



**School of Health and Exercise Sciences
HES 130 Social Determinants of Health
Course Syllabus
September to December 2023
(3 credits)**

Course Description

Examining the relationships between biological, psychological, social, and economic factors to understand inequities in health outcomes for different individuals and populations.

Instructor: Prof Diane van Staden, PhD, MPA (she/her/hers)

Office Hours: via zoom by appointment only: [Book a 30minute consultation here](#)

Email (see email policy before emailing!): diane.vanstaden@ubc.ca

Teaching Assistants:

Erin Delfs | Masters student (she / her / hers)

Logan Burd | PhD Student (she / her / hers)

Pamela Kierstyn |

Office Hours: Via zoom and by appointment only

Learning Outcomes

After completing this course, the successful student will be able to:

- a) Define the basic concepts of social epidemiology, population health and health equity.
- b) Identify the major structural and social (collective) determinants of human health within the context of Canadian sub-populations.
- c) Explain the differences between collective and individual-level determinants of health.
- d) Apply course concepts to think critically about what determines the health of populations.

Overview of Course Delivery and & Assessment Format

Learning in a large class format can be challenging for engagement, though your active participation is strongly encouraged. To ensure that you are able to actively engage with the content, our first lecture for the week **(Tuesdays) will be a live in-person session** in the allocated venue **(FIP 204)** and will largely address core themes each week, with the second time slot for the week **(Thursdays) expected to be used for a variety of self-directed learning activities** such as engaging with the content in greater depth by completing mini-assignments, quizzes, reflections, or supplementary readings. Details of these will be posted each week on Canvas.

The course will follow a continuous assessment format. Therefore, some of the weekly self-directed learning activities will be graded as part of the formal assessment of learning outcomes for the module. You will be notified ahead of time which of these activities will count towards your final mark. This means that **there will be no final exam for this course.**



Lecture Times and Location

Tuesdays: 12.30pm to 2:00pm- **In-person Lectures FIP 204.** Attendance is strongly encouraged in order to benefit from collaborative learning opportunities.

Thursdays: 12.30pm to 2:00pm – **No in-person lecture.** Complete course activities or readings posted on Canvas. Where possible, recordings of live lectures *may* be posted on Canvas for you to review and revise.

Assessment Weighting

- A. 5 % Academic Integrity Module (link on Canvas)
- B. 20 % Week 3 Quizz
- C. 20 % Week 5 Assignment
- D. 15 % Week 7 Assignment
- E. 20% Week 9 Online Quizz
- F. 20% Week 11 Group Assignment

A. **Academic Integrity Module** | Please upload your certificate of completion (self-directed, ~30 mins total) via Canvas, before Sept 15th at 4pm PST for a 5% completion grade.

B. **Assignments** | Submit via Canvas by Monday at 4pm the following week.

Late Assignments

- Assignments are submitted electronically, they must be submitted on the due date. If an assignment was due on the 5th at 4:00pm, and you handed it in at 4:01pm on the 5th, it is late.
- Late assignments will have 10% deducted per day. Weekends count the same as weekdays.
- Assignments can be submitted up to a maximum of 5 days late. After 5 days, the student will receive a mark of zero on the assignment.

Course Schedule, Required Readings and Videos (Tentative)

This is a tentative schedule for our course. Please **do not rely on the syllabus for your course materials.** Canvas will have the most up to date and accurate information, posted week by week on Fridays at 4pm. It is your responsibility to review Canvas for assigned course materials and activities after that time in preparation for the week ahead.

Reference Text: Davidson, A. (2019). *Social determinants of health: A comparative approach* (2nd ed.). Oxford University Press. → Available via UBC Bookstore

[https://the.bookstore.ubc.ca/CourseSearch/?course\[\]=UBCO,2023W1,HES,HES130,001&](https://the.bookstore.ubc.ca/CourseSearch/?course[]=UBCO,2023W1,HES,HES130,001&)



Here's what to expect each week:

