

## **SPPH 301 901: Social Determinants of Population Health**

Summer 2018, May 14 to June 21: Mondays & Tuesdays, 1:30 pm to 4:30 pm.

Room B151 in the School of Population and Public Health, 2206 East Mall, Vancouver, BC V6T 1Z3

**Instructor:** Dr. Paul Kershaw. [paul.kershaw@ubc.ca](mailto:paul.kershaw@ubc.ca); 604-827-5393.

**Office:** See reception at Room 440 – 2206 East Mall.

**Office hour:** By appointment, in person or by Skype as necessary depending on Dr. Kershaw's travel schedule. Skype handle is: paul.kershaw1

**Teaching Assistant:** TBD

### **Readings**

All articles or book chapters listed in the syllabus can be accessed either through ejournals or ebooks available from the UBC library, via urls that are provided below, or through the material reserved on the canvas website for our class.

### **Course Summary**

The Social Determinants of Health are all about your lives.

Medical care is only one part, and often a small part, of what shapes our health. The conditions into which we are born, grow, live, work and age are generally far more important in shaping health outcomes. These conditions are influenced by factors relating to income, wealth, education, employment, housing, as well as power dynamics related to gender, race, class, colonization, sexuality, etc. Such socioeconomic and cultural factors are often the product of politics, and the public policy decisions made at local, national and international levels. Public policy makers in turn respond to those who organize and show up.

### Learning objectives:

The SPPH 200 901 class will introduce students to

- key concepts about the social determinants of health
- information about the social determinants in Canada and abroad
- information about what we can do to shape those determinants
- skills for success in the labour market or further education, including making sense of readings on your own, note taking, writing for essays, writing for social media, group work, verbal presentation skills and visual presentation skills.

The design of this curriculum was supported by the UBC Centre for Community Engaged Learning (<http://students.ubc.ca/about/centre-community-engaged-learning>). The pedagogy is organized so that students learn about the subject in part through activities that will support them to share information about the social determinants of health effectively with friends, families, colleagues and policy makers. Class time will be assigned for this activity through the semester. This teaching approach influences the selection of class projects/assignments, including the focus on music, comedy and infographics.

## Approach to Evaluation

### 1. Mid-Term Exam (30%). May 29, starting at 1:30pm

The Mid-Term will be one hour long and written in class. It will be 7-10 questions that require short written answers that can be answered excellently in a couple of paragraphs or less. Typically, each question is worth 10 marks. You **MUST BRING YOUR STUDENT ID WITH A PHOTOGRAPH** to the exam. The exam will be marked, and feedback provided to you. However, in order for you to receive a final grade for the class, the exam must be returned to the Professor as a sample of your writing against which he can compare papers submitted in fulfillment of assignment 3. This measure is taken in order to prevent people from paying others to write papers on their behalf.

### 2. Creative video/audio/jpg file (30%). Due June 19 by 10am, submitted by email to [paul.kershaw@ubc.ca](mailto:paul.kershaw@ubc.ca) with subject "SPPH 200 2017 creative assignment".

Do younger Canadians need a movement to promote their social determinants of health? Why or Why not? Design an info graphic, short comedic video, or music lyric mash to answer this question (and the answer can be either 'yes' or 'no').

This is a small group project for which substantial class-time will be devoted throughout the entire semester. Students can select their own groups, although the professor will have a role in managing the size of groups, etc. Each group will submit one creative product, along with a maximum 1200 word paper describing how and why the product effectively illuminates key issues about the social determinants of health for younger generations in Canada that may (or may not) require a movement or policy adaptation to address.

Projects will be evaluated based on engagement with course concepts; effectiveness in presenting those concepts for audiences beyond our class; presentation of a clear answer to the assigned question; and presentation of a clear ask of audience members to do something in response to the creative project. To ensure all group members contribute to the work, there will be a simple peer evaluation process by which team members rank themselves and others on a three point scale: 3=excellent; 2=fine; 1=inadequate.

