

Click here to listen to an audio overview of the features to note in this course outline.

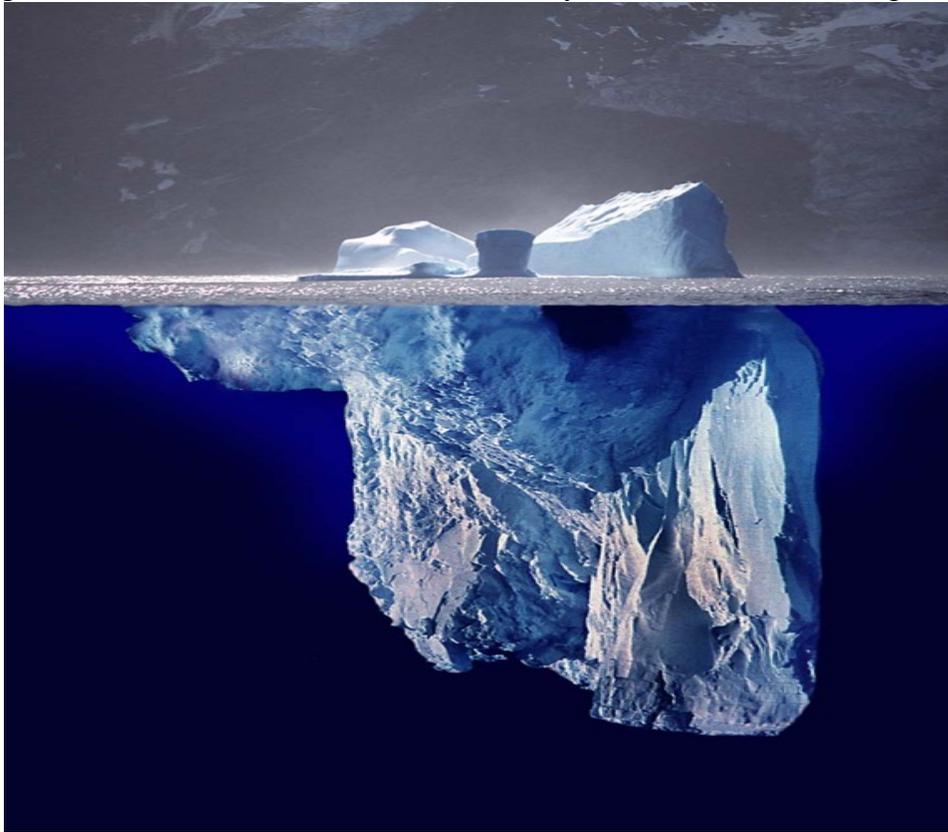


Social Determinants of Health HLTH 260 Winter Term 2014 University of Waterloo

Time/Location: 10-11:20 TTh BMH 1621 SunLife Auditorium
Professor: Kelly Anthony, PhD. kanthony@uwaterloo.ca
Telephone: 885-1211 x 32802
Office Hours: 11:30 am T and by appointment BMH 1042
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***"In a country well governed, poverty is something to be ashamed of.
In a country badly governed, wealth is something to be ashamed of".***
Confucius

Course Description: This course is designed to travel beneath the surface of traditional understandings of health to identify the most important, and most overlooked, reasons that people stay well or become sick. We will dive into the relevant research, literature, debates, and theories of the social determinants of health. The purpose of this trip is to describe how factors such as employment, income, ethnicity/culture, education, public attitudes/values, safe and secure communities, family and friends, and government policies and interventions enhance or destroy our health and wellbeing.



The image provides a visual metaphor for the course: exploring beneath the "surface" of traditional assumptions about health.

Course Structure: This adventure will include a mix of lecture style discussion, group presentations, field trips, and guest speakers. Students are invited to bring to class current examples from the media, personal experience, or other courses pertaining to social determinants of health and we will discuss them during class.

“Poverty deprives a man of all spirit and virtue; it is hard for an empty bag to stand upright.”
Benjamin Franklin

Trip Objectives:

- 1) Distinguish between different models/conceptualizations of health.
- 2) Identify factors that increase the likelihood a health intervention will have (or not have) the desired impact.
- 3) Design a group project that addresses some social determinant of health
- 4) As part of the group project, the group will propose a health intervention that takes into account a “social determinants” perspective.
- 5) Learn to construct and practice engaging in conversations that effectively articulate the effects of social determinants of health.

Necessary Supplies:

- 1) Raphael, D., Ed. (2012) The Social Determinants of Health 2nd Edition
- 2) Course readings- available on-line/e-reserves.

Other readings may be distributed during class term, as they swim into our viewfinder.

