

**SYLLABUS**  
**SPPH 481C: Prison Health**  
**University of British Columbia**  
**School of Population and Public Health**  
**Room ORCH 4074, 6363 Agronomy Rd, Vancouver, BC V6T 1Z4**  
**4-7PM, Wednesdays, Jan – April, 2022**

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|---------------------|--|
| Course Instructors: | Dr. Amanda Slaunwhite<br>Dr. Heather Palis   |
| Teaching Assistants | Cameron Geddes<br>Marnie Scow  |
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| Office Hours        | Wednesdays, 1-2pm via Zoom   |

**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, guest presentations and small group discussions, students will learn about the complexities of health for people in prison and will gain skills in order to apply interdisciplinary approaches to understanding prison health.

**LEARNING OUTCOMES:**

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

1. Explain the complexity of health and wellbeing of diverse populations who experience incarceration;
2. Describe the determinants of health experienced by these populations, with a focus on structural determinants (i.e. institutional, political, economic, social) and colonization.
3. Understand the layered and complex inequities experienced by persons with criminal legal system involvement and how these impact the delivery of health care services in carceral and community settings;
4. Critically evaluate policy initiatives and programs aimed at improving the health of persons with criminal legal system involvement in carceral and community settings.

**COURSE FORMAT:**

The course includes up to three hours of instructional time each week, for thirteen weeks. Guests will present for up to 1.5 hours. These sessions will be recorded. Breaks will occur at 1 and 2 hours into the class. For the remainder of the class, additional presentations, small group discussions or activities will occur. Students will be assigned a small group for zoom breakout discussions. Each group will post weekly on the Canvas discussion board summarizing their weekly small group discussion. Members of various academic and non-academic disciplines, including members of correctional organizations and people with incarceration experience, give weekly class presentations.

**THE TRANSITION TO ONLINE LEARNING:**

Pursuant to UBC's response to the COVID-19 pandemic and the availability of guest-speakers, the first three classes (January 12, 19 and 26) will occur online. It is possible other sessions may occur online depending on the pandemic and availability of guest speakers. All sessions will be recorded and facilitated via zoom through breakout rooms that will be monitored by instructors and teaching assistants. These recordings will be posted on Canvas.

### **ZOOM BEST PRACTICES:**

The weekly zoom sessions will be recorded. If you prefer not to have any identifying information (name) displayed, please change your zoom name to a nickname and share your nickname on the Canvas introduction. Please include pronouns in your Canvas profile and in your zoom name. For engagement, we ask that you keep your camera on as much as possible, especially in the small breakout rooms, and keep yourself on mute except when you are speaking.

We suggest the following practices for class engagement, which will be reviewed and revised with class input:

- 1) Respectful space
- 2) Being present
- 3) Equitable participation
- 4) Judgement free space

Further information on zoom including FAQs and support are available to students here:

<https://lthub.ubc.ca/guides/zoom-student-guide/>

### **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. This course is also open to graduate students of various disciplines, with permission of the instructors.

### **ASSESSMENT, EVALUATION, AND GRADING:**

#### **Attendance (10% of course grade)**

Attendance of the 3-hour class is mandatory and is considered as part of participation grade (i.e. 10% of the course grade for attendance). In the context of COVID-19 we understand it may not always be possible to attend in person. If you will not be able to make it to class due to self-isolation or illness please let us know. You will be able to make up your participation grade by posting on the discussion board.

#### **Participation (25% of the course grade)**

An additional 25% of the course grade for participation. This will be assessed through your engagement in the full class discussions, and in small groups and your group's weekly discussion board posts (one member of each group will make a post each week summarizing your small group breakout discussion). You will complete a peer assessment in the last week of class. Your peers' assessment of your participation will be worth 10% of your participation grade.

#### **Commentary (20% of the course grade)**

A commentary is a piece of scholarly writing that takes a position, and brings forth evidence to support that position. Commentaries discuss controversial clinical or health care policy concerns. Commentaries are structured with headings outlining the content of the presented information with a clear conclusion. You will write a commentary on a current public health issue relating to COVID-19 and prisons. There are a variety of ways COVID-19 has impacted people who are incarcerated (consider vaccination, physical distancing protocols, limited visits from family friends, limited socializing, isolation, access to PPE, etc.) You will be expected to frame the commentary from a public health perspective, with reference to social determinants of health. You will see posted examples of commentaries posted on Canvas. The commentary should be a maximum of 750 words with a maximum of 10 references.

#### **Final Report (45%): Outline: 10%; Final Report: 35%**

You will submit one paper over the course of the semester that is based tangentially or directly on any one of the weeks' topics. Your paper should either explore a gap that you have identified in the literature or should examine a theme that was not examined in detail during the course. You can choose any topic that represents a

challenge to prison health, and will be expected to introduce an evidence-based intervention that can be used to address this challenge. The paper will be submitted in two stages; 1) Outline (worth 10%) ; 2) final paper (Worth 35%). For both versions of the submission, you will be expected to cover 3 sections: Introduction (Background and existing literature); 2) Report writing and commentary (problem statement/argument); 3) Recommendations/conclusions. The outline should be between maximum 500 words, and the final paper should be between 1500-2000 words. The more concise you can make your point the better.

Refer to the “*Course Assignments and Activities*” and ‘*Grading Rubrics*’ for more detail on each of the course components.

**GRADING CRITERIA:**

|    |                      |      |
|----|----------------------|------|
| 1. | Attendance           | 10%  |
| 2. | Participation        | 25%  |
| 3. | Commentary           | 20%  |
| 4. | Final Report outline | 10%  |
| 5. | Final Report         | 35%  |
|    | Total                | 100% |

**REQUIRED AND RECOMMENDED READINGS:**

1. Required texts (selected readings will be assigned):
  - 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)
2. Other readings will be selected from current prison health academic publications. See “*Course schedule/weekly reading list*” for full list of suggested readings by week.
3. Podcast Series: Life Jolt - [https://www.cbc.ca/listen/cbc-podcasts/903-life-jolt?cmp=DM\\_SEM\\_Listen\\_Titles](https://www.cbc.ca/listen/cbc-podcasts/903-life-jolt?cmp=DM_SEM_Listen_Titles)

**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>.

**FURTHER INFORMATION IS AVAILABLE IN THE FOLLOWING DOCUMENTS:**

1. **Course schedule/weekly reading list**
2. **Course Assignments and Activities**
3. **Grading Rubrics**