### 3. 1000 word paper (30%). Due June 25 by 9am, submitted as a Word Document by email to [paul.kershaw@ubc.ca](mailto:paul.kershaw@ubc.ca) with subject "SPPH 200 2017 Assignment 3". Choose one of:

- a. What is the role of gender power dynamics in shaping the social determinants of health?
- b. What is the role of colonial power dynamics in shaping the social determinants of health?
- c. What is the role of human impact on climate change in shaping the social determinants of health?
- d. What is the role of agriculture and food industries in shaping the social determinants of health?

Essays will be evaluated based on engagement with course material; presentation of a clear thesis in the opening section of the essay; and the clarity of the argument made to defend that thesis

throughout the body of the paper. This assignment does not require extra research beyond course materials to achieve an excellent grade.

**4. Class participation, including group presentation on June 29, engagement of your networks in SDoH info during assigned class time, peer evaluation of small group work (and, perhaps, the occasional pop quiz): 10% of grade.**

*The reading expectations in the course are modest, including no readings assigned for two entire seminars (akin to no reading for two entire weeks of class in a regular semester). The point of reducing the reading-load is to give students an opportunity to *read carefully*. The expectation is that students will come to lectures having read and thought about the material. I will sometimes invite individual students to answer questions or offer comments about the reading during my lectures. Time will also be set aside each week for students to ask questions and raise comments about the readings that are not addressed in the lectures. The quality of student comments and questions will contribute to individuals' 10% class participation marks.*

Occasionally, short pop-quizzes may be assigned at the beginning of classes that ask one or two straight-forward questions about the content of the readings. Quizzes are more likely if it appears many students are coming to class unprepared. The scores will contribute to the 10% class participation grade, minimizing the subjectivity of this mark. The timing of the quizzes will *not* be announced in advance.

The syllabus looks long because it includes links to many short videos. These videos do *not* need to be reviewed in advance of class. They are used to initiate small group discussions in class.

Students will also be divided into discussion groups and action groups. These groups will:

- reflect on video material related to course themes,
- collaborate to track down social determinants of health themes found in music, comedy, etc. in preparation for completing assignment #2 in the Approach to Evaluation.
- practice distributing information about the social determinants of health to the public, or potentially even decision makers.

The quality of individual's contributions to dialogue and activities during this group work will again contribute to class participation grades.

### **Grading Policy**

The grading policy at UBC expects that results in an average class of reasonable size will normally fall somewhere within the following broad limits:

- Grade "A" between 5% and 25% of the class
- Grades "A"/"B" combined not over 75% of the class
- Grade "F" not over 20% of the class

### **Attendance**

Formal class attendance records will not be kept, although class participation grades will suffer if attendance is erratic.

## Power Point Notes

I use Power Point notes to facilitate my lectures. They amount to the 'pen on paper' notes that many professors traditionally relied upon when instructing classes. I will post decks on the UBC Canvas course website after the lecture to assist you with note taking. Developing and refining strong note taking skills is a key expertise to be developed at university, and a priority for this course.

## Plagiarism

Plagiarism will not be tolerated under any circumstances. Penalties can range from a zero on the assignment, to a zero for the course, to expulsion from the university. Please familiarize yourself with University policy regarding plagiarism at

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>.

## READING SCHEDULE AND THEMATIC FOCUS (subject to adaptation).

### May 14: Welcome & Intro: Upstream Heroes versus Life Guards

- Introduction to course theme, syllabus, expectations, etc.
- The Social Determinants of Health are About You: Exploring evidence of deteriorating social determinants of health for younger Canadians

### *Readings:*

Chapters 1 and 2 (pages 7-11), "Introduction" and "Stress, Bodies and Illness," in: Mikkonen, Juha, and Dennis Raphael. 2010. Social Determinants of Health: The Canadian Facts. Toronto, ON: York University School of Health Policy and Management. Available at:

[http://www.thecanadianfacts.org/The\\_Canadian\\_Facts.pdf](http://www.thecanadianfacts.org/The_Canadian_Facts.pdf) Accessed May 2, 2016

Kershaw, Paul. 2017. "#CodeRed: B.C. is the worst performing economy in Canada for younger generations." Vancouver, BC: Generation Squeeze: [http://bit.ly/GS\\_BCworsteconomy](http://bit.ly/GS_BCworsteconomy). Accessed March 23, 2017.

