



A Note on the Inherent Rights of First Nations within BC

First Nations territories cover every inch of the province termed “British Columbia” and occupied by colonial settlers. Laws and governance systems rooted in lands and waters have upheld the sovereignty of diverse Nations here for thousands of years. First Nations rights and responsibilities to ancestral territories have never been ceded or surrendered, and are upheld in provincial, national, and international law. Distinctions-based framing acknowledges the specific rights, interests, priorities, and concerns of First Nations, Métis, and Inuit Peoples who call BC home, while respecting and acknowledging these distinct Peoples and their unique cultures, histories, rights, laws, and governments.

Forceful imposition of settler-colonial laws and institutions violates Indigenous rights to self-determination, with profound impacts on health and wellness. Elders remind us that given thousands of years of Indigenous history on these territories, the settler-colonial era is a speck in time—but one that has caused and continues to cause tremendous harm. It is the work of this generation of health leaders to build on strong foundations created by Indigenous Peoples who have resisted imposition of foreign laws and continue to fight for their inherent rights since the creation of Canada and BC.

- Joengbloed et al, 2023, pg. 228 from [Towards untying colonial knots in Canadian health systems: A net metaphor for settler-colonialism](#)

Our course is delivered within [Syilx Okanagan Nation](#) territory. UBC Okanagan, its land holdings, and all of us associated with this institution, exist within what Joengbloed et al. (2023) call ‘colonial knots’- complexly intertwined with settler-colonialism. Naming these knots, by recognizing the Okanagan Nation as a distinct and sovereign Nation, and acknowledging our learning journey is set atop a backdrop of violations of law and occupation of unceded lands, recalls us towards ‘Land Acknowledgements’ *in service to* the truth-telling that precedes reconciliation. As we navigate this course, steeped in complexity and nuance, we will be constantly invited to confront the discomfort of messy truths. This note is offered as an invitation to ground ourselves in the very best aspirational ideals of higher education- recognizing its potential for building collective capacity to face (and eventually, remedy) the grand challenges of our time. In this time, and this place, this work necessarily includes untying the tenacious knots of settler-colonialism, leaning into humility (to be corrected, redirected and imperfect) to work through one complex knot at a time.

-Dr. S.



HES 130 Social Determinants of Health
2024 Course Syllabus

School of Health and Exercise Sciences
Winter Term 1 | Section 001

Instructor: Dr. S. Shahram, PhD, MPH (she/her/hers)

Office Hours: Virtual drop-ins via zoom every Thursday from 12 – 1PM (connect via Canvas)

Email (see communications policy before emailing!): sana.shahram@ubc.ca

Teaching Assistants:

Ms. Natalie Grieves (she/her), MSc, PhD Student

Ms. Logan Burd (she/her), MPH, PhD Student

Mr. Shaheer Khan (he/him), BHK, PhD Student

Communications Guide:

Given the large class size, following this communication guide helps to ensure our teaching team is able to support the needs of all students in this course! Please do not let this discourage you from finding the answers and supports you need- we want to hear from you when you need to connect with us- this guide is intended to help you best serve your needs within the constraints of large course sections. When in doubt, we'd rather you reach out.

Got a course-related question? (email Dr. S. for all personal or otherwise sensitive matters).

1. Whenever possible, ask questions in class for your quickest response- usually others have the same questions as you so this helps everyone. Don't want to ask in front of everyone? Connect with Dr. S. or a TA during a break or before or after class as able- or, ask a fellow student or teammate.
2. Check the course syllabus and Canvas, including weekly modules, assignment descriptions, announcements and discussions, for answers.
3. Drop-in for virtual office hours.
4. If none of these options work, please use the Canvas inbox to message Natalie Grieves. She will direct your question to the person who can answer, as quickly as possible. Please note:
 - The Canvas inbox and our emails are monitored Monday to Friday, 8AM to 4PM, excluding holidays. Messages received outside these hours will be responded to in order of receipt, during regular hours. Keep this in mind as due dates approach!
 - Please allow for at least 1 regular day to pass before following up on your message.



Course Description

Examining the relationships between biological, psychological, social, and economic factors to understand inequities in health outcomes for different individuals and populations. Formerly offered as HEAL 200. Credit will be granted for only one of HES 130 or HEAL 200. Registration limited to students in the B.H.E.S. program.

