

Health Sciences 1002b: Social Determinants of Health
Winter 2013
Tuesdays: 6-9pm
Room: SEB 2202

Instructor: Braden Te Hiwi
Office: Room 11B , Alumni Hall
Office Hours: By appointment
Email: btehiwi@uwo.ca (**please include: *hs1002* in your subject line, and use your Western email account**)

COURSE OVERVIEW:

What is health? Who is responsible for being healthy? How can we understand differences in health status between groups of people? Can health lifestyle 'choices' alone explain the inequalities in health that are observed between groups? What kinds of explanations can help us understand why some groups are healthier than others? How do cultural, political, and economic forces influence health and health inequalities?

This course will introduce students to the social determinants of health (SDOH) and will be guided by and respond to the above questions. The social determinants of health are non-medical determinants of health that include social, political, economic, and cultural conditions, forces and factors that influence how health is distributed among entire groups and populations. This course will examine fundamental determinants of health, including income and social class, gender and sexism, ethnicity and racism, and will focus on selected specific determinants (e.g. income distribution, access to medical care) and health issues (e.g. obesity, diabetes). This course will present the social determinants of health both in the Canadian context and in international contexts.

COURSE GOALS AND LEARNING OUTCOMES:

Upon successful completion, you will be able to:

- Define and discuss key concepts and terms used in the conception of the SDOH
- Recognize the impacts of health inequalities in groups and populations
- Develop an introductory understanding of ways in which the political, social, economic, and cultural contexts shape and structure health
- Employ SDOH concepts in analysis of health issues/events that shape the health of groups in society
- Justify the potential utility of a social determinants approach to health (rather than a strictly medical or behavioural approach)
- Build upon and enhance academic research and presentation skills, so that students understand the central processes involved in developing an academic presentation

PROFESSOR'S RESPONSIBILITIES:

- Be organized and well prepared for class
- Create a supportive and responsive learning environment

- Be available to provide additional explanation or feedback
- Actively seek students' input in class and take students' arguments seriously
- Return students' assignments within a reasonable time (in most cases, 2 weeks) and provide feedback to help
- Assist students with developing transdisciplinary skills – critical *and* creative thinking and analysis and argument formation
- Use a variety of teaching methods and strategies to accommodate different learning styles

STUDENT RESPONSIBILITIES:

As a participant in this class, you should:

- Read and reflect upon the assigned chapter BEFORE each class
- Attend each class ready to engage with the course material and class activities
- Participate respectfully with class and/or group discussions and activities
- Take seriously (and reflect upon) the opinions / arguments presented in your text, by your fellow students and your professor
- Submit your assignments on time and pick them up to receive feedback
- Thoughtfully examine everyday ('commonsense') ideas through a critical, "academic" lens

EVALUATION DATES:

IN-CLASS MIDTERM:	30% - Tuesday February 5
FINAL EXAM:	40% - TBD (April 14-30)
GROUP PROJECT	30% - There are different due dates for various elements of the group project. More information will be provided in class, and on Sakai.

EVALUATION INFORMATION:

Midterm Exam: In-class exam on Tuesday, February 5^h, 2013. The midterm exam will be drawn from the lectures, readings, videos and classroom material covered up to and including January 29.

Final Exam: This examination IS cumulative and you are responsible for all the material from all classes. Date determined by Health Studies/Registrar, thus the date is TBD.

More information about the exam will be provided during lecture in the weeks prior to the exam dates.

Group Project: This group project is worth a total of 30% of your final grade. The purpose of this presentation is to show a current event within the general framework of SDOH and its relevance in today's society . The project will involve developing, researching, and presenting a health issue of the group's choice. Students will have to work as a team to successfully complete the group project.

There are four components to the group project:

1. Proposal (6%): A one page proposal that includes an outline of the key elements of the project. Feedback from the proposal should help guide the creation of the presentation. More information on the details of the proposal will be provided in class.

2. Presentation (10%): Students will be put into presentation groups on the first day of class, and the presentations will take place on either April 2 or April 9. Your presentation will be to the rest of the class, and will be 15-20 minutes in length. Not all members need to 'present'. More information will be provided during class to help develop the presentation.