### *Short Videos for Small Group Discussions (Not required to view in advance of class):*

Dating Gen Squeeze: [http://www.gensqueeze.ca/dating\\_gen\\_squeeze](http://www.gensqueeze.ca/dating_gen_squeeze)

The Squeeze: [http://www.gensqueeze.ca/the\\_squeeze\\_grange](http://www.gensqueeze.ca/the_squeeze_grange)

The Sweater. [http://www.gensqueeze.ca/the\\_sweater](http://www.gensqueeze.ca/the_sweater)

I feel squeezed: [http://www.gensqueeze.ca/i\\_feel\\_squeezed](http://www.gensqueeze.ca/i_feel_squeezed)

## May 15: Income, Wealth, Employment, Education, Housing & Health

- Swimming like a Salmon
- Becoming familiar with some of the most commonly identified social determinants of health
- Thinking about what these social determinants mean in our own lives

### *Readings to do in advance of class:*

Chapters 3,4,5,6 & 9 (pages 12-22 & 29-31) in: Mikkonen, Juha, and Dennis Raphael. 2010. Social Determinants of Health: The Canadian Facts. Toronto, ON: York University School of Health Policy and Management. Available at: [http://www.thecanadianfacts.org/The\\_Canadian\\_Facts.pdf](http://www.thecanadianfacts.org/The_Canadian_Facts.pdf)  
Accessed May 2, 2016

Chapters 2 & 3 (pages 29-39), "Global Health Inequity: The Need for Action," and "Causes and Solutions" in: Commission on the Social Determinants of Health. 2008. Closing the gap in a generation: health equity through action on the social determinants of health. Final Report of the Commission on Social Determinants of Health. Geneva: World Health Organization.  
[http://www.who.int/social\\_determinants/thecommission/finalreport/en/index.html](http://www.who.int/social_determinants/thecommission/finalreport/en/index.html).

### *Reference material (not required reading):*

Davidson, Alan. 2015. *Social Determinants of Health: A Comparative Approach*. Don Mills, ON: Oxford University Press Canada, chapter 8, pp 181-201. (Reference material).

Kershaw, Paul and Anita Minh. 2016. "[Code Red: Rethinking Canadian Housing Policy.](#)" Vancouver, BC: Generation Squeeze. Accessed May 2, 2016. Available at: <http://bit.ly/GSCoRed> (Reference material).

### *Short Videos for Small Group Discussions (Not required to view in advance of class):*

Tiny House: [http://www.gensqueeze.ca/tiny\\_house](http://www.gensqueeze.ca/tiny_house)

Student debt: [http://www.gensqueeze.ca/student\\_debt](http://www.gensqueeze.ca/student_debt)

Go for the discount: [http://www.gensqueeze.ca/go\\_for\\_the\\_discount\\_b](http://www.gensqueeze.ca/go_for_the_discount_b)

It takes a Village: [http://www.gensqueeze.ca/it\\_takes\\_a\\_village](http://www.gensqueeze.ca/it_takes_a_village)

Cat videos for extra cash: [http://www.gensqueeze.ca/cat\\_videos\\_for\\_extra\\_cash](http://www.gensqueeze.ca/cat_videos_for_extra_cash)

Uber for Babies? [http://www.gensqueeze.ca/uber\\_for\\_babies](http://www.gensqueeze.ca/uber_for_babies)

Daddy Daycare [http://www.gensqueeze.ca/daddy\\_daycare](http://www.gensqueeze.ca/daddy_daycare)

## May 21: Holiday. No class time. But keep reading, because each seminar = one week of class time

Chapter 10, "Health Equity in All Policies, Systems and Programs" (pages 109-119) in: Commission on the Social Determinants of Health. 2008. Closing the gap in a generation: health equity through action on the social determinants of health. Final Report of the Commission on Social Determinants of Health. Geneva: World Health Organization.

