

SPPH 525DL Course Schedule

DATE	OBJECTIVES	ASSIGNMENTS
<b>PART 1</b>		
<p>Wk1 (Wk of Sept 7)</p> <p>Overview of the course and introduction to key concepts (population health, health equity, public health, collective health, global economic system and global ecological change)</p> <p>In class (Fri Sept 11) Multi-scalar analysis Venue: SPPH B112</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- articulate understandings of the terms population health, public health, collective health and health equity</li> <li>- discuss social determinants of health and social determination</li> <li>- understand what is meant by micro-meso-macro analysis of health issues</li> <li>- engage in debate on the impact of our current market economy on health of individuals, communities and the planet (e.g. persistent poverty, growing inequities, climate change)</li> <li>- demonstrate ability to apply this learning to a health problem of concern to you</li> <li>- help shape the course, your own learning, and the learning of others</li> </ul>	<ol style="list-style-type: none"> <li>1. Watch the videos               <ul style="list-style-type: none"> <li>• Introduction from instructors and teaching assistant</li> <li>• <a href="#">Neoliberalism as a water balloon</a></li> </ul> </li> <li>2. Read the background provided in the online material</li> <li>3. Read the two designated required readings:               <ul style="list-style-type: none"> <li>• Marmot et al (2008)</li> <li>• Birn (2009)</li> </ul> </li> <li>4. Expand you reading, from references cited, and/or optional textbooks, and/or other material you find</li> <li>5. Familiarize yourself with the course website</li> <li>6. Introduce yourself on blackboard</li> <li>7. Ask whatever questions you would like to ask. 😊</li> <li>9. <b>Prepare to Present</b> a multi-scalar [micro-meso-macro] analysis of "a wicked problem of your choosing" (5 min) to present <b>Sept. 11<sup>th</sup></b></li> <li>10. Come to the F2F session on September 11<sup>th</sup>, to interact with Guest speaker- Professor Emeritus Robert Evans</li> </ol>
<p>Wk 2 (Wk of Sept 14)</p> <p>Primary Health Care Changing PHC in BC: Primary and Community Care</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- Understand the threats to the sustainability of the healthcare system in British Columbia (BC)</li> <li>- How transforming how primary healthcare services can support sustainability of healthcare</li> <li>- The leverage points (in a CAS approach) for transforming primary healthcare in BC</li> <li>- Understand why little progress has been made; and</li> <li>- What is required to achieve accelerated transformative change</li> </ul>	<ol style="list-style-type: none"> <li>1. Read the background provided in the online material</li> <li>2. Read the designated required reading:               <ul style="list-style-type: none"> <li>• Millar (2011)</li> <li>• Lavergne et al (2014)</li> <li>• CMA (2010)</li> </ul> </li> <li>3. Expand you reading</li> </ol>
<b>PART 2</b>		

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<p>Wk 3 (Wk of Sept 21)</p> <p>Canadian health legislation and health equity in British Columbia</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- discuss the provisions of the Canada Health Act</li> <li>- understand the nature of threats to Canada's healthcare system</li> <li>- understand the nature of BC's Public Health Legislation</li> <li>- discuss health equity in BC</li> </ul>	<ol style="list-style-type: none"> <li>1. Read the background material</li> <li>2. Watch Dr Bonnie Henry's presentation on public health legislation</li> <li>3. Read the required readings             <ul style="list-style-type: none"> <li>- AFMC Primer</li> </ul> </li> <li>4. <u>Draft a "Letter to the editor"</u> on an issue (related to policy, regulation or legislation) currently under debate or under attack- that effects the health of Canadians) <b>due Monday October 5, 11.59pm</b></li> </ol>
<p>Wk 4 (Wk of Sept 28)</p> <p>Climate change, health and sustainability</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- present evidence that climate change is a serious health concern</li> </ul> <p>discuss options for adaptation, mitigation and reversal of this trend</p>	<ol style="list-style-type: none"> <li>1. Read the background provided in the online material</li> <li>2. Read the three designated required reading:             <ul style="list-style-type: none"> <li>• Haines et al. (2014)</li> <li>• McMichael et al.(2008)</li> <li>• Wang &amp; Horton (2015)</li> </ul> </li> <li>3. Expand knowledge with videos, webpages and references cited in the background material and beyond</li> <li>4. <u>Participate in online discussion #1:</u>  <i>Health and global environmental change.</i>  <b>Due Date: Initial Post=Thu 10/1, Response=Sun 10/4</b>  <i>*Webinar (Monday September 28 at 10.00am PST)</i>  <b>Dr Christie Ebi</b></li> </ol>
<p>Wk 5 (Wk of Oct 5)</p> <p>First Nations health Social justice and the health of First Nations in Canada</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- describe the disproportionate rates of injury, suicide and ill health among First Nations compared with non-Aboriginal adults.</li> <li>- analyze the underlying social processes that predispose First Nations populations to higher injury and disease burden.</li> <li>- understand the mandate and activities of the First Nations Health Authority</li> <li>- explore mechanism by which this disproportionate disease burden can be lessened (e.g. prevention programs, cultural considerations, capacity building etc.)</li> </ul>	<ol style="list-style-type: none"> <li>1. Watch the Introductory <u>videos</u>:</li> <li>2. Read the background provided in the online material</li> <li>3. Read the designated required reading:             <ul style="list-style-type: none"> <li>- Adelson (2005)</li> </ul> </li> <li>4. Expand you reading:</li> <li>5. <u>Participate in online discussion #2:</u>  <i>First Nations' Health.</i>  <b>Due date: Initial Post=Thu 10/8, Response=Sun 10/11</b></li> </ol>

