

SPPH 301

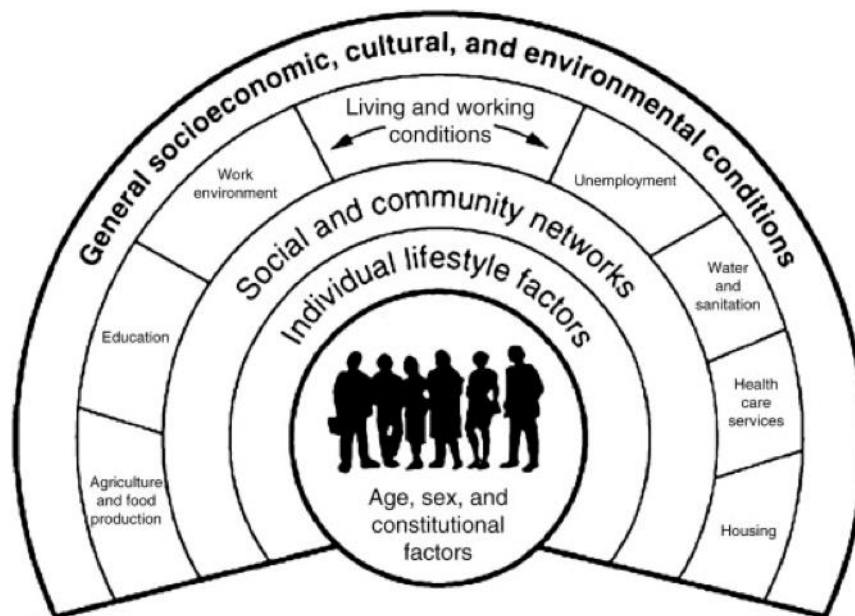
UNDERSTANDING THE SOCIOCULTURAL DETERMINANTS OF THE HEALTH OF POPULATIONS

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From: Dahlgren & Whitehead, 1991

Course Summary

This course introduces you to key concepts in the field of the *social determinants of health*. It shifts your perspective from a traditional model of health in which germs and individual choices cause health/disease, to a socially determined model in which health is determined by the conditions you grew up and now live in. You learn about key findings, applications, current debates, challenges, and remaining questions in social determinants of health research. This class is interactive and requires critical thinking. It has a strong discussion component and requires students' active participation. Further, you will be introduced to selected guest speakers of the SPPH and other UBC faculty and researchers, and their research projects and initiatives related to social determinants of health.

Learning Objectives

Students will be able to:

- Describe multiple aspects of the social environment that matter for health [L] [SEP]
- Articulate the potential mechanisms and pathways through which social factors can influence the health of individuals, families, communities and nations [L] [SEP]
- Identify how social factors contribute to health inequalities [L] [SEP]
- Discuss interventions that support action on the social determinants of health [L] [SEP]
- Identify competing interests in health policy and communicate ideas and opinions with clarity and respect [L] [SEP]
- Identify and use information resources from other disciplines [L] [SEP]

Required Readings

All readings are accessible online through the UBC library. Classroom presentations are made available on Canvas after the class has taken place. It is expected that students read the assigned articles in preparation for class. Guiding questions for each of the readings are provided to the students.

Professionalism and Expectations

Students are expected to arrive on time class. Late arrivals are extremely disruptive to the class flow. If you have special circumstances that prevent you from coming on time, please email the instructor/TA.

Students are expected to review the UBC Academic Honesty and Standards. Familiarize yourself with the UBC policy regarding academic conduct (available on-line at <http://www.students.ubc.ca/calendar/index.cfm?tree=3,54,111,959>). We do our best to communicate clearly with you.

Course Requirements and Evaluation

The grading policy at UBC expects that results in an average class will 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

The present course outcome expectations are aligned with this policy. The average course grade is expected to fall within a B-range (i.e., 68% to 79%). There is no grade scaling policy in place (i.e., final grades will not be scaled up/down across the board).