[http://www.who.int/social\\_determinants/thecommission/finalreport/en/index.html](http://www.who.int/social_determinants/thecommission/finalreport/en/index.html).

Kershaw, Paul. 2018. "Intergenerational Injustice in Canadian Public Finance." Vancouver, BC: Generation Squeeze Lab. 25 pages.

[https://d3n8a8pro7vhm.cloudfront.net/gensqueeze/pages/4253/attachments/original/1519260719/Intergenerational\\_Injustice\\_in\\_Canadian\\_Public\\_Finance\\_Final\\_2018.pdf?1519260719](https://d3n8a8pro7vhm.cloudfront.net/gensqueeze/pages/4253/attachments/original/1519260719/Intergenerational_Injustice_in_Canadian_Public_Finance_Final_2018.pdf?1519260719).

Clavier, Carole, and Evelyne de Leeuw. 2013. "Framing public policy in health promotion: ubiquitous, yet elusive." In *Health Promotion and the Policy Process*, edited by Carole Clavier and Evelyne de Leeuw, pages 1–16. Oxford, UK: Oxford University Press.

## May 22: Health in All Policies & Health Political Science

- Thinking Like a Beaver & Admitting the Elephant in the Room
- Exploring what "Health in all Policies" means & the Reallocation Challenge
- Thinking about the politics of health, and surgical interventions for the body politic

### *Readings to do in advance of class:*

Kershaw, Paul. "The Need for Health in All Policies in Canada." *Canadian Medical Association Journal* 190, no. 64 (2018): E64-65.

Smith, Neale, Craig Mitton and Paul Kershaw. 2016. "[The reallocation challenge: Containing Canadian medical care spending to invest in the social determinants of health.](#)" *Canadian Journal of Public Health* 107(1): 130-132.

Brown, Theodore M, and Elizabeth Fee. 2014. "Social Movements in Health." *Annual Review of Public Health* 35: 385–398.

Kershaw, Paul, Eric Swanson, and Andrea Stucchi. "A Surgical Intervention for the Body Politic: Generation Squeeze Applies the Advocacy Coalition Framework to Social Determinants of Health Knowledge Translation." *Canadian Journal of Public Health* 108, no. 2 (2017): e199-e204.

### *Reference Material (not required reading):*

Dutton, Daniel J, Pierre-Gerlier Forest, Ronald D Kneebone, and Jennifer D Zwicker. "Effect of Provincial Spending on Social Services and Health Care on Health Outcomes in Canada: An Observational Longitudinal Study." *Canadian Medical Association Journal* 190, no. 3 (2018): E66-71.

*Class activity: Can you contribute to re-shaping the politics that determine the social determinants of health by raising awareness in your own networks?*

*In search of inspiration for Assignment 2, Tweet, Facebook, Email, etc. at least once in each of the remaining seminars during designated class time to raise awareness about what's happening with the social determinants of health for younger Canadians. You can use any of the videos for which we have links, or info graphics featured in class for which links can be provided and/or photos taken, or find other material yourself to share that is relevant about the SDoH.*

See video links listed under May 15 and May 16, and other resources re:

SDoH for younger Canadians: [www.gensqueeze.ca/resources](http://www.gensqueeze.ca/resources), [www.gensqueeze.ca/code\\_red\\_resources](http://www.gensqueeze.ca/code_red_resources)

SDoH: <http://www.thinkupstream.net/>

Income: [http://www.livingwageforfamilies.ca/living\\_wages\\_in\\_bc\\_and\\_canada](http://www.livingwageforfamilies.ca/living_wages_in_bc_and_canada),

Employment: <http://www.urbanworker.ca/>

Housing: [www.gensqueeze.ca/code\\_red\\_resources](http://www.gensqueeze.ca/code_red_resources), <http://bcnpha.ca/>,