September 5 – December 7, 2023

**Assessment Activity*

	Module Activity	Required Readings & Class Prep	Learning Outcome
<p>Week 1 Tue Sep 5</p> <p>Thur Sep 7</p>	<p>In-person: Introduction to the course</p> <ul style="list-style-type: none"> - Teaching philosophy and learning approach <p>Self-directed: The complex concept of Health</p> <p>Reflection Exercise: Self-assessment of positionality in relation to the complex concept of health</p>	<p>READ: Prescribed Text Introduction</p>	<ul style="list-style-type: none"> ● Understand the course's structure, expectations and activities for the upcoming term ● Recognise the factors contributing to one's own health or perceptions of health in general
<p>Week 2 Tue Sep 12</p> <p>Thur 14</p>	<p>In-person: Key Concepts in Public Health and Social Epidemiology</p> <p>Self-directed Group discussion: Critical thinking Q3 (pg 44) – in-class feedback required</p>	<p>READ: Chapters 1 & 3 of Textbook</p>	<ul style="list-style-type: none"> ● Understand key concepts in population health ● Define the concept of social epidemiology ● Distinguish between individual and population levels of analysis
<p>Week 3 Sep 19</p> <p>Sep 21</p>	<p>In-person: Health Systems, Health Care Services & Health Equity</p> <p>Self-directed: Readings on the Health gradient + Online Quizz*</p>	<p>Chapter 2 of Prescribed text</p>	<ul style="list-style-type: none"> ● Distinguish between health inequalities and inequities ● Understand how the structure of health systems and health care services can affect access to care
<p>Week 4 Sep 26 (LK)</p> <p>Sep 28</p>	<p>In-person: Lifecourse Theory, Childhood and Development</p> <p>Self-directed: Textbook Readings</p>	<p>Chapters 5 of prescribed Text</p>	<ul style="list-style-type: none"> ● Understand why and how fetal and early childhood development affects health over the life course ● Appreciate how programs and services targeting mothers and young children can alter population health outcomes



<p>Week 5 Oct 3 Oct 5</p>	<p>In-person: Income, Inequality and Health</p> <p>Self-directed: Interview Assignment & analysis report *</p>	<p>Chapter 4 of prescribed Text</p>	<ul style="list-style-type: none"> • Understand the importance of income and wealth distribution as a determinant of health; • Describe the role of privilege in population health outcomes • Appreciate the link between policy, inequality and health
<p>Week 6 Oct 10 – Oct 12</p>	<p>In-person: Food, Environment, and Health</p> <p>Self-directed: Textbook Readings & summarized notes on key learnings</p>	<p>Chapters 11 and 12 of prescribed Text</p>	<ul style="list-style-type: none"> • Appreciate the link between diet and health • Understand the concept of food insecurity, its causes and implications • Appreciate environmental factors influencing health and health outcomes
<p>Week 7 Oct 17 Oct 19</p>	<p>Virtual (ZOOM): Guest Lecture Prof Saul Cobbing Socio-structural factors influencing health: Social Support, Social Exclusion and Racism</p> <p>Assignment: Find an image online which represents the impact of food / environment on health and write a short accompanying interpretive essay*</p>	<p>Chapter 7 of prescribed text Chapter 14 of prescribed text</p>	<ul style="list-style-type: none"> • Understand the colonial roots of the Canadian health system • Describe the impact of migration and population growth on health • Describe the role of racism in population health outcomes • Describe the impact of culture on health and health-related behaviors • Politics of Population health
<p>Week 8 Oct 24 (LB) Oct 28</p>	<p>In-person: Indigenous Health+ Intersectionality</p> <p>Self-directed: Social patterning of behavior reading</p>	<p>Chapter 8 of prescribed text</p>	<ul style="list-style-type: none"> • Describe the role of colonialism in the health experiences of Indigenous peoples • Appreciate how discrimination affects health • Describe the concept of intersectionality and how it impacts the health of Indigenous people
<p>Week 9 Oct 31 Nov 2</p>	<p>In-person: Demographics, Gender and Health</p> <p>Self-directed: Reflect on factors influencing the health outcomes of Indigenous people in Canada and journal your thoughts and feeling around this topic + Online Quizz*</p>	<p>Chapter 6 of prescribed text</p>	<ul style="list-style-type: none"> • Understand how demographics are linked to health • Appreciate gender-related implications for health



<p>Week 10 Nov 7 Nov 9</p>	<p>In-person: Work and health; Built environment and Health</p> <p>Self-directed: Allocated Readings</p>	<p>Chapters 9 & 10 of prescribed text</p>	<ul style="list-style-type: none"> • Understand occupational implications for health • Describe how environmental infrastructure affects health
MIDTERM BREAK			
<p>Week 11 Nov 21 – Nov 23</p>	<p>NO CLASS! Work on Group Assignment: * Prepare a poster (digital / physical) which depicts multifactorial determinants of health, highlight <i>your</i> main concern and propose at least 1 solution for that concern</p> <p>In-person: Poster presentations (2minute elevator pitch)</p>	<p>Chapter 12 of prescribed text</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of the multifactorial determinants of health and possible solutions to address these • Appreciate the concept of the Health Tree and the limits of individual health-promotion initiatives
<p>Week 12 Nov 28 (ED) Nov 30</p>	<p>In-person: Youth and Mental Health / Healthy Lifestyles</p> <p>In-person Poster presentations continued if necessary</p> <p>Self-directed: Homelessness & 'Healthy Lifestyles'</p>	<p>Chapter 13 of prescribed text</p>	<ul style="list-style-type: none"> • Describe factors influencing the mental health of young people • Understand the implications of mental health and neurodivergence on health-related choices • Appreciate why the concept of 'Healthy Lifestyles' is problematic
<p>Week 13 Dec 5 -7</p>	<p>Canvas Discussion Board: Final reflections on learnings</p>	<p>Online discussion</p>	<p>Recognize the strong bonds linking population health to politics and public policy</p>