Midterm exam (in class, **DATE**): 30% of final grade

In-class group presentation (see course schedule for dates): 30%

Take home exam (essay questions, to be uploaded to Canvas on/before **DATE**): 40%

Midterm exam: the midterm consists of multiple choice and open-ended short/long answer questions that cover the material in course readings, lectures, in-class discussion and audio material. The goal of this assessment is to test students' understanding of definitions, core concepts, and important research findings learned in this course. Please bring your student# and pen/pencil. Students will have a full class period to complete the midterm exam. If you are sick on the day of the midterm, you are required to present a doctor's note. The answer key for the midterm will be discussed in

class on **DATE**. The course TA will schedule 1 exam viewing date after exams have been graded.

In-class group presentation: Pairing up with 1 other student in class, you will present on a topic of your choice that clearly addresses one of the social determinants of health we discussed. Presentations are 15 minutes (of which 5 minutes are discussion). As a group, you 1. *chose a broader topic* (i.e., one of the SDoH), 2. *find a new* (i.e., *not part of the course readings*) *research paper that was published in a peer-reviewed journal, presents original data, and is relevant for your topic*, and 3. *have the topic approved by the instructor in person or by email*. **To seek topic approval, please send a very brief 1-paragraph summary to me about the topic you would like to present and the research paper you selected.** During your presentation, you are expected to:

1. Present and discuss the social determinants of health you're focusing on.
2. Discuss 2 relevant pathways of the social determinants to health outcomes
3. Present and discuss the findings of the research paper you chose
4. Articulate a desired population health outcome (i.e., how can the cycle be broken/ inequality be overcome → intervention possibilities)
5. Engage the class in a 5-minute discussion in the end of your presentation

General presentation tips (note that your presentation is part of the evaluation):

- Briefly clarify what is the objective of your presentation in the beginning; what would you like your audience to learn? What are the main takeaways?
- Provide a clear statement of the problem/issue and context, and identification of the population affected
- Present freely rather than reading the slides
- Keep text on slides to a minimum

Both presenters in a group have to participate actively in the presentation, and contribute to its preparation. In the end of the presentation, a list of resources used (APA style or AMA style) has to be listed. Please send your final presentation slides to the

instructor and TA the latest at 5pm the day before your presentation. Late submissions are subject to 3% penalty.

Final group composition, topics, and research article used as supporting material need to be approved by email by the instructor at latest on DATE (earlier is recommended!). It is the responsibility of each student to form or join a presentation group. Presentation dates will be filled first come first serve.

Final assignment: You will be writing a 4-page take home essay exam (double spaced, size 12 Times New Roman font, excluding references), discussing 1 question provided to you about the social determinants of health. For this assignment, you are expected to integrate course material and readings of several topics discussed in class. You may but do not have to incorporate new literature. Guidelines regarding which sub-themes should be incorporated will be provided. A separate reference section listing the sources APA or AMA style needs to be added in the end of the exam. **The deadline (DATE) is a firm deadline. Failure to upload the assignment on time results in a reduction of the final essay grade by 5% per late day. Assignments will not be accepted if they are submitted more than 1 week (i.e., student will receive zero points for this part of the course evaluation).**

Please review the guidelines for academic integrity and plagiarism carefully as they do apply for the professional conduct in this class. <http://help.library.ubc.ca/planning-your-research/academic-integrity-plagiarism/>

Evidence for plagiarism will lead to receiving zero on the final assignment.

Tips for writing:

<https://students.ubc.ca/academic-success/better-grades/improve-writing>

<http://learningcommons.ubc.ca/improve-your-writing/>

Tips for referencing APA-style:

<https://owl.english.purdue.edu/owl/resource/560/01/>

Class Participation

The expectation is that students come to class having read and thought about the material assigned for the class in question. Students are expected to actively engage in class discussions. Time will be set aside each week for students to discuss course concepts, ask questions, and raise comments about the course material.

Nonsexist language

Please incorporate and use non-sexist language [also called gender inclusive language] in your oral and written language. This language positions women and men equally, it does not exclude one gender or the other, nor does it demean the status of one gender or another. It does not stereotype genders [assuming all childcare workers are female and all police officers are male], nor does it use false generics [using mankind instead of human kind, or using man-made instead of hand crafted]. In addition, this language requires an attention to gender balance in personal pronouns, for example, use "he and she" rather than "he" or balance gendered examples.

