

**SPPH 481c: Prison Health**  
**University of British Columbia**  
**School of Population and Public Health**  
**SPPH, Room B151, 2206 East Mall**  
**4-7PM, Wednesdays, Jan – April, 2019**

Course	Ruth Elwood Martin	Teaching Assistant: <ul style="list-style-type: none"> <li>• Kate McLeod</li> </ul>
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**COURSE OBJECTIVES:**

Prison Health (PH) aims to educate students from a variety of disciplines to respond to current health issues within the Canadian correctional system. Through readings, reflective writing, guest presentations and seminar-style class discussions, students will learn about the complexities of health for people in prison and will gain understanding and skills in order to apply inter-disciplinary approaches to prison health.

**LEARNING OUTCOMES:**

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

1. Discover the structures and functions of health for people in prison in Canada
2. Examine common health complexities and challenges for people who experience incarceration
3. Explain the health of diverse populations in prison and their health in the community
4. Analyze healthcare provider ethics, self-care and collaboration
5. Evaluate policy initiatives and/or other opportunities to improve and enhance the quality of prison healthcare and ‘throughcare’ in Canada
6. Appraise the value of developing collaborative interprofessional approaches to prison healthcare

**COURSE FORMAT:**

The course includes three hours of instructional time each week, for thirteen weeks, which most often is a 1 ½ hour lecture presentation and a 1½ hour seminar-based class discussion. Students participate in assigned readings and online posting of weekly question/response prior to the weekly class. Members of various academic and non-academic disciplines, including members of correctional organizations and individuals with incarceration experience, give weekly class presentations. The course also includes student group presentations about prison health interventions; the presentations will engage peer feedback and discussion.

**COURSE REQUIREMENTS:**

There are no specific pre-requisites for this course. Prison Health is a high-level 4<sup>th</sup> year undergraduate course, open to students of all disciplines. Students will be accepted into the course if they have satisfied the requirements to enter a 4<sup>th</sup> year undergraduate course within their own discipline. This course is also open to graduate students of various disciplines, with permission of the instructor.

**ASSESSMENT, EVALUATION, AND GRADING:**

**Participation (20% of the course grade)**

Attendance of the 3-hour class is mandatory and is considered as part of participation grade (i.e. 5% of the course grade for attendance; 5% of the course grade for participation in in-class discussions). In addition, students are required to contribute to the on-line discussion thread by posting at least one question, based

on the weekly readings, or responding to a question or discussion thread. Your mark will be based on reading the weekly readings, and posting a weekly question(s) and/or posting a response by the expected time (i.e. 10% of the course grade). The class is a combination lecture/seminar; therefore, completion of readings prior to each class and participation in the class discussions are vital for the success of the course. It is expected that students' discussion contributions, both on-line and in-class, will align with the stated learning objectives of the course, and that questions posed to the presenters, contributions to the class discussions and peer review comments during student presentations will be constructive and respectful.

Please refer to '*Grading Rubric for Participation*' for more detail.

### **Reflective Writing (30% of the course grade)**

Students will submit a total of four reflective writing assignments, which respond to directed questions based on the weekly readings, presentations and discussions. The reflective writing exercises are an opportunity for students to assess their own learning and progress through the course, as well as the course structure itself. Attitudes expressed in students' responses will not have an impact on grade. Course instructors may use the students' reflective writing responses to continuously adjust and improve elements of the course, and to document the progress of the course.

Please refer to '*Grading Rubric for Reflective Writing*' for more detail.

### **Intervention Design and Presentation (25% of the course grade)**

Students will be assigned a group (not more than 5 students, from differing disciplines) and will work with the group to design an intervention based on a literature review. The intervention will address an aspect of one of the following six themes:

1. the structures and functions of prison healthcare in Canada
2. health complexities and challenges for people who experience incarceration
3. health of diverse populations in prison and their continuity of care in the community
4. healthcare provider ethics, self-care and collaboration
5. policy initiatives and/or other opportunities to improve and enhance the quality of prison healthcare or 'throughcare' in Canada
6. value of developing inter-professional approaches to prison healthcare

Each group will give a 15-minute presentation, which will be scheduled during class time. Group members will evaluate the contribution and quality of work of each of the members of the group, including a self-evaluation. Peer feedback will be incorporated into each group's presentation grade.

Please refer to '*Grading Rubric for Intervention Design and Presentation*' for more detail.

### **Final Report (25% of the course grade)**

Students may solo author their final report, or may co-author their final report with members of their intervention group. Students may also incorporate material from previously submitted reflective writing into their final report. The final report is due by 11:59PM on the Friday of the week following the last class. Early submissions are welcome.

Please refer to '*Grading Rubric for Final Report*' for more detail.

### **GRADING CRITERIA:**

1. Participation	20 %
2. Reflective Writing	30%
3. Intervention Design and Presentation	25 %
4. Final Report	25%
5. Total	100%

### **REQUIRED AND RECOMMENDED READINGS:**

Required textbooks (selected readings will be assigned):

- Arresting Hope: Women Taking action in Prison Health Inside Out. (Paperback). Ruth Elwood Martin (Ed), Mo Korchinski (Ed), Lynn Fels (Ed), Carl Leggo (Ed). Inanna Publications; 1st Edition, 2014, ISBN 978-1-77133-158-6
- Down Inside. Robert Clark. Goose Lane Publications; 1st Edition, 2017, ISBN 978-86492-969-5
- Prisons and Health. Stefan Enggist (Ed), Lars Møller (Ed), Gauden Galea (Ed), Caroline Udesen (Ed). World Health Organization; 2014, ISBN: 978 92 890 5059 3. Available on-line at [http://www.euro.who.int/\\_data/assets/pdf\\_file/0005/249188/Prisons-and-Health.pdf](http://www.euro.who.int/_data/assets/pdf_file/0005/249188/Prisons-and-Health.pdf)

In addition, required readings will also be selected from current prison health academic publications.

**COURSE SCHEDULE (subject to change, due to availability of guest presenters):**

Week 1: Introduction to Prison Health

Week 2: Healthcare Delivery in Prisons in Canada

Week 3: Children, Mothers and Prison Health

Week 4: Continuity of Prison Healthcare and 'Throughcare'

Week 5: Indigenous and Holistic Prison Health

Week 6: Practitioner Ethics and Law

Week 7: Intervention Presentations

*Week 8: Reading Break*

Week 9: Correctional Perspectives and Prison Health

Week 10: Mental Health and Prison Health

Week 11: Interprofessional Collaboration in Prison Health

Week 12: Substance Use, Communicable Disease and Prison Health

Week 13: Advocacy and Restorative Justice for Prison Health

Week 14: Youth and Prison Health

**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 at

<http://calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0>.