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<p>Week 6 (Wk of Oct 12)</p> <p>In class (Thu Oct 15) Health Policy, Partnerships &amp; Advocacy Venue: SPPH B108</p>	<p>Visit to Downtown Eastside Vancouver; the In-site-supervised injection facility.</p> <p>To be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the mission of PHS COMMUNITY SERVICES SOCIETY and how the activities of this organization fit with public health goals and organizations locally, provincially and nationally.</li> <li>2. Understand the rationale behind the creation of the supervised injection site “InSite”, how the site is operated, and how it aligns with the City of Vancouver’s Four Pillars Strategy.</li> <li>3. Reflect on what the public health benefits of a harm reduction program such as “InSite” are and how such a program can be applied to different settings</li> <li>4. Analyze the role and impact of building partnerships and coalitions in developing and advocating for “InSite” in BC</li> </ol>	<p><b>Come prepared to discuss</b> a multi-scalar[micro-meso-macro] analysis of an inner city health problem -- <b>in small groups</b></p>
<p><b>Part 3</b></p>		
<p>Wk 7 (Wk of Oct 19)</p> <p>Environment health protection</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- Understand the interplay between science, politics and industry in public health (with particularly emphasis on the extractive sector including asbestos and the mining sector abroad)</li> <li>- Explore the “precautionary principle” and its role in environmental and population health</li> </ul>	<ol style="list-style-type: none"> <li>1. Read the background material Basic Environmental Health text (pages 38-41)</li> <li>2. Read required readings: from Global Health Watch 4 {C6 &amp; E7}</li> <li>3. Start writing a <b>Briefing Note</b> on an issue related to this week’s material <b>Due Sunday October 26, 11.59pm</b></li> </ol>

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	<ul style="list-style-type: none"> <li>- Appreciate the relationship between occupational and environmental health, and the need to protect the workforce</li> <li>- Develop familiarity with concepts in risk assessment, management and communication</li> <li>- Begin to appreciate the nature of some occupational and environmental health concerns and concerns related to waste management and transportation of dangerous goods.</li> </ul>	
<p>Wk 8 ( Wk of Oct 26)</p> <p>Water, Sanitation, and vector-borne disease</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- Appreciate the magnitude of health problems attributable to unsafe water and the different routes of exposure involved</li> <li>- Discuss social processes that contribute to water-related diseases</li> <li>- Discuss the social processes related to vector-borne diseases</li> <li>- Understand the impact of climate change on such problems.</li> </ul>	<ol style="list-style-type: none"> <li>1. Read the information in Basic Environment Health text corresponding to these topics (page 209-237)</li> <li>2. Find recent articles in peer-reviewed journals to update the information in the textbook, as needed</li> <li>3. Read the required reading:             <ul style="list-style-type: none"> <li>• <i>Cann et al. (2013)</i></li> </ul> </li> <li>4. <u>Do Problem solving Exercise #1 <i>Water in Togo</i></u>, and post your answers in the online form <b>(Due: Sun Nov 1)</b></li> </ol>
<p>Wk 9 (Wk of Nov 2)</p> <p>Health issues related to Food and Agriculture</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- Appreciate the magnitude of health problems attributable to lack of food security /food sovereignty (noting the different origins and meanings of these two terms)</li> <li>- Begin to understand various pathways to health equity related to the the food system</li> <li>- Articulate common causes of foodborne disease and their causes</li> <li>- Appreciate the nature of concerns about hazards in agriculture and pesticides of various types</li> <li>- Begin to be able to apply outbreak investigation methods</li> </ul>	<ol style="list-style-type: none"> <li>1. Read the information in Basic Environment Health corresponding to these topics (pg. 242-280).</li> <li>2. Find recent articles in peer-reviewed journals to update the information in the textbook, as needed</li> <li>3. <u>Do Problem Solving Ex #2 (Pesticide Spraying)</u> - on workers who were spraying pesticides to control malaria; you may interact with others in the class – but your chats will be monitored so please don't cheat by asking other people for their answers to move ahead before you answer the questions on your own then discuss these if you want -- post whatever comments or questions you have. (5% of grade) <b>(Due: Sun Nov 15)</b></li> </ol>

