Bachelor of Health Sciences
Cumming School of Medicine

HSOC 591
Advanced Seminar in Health & Society

Instructor:

Dr. Fabiola Aparicio-Ting, MPH PhD
Associate Professor (Teaching), Community Health Sciences
Cumming School of Medicine
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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.

Teaching Assistant:

Duaa Fatima
MSc student, Community Health Sciences
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Cumming School of Medicine

Time and Location:

Wednesdays, 9:00am to 11:45am
See D2L for location details
Foothills Campus

Please consult course schedule to confirm location of individual sessions.

Prerequisite:

HSOC 401 and registration in the BHSc Honours Health and Society major

Course Description:

An advanced seminar involving critical analysis of contemporary health issues. Topics vary from year-to-year, but are always drawn from the current academic literature, from the public policy arena, and/or from the popular media.

Overarching Theme

A strong, critical appreciation and understanding of the complex historical, cultural, and economic dynamics that create global health challenges; and the tools and skills to improve global health and tackle health inequities. Each semester, case studies and contemporary events will be used to illustrate global health concepts and principles and how these can be used to address health inequities locally and globally.

Global Objectives

1. To foster an appreciation and understanding of the multi-dimensional factors that influence global health, including psychosocial, ecological and political factors.
2. To promote the value of the diversity of methodological approaches employed to investigate issues in global health.
3. To cultivate critical thinking about health inequities both locally and globally.

Learning Objectives

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

1. Identify and analyze the determinants and factors that contribute to complex health inequalities locally and globally, including the history of colonization, cultural, economic and power dynamics.
2. Identify the role of cultural competency skills, equitable partnership building, capacity building, and OCAP principles in global health work.
3. Describe the contributions of diverse disciplines within a transdisciplinary Global Health framework (e.g. veterinary medical scientists, social scientists, biologists, ecologists, environmental scientists, biomedical professionals, economists, political scientists, etc.)
4. Identify the roles of stakeholders such as government (local, national), NGOs, donors, academia, international organizations (WHO, UN, etc.), and community in research, program and policy development.
5. Apply and critique global health and disease burden statistics from community health assessments, disease registries, and surveillance data.
6. Discuss strategies to improve global health, including health promotion programs, governance and policy.

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 591 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, and the internet.
- **Information Literacy**: Find, understand, and use information presented through words, symbols, and images
- **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.

Learning Resources

A list of required readings, including links to sources from the University of Calgary's library collection and other publicly available resources will be posted on D2L. There is no required textbook for this course.

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.

Evaluation

The University policy on grading and related matters is described in section F of the 2022-2023 Calendar.

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

Description*	Percentage of Grade	Due Date
Capstone project **Midterm capstone progress – Describing the progress to date of your capstone project** **Final Capstone project**	15% 25%	October 21, 2024 by 11:59pm via D2L December 10, 2024 by 11:59pm via D2L
Individual Presentations **Midterm paper presentation** **Final paper presentation**	10% 10%	October 16, 2024 by 11:59pm via D2L December 4, 2024 by 11:59pm via D2L
Student-led Seminar Small group presentations discussing one of the core concepts of global health. Each student led session will include learning objectives and interactive components.	20%	TBA (students will sign-up in Week 2)
Weekly Instagram posts Students will be expected to sign-up for an account (if they do not already have one) and participate weekly by posting and responding to peer posts related to concepts discussed in class that week. The account will be	10%	Throughout term

Description*	Percentage of Grade	Due Date
monitored throughout the week and students will be evaluated on their quality of participation.		
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.	10%	Throughout term

There is no Registrar scheduled final exam for HSOC 591.

Students who do not complete both written assignments prior to end of term will be considered as not having completed the course; this outcome will be reflected on the student's official transcript as a failing (F) grade.

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 2024-25 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 to complete each assessment must be properly documented, unless otherwise noted by the instructor. 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
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 receive 20% grade penalty within 24 hours of the deadline, after which assignments will not be accepted and will receive a mark of zero.

As per University Calendar Section G.2.3, **students who are absent from an in-class assessment (presentations) will receive a mark of zero on the missed component.** Students who are absent are responsible for contacting their instructor to discuss the impact of their missed assessment. Alternative opportunities for completing missed assessments or shifting of the assessment weight **may** be possible but are not guaranteed. Students who are identified as falsifying information related to missed assessments will be subject to investigation for academic misconduct.

Extensions will <u>NOT</u> be granted on any assignment in HSOC 591. 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 new UCalgary Course Experience Survey 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. Fabiola Aparicio-Ting, Associate Dean (Undergraduate Health and Science Education) in the Cumming School of Medicine (feaparic@ucalgary.ca).

Attendance
Regular attendance is advised in order to succeed in HSOC 591. 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. In-class discussion and all content presented in class, including concepts and examples, can constitute substantial learning and can be considered for assessment. Marks for participation cannot be gained unless you are in attendance. Please notify the instructor directly via email for any extended absences.

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://ucalgary.ca/student-services/student-conduct/policy.

Students are expected to take notes during class and should not rely solely on material supplied by the instructors. Any content presented in class, whether verbally or in written form, could be used for assessment purposes. Class discussion is understood to constitute content.

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/legal-services/university-policies-procedures/acceptable-use-electronic-resources-and-information-policy.

Use of Artificial Intelligence Tools

Generative Artificial Intelligence (AI), and specifically foundational models that can create writing, computer code, and /or images using minimal human prompting includes not only GPT-4 (and its siblings ChatGPT and Bing), but many writing assistants that are built on this or similar AI technologies.

Students may use artificial intelligence tools for creating an outline for student seminars in **HSOC 201. However, final seminar must be original work produced by the individual student alone; students are ultimately accountable for the work they submit**. This use must be documented in an appendix of the presentation. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work. You could also be asked to provide evidence of your own work.

The use of artificial intelligence tools in the capstone project and its components, and the weekly Instagram assignment is **strictly prohibited**.

Failure to cite the use of AI generated content in an assignment/assessment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Copyright
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy) 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/legal-services/university-policies-procedures/student-non-academic-misconduct-policy

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/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.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 Dr. Fabiola Aparicio-Ting (feaparic@ucalgary.ca), Associate Dean (Undergraduate Health and Science Education).

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://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy.

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) by students 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/student-services/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://calendar.ucalgary.ca/pages/e31a7115dca740ec83579e946d4a4193

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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy.

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/mdprogram/current-students/student-advising-wellness
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/student-services/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/risk/emergency-management/drills/assembly-points-and-evacuation-maps.

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, with the exception of assignment due dates. Circumstances could give rise to scheduling changes. Please check D2L for updates.