[www.abundanthousingvancouver.com/](http://www.abundanthousingvancouver.com/)

Education: <https://bcstudents.ca/>

Early development and child care: <http://www.10aday.ca/> or <http://firstcallbc.org/>

Women's equality: <http://www.westcoastleaf.org/our-work/>, <http://www.westcoastleaf.org/our-work/>,

<http://www.10aday.ca/>

Indigenous rights and counter-colonialism: <http://www.idlenomore.ca/>, <http://reconciliationcanada.ca/>

Environmental racism: <http://www.enrichproject.org/>

Environment: <https://dogwoodbc.ca/>, <https://350.org/vancouver-british-columbia-north-america/>

Food security: <https://foodsecurecanada.org/resources-news/resources-research>

*What hashtag should we use for the semester? Pay attention to what, if any, responses you get from those you engage? At the end of the term, you will be asked to reflect on your experiences as part of your group presentations in the final seminar.*

### May 28: The Social Gradient in Health & Population Health from a Life Course Perspective

- The social gradient teaches us two lessons
- Exploring the social gradient from a life course perspective

*Readings to do in advance of class:*

Hertzman, Clyde. 1999. "Population Health and Human Development." In *Developmental Health and the Wealth of Nations: Social, Biological and Educational Dynamics*, edited by Daniel P Keating and Clyde Hertzman, pp. 21-40. New York: The Guilford Press.

HELP, 2015. "Proportionate Universality." HELP Policy Brief. Vancouver, BC. Available at: [http://earlylearning.ubc.ca/media/publications/proportionate\\_universality\\_web\\_november\\_2015.pdf](http://earlylearning.ubc.ca/media/publications/proportionate_universality_web_november_2015.pdf) Accessed May 16, 2016.

Chapter 5, (p. 49-60), "Equity from the Start," in: Commission on the Social Determinants of Health. 2008. Closing the gap in a generation: health equity through action on the social determinants of health. Final Report of the Commission on Social Determinants of Health. Geneva: World Health Organization. [http://www.who.int/social\\_determinants/thecommission/finalreport/en/index.html](http://www.who.int/social_determinants/thecommission/finalreport/en/index.html).

*Reference material (not required):*

Kershaw, Paul, and Lynell Anderson. 2011. Does Canada Work for All Generations: British Columbia Family Policy Report. Vancouver, BC: University of British Columbia Human Early Learning Partnership. Available at: [http://earlylearning.ubc.ca/media/publications/Family%20Policy%20Reports%20and%20Resources/does\\_canada\\_work\\_for\\_all\\_generations\\_bc.pdf](http://earlylearning.ubc.ca/media/publications/Family%20Policy%20Reports%20and%20Resources/does_canada_work_for_all_generations_bc.pdf). Accessed May 2, 2016. (Reference material).

*Small Group Discussions:*

*Imagine you are creating a sound track to describe how the Social Determinants of Health are deteriorating for Canadians in their 20s, 30s, 40s and their children compared to a generation ago. What four songs would you pick, and why?*

*Imagine you are creating a comedy show to communicate evidence about how the Social Determinants of Health are deteriorating for younger Canadians. What three comedy skits or cartoons would you select for the first show, and why?*

*Share one of these songs or comedic skits in your networks to raise awareness about the SDoH.*

### May 29: Mid-Term Exam and Building Political Will for Investments in the SDoH

- Testing material covered up to, and including, May 28.
- Explore application of the population health political science literature
- What would Frodo or Katniss do?

#### *Readings to do in advance of class:*

Chapter 14 (pages 155-165), "Political Empowerment – Inclusion and Voice," in: Commission on the Social Determinants of Health. 2008. Closing the gap in a generation: health equity through action on the social determinants of health. Final Report of the Commission on Social Determinants of Health. Geneva: World Health Organization.

[http://www.who.int/social\\_determinants/thecommission/finalreport/en/index.html](http://www.who.int/social_determinants/thecommission/finalreport/en/index.html).