Course Structure

The course is structured in three sequential blocks. The first three weeks are the 'intro block', focused on learning the course format, completing Team Charters, practicing upcoming games and an intro to the Social Determinants of Health and core course concepts. The 'Eureka! Games block' follows from weeks 4 to 10, followed by reading week, and the course ends with three weeks of the 'Eureka Cup' as the final block. An overview of blocks 2 & 3 is included below.

HES 130 At A Glance
 Weekly Class Schedule, until Nov 8th
 Each week follows the same basic structure.
 Check Canvas weekly modules for readings and assignment details.

2 to tues 'Let's Get Quizzical!' Presentations
 Dr. S: intro to week + reading guide
3:30 PM thurs Dr. S: reviews readings + new topics
 'Heads Up' Team Games

Grading
 frequent assessments replace exams in this course. **Attending class is your best strategy to excel!**

15% Team Charters
 due Sept 23rd by midnight
 self-reflection due Dec 6th.

35% Weekly Quizzes
 starting Sept 5th, each week's quiz goes live on Fridays at 10am and close Monday at midnight.

25% The Eureka! Games
 b/w weeks 4 - 10, in class

25% The 'Eureka Cup'
 last three weeks of class

up to 5% BONUS
 team points convert to bonus points!

Rinse & repeat, until Reading Week (Nov 11 - 17).
 Then, we return to compete in

The Eureka! CUP
 In-Class, Nov 19th to Dec 5th
 Teams compete in 3 weeks of live course review games, + 'exam ladders'. The top three teams will be rewarded with perks, but only one will take home the 'Eureka Cup'.

weeks 1 lower-stakes questions to practice game elements
2 teams compete to earn the prized 'Sana Cup(s)' (and, also, demonstrate their knowledge to earn grades)
3

Course Instructor:
 Dr. Sana Shahram, PhD, MPH
 Co-Director, [Equity Science Lab](#)

This course is based on primarily in-person and live assessments. Over the course of the term, students will compete in team-based learning games as part of The Eureka! Cup. While the *majority of the student's grade will still be reflective of their individual efforts*, the games are designed to enhance and enrich their learning and mastery of the course content, while also offering opportunities to boost grades through communal efforts! The spirit of competition is alive and well in the games, but, ultimately, the whole class will do best when everyone excels.

There is no official midterm or final exam in this class. They are replaced by smaller, more frequent assessments, including weekly quizzes and the Eureka Cup's 'Exam Ladder', designed to provide more opportunities to demonstrate content mastery. Our last day of class is December 5th and there is no HES 130 exam within the term's exam period. Because of this course's live assessments, **attendance in class is essential to excelling in this course.**

Planning for Success in HES 130

Given this course's repeating structure, an 'ideal' schedule of course work is included as a guide- students are encouraged to adapt it, as needed, for planning their approach to this course.

On Fridays:

- Review:
 - o the current week's module to ensure you haven't missed anything; and,
 - o the upcoming week's module to make a plan for what's upcoming.
- Make a plan to:
 - o complete the current week's quiz before Monday at midnight. Include time to:
 - review the week's readings + lecture notes, core course content, and prep materials you'd like to consult during the quiz, before beginning.
 - Accommodate the unexpected- don't plan to do the quiz last minute.

Tuesdays:

- Before this class complete an initial review of the week's reading to maximize your benefit from the intro and reading guide review, in class.
- Your team should have a plan for how you will work together to play the 'Let's Get Quizzical' game on Tuesdays- ensure you're ready for your team role.
- Take notes, ask questions, engage and have fun!

Thursdays:

- Before this class, re-read the week's chapter with Tuesday's notes
- Be ready for your role in your team's plan for playing 'Heads up!'
- Take notes, ask questions, engage and have fun!

A similar suggested schedule of prep and activities will be provided in the lead up to the 'Eureka Cup', taking place live, during the last three weeks of class.

Learning Outcomes or Objectives

Upon successful completion of this course, students will be able to...

At the end of this class, successful students will be able to:

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

Methods of Assessment

(see Canvas for most up to date information on all assessments)

Team Charters = 15%

Part 1, team-based, due Sept 20th by midnight= 10%

Part 2, individual self-reflections, due Dec 7th by midnight= 5%

10 Weekly Canvas Quizzes = 35%

10 questions in 30 mins, due Mondays by midnight, lowest score dropped automatically

The 'Eureka Games' (in class, weeks 4 – 10) = 25%

Let's Get Quizzical Presentations= 15% *team-based, graded, due twice by Nov 5th, 5% first presentation, 10% second presentation*

Heads Up Participation= 10% *team-based, participation grade, due once in 'hot seat' (5%) and four times as clue givers (5%) by Nov 7th*

The Eureka Cup (in class, weeks 12 -14, see Canvas for details) = 25%

Details provided in class and via Canvas.