Mission Accomplished:

Group Presentation- 45%
Brain Gains(Quizzes)- 25% (not cumulative, cover two weeks’ readings)
(7 in total; first one ungraded, 5 best each worth 5%.)
Final Exam- 30% (Cumulative, including presentations)

Group Presentation: You will give a 15 minute presentation on an assigned topic. You may (but needn’t) include visual information in the form of a Powerpoint/Prezi presentation, handouts, or overheads, etc. *I encourage you to be creative*, as long as your work is informative and well prepared. A 5-7 page double spaced summary 1) briefly explains your topic, what you each contributed and why you approached the project the way you did, what each member did to contribute and 2) summarizes what you learned, and how you and your team related it to class and readings. 3) articulates any proposed intervention.

Grade will reflect the following components:

<i>Technical Aspects-</i>	<i>Timing, flow, preparation, everyone involved</i>	10%
<i>Content-</i>	<i>Organized, relevant, informative</i>	25%
<i>Style-</i>	<i>Everyone awake and engaged? Innovative? Creative?</i>	25%
<i>Paper-</i>	Organized, well written, evidence of synthesis of concepts, topics, etc	40%

Brain Gains: Read and *think about* your readings and you will do very well. You will get extensive feedback on the first one, which is ungraded. These will be short answer types, and not ask you to memorize much, if at all.

General Policies:

- 1. Material for quizzes.** You may be tested on any material contained in the books, readings, lectures, and presentations in class, including audiovisual materials and guest speakers.
- 2. Missed quizzes.** If an emergency arises that causes a student to miss a quiz, arrangements may be made to schedule a make-up test, exam or assignment. *Please see details of HSG department guidelines on final page of this syllabus. Please note, make-up quizzes may be quite different in content and/or format from scheduled tests (e.g., they may be essay/multiple choice only). If you have any questions about this, or other administrative procedure pertinent to the course, please talk to me as soon as possible.
- 3. Student rights and responsibilities.** **See below.
- 4. Emails:** Please be sure to include the course number/name and your name in every email header. Please always use a proper greeting/salutation in your email. I, or one of our TA's will attempt to respond to emails within 24 hours of their receipt.
- 5. Respect:** We will all be asked to be respectful of each other in every way. This means allowing others to be heard, not matter how different or even upsetting their views may be, and to treat our guests with the utmost respect, as they have taken time away from their own important work to share their expertise and/or personal experiences.

Calendar (May be revised if necessary)

WEEK of Jan 7th Introductions to each other and to topic
Ch. 1 and 2 in text, Pincus reading
Assign groups (Th)
"Chad and Jeff"

<http://www.youtube.com/watch?v= 11xLlwKgWc>

Week of Jan 14th	<p>Childhood Ch. 9 & 10, Evans, Goodwin, Tiecher readings and CBC news video Web cast- http://brucelevine.net/medicaid-kids-get-more-psychois-drugs/ Guest Speaker Quiz 1</p>
Week of Jan 21st	<p>Employment Ch. 6, and 8, LeRoux, McLeod, Ross, and Jin and “Work Makes us Happy” readings http://www.cbc.ca/news/health/treating-poverty-works-like-medicine-doctors-say-1.1365662 http://www.cbc.ca/ontariomorning/episodes/2013/07/30/is-work-killing-you/</p>
Week of Jan 28th	<p>Education and literacy Ch. 12, Ventimiglia, Center for the Advancement on Health, SURE reading (Anthony), SPHA series readings Quiz 2 (Tues)</p>
Week of Feb 4th	<p>Gender, Sex, and Sexual Orientation Ch. 23, Crittenden, Harriston, Jorm readings <i>Guest Speaker</i></p>
Week of Feb 11th	<p>Housing and homelessness Ch. 15 & 16, Miller, Milby, Fadiman, Maddux, Laird Thurley readings Guest Speakers Quiz 3 (Tues)</p>
<p><i>The world’s richest people — about 7 % — are responsible for 50% of the world’s carbon dioxide emissions. The poorest 50% are responsible for just 7% of emissions</i></p>	
Week of Feb 18th	<p>Reading week- aka vacation</p>

Week of Feb 25th	Behaviors, Choices, Mental Illness Readings- Schilling, Wolpert, Pomerlau, Pirisi, Klosterman, Alexander, Curtis, Ventedam readings Quiz 4 (Tues)
Week of Mar 4th	Ethnicity, Race, and Culture http://www.wellesleyinstitute.com/wp-content/uploads/2012/02/Colour-Coded-Health-Care.pdf Ch. 17 and 19, Labonte and Mann
Week of Mar 11th	Presentations
Week of Mar 1^h	Presentations continue Quiz 5 (Tues)
Week of Mar 18th	Presentations continue (T only) Thurs- Ch. 20, Ch. 21 Readings- Ontario Healthy Communities Coalition, Scott, Raeburn, Eckersley
Week of Mar 25th	Governmental responses: Action and inaction: What have we learned? Where do we go from here? Ch.24, Baker, Machenbach, Forget readings Tues- Discussions of tools to evaluate interventions (TA K. Huson, lead discussant) Quiz 6 Sword Swallowing and saving civilization http://www.ted.com/talks/hans_rosling_reveals_new_insights_on_poverty.html
Week of Apr 1st	Going Global Final Exam (th)