#### *Reference material (not required):*

Kershaw, Paul. 2017. "[Swamplight: Making sense of the BC 2017 election platforms for voters under age 45.](http://bit.ly/GS_SwamplightBC2017)" Vancouver, B.C.: Generation Squeeze. Accessed May 10, 2017. Available at: [http://bit.ly/GS\\_SwamplightBC2017](http://bit.ly/GS_SwamplightBC2017)

National Collaborating Centre for Determinants of Health. "Learning from Practice. Advocacy for Health Equity – Generation Squeeze." Available at: [http://nccdh.ca/images/uploads/comments/Learning\\_from\\_Practice\\_Advocacy\\_for\\_health\\_equity\\_Generation\\_Squeeze\\_EN\\_FV.pdf](http://nccdh.ca/images/uploads/comments/Learning_from_Practice_Advocacy_for_health_equity_Generation_Squeeze_EN_FV.pdf) Accessed May 10, 2017. (Reference material)

#### *Small Group Discussions: Do younger generations need a movement?*

##### **Recall Assignment 2, due June 20, at 9am.**

Do younger Canadians need a movement to promote their social determinants of health? Design an info graphic, short video or other creative product to answer this question (and the answer can be either 'yes' or 'no').

This is a small group project. Students can select their own groups, although the professor will have a role in managing the size of groups, etc. Each group will submit one creative product, along with a maximum 1200 word paper describing how and why the product effectively illuminates key issues about the social determinants of health for younger generations in Canada that may (or may not) require a movement or policy adaptation to address.

*Samples from past classes TBD*

### June 4: Gender, Politics & Health

- Explore the concept of intersectionality
- Examine the gender power dynamics that shape health disparities between men and women
- Examine some policy levers to address these power dynamics

#### *Readings in advance of class:*

Chapter 13 (pages 145-154), "Gender Equity," in: Commission on the Social Determinants of Health. 2008. Closing the gap in a generation: health equity through action on the social determinants of health. Final Report of the Commission on Social Determinants of Health. Geneva: World Health Organization. [http://www.who.int/social\\_determinants/thecommission/finalreport/en/index.html](http://www.who.int/social_determinants/thecommission/finalreport/en/index.html).

Statistics Canada, "Women and Paid Work," in Women in Canada: A Gender-Based Statistical Report. 2017. Ottawa: Industry Canada. Available at: <http://www.statcan.gc.ca/pub/89-503-x/2015001/article/14694-eng.pdf> Accessed June 5, 2017.

*Reference material (not required):*

Kershaw, Paul. 2006. "Carefair: Choice, Duty and the Distribution of Care." *Social Politics* 13 (3): 341-371. (Reference material)

Kershaw, P., Pulkingham, J., & Fuller, S. (2008). Expanding the Subject: Violence, Care and (In)Active Male Citizenship. *Social Politics*, 15(2), 182-206. (Reference material).

*In Class Group Work for Assignment 2: Raise awareness about the SDoH in your networks.*

**June 5: Review Results from Mid-Term**

- Reflections on Mid-Term results
- Prep for Assignment 2
- Practice shaping the social determinants of health

***No new readings:***

*Instead, time to catch up with previous readings if you have fallen behind, specifically with:*

Kershaw, Paul. 2017. "#CodeRed: B.C. is the worst performing economy in Canada for younger generations. Vancouver, BC: Generation Squeeze: [http://bit.ly/GS\\_BCworsteconomy](http://bit.ly/GS_BCworsteconomy). Accessed March 23, 2017."

Kershaw, Paul. "The Need for Health in All Policies in Canada." *Canadian Medical Association Journal* 190, no. 64 (2018): E64-65.

Smith, Neale, Craig Mitton and Paul Kershaw. 2016. "[The reallocation challenge: Containing Canadian medical care spending to invest in the social determinants of health.](#)" *Canadian Journal of Public Health* 107(1): 130-132.