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		4. Do Basic Infection Control online Module- in preparation for next week (this will not be graded but you may find it useful)
<p>Wk 10 (Wk of Nov 9)</p> <p>Emergency Response – and Response to outbreaks - Primordial, primary, secondary and tertiary prevention_</p> <p>In class session: Thu Nov 12 Venue: SPPH B108</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- Understand the social processes contributing to large-scale disease outbreaks (particularly cholera in Haiti and Ebola in West Africa)</li> <li>- Understand the general principles and concepts involved in emergency management</li> <li>- Discuss the roles and responsibilities of local, provincial and federal governments as well as international agencies in health emergencies and the prevention and response to outbreaks</li> <li>- Analyze the primordial, primary, secondary and tertiary prevention measures needed and their related professional activities in emergency management using a case study</li> </ul>	<ol style="list-style-type: none"> <li>1. Read the information in the background</li> <li>2. Read the designated readings on the Ebola outbreak             <ul style="list-style-type: none"> <li>• Heymann et al. (2015)</li> <li>• Gostin et al. (2015)</li> <li>• Kruk et al (2015)</li> <li>• Kentikelenis et al (2015)</li> </ul> </li> <li>3. Come prepared to discuss emergency response             <ul style="list-style-type: none"> <li>• Dr. Michael Rekert (volunteer with MSF for Ebola)</li> <li>• Dr. Paul Gully (volunteer with WHO for Ebola)</li> </ul> </li> <li>4. <u>Come prepared to participate in a group exercise on applying Hadden’s Matrix, combining micro-meso-macro analysis with “primary/secondary/tertiary prevention” and “agent/host/environment” considerations --- post natural disasters and/or outbreaks or spills</u></li> </ol>
<p>Wk 11 (Wk of Nov 16)</p> <p>Critical approach to controversies in public health; Vaccination; risk communication and political-economic influences.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- Understand the importance of vaccines in public health</li> <li>- Understand why there is controversy regarding vaccinations</li> <li>- Discuss the concerns about the current BC Influenza Policy of “Mandatory Vaccination or Mask” for healthcare workers</li> <li>- Discuss the impact of politics and economics on public health policies.</li> </ul>	<ol style="list-style-type: none"> <li>1. Read the information in the background</li> <li>2. View: Mandating Influenza Vaccination of Healthcare Workers: A Debate. Stefan Gravenstein, MD, MPH; Melanie Swift, MD <a href="http://www.medscape.org/viewarticle/760140">http://www.medscape.org/viewarticle/760140</a></li> <li>3. <u>Participate in online discussion #3</u> <a href="#">Vaccination programs</a> <b>Due Date: Initial Post=Thu 11/19, Response=Sun 11/22</b></li> </ol>
<p>Wk 12 (Wk of Nov 23)</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- Understand the burden of chronic diseases and the common risk factors in BC and in Canada</li> </ul>	<ol style="list-style-type: none"> <li>1. Read the information in the background</li> <li>2. Read the core readings:             <ol style="list-style-type: none"> <li>a. PHSA (2015)</li> </ol> </li> </ol>

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<p>Obesity and Tobacco Smoking in BC &amp; Canada</p>	<ul style="list-style-type: none"> <li>- Discuss the process of developing an obesity prevention program</li> <li>- Identify the roles that academic, non-governmental, governmental and intergovernmental institutions play in chronic disease prevention</li> <li>- Understand the natural history, epidemiology, risk factors and health burden of smoking</li> <li>- Describe the broader determinants that affect high risk populations in terms of smoking</li> <li>- Understand the various levels and strategies of disease prevention in</li> <li>- Analyze the local, provincial/territorial and federal tobacco initiatives in terms of primordial, primary, and secondary prevention strategies</li> </ul>	<p>b. Hawkes (2006)</p> <p>3. Participate in online discussion #4  <i>Obesity &amp; tobacco smoking</i>  <b>Due date: Initial Post=Thu 11/26, Response=Sun 11/29</b></p>
<p>Wk 13 (Wk of Nov 30)</p> <p>Food Security/Sovereignty</p> <p>Webinar (Prof Jerry Spiegel)  Wed Dec 2 at 7pm PST</p>	<p>To be able to:  To consider some dimensions of the relationships between food systems and health:</p> <ol style="list-style-type: none"> <li>1. the scope of food security as a health equity issue.</li> <li>2. whether globalization has been a vector of security or insecurity with regard to food and health</li> <li>3. the degree to which exerting sovereignty can contribute to improving health equity</li> </ol>	<p>Do the core readings:</p> <ul style="list-style-type: none"> <li>• Godfray et al (2010)</li> <li>• Hawkes (2006)</li> <li>• Weiler et al (2014)</li> </ul> <p>Read the additional materials</p> <p>Final essay (not strict word limit)  <b>Sunday December 11, 11.59pm</b></p>