(Summary papers due the last day of presentations)

Student Responsibilities and Rights Revised July 2013

The "Student Responsibilities and Rights" section helps students understand the instructor's specific assumptions and expectations for the course, as well as the pedagogical strategies employed in the course (lectures plus active learning).

Institutions of higher learning recognize that an effective education is one that repeatedly challenges the student while providing an opportunity for the student to learn to meet those challenges. Instructors strive to provide tests and examinations that discriminate among students according to their varying success in learning to meet and overcome respective challenges. This implies that these are integral components of a successful higher education:

1. The amount of material covered in a lecture will be considerable, and you will not be expected to be able to write down everything that is spoken by the instructor, but instead will have to apply *effective and selective note-taking skills*. If necessary, you are responsible to seek training in these skills at campus workshops.
2. The most effective learning takes place through an active and constructive, rather than a passive, process. You are therefore obligated to do more than simply memorize information passed on by the instructor during a lecture. You must study outside of class in order to fully comprehend the material presented.
3. You are responsible for and may be tested on any lecture material (including videos or other learning aids) as well as any material contained in the assigned readings.
4. **Grading:** If you believe that an error has been made in grading a course requirement, please contact the TA. Students who believe they provided valid answers that have not been addressed by the TA are invited to make a case to the instructor *after an initial discussion with the TA*. Please note that upon appeal, the instructor reserves the right to re-grade any portion of the submitted material. Hence, it is possible that an appeal may result in a lower grade.
5. You are expected to check the course LEARN web page on a regular basis for announcements concerning schedule changes to classes and office hours, additional reference materials, answers to common questions, etc.
6. Students are responsible for ensuring that assignments submitted via online dropboxes are properly uploaded to and are saved with the extension that is specified by the instructor. Unless otherwise indicated, assignments that are not submitted properly by the due date listed in the course outline will receive a mark of zero. Students may attempt to properly submit assignments after the due date but the instructor reserves the right to consider this as a regular late assignment and reweight the grade as indicated in the course outline. *You will receive a confirmation email for assignments successfully submitted in LEARN. In the case of a submission discrepancy you will be required to provide that email as proof of submission.*
7. **Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check <https://uwaterloo.ca/academic-integrity/> for more information.]

8. **Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4, <https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>. When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.
9. **Discipline:** A student is expected to know what constitutes academic integrity [check <https://uwaterloo.ca/academic-integrity/>] to avoid committing an academic offence and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>. For typical penalties check Guidelines for the Assessment of Penalties, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties>.
10. **Appeals:** A decision made or penalty imposed under Policy 70 (Student Petitions and Grievances) (other than a petition) or Policy 71 (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>.
11. **Note for Students with Disabilities:** AccessAbility Services, located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Late Assignments

Unless stated otherwise in the course outline:

1. All assignments are due at the **beginning of class** on the dates indicated in the course outline, or, for online submission, as specified in the course outline.
 - a. Late assignments will be penalized by **10% of the assignment total mark per 24-hour period to a maximum of 5 days**. The late penalty begins immediately after the beginning of the class in which the assignment is due, or immediately after the posted time at which the assignment is due by dropbox.
 - b. **After the 5 day maximum** assignments will not be accepted and a **grade of 'zero'** will be recorded for the assignment,
2. Elective arrangements (e.g. travel plans) or heavy workloads are not considered acceptable grounds for variance.

Missed Tests/Examinations

1. Tests, mid-term examinations and final examinations not scheduled during the regular examination period will be administered on the dates indicated in the course outline.
2. Elective arrangements (e.g. travel plans are not considered acceptable grounds for variance.
3. In special unforeseeable circumstances where a test/exam or an assignment is missed due to circumstances beyond the control of the student, it is the student's responsibility to contact the course instructor **no later than 48 hours after the scheduled date** and arrange to submit acceptable documentation according to the timeline determined by the course instructor.
4. Acceptable documentation may include a copy of a death certificate or obituary¹, a police report or a doctor's certificate using the UW verification of illness form.

¹ If an obituary is used as the only supporting documentation the student's relationship to the deceased must be apparent (i.e. through same uncommon surname, student's name in obituary, etc.)