

SYLLABUS
SPPH 527: Social Determinants of Health
University of British Columbia
School of Population and Public Health
9am-12pm, Wednesdays, Sep – Dec, 2022

In person - SPPH B104: Sep 14, Sep 28, Oct 12, Oct 26, Nov 16, Nov 30

Zoom: Sep 7, Sep 21, Oct 5, Oct 19, Nov 2, Nov 23

Course Instructors:	Dr. Amanda Slaunwhite, PhD Pronouns: She/her/hers Dr. Heather Palis, PhD Pronouns: She/her/hers
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Office Hours	TBD

COURSE OVERVIEW:

This is a graduate level course focused on social determinants of health. The course will provide an introduction to foundational thinking in the field of population and public health and will provide an overview current research related to the social determinants of health. The course places an emphasis on understanding the structural and systemic roots of health and considering how these structures contribute to health inequities. The course relies heavily on the expertise of people with lived and living experience related to each of the course topics (e.g. Substance use, incarceration, gender identity etc.). We aim to create a seminar style environment, whereby the first portion of the class will include instruction and/or guest speaker presentations, and the second half of the class will involve group discussion of the material presented in the first portion of the class.

We aim to create an open class environment that is comfortable setting for engagement with the course topics. This will be accomplished by respecting the guidance for course engagement including the below. These will be reviewed and revised with class input on Week 1.

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

LEARNING OBJECTIVES:

By the end of this course, students will be able to:

- Identify the social determinants of health that create health inequities and shape public health

responses

- Define key concepts related to the social determinants of health
 - Describe and apply theoretical frameworks to understand the social determinants of health
 - Critically appraise public health research studies using a public health appraisal checklist
- Discuss how social determinants impact the health of individuals and communities.

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 via zoom. A 15-minute break will be taken halfway through the class. For the remainder of the class, additional presentations, small group discussions or activities will occur. Members of relevant academic and non-academic disciplines will give weekly guest presentations.

ZOOM BEST PRACTICES:

During weeks where the course is on zoom the class 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. To promote student engagement, we ask that you keep your camera on as much as possible and keep yourself on mute except when you are speaking.

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

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

ASSESSMENT, EVALUATION, AND GRADING:

GRADING CRITERIA:

1.	Participation	20%
2.	Critical Appraisal	25%
3.	Presentation	20%
4.	Final Report	35%
	Total	100%

FORMATTING – all assignments:

Please use Times New Roman, double spaced, 12 point font, 1 inch margins.

1. PARTICIPATION (20% of course grade)

Attendance of the 3-hour class is mandatory and is considered as part of the participation grade. 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. Participation will be assessed through your engagement in the class discussions. You will complete a peer assessment in the last week of class. Your peers' assessment of your participation will contribute 25% of your overall participation grade (5% of your overall course grade).

2. CRITICAL APPRAISAL (25% of course grade)

Critical appraisal is an important component of ensuring evidence-based population and public health practice and research. Briefly, critical appraisal is an assessment of the methods used to complete research and evaluation. You will choose to appraise one of the four articles listed below. The critical appraisal should follow the checklist tool below (Heller et al, 2008) and should be a maximum of 1000 words. We will review examples of critical appraisals in the course prior to the assignment due date. There are four papers of varying study designs to choose from. If you prefer to select your own study please run this by the instructors first at least two weeks prior to the due date.

Papers to choose from:

1. Ploeg, J., Yous, M. L., Fraser, K., Dufour, S., Baird, L. G., Kaasalainen, S., ... & Markle-Reid, M. (2019). Healthcare providers' experiences in supporting community-living older adults to manage multiple chronic conditions: a qualitative study. *BMC geriatrics*, 19(1), 1-14.
2. Li, C., Zhou, Y., & Ding, L. (2021). Effects of long-term household air pollution exposure from solid fuel use on depression: Evidence from national longitudinal surveys from 2011 to 2018. *Environmental Pollution*, 283, 117350.
3. Hammond, D., Reid, J. L., Rynard, V. L., Fong, G. T., Cummings, K. M., McNeill, A., ... & White, C. M. (2019). Prevalence of vaping and smoking among adolescents in Canada, England, and the United States: repeat national cross sectional surveys. *bmj*, 365.
4. Brubacher, J. R., Chan, H., Erdelyi, S., Zed, P. J., Staples, J. A., & Etminan, M. (2021). Medications and risk of motor vehicle collision responsibility in British Columbia, Canada: A population-based case-control study. *The Lancet Public Health*, 6(6), e374-e385.

Checklist:

- Heller RF et al. 2008 Critical appraisal for public health: a new checklist. *Public Health* 122(1): 92-8.

3. PRESENTATION (20% of course grade)

In groups of three- four, students will present a 20-minute talk that includes a description of a determinant to be addressed, summary of evidence, pathways to health outcomes, and proposal for an intervention This can include an existing program, policy that you describe (see examples below). Students will be assigned to groups in the first class. Presentations will be a maximum of 15 minutes with 5 minutes of discussion. Students may use visual aids such as powerpoint. Presentation topics need to be approved by instructors by September 28 at 4pm through submission of a 1-page outline through Canvas. Point form can be used. The outline will not be graded but is used to provide feedback on upcoming presentations. The outline should include a title, the topic area, the potential intervention, and example pathways to health outcomes. Powerpoint decks should be sent by 6pm the day before the presentation. Each topic can only be covered once.