3. Group member evaluations (10%): Each group member will evaluate the contributions and efforts made by other group members. This will help ensure accountability amongst group members for the effort put into the project. The group project grades for those who put in disproportionately little effort will lose marks, and those who put in disproportionately more effort will gain marks. Evaluations will take place after the presentation. More information on group member evaluations will be provided in class.

4. Peer evaluations (4%): Each student will fill out a small evaluation form after appraising each of the group projects presented in class. More information will be provided in class.

COURSE READINGS:

Course readings will be available in the Course Pack. Additional readings may be allocated at a later date.

ATTENDANCE:

Regular attendance is critical as many classes will address material not found in the Course Pack and lecture notes. All material, including lectures, films, class discussions, and in-class activities will be examinable. If you miss a class, please make arrangements with *another student* to obtain her / his notes. For logistical reasons, films cannot be shown out of class.

SAKAI:

Sakai will be used as a central communication tool in HS1002b. Sakai will be used to distribute class announcements, lecture notes, assignments, supplemental readings, and other information relevant to the course. As such, you should regularly use Sakai (at least twice weekly) to check for course updates. Sakai can be accessed by going to <http://owl.uwo.ca> and logging into the system using your UWO user name and password (i.e., the same one used to access your Western email account).

POLICY ON LAPTOPS IN CLASS:

The University of Western Ontario acknowledges the integration of new technologies and learning methods into the curriculum. The use of laptop computers can contribute to student engagement and effective learning. However, students should be aware that misuse of laptops can interfere with the learning of others (e.g., distracting videos, pictures, audio etc). If students are found using their laptops for anything other than taking notes during lecture (Facebook, TSN, Twitter, personal banking, Google, Youtube, etc.), which results in negatively affecting the learning of others, the offender will need to

stop. If laptop use becomes an ongoing disruptive and disrespectful issue, laptops may be banned for the remainder of the course.

CELLPHONES, BLACKBERRIES, AND SIMILAR DEVICES:

Cellphones, Blackberries, and similar devices, must be turned *OFF* (not just vibrate) during classes unless specific permission is sought for emergency purposes in a given class. Text messaging / Twittering / Facebooking etc. are NOT permitted during class. If a student needs to make a call, please quietly leave the room to make the call, and then enter the classroom once the call has been made. If you MUST utilize your cell phone during class time for emergency situations, you need to communicate this with the instructor BEFORE class begins. If a student is found using any of these devices in class, he or she will be asked to turn their device off, and if this behavior continues he or she may be asked to leave the class.

SCHOLASTIC OFFENCES:

Software designed to detect cheating will be utilized on every exam. *Cheating is a grave academic offence and will not be tolerated.* Any class member(s) caught cheating will receive an F on the exam and may fail the course.

ELECTRONIC DEVICES IN TESTS AND EXAMS:

No books, notes, or electronic devices will be permitted during the midterms or final exam.

POLICY ON MAKE-UP EXAMS AND LATE ASSIGNMENTS:

Each student should understand that academic accommodation is not automatically granted upon request. If, due to medical illness, you cannot write a test or exam, or submit an assignment by the due date, it is your responsibility to follow the University's "Policy on Accommodation for Medical Illness" found at <https://studentservices.uwo.ca/secure/index.cfm>.

SPECIAL ACCOMMODATION REQUESTS:

Should you have a reason to seek some form of accommodation to write an examination or fulfill any other element of this course on the basis of a disability, please contact *Services for Students with Disabilities* (located on the second floor of UCC, suit 210) and the Professor at the beginning of the course. The accommodation process can take some time to arrange and I want to ensure that your needs are met. Please inform me of any special needs as soon as possible.

ACCOMMODATION FOR MEDICAL ILLNESS OR NON-MEDICAL ABSENCES:

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.

PLEASE NOTE: This outline is subject to change with sufficient prior notice. It is the responsibility of the student to be aware of changes announced in class. These changes will also be announced on Sakai and the updated version will be posted on Sakai.