Eureka Points= Up to 5% in Bonus Points Available!

Details to be provided in class (you can't get over 100% in the course).



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Course schedule (subject to change, see Canvas for most up to date information)

Week	Readings	Tuesday	Thursday	Learning Objectives
Week 1 Sep 3 – 6 Welcome!	Familiarize with our course’s Canvas, check which team you’re assigned to, make sure you have the textbook, and review syllabus!	<ul style="list-style-type: none"> Brief hello from teaching team + tips for next class HES Program Orientation 	<ul style="list-style-type: none"> Syllabus review Intro to & work on Teams Charter assignment + sign up for the games. Quiz 1 live Friday at 10am (easy quiz!) 	Understand the course’s structure, expectations and activities for the term.
Week 2 Sep 9 – 13 SDoH Intro, Part 1	Chapter 1 Social Determinants of Health: Key Issues and Themes	<ul style="list-style-type: none"> Quiz 1 closes Monday at midnight. Team Charters Week’s intro + reading guide 	<ul style="list-style-type: none"> Lecture Team Charters Quiz 2 live Friday at 10am. 	Define the social determinants of health Understand how the social determinants of health ‘get under the skin’ to determine health Distinguish between individual vs. population level drivers of health outcomes
Week 3 Sep 16 – 20 SDoH Intro, Part 2	Chapter 2 Social Structure, Living Conditions & Health	<ul style="list-style-type: none"> Quiz 2 closes Monday at midnight. ‘Let’s Get Quizzical’ Demo + Charters Week’s intro + reading guide 	<ul style="list-style-type: none"> Lecture Heads up Demo + Charter Quiz 3 live Friday at 10am. 	Define the social determinants of health Understand how the social determinants of health ‘get under the skin’ to determine health Distinguish between individual vs. population level drivers of health outcomes
Week 4 Sep 23 – 27 Income	Chapter 4 Income, Income Distribution, and Health in Canada	<ul style="list-style-type: none"> Team Charters due & Quiz 3 closes Monday at midnight. ‘Let’s Get Quizzical’ Week’s intro + reading guide 	<ul style="list-style-type: none"> Lecture + Heads Up Quiz 4 live Friday at 10am. 	Define poverty and typical income measures, used in health research and reporting. Understand the relationship between income, income inequality and health. Distinguish between the individual and population level strategies for addressing impacts of income on health outcomes.

<p>Week 5 Sep 30* – Oct 4 Early Childhood</p>	<p>Chapter 10 Early Child Development and Health</p>	<ul style="list-style-type: none"> • Quiz 4 closes Monday at midnight. • ‘Let’s Get Quizzical’ • Week’s intro + reading guide 	<ul style="list-style-type: none"> • Lecture + Heads Up • Quiz 5 live Friday at 10am. 	<p>Define early childhood development as a determinant of health Understand the main explanations of the relationship between ECD and health outcomes Distinguish between individual level and population level strategies for improving early childhood development</p>
<p>Week 6 Oct 7-11 Education & Literacy</p>	<p>Chapter 12 Literacy & Health Literacy</p>	<ul style="list-style-type: none"> • Quiz 5 closes Monday at midnight. • ‘Let’s Get Quizzical’ • Week’s intro + reading guide 	<ul style="list-style-type: none"> • Lecture + Heads Up • Quiz 6 live Friday at 10am. 	<p>Define education as a determinant of health Understand the definitions of education, literacy and health literacy Distinguish between individual level and population level strategies for improving health literacy</p>
<p>Week 7 Oct 14* - 18 Food Security</p>	<p>Chapter 13: Food Insecurity</p>	<ul style="list-style-type: none"> • Quiz 6 closes Monday at midnight. • ‘Let’s Get Quizzical’ • Week’s intro + reading guide 	<ul style="list-style-type: none"> • Lecture + Heads Up • Quiz 7 live Friday at 10am. 	<p>Define food security as a determinant of health Understand the differences between food security, food insecurity and hunger and their influence on health outcomes Distinguish between individual level and population level strategies for improving food security</p>
<p>Week 8 Oct 21 - 25 Housing</p>	<p>Chapter 16 Housing & Health</p>	<ul style="list-style-type: none"> • Quiz 7 closes Monday at midnight. • ‘Let’s Get Quizzical’ • Week’s intro + reading guide 	<ul style="list-style-type: none"> • Lecture + Heads Up • Quiz 8 live Friday at 10am. 	<p>Define housing as a determinant of health Understand differences between housing status, housing conditions and housing security, and their influence on health Distinguish between individual- and population- level strategies for improving housing as a determinant of health</p>
<p>Week 9 Oct 28 – Nov 1 Oppressions & Health <i>Tuesday on zoom!</i></p>	<p>Chapter 21 Oppressions and Access to Health Care: Deepening the Conversation</p>	<ul style="list-style-type: none"> • Quiz 8 closes Monday at midnight. • Join class online via zoom link on Canvas! 	<ul style="list-style-type: none"> • Lecture + Heads Up • Quiz 9 live Friday at 10am. 	<p>Define the three key contexts of oppression that determine health care access Understand the definitions related to oppression and their influence on health Distinguish between individual- and population- level strategies for responding to oppression as a determinant of health</p>
<p>Week 10 Nov 4 - 8 Public Policy</p>	<p>Chapter 24 Surmounting the Barriers: Making social determinants of health a public policy priority</p>	<ul style="list-style-type: none"> • Quiz 9 closes Monday at midnight. • ‘Let’s Get Quizzical’ • Week’s intro + reading guide 	<ul style="list-style-type: none"> • Lecture + Heads Up • Quiz 10 live Friday at 10am, closes Nov 18 at midnight due to reading week. 	<p>Define the discourses around SDoH Understand the barriers for making SDoH a public policy priority. Distinguish between pluralist and political economy approaches to public policy and the strategies for moving SDoH agendas forward in each.</p>
<p>Week 11 Nov 11* - 15</p>	<p>Reading Week- Rest & Prep for the Eureka Cup!</p>			
<p>Weeks 12 -14 Nov 18 - Dec 5</p>	<p>***The Eureka Cup, live, in-class! Details Shared via Canvas and in-class***</p>			



