

The University of Western Ontario  
School of Health Studies

Health Sciences 1002A  
Social Determinants of Health

May-June 2013

Instructor: Tara Mantler, MSc, PhD (Candidate)

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Office Room Number: HSB 35

Office Hours: Wednesday 8:30-9:30 am

Date/Time: Wednesday and Thursday 9:30am-12:30pm

### **Prerequisite Checking**

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

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### **Course Information**

Social determinants of health are social and economical factors that influence the health of individuals, groups, communities, and Canada as a whole. Understanding health, how it is measured, health of groups, and inequities in health will be the focus of this course. Specifically, this course will examine fundamental determinants of health including: income; employment and working conditions; early childhood education; public elementary and secondary school and health literacy; food insecurity; housing; social exclusion; aboriginal health; gender and social safety nets; and policy. This course will present the social determinants of health from primarily a Canadian perspective.

Students are expected to prepare for the course by completing required readings prior to class. The grade for this course will be comprised of a participation mark, midterm examination, group presentation, and final examination. Participation marks will be determined based contributions to 'Highlight Reel' which will be occurring weekly. The group presentation will consist of the exploration of a health issue and its relation to social determinants of health. Finally, the midterm and final examinations will consist of multiple choice questions from both readings and lecture.

## Course Materials

There is no required text for this course; however, readings will be made available through Sakai and online access to journals through the Western library.

## Evaluation

Your grade will be calculated according to the following breakdown:

Evaluation	Percentage	Due Date	Course Material Included
Participation 'Highlight Reel'	10% (2% per week- no 'Highlight Reel' week of presentations)	Weekly	Corresponding assigned readings
Midterm	30%	May 30	All lecture and reading material up until May 29
Group Presentation	15%	June 12/13	N/A
Final Examination	45%	TBA (June 24 or 25)	All lecture and reading material

NOTE: Non-medical absences from participation days will result in zero for that day.

### Participation: 'Highlight Reel'

**Purpose:** The purpose of the 'Highlight Reel' is to develop critical appraisal skills.

**Requirements:** Each student will participate in a small group discussion on a section of required reading (as assigned by the course instructor) with the underlying goal of determining key information and developing critical appraisal skills. At the end of each participation session each student will submit his/her section to the instructor and each group will present their section to the class as well as two questions for discussion.

### **Marking Key:**

Was the critical appraisal form submitted by 1:30pm and complete with appraisal of information from the article as well as two discussion questions.

/2

### Group Presentation

**Purpose:** The purpose of this group presentation is to explore, using scholarly peer-reviewed articles, an issue that impacts the health of Canadians through the lens of the social determinants of health.

### **Requirements**

**Group:** Groups will consist of 5 members

*Time:* Presentations will last between 15 and 20 minutes

*Topic:* Each group will choose a health issue related to a specific Canadian demographic. The instructor must approve each topic by the end of class three.

*Presentations must include the following:*

- Clear outline of the health issue and demographic
- Prevalence data (Why we should care about the specific health problem- build your case)
- Exploration of relationship of the health issue to at least 4 social determinants of health
- Discussion of the current solutions to the health issue (if available) as well as suggestions for future feasible solutions based on the literature and class discussions
- A minimum of 5 scholarly, peer-reviewed articles

### **Marking Key**

Clear presentation of health issue, demographic, and prevalence data (The underlying goal is making the audience 'care' about this specific issue)

/10

Identification and exploration of the relationship of the health issue to a minimum of 4 social determinants of health- supported by journal articles (Was the relationship with each social determinant of health presented in a logical and cogent fashion, was the relationship explored in terms of the influence/impact on the health issue, and was the relationship supported by scholarly research)

/20

Identification and discussion of current and potential solutions to the health issue (were current solutions discussed, were potential solutions identified- based on shortcomings of current solutions, and were solutions explored in terms of the implications based on social determinants of health)

/10

Organization and delivery (Did the presentation flow, was it free from spelling and grammar errors, were a minimum of 5 journal articles used and properly referenced, was information presented clearly and succinctly, and did all group members participate)

