aparicio-Ting</i>	Health inequity	Frohlich, K. L., Ross, N., & Richmond, C. (2006). Health disparities in Canada today: Some evidence and a theoretical framework. <i>Health Policy</i> , 79(2), 132-143.
January 17, 2020 <i>HSC 1405B</i>	<i>Aparicio-Ting</i>	Measuring inequity	Braveman, P., & Gruskin, S. (2003). Defining equity in health. <i>Journal of Epidemiology & Community Health</i> , 57(4), 254-258.
January 20, 2020 <i>HSC 1405B</i>	<i>Aparicio-Ting</i>	Ecosocial theory and the embodiment of inequity	Krieger, N. (2008). Does racism harm health? Did child abuse exist before 1962? On explicit questions, critical science, and current controversies: an ecosocial perspective. <i>American Journal of Public Health</i> , 98(Supplement 1), S20-S25.
January 24, 2020 <i>HSC 1405B</i>	<i>McLaren</i>	Population-health interventions - overview	McLaren, L. (2019). In defense of a population-level approach to prevention: Why public health matters today. <i>Canadian Journal of Public Health</i> , 110(3), 279-284.
January 27, 2020 <i>HSC 1405B</i>	<i>Aparicio-Ting</i>	Race and ethnicity – introduction, measuring race and ethnicity	De Maio, F. G., & Kemp, E. (2010). The deterioration of health status among immigrants to Canada. <i>Global Public Health</i> , 5(5), 462-478.
January 31, 2020 <i>HSC 1405B</i>	<i>Aparicio-Ting</i>	Racial harassment & discrimination	Gee, G. C., Walsemann, K. M., & Brondolo, E. (2012). A life course perspective on how racism may be related to health inequities. <i>American</i>

Date & Room	Instructor	Topic	Required Readings
			<i>Journal of Public Health</i> , 102(5), 967-974.
February 3, 2020 HSC 1405B	<i>Aparicio-Ting McLaren</i>	Student seminar presentation – Racism & Discrimination	
February 7, 2020 HSC 1405B	<i>Haines-Saah</i>	Understanding sex and gender in health research	Johnson, J. L., Greaves, L., & Repta, R. (2009). Better science with sex and gender: Facilitating the use of a sex and gender-based analysis in health research. <i>International Journal for Equity in Health</i> , 8(1), 14. Better science with sex and gender: A primer for health research (report)
February 10, 2020 HSC 1405B	<i>Haines-Saah</i>	Men’s Health – critical approaches to health, masculinity and gender inequalities in health	Lohan, M. (2007). How might we understand men's health better? Integrating explanations from critical studies on men and inequalities in health. <i>Social Science & Medicine</i> , 65(3), 493-504.
February 14, 2020 HSC 1405B	<i>Haines-Saah</i>	<i>Diagnosing Difference</i> - How the medical profession has constructed transgender identity as a psychiatric disorder	Diagnosing difference [videorecording]. Ophelian, Annalise; Floating Ophelia Productions, 2009. Film Backgrounder DSM definition
February 17, 2020	No Lecture – Reading Week		
February 21, 2020	No Lecture – Reading Week		
February 24, 2020 HSC 1405B	<i>Aparicio-Ting McLaren</i>	Student seminar presentation – Sex & Gender Inequities	
February 28, 2020 HSC 1405B	<i>Henderson</i>	Indigenous health & inequities – Pop Quiz	Adelson, N. (2005). The embodiment of Inequity: Health disparities in Aboriginal Canada. <i>Canadian Journal</i>

Date & Room	Instructor	Topic	Required Readings
			of Public Health, 96(Suppl. 2), S45-S61.
March 2, 2020 HSC 1405B	<i>Henderson</i>	Colonization as a Determinant of Health	Gray, M. (2016). Pathologizing Indigenous suicide: Examining the inquest into the deaths of C.J. and C.B. at the Manitoba Youth Centre. <i>Studies in Social Justice</i> , 10(1), 80-94.
March 6, 2020 HSC 1405B	<i>Henderson</i>	Indigenous health & inequities – Educating for Equity	Evans-Campbell, T. (2008). Historical trauma in American Indian/Native Alaska communities: A multilevel framework for exploring impacts on individuals, families, and communities. <i>Journal of Interpersonal Violence</i> , 23(3), 316-338.
March 9, 2020 HSC 1405B	<i>Henderson</i>	Indigenous health & inequities – Dismantling the Deficit Lens	Tuck, E. & Yang, K.W. (2012). Decolonization is not a metaphor. <i>Decolonization: Indigeneity, Education & Society</i> , 1(1), 1-40
March 13, 2020 HSC 1405B	<i>McLaren Aparicio-Ting</i>	Student seminar presentation – Indigenous Inequities	
March 16, 2020 HSC 1405B	<i>Aparicio-Ting McLaren</i>	Photovoice presentations	
March 20, 2020 HSC 1405B	<i>Aparicio-Ting McLaren</i>	Photovoice presentations	
March 23, 2020 HSC 1405B	<i>Aparicio-Ting McLaren</i>	Photovoice presentations	
March 27, 2020 HSC 1405B	<i>McLaren</i>	Universalism & targeting	Bergqvist, K, Aberg Yngwe, M., & Lundberg, O. (2013). Understanding the role of welfare state characteristics for health and inequalities – An analytical review. <i>BMC Public Health</i> , 13, 1234.
March 30, 2020 HSC 1405B	<i>McLaren</i>	Universalism & targeting	Carey, G. & Crammond, B. (2017). A glossary of policy frameworks: the many forms of ‘universalism’ and

Date & Room	Instructor	Topic	Required Readings
			policy ‘targeting’. <i>Journal of Epidemiology and Community Health</i> , 71, 303-307.
April 3, 2020 HSC 1405B	McLaren	Universalism & targeting	Green, J., Buckner, S., Milton, S., Powell, K., Salway, S. & Moffatt, S. (2017). A model of how targeted and universal welfare entitlements impact on material, psycho-social and structural determinants of health in older adults. <i>Social Science & Medicine</i> , 187, 20-28.
April 6, 2020 HSC 1405B	McLaren	Universalism & targeting	McLaren, L. & Petit, R. (2017). Universal and targeted policy to achieve health equity: a critical analysis of the example of community water fluoridation cessation in Calgary, Canada in 2011. <i>Critical Public Health</i> , 28(2), 153-164.
April 10, 2020	No Lecture – Good Friday		
April 13, 2020 HSC 1405B	Aparicio-Ting McLaren	Wrap-up & course evaluation	