Learning Materials

All course readings are from the textbook: Raphael, D. (2016). Social determinants of health: Canadian perspectives (third edition). Canadian Scholars' Press. There is a copy of this book in the Library Reserves available for 1-day loans if needed. All other materials and information are accessed via this course's Canvas- follow along with weekly modules to stay up to date.

Late policy

Given the live nature of the class, there are built-in mechanisms within the teams to compensate for occasional, unexpected absences. Weekly quizzes are available to complete over a predictable four-day period to allow flexibility in completion and pre-planning. Students are expected to plan to complete these as early as possible so as not to miss the deadline. In extenuating circumstances, students can connect with Dr. S. to discuss options for addressing a missed quiz- please note: leaving the quiz to the last minute and then running out of time or into technical issues will not be considered an extenuating circumstance. Please keep in mind, the lowest quiz score is automatically dropped, which could compensate for one missed quiz, if needed.

Missed exam policy

During Weeks 12 to 14, an in-class Exam Ladder will be completed on Thursdays in lieu of a final exam. Students should treat these classes similar to a final exam and make every effort to join the class. In the event of an excused absence, students will be provided with an exam to complete on their own, without the added benefit of the exam ladder elements.

Missed Activity Policy

Each team will agree upon a missed activity policy and are expected to refer to this policy to self-govern their teammates. In extenuating circumstances, students can connect with Dr. S. for further support in dealing with issues beyond the Team Charter.

UBC Values

UBC creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada, and the world. UBC's core values are excellence, integrity, respect, academic freedom, and accountability.

Policies and Regulations

Visit [UBC Okanagan's Academic Calendar](#) for a list of campus-wide regulations and policies, as well as [term dates and deadlines](#).

A statement on 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 usually result in a failing grade or mark of zero on the assignment or in the course. Careful records are kept to monitor and prevent recidivism. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [Academic Calendar](#).

A statement on academic misconduct

The academic enterprise is founded on honesty, civility, and integrity. Violations of academic integrity (i.e., [academic 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 for consideration for academic discipline. Careful records are kept to monitor and prevent recurrences. Any instance of cheating or taking credit for someone else's work, whether intentionally or unintentionally, can and often will result in at minimum a grade of zero for the assignment, and these cases will be reported to the Head of the Department and Associate Dean Academic of the Faculty.

Do not use generative artificial intelligence (AI): The use of generative AI tools, including ChatGPT and other similar tools, to complete or support the completion of any form of assignment or assessment in this course is not allowed and would be considered academic misconduct. Learn more through [the Generative AI website](#).

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