Brown, Theodore M, and Elizabeth Fee. 2014. "Social Movements in Health." *Annual Review of Public Health* 35: 385–398.

Kershaw, Paul, Eric Swanson, and Andrea Stucchi. "A Surgical Intervention for the Body Politic: Generation Squeeze Applies the Advocacy Coalition Framework to Social Determinants of Health Knowledge Translation." *Canadian Journal of Public Health* 108, no. 2 (2017): e199-e204.

Clavier, Carole, and Evelyne de Leeuw. 2013. "Framing public policy in health promotion: ubiquitous, yet elusive." In *Health Promotion and the Policy Process*, edited by Carole Clavier and Evelyne de Leeuw, pages 1–16. Oxford, UK: Oxford University Press.

*In Class Group Work for Assignment 2*

*Raise awareness about the SDoH in your networks.*

**June 11: Colonization, Politics & Health**

- Continue exploring the concept of intersectionality
- Examine colonial power dynamics that shape health disparities between Indigenous and non-Indigenous citizens in Canada
- Examine some policy levers to address these power dynamics

***Readings:***

Kershaw, Paul, and Tammy Harkey. 2011. "The politics and power in caregiving for identity: insights for Indian Residential School Truth and Reconciliation." *Social Politics* 18 (4): 572-97.

Chapter 13 (pages 41-43), "Aboriginal Status," in: Mikkonen, Juha, and Dennis Raphael. 2010. *Social Determinants of Health: The Canadian Facts*. Toronto, ON: York University School of Health

Policy and Management. Available at: [http://www.thecanadianfacts.org/The\\_Canadian\\_Facts.pdf](http://www.thecanadianfacts.org/The_Canadian_Facts.pdf)  
Accessed May 2, 2016

Recall material from Chapter 14 in the Commission on the Social Determinants of Health (see May 29 reading) that focuses on health and Indigenous status, including Figure 14.4.

*In Class Group Work for Assignment 2*

*Raise awareness about the SDoH in your networks.*

### **June 12: Climate Change & Health**

- Examine why climate change may be the most significant determinant of health in the coming decades
- Examine policy levers to mitigate the risks of climate change

*Readings in advance of class:*

Watts, Nick, et al. 2015. "Health and climate change: policy responses to protect public health." *The Lancet* 386 (7): 1861-1914.

*Reference material (not required)*

Potvin, C. et al. 2015. Acting on Climate Change: Solutions from Canadian Scholars. Sustainable Canada Dialogues. [http://www.sustainablecanadialogues.ca/files/PDF\\_DOCS/SDC\\_EN\\_30marchlr.pdf](http://www.sustainablecanadialogues.ca/files/PDF_DOCS/SDC_EN_30marchlr.pdf). Accessed May 3, 2016. (Reference material).

*In Class Group Work for Assignment 2*

*Raise awareness about the SDoH in your networks.*

### **June 18: Food, Agriculture, Industry & Health**

- Examine the root causes of obesity, etc.
- Examine policy levers to address these root causes.

*Readings:*

Pollan, Michael. 2003. The (Agri)Cultural Contradictions of Obesity. *New York Times*. Available at: <http://www.discharges.org/s/The%20Agri-Cultural%20Contradictions%20of%20Obesity.pdf>. Accessed May 3, 2016.

Chapter 8 (pages 26-28), "Food Insecurity," in: Mikkonen, Juha, and Dennis Raphael. 2010. Social Determinants of Health: The Canadian Facts. Toronto, ON: York University School of Health Policy and Management. Available at: [http://www.thecanadianfacts.org/The\\_Canadian\\_Facts.pdf](http://www.thecanadianfacts.org/The_Canadian_Facts.pdf)  
Accessed May 2, 2016

*In Class Group Work for Assignment 2*

*Raise awareness about the SDoH in your networks.*

June 19: How Can You Shape the Social Determinants of Health?

*No New Readings*

*Presentations by students about:*

- *Assignment #2; and*
- *What it has been like trying to raise awareness about the social determinants of health in your networks*