University of Toronto
University College
Health Studies Program

Fall 2012 – UNI209H
Introduction to Health: Determinants of Health & Health Care

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Office: 263 McCaul Street, Room 328
Hours: Mondays, 10 – 11:30am or by appointment

Teaching Assistant: Benjamin Lie
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Classes: Mondays, 12:00pm – 3:00pm
Location: UC/163

September 10, 2012 – December 3/5, 2012

COURSE DESCRIPTION
This course provides undergraduate students an interdisciplinary introduction to issues associated with Canada’s approach to health and health care. The course examines the social, cultural, economic and political influences that impact Canada’s approach to maintaining its citizens’ health. Multiple perspectives of health and health care are examined with the goal of gaining a theoretical understanding of the complexities and challenges of maintaining the health of Canadians. Students will have the opportunity to examine local, national and international issues and how these shape the Canadian approach to health and health care.

The purpose of this course is to enable students to develop a critical understanding of the social, economic, and political forces that shape how health issues are considered in Canada. By identifying both fundamental principles and challenges facing Canadians, students will be able to articulate strategies for change.

SPECIFIC LEARNING OBJECTIVES
1. Broaden student’s thinking of the concepts of health, illness & care. Topics include:
   a. Key paradigms and methodological approaches to health
   b. Personal and public conceptualizations of health, illness and quality healthcare
   c. The social determinants of health
   d. Current issues in maintaining Canadians’ health and how these relate to policy development.
   e. Strategies for improving the health care system from the major perspectives introduced in this course.
2. To provide the students with a skill set to more critically analyze health related data and information. In class discussion and assignments will provide opportunities to:
   a. Learn how to synthesize research and information pertaining to a specific national or global health issue
   b. Explore, interpret and compare existing data and health information from multiple sources
   c. Analyze current health issues
   d. Make brief presentations based on the analyses

Format
This course is organized as a series of lectures. Attendance is mandatory. It is your responsibility to find out about missed instructions/assignments/announcements. All relevant information is
available on the course Blackboard site, which will be updated regularly. Students are expected to
do the readings prior to each class and to be respectful of others during lectures.

**Readings**

Required Course Text (Available from University of Toronto bookstore):

and health care* (2nd ed.). Toronto: Canadian Scholars’ Press Inc.

Recommended readings and web addresses may be added to the course website periodically.

I maintain a Twitter account to post resources and research relevant to the courses that I teach.
You can find/follow the feed at the link below, but please note, no course-related questions
should be sent to my Twitter account:

http://twitter.com/al_instruct

This feed is for information purposes only, and any resources I may post there are optional and not
required reading for the course. You do not need a Twitter account to view the feed.

You must have an utoronto/utordial account. Email and internet connections through Hotmail or
Yahoo will not be able to accommodate the files you will need to view and download. High-
speed internet connections (Rogers, Sympatico) will not have the size problems; however, you will
need to ensure that you have electronic access to the U of T library, which subscribes to many
e-journals which you must access in order to complete your assignments.

**Course Evaluation: List of Assignments, Due Dates, and Percentage of Course Grade**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage of Course Grade</th>
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</thead>
<tbody>
<tr>
<td>A1: Health in Media Paper</td>
<td>October 1</td>
<td>15%</td>
</tr>
<tr>
<td>A2: Paradigms in Health Research Paper</td>
<td>November 5</td>
<td>35%</td>
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<tr>
<td><strong>A3: Scholarly Discussion Paper</strong></td>
<td></td>
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<tr>
<td>Outline and Annotated Bibliography</td>
<td>November 14</td>
<td>0-10%</td>
</tr>
<tr>
<td>Option #1: Final Paper</td>
<td>December 7*</td>
<td>40-50%</td>
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<tr>
<td>Option #2: Presentation &amp; Short Paper</td>
<td>December 3 or 5</td>
<td>15%</td>
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<tr>
<td></td>
<td>December 7*</td>
<td>25-35%</td>
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*December 7 falls outside of scheduled class time a designated place will be selected for dropping
off hard copies of the papers.

**General Guidelines for Submitting Assignments**

- Please respect the word limits as set out in each assignment.
- Please submit **both** a hard copy of your assignment as well as an electronic version
  through Blackboard.
- Please **double-space** all assignments.
- Please include a **cover page** clearly indicating your name and student number.
- Please use **APA format** for referencing in your assignments.
- Please ensure assignments are submitted on time (see the penalties for late submissions
detailed above).
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Learning Preparation-Required Readings</th>
<th>Course Content</th>
</tr>
</thead>
</table>
| Week 1| Introduction to the Course & Canada’s Healthcare System    | Recommended: Chapter 10: Cracks in the Foundation: The Origins And Development of the Canadian and American Health Care System-G. Feldberg, R. Vipond and T. Bryant  
• Canada’s healthcare system |
| Week 2| Part I: Current Concepts of Health, Illness and Health Care | Course Text: Forward and Introduction  
• Introduction to health and treatment models: biomedical, health promotion and prevention approaches  
• Academic research tutorial |
| Week 3| Perspectives on Health, Illness and Health Care: Epidemiological Perspectives  