*Sign up for a presentation slot on Canvas. Presentations will be held in the 2nd half of class on in-

person days: October 12th, October 26th, or November 16th.

Example topics:

1. Intervention: Improve accessibility of STBBI testing in men who have sex with men

Program example: Get Checked Online- Online resource to improve accessibility of STBBI testing, targeting specific populations including MSM
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5379018/>

2. Intervention: Implementing telemedicine programs in rural settings to increase health care utilization

Program example: NABLE CHF-PC Trial: improving heart disease outcomes in rural communities

<https://pubmed.ncbi.nlm.nih.gov/32730613/>

3. Intervention: Promoting training of Indigenous physicians by developing local medical program in Northern Territory, Australia

Program Example: Northern Territory Medical Program
<https://pubmed.ncbi.nlm.nih.gov/31129974/>

4. FINAL REPORT (35% of course grade)

Students will prepare a final report outlining the relationship between a determinant of health and health outcomes in the context of COVID-19. Topics should focus on how a social determinant of health has influenced/changed population and public health and health care utilization/provision during the pandemic. Examples of topics include:

Social Determinant	Population health and health care indicator/outcome	Impact of COVID
Income	Substance use	Increase in substance use and overdose across the population,
Incarceration/Criminalization	Access to housing	Additional barriers to community re-integration, increase in homelessness
Social Cohesion	Mental health	Seniors reported increased social isolation and mental health harms because of pandemic restrictions.

Background: The background should outline the importance of the health issue and determinant of health (25% of paper).

Commentary: A description of the relationship between determinant and how it has been affected by COVID (50% of paper). This section should be the longest in the paper and have distinct paragraphs. Evidence/research studies must be referenced to substantiate arguments.

Conclusions: The conclusions should summarize the key themes of the commentary section and propose potential next steps for research/practice (25%).

The paper should not exceed 2000 words and should include at least 12 academic references.

If you would like to receive feedback on your topic by the instructors (not mandatory) and receive feedback please do so by email by November 16th 2022.

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 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>.

STUDENT WELL-BEING IN THE COVID-19 ERA:

- We are collectively working through an unusual situation, in personal, work, and learning environments.
- Students bring their unique selves and situations to any learning environment – in the classroom, and online.
- Responding to an evolving situation can be challenging.
- We acknowledge the additional burdens and stressors students are facing during the pandemic, including changes to:
 - Academics
 - Accessibility
 - General uncertainties
 - Finances
 - Learning environments
 - Mental health and wellness

RESOURCES:

There are resources available to support the well-being of students. We encourage you to reach out to these services where applicable.

- **UBC Student Assistance Program:** 1-833-590-1328: free counselling and wellness resource supporting students' mental, emotional, physical and financial health
- **Here2Talk:** here2talk.ca/home: 24/7 access single session personal counseling by phone or online chat
- **Medimap:** medimap.ca See Available walk in clinics and wait times, book an appointment before visiting the location
- **Wellness Centre:** For up to date health education, tips and strategies for well-being and resources on canvas, all UBC students can self-enroll.

UBC Early Alert System:

- The Early Alert System can be notified by a faculty member if a student is facing difficulty and identify concerns. An Advisor will reach out and offer to connect the student to resources and supports. Approximately 92% of students respond positively to the invitation to meet an advisor.

UBC LR7 Policy: Disability Accommodation Policy - UBC has a responsibility to:

- provide an inclusive and welcoming environment for Students with Disabilities;
- ensure that eligible Students are not denied admission on the basis of their Disability;
- make its facilities, courses and programs accessible to Students with Disabilities;
- provide reasonable Accommodation to Students with Disabilities to the point of undue hardship;
- provide advice and guidance for Students with Disabilities about the Accommodation process;
- provide information on its academic calendar and website regarding the Accommodation process;
- and ensure that faculty and staff are provided relevant information about UBC's policies and procedures associated with providing Accommodation to Students with Disabilities and are familiar with broader accessibility issues.

UBC Centre for Accessibility:

- What the Centre for Accessibility can help with:
 - The Centre for Accessibility facilitates disability-related accommodations and programming initiatives designed to remove barriers for students with disabilities and ongoing medical conditions in all aspects of university life.
 - Reach out to the Centre in the first weeks of the term to arrange for an assessment and determine any accommodations that can be provided to you to support your learning.
- Available accommodations:
 - Note taking
 - Sign language interpreting
 - Extended time to write exams
 - Distraction reduced environments to write exams
 - Audio recording of lectures
 - Customized exam formats

FURTHER INFORMATION IS AVAILABLE IN THE FOLLOWING DOCUMENTS:

- 1. Course schedule/weekly reading list**
- 2. Grading Rubrics**