/10

TOTAL: /50

## Lecture and Reading Schedule

Week	Date	Topic	Required Readings
1	May 15	Course Outline/Introduction	World Conference on Social Determinants of Health (2011). All for Equity. Rio do Janerio, Brazil; October 19-21.
2	May 16	Income	Kawachi, I., Kennedy, B., Lochner, S.M., & Prothrow-Stith, D. (1997). Social capital income inequality and mortality, <i>American Journal of Public Health</i> , 87(9), 1491-1498.  Lynch, J., Smith, G.W., Hillemeir, M., Shaw, M., Raghunathan, T., & Kaplan, G. (2001). Income inequality, the psychosocial environment, and health: comparisons of wealthy nations, <i>The Lancet</i> , 358*9277), 194-200.
3	May 22	Employment and Working Conditions	Cranford, C.J., Vosko, L.F., & Zukewich, N. (2003). The gender of precarious employment in Canada, <i>Industrial Relations</i> , 58(3), 454-482.  Cranford, C. (2003). Community unionism: organising for fair employment in Canada, <i>Just Labour</i> , 3, 46- 59.
4	May 23	Early Childhood Education	Burger, K. (2009). How does early childhood care and education affect cognitive development? An international review of the effects early interventions for children from different social backgrounds, <i>Early Childhood Research Quarterly</i> , 25, 140-165.  Doyle, O., Harmon, C.P., Heckman, J.J., & Tremblay, R. E. (2010). Investing in early human development: timing and economic efficiency, <i>Economic human Biology</i> , 7(1), 1-6.
5	May 29	Public Elementary and Secondary School/Health Literacy	Kickbusch, I.S. (2001). Health literacy: addressing the health and education divide, <i>Health Promotion International</i> , 16(3), 289-297.  Peerson, A., & Saunders, M. (2009). Health literacy revisited: what do we mean and why does it matter?, <i>Health Promotion International</i> , 24(3), 285-296.

6	May 30	Midterm/Group work	
7	June 5	Food Insecurity	<p>Kirkpatrick, S. &amp; Tarasuk, V. (2003). The relationship between low income and household food expenditure patterns in Canada, <i>Public Health Nutrition</i>, 6(6), 589-597.</p> <p>Offer, A., Pechey, R. &amp; Ulijaszek, S. (2010). Obesity under affluence varies by welfare regimes: the effect of fast food, insecurity, and inequality, <i>Economics and Human Biology</i>, 2-28.</p>
8	June 6	Housing	<p>Dunn, J.R. (2002). Housing and inequalities in health: a study of socioeconomic dimensions of housing and self-reported health from a survey of Vancouver residents, <i>Journal of Epidemiology and Community Health</i>, 56, 671-681.</p> <p>Bryant, T. (2003). The current state of housing in Canada as a social determinant of health, <i>Policy Options</i>, 52-57.</p>
9	June 12	Social Exclusion Presentations	<p>Labonte, R. (2004). Social inclusion/exclusion: dancing the dialectic, <i>Health Promotion International</i>, 19(1), 115-121.</p>
10	June 13	Aboriginal Presentations	<p>Stephens, C., Porter, J., Nettleton, Cl, &amp; Willis, R. (2006) Disappearing, displaced, and undervalued: a call to action for Indigenous health worldwide, <i>The Lancet</i>, 2019-2029.</p>
11	June 19	Gender and Social Safety Nets	<p>Ballantyne, P. (1999). The social determinants of health: a contribution to the analysis of gender differences in health and illness, <i>Scandinavian Journal of Public Health</i>, 27(4), 290-25.</p> <p>Raphael, D. &amp; Bryant, T. (2004). The welfare state as a determinant of women's health: support for women's quality of life in Canada and four comparison nations, <i>Health Policy</i>, 68, 63-79.</p>
12	June 20	Health and Health Care/Conclusion	<p>Raphael, D. (2006). Social determinants of health: present status, unanswered questions, and future directions, <i>International Journal of Health Services</i>, 36(4), 651-677.</p>

			Marmot, M. (2005). Social determinants of health inequalities, <i>The Lancet</i> , 365, 1099-1104.
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**Statement on Use of Electronic Devices**

Electronic devices in service of learning will be permitted in the classroom; however, cell-phone use is prohibited. Moreover, electronic devices will not be allowed during examinations.

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**ADDITIONAL STATEMENTS**

**Student Code of Conduct**

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit <http://www.uwo.ca/univsec/board/code.pdf>.

**English Proficiency for the Assignment of Grades**

Visit the website <http://www.uwo.ca/univsec/handbook/exam/english.pdf>.

**Accommodation for Medical Illness or Non-Medical Absences**

[http://www.uwo.ca/univsec/handbook/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf)

The University recognizes that a student’s ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm>.

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact their Faculty Academic Counselling Office for what documentation is needed.

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted, as soon as possible, to the appropriate Academic Counselling Office of the student's Faculty of registration. For BHSc students, you may go to the School of Health Studies Office in HSB room 222.

### **Scholastic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [http://www.uwo.ca/univsec/handbook/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf) .

Additionally,

1. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com> ).
2. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

### **Support Services**

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>