Week	Date	Topic	Readings
Week 1	Tue January 8	Course Introduction & Overview of Social Determinants of Health	No readings for today
Week 2	Tue January 15	SDOH overview continued And Canadian Health Care System	<p>Rapheal, D. (2009). Social Determinants of Health: An Overview of Key Issues and Themes. In D. Rapheal (Ed.) <i>Social Determinants of Health</i> (2nd ed.). Toronto: Canadian Scholars Press, 2-18.</p> <p>Hornosty, J. (2012). Power, Politics, and Values: The Canadian Health-Care System. In J. Germov & J. Hornosty, <i>Second Opinion: An Introduction to Health Sociology. (Canadian Edition)</i>. Don Mills: Oxford University Press, 254-273.</p> <p>Aggleton, P. (1990). <i>Health</i>. London: routledge, 1-24 of 176.</p> <p>Braveman, P. & Gruskin, S. (2003). Defining Equity and health. <i>Journal of Epidemiology and Community Health</i>, 57, 254-258.</p>
Week 3	Tue January 22	Economics, Politics, and Health: Part 1	<p>Auger, A. & Alix, C. (2009). Income, Income Distribution, and Health in Canada. In D. Raphael (Ed.), <i>Social Determinants of Health</i> (2nd ed.). Toronto: Canadian Scholars Press, 61-74.</p> <p>Birkland, T. (2011). <i>An introduction to the policy process: Theories, concepts, and models of public policy making</i> (3rd Ed). New York: M E Sharpe. 3-24 of 339.</p>
Week 4	Tue January 29	Economics, Politics, and Health: Part 2	<p>Martinez, E. & Garcia, A. What is neoliberalism? Located online at http://www.corpwatch.org/article.php?id=376</p> <p>Coburn, D. (2001). Health, health care, and neo-liberalism. In P. Armstrong, H. Armstrong, & D. Coburn (Eds), <i>Unhealthy times: Political economy perspectives on health and care in Canada</i>. Don Mills, Ontario: Oxford University Press, 45-65.</p>

Week 5	Tue February 5	Gender	Reid, C. (2007). Women's Health and the Politics of Poverty and Exclusion. In Morrow, M., Hankivsky, O. & Varcoe, C. (Eds.), <i>Women and Health in Canada: Critical Perspectives on Theory and Policy</i> . Toronto: Univesrity of Toronto Press, 199-220.
Week 6	Tue February 12	Mid term Exam	No readings for today
Week 7	Tue February 19	READING WEEK - NO CLASS	No readings for today
Week 8	Tue February 26	Race, Ethnicity, and Health	MacIntosh, P. (1989). Unpacking the Invisible Knapsack. <i>Peace and Freedom</i> .
Week 9	Tue March 5	TBD	TBD
Week 10	Tue March 12	Indigenous Health	King, M., Smith, A., & Gracey M. (2009). Indigenous Health part 2: The Underlying Causes of the Health gap. <i>Lancet</i> , 374: 76-85. Richmond, C., & Ross, N. (2009). The Determinants of First Nation and Inuit Health: A Critical Population Health Approach. <i>Health and Place</i> , 15(2), 403-11.
Week 11	Tue March 19	Sport, Exercise, and Health	Bercovitz, K. (2000). A critical analysis of Canada's 'Active Living': Science or politics?, <i>Critical Public Health</i> , 10(1), 19-39. Murphy, P. & Waddington, I. (1990). Sport for all: Some public health policy issues and problems, <i>Critical Public Health</i> , 8(3), 193-205. Department of Canadian Heritage (2011). <i>Environmental Scan 2010: Trends and Issues in Canada and in sport</i> . Unpublished document.

Week 12	Tue March 26	Analyzing health policy and problems	Rapheal, D. & Curry-Stevens, A. (2009). Surmounting the Barriers: Making action on the Social Determinants. In D. Raphael (Ed.), <i>Social Determinants of Health</i> (2 nd ed.). Toronto: Canadian Scholars Press, 362-377.
Week 13	Tue April 2	Class Presentations	No readings for today
Week 14	Tue April 9	Class Presentations	No readings for today
FINAL EXAM: TBD (EXAM PERIOD APRIL 14-30)			