Course Email Policy

As an adult learner, taking initiative in solving problems and taking ownership of your education are key skills for your success here and beyond. Given the large class size, consulting the learning management system below *before* sending an email to your instructor will set us all up for success! If you email us before consulting the primary source of course information, you may not receive a response.



1. Read the syllabus
2. Check Canvas for updated details each week, as well as for assignment details.
3. Check the Canvas discussion board to review already addressed issues or questions, or to post your issue, if it is not personal in nature. **Please wait 24 hours for a response during the week or until the end of day on Monday if you post on the weekend.**
4. Message your TAs if you have a *personal* question or issue regarding your grades, an assignment or activity, accessing materials that cannot be posted publicly on the discussion boards.
5. Email your Instructor if you have a *personal* question regarding content or the course not otherwise addressed through the discussion board or by a TA or book time into office hours using the link at the top of the syllabus.

Writing professional and complete emails is an invaluable skill in today's digital workplaces. We will respond to professional and complete emails in the order received, as quickly as possible, from Monday to Friday, between the hours of 12pm to 4pm. Please plan accordingly to avoid urgent emails, as we cannot guarantee immediate responses. To ensure a response to your email, please read and follow these email etiquette tips: <https://learningcommons.ubc.ca/student-toolkits/interacting-with-profs/e-mail-etiquette/>.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar available online.

Grading Practices

Faculties, departments, and schools reserve the right to scale grades in order to maintain equity among sections and conformity to university, faculty, department or school norms. Students should therefore note that the faculty, department, or school might change an unofficial grade given by an instructor. Grades are not official until they appear on a student's academic record. <http://www.calendar.ubc.ca/okanagan/index.cmf?tree=3,41,90,1014>



Student Service Resources

UBC Okanagan Disability Resource Centre

The Disability Resource Centre ensures educational equity for students with disabilities and chronic medical conditions. If you are disabled, have an injury or illness and require academic accommodations to meet the course objectives, please contact Earllene Roberts, the Diversity Advisor for the Disability Resource Centre located in the University Centre building (UNC 214).

UNC 214 250.807.9263

email: earllene.roberts@ubc.ca

Web: www.students.ok.ubc.ca/drc

UBC Okanagan Equity and Inclusion Office

Through leadership, vision, and collaborative action, the Equity & Inclusion Office (EIO) develops action strategies in support of efforts to embed equity and inclusion in the daily operations across the campus. The EIO provides education and training from cultivating respectful, inclusive spaces and communities to understanding unconscious/implicit bias and its operation within in campus environments. UBC Policy 3 prohibits discrimination and harassment on the basis of BC's Human Rights Code. If you require assistance related to an issue of equity, educational programs, discrimination or harassment please contact the EIO.

UNC 216 250.807.9291

email: equity.ubco@ubc.ca

Web: www.equity.ok.ubc.ca

Health & Wellness

At UBC Okanagan health services to students are provided by Health and Wellness. Nurses, physicians and counsellors provide health care and counselling related to physical health, emotional/mental health and sexual/reproductive health concerns. As well, health promotion, education and research activities are provided to the campus community. If you require assistance with your health, please contact Health and Wellness for more information or to book an appointment.

UNC 337 250.807.9270

email: healthwellness.okanagan@ubc.ca

Web: www.students.ok.ubc.ca/health-wellness



Student Learning Hub

The Student Learning Hub (LIB 237) is your go-to resource for free math, science, writing, and language learning support. The Hub welcomes undergraduate students from all disciplines and year levels to access a range of supports that include **tutoring in math, sciences, languages, and writing, as well as help with study skills and learning strategies**. For more information, please visit the Hub's website (<https://students.ok.ubc.ca/student-learning-hub/>) or call 250-807-9185.

SAFEWALK

*Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at **250-807-8076**.*

For more information, see: www.security.ok.ubc.ca