Person First Language

Please incorporate and use person first language in your oral and written language. Disabilities and differences are not persons and they do not define persons; do not replace person-nouns with disability-nouns. **Avoid using:** the schizophrenic, the homeless, the drug addict, etc. **Use:** The person who lives in poverty, the persons who suffer from mental illness, the person who uses illicit drugs.

Students with Disabilities

We strive to include all students, including those with special learning needs in this course. Please let us know (or have the UBC Disability Resource Center let us know) if you have a disability documented with the UBC Disability Resource Centre and/or if you need any special accommodations in the curriculum, instruction, or assessment of this course to enable you to fully participate. We adhere to UBC Policy 73: Academic Accommodations for Students with Disabilities. This information is located at: <http://www.students.ubc.ca/access/drc.cfm>. We will respect the confidentiality of the

information you share and work with you so your learning needs are met.

Selected Online Resources: The following are a compilation of further electronic resources if you wish to deepen your knowledge in the social determinants of health. These are optional resources and will not be part of the exams.

1. The social determinants of health: Canadian Facts <http://www.thecanadianfacts.org>
2. WHO – the social determinants of health: http://www.who.int/social_determinants/en/
3. Canadian Council on Social Determinants of Health: <http://ccsdh.ca>
4. Centers of Disease Control and Prevention: <http://www.cdc.gov/socialdeterminants/>
5. Canadian Senate Subcommittee on Population Health
[http://www.parl.gc.ca/SenCommitteeBusiness/CommitteeReports.aspx?parl=39&ses=2
&Language=E&comm_id=1605](http://www.parl.gc.ca/SenCommitteeBusiness/CommitteeReports.aspx?parl=39&ses=2&Language=E&comm_id=1605)
6. National Collaborating Center on the Determinants of Health <http://www.nccdh.ca>
7. <https://www.hhrjournal.org/2013/08/the-right-to-sutures-social-epidemiology-human-rights-and-social-justice/>
8. Stanford Center for Poverty and Inequality:
<http://inequality.stanford.edu/publications/pathway/effects-deprivation>

WEEKLY SCHEDULE

(THIS IS A SAMPLE SCHEDULE FROM THE 2017/18 COURSE – FINAL SCHEDULE

MAY VARY)

WEEK 1	
Sep. 5 th	--- IMAGINE DAY --- no class
Sep. 7 th	Introduction: course overview, syllabus, review of expectations, introduction into the topic
WEEK 2	
Sep. 12 th	<p>Social Determinants of Health – an alternative approach to understanding development and health in society</p> <p>Required readings:</p> <p>1. Bezrushka, S. (2001). Societal hierarchy and the health Olympics. <i>Canadian Medical Association Journal</i>, 164, 1701-1703.</p> <p>2. Braveman, P., Egerter, S., & Williams, D. R. (2011). The social determinants of health: coming of age. <i>Annual Review of Public Health</i>, 32, 381-398.</p>
Sep. 14 th	<p>Poverty and inequality</p> <p>Kawachi, I., & Kennedy, B. P. (1999). Income inequality and health. Pathways and mechanisms. <i>Health Services Research</i>, 34, 1, 215-227.</p>
WEEK 3	
Sep. 19 th	<p>The SDoH across the life span</p> <p>Required reading:</p> <p>Cohen, S., Janicki-Deverts, D., Chen, E., Matthews, K. A. (2010). Childhood socioeconomic status and adult health. <i>Annals of the New York Academy of Sciences</i>, 1186, 37-55.</p>
Sep. 21 st	<p>Guest speaker: Anita Minh (MSc.)</p> <p>Employment status as a SDoH: Work and Mental Health</p> <p>Required reading:</p> <p>Rueda, S., Smith, P., Bekele, T., O'Brien, K., Husbands, W., Li, A.,... the ECHO Study Team (2015). Is any job better than no job? Labor market</p>

	experiences and depressive symptoms in people living with HIV, <i>AIDS Care</i> , 27:7, 907-915.
WEEK 4	
Sep. 26 th	The neighborhoods we live in Required reading: Diez Roux A. V., & Mair, C. (2010). Neighborhoods and health. <i>Annual Review of the New York Academy of Sciences</i> , 1186, 125–45. [L] [SEP]
Sep. 28 th	Education matters: Quantity and quality of schooling and public health outcomes Required reading: Greenberg, M. T., Domitrovich, C. E., Weissberg, R. P., & Durlak, J. A. (2017). Social-emotional learning as a public health approach to education. <i>The Future of Children</i> , 27, 13-32.
WEEK 5	
Oct. 3 rd	Guest speaker: Stephanie Lake (MSc.) Social and structural determinants of health among people who use illicit drugs. Required reading: Galea, S., Vlahov D. (2002). Social determinants and the health of drug users: socioeconomic status, homelessness, and incarceration. <i>Public health reports</i> , 117(Suppl 1), S135-S45.
Oct. 5 th	Race and immigrant status as social determinants of health Required reading: Gravlee, C. C. (2009). How race becomes biology: Embodiment of social inequality. <i>American Journal of Physical Anthropology</i> , 139, 47-57.
WEEK 6	
Oct. 10 th	Structural vulnerability, homelessness, and health Required reading: Frankish, C. J., Hwang, S. W., & Quantz, D. (2005) Homelessness and health in Canada: Research lessons and priorities. <i>Canadian Journal of Public</i>

	<i>Health, 96, S23-S29.</i>
Oct. 12 th	Subjective wellbeing – happiness and health are interconnected! Required reading: Diener, E. & Chan, M. Y. (2011). Happy people live longer: Subjective well-being contributes to health and longevity. <i>Applied Psychology: Health and Wellbeing, 3, 1-43.</i>
WEEK 7	
Oct. 17 th	Connectedness and social inclusion Required reading: Umberson, D., Crosnoe, R., & Reczek, C. (2010). Social relationships and health behavior across the life course. <i>Annual Review of Sociology, 36, 139-157.</i>
Oct. 19 th	Midterm exam ☺ Good Luck! ☺
Week 8	
Oct. 24 th	Guest speaker: Kim Thomson “Get checked online”: A program to promote sexual health in Vancouver Required reading: 1. https://getcheckedonline.com/Pages/default.aspx 2. Gilbert et al., (2016). Get checked...where? The development of a comprehensive, integrated internet-based testing program for sexually transmitted and blood-borne infections in BC Canada. <i>JMIR Research Protocols, 3, e186.</i>
Oct. 26 th	Presentations 1-5
WEEK 9	
Oct. 31 th	How do business and politics define our health? Required reading: Marmot et al., (2008). Closing the gap in a generation: health equity through action on the social determinants of health. <i>The Lancet, 372, 1161-1169.</i>

Nov. 2 nd	<p>Guest speaker: Dr. Martin Guhn</p> <p>HELP's human development program of research</p> <p>Required reading:</p> <p>TBA</p>
WEEK 10	
Nov. 7 th	<p>Resilience – flourishing in the face of adversity!</p> <p>Required reading:</p> <p>Masten, A. S. (2001). Ordinary magic: Resilience processes in development. <i>American Psychologist</i>, 56, 227–238.</p>
Nov. 9 th	Presentations 6-10
WEEK 11	
Nov. 14 th	<p>Criminalization, sex work, and health</p> <p>Required reading:</p> <p>Krüsi, A., Pacey, K., Bird, L., Taylor, C., Chettiar, J., Allan, S., ... & Shannon, K. (2014). Criminalization of clients: reproducing vulnerabilities for violence and poor health among street-based sex workers in Canada—a qualitative study. <i>BMJ open</i>, 4(6), e005191.</p>
Nov. 16 st	Presentations 11-15
WEEK 12	
Nov 21 st	<p>Guest Speaker: Dr. Margo Pearce</p> <p>The health of indigenous people in Canada</p> <p>Required reading:</p> <p>Adelson, N., 2005. The embodiment of inequality: health disparities in Aboriginal Canada. <i>Canadian Journal of Public Health</i>, 96, S45–S61.</p>
Nov 23 rd	Presentations 16-20
WEEK 13	

Nov 28 th	Gender as a social determinant of health – a global perspective Required reading: Denton, M., Prus, S., & Walters, V. (2004). Gender differences in health: A Canadian study of the psychosocial, structural and behavioural determinants of health. <i>Social Science and Medicine</i> , 58, 2585-2600.
Nov 30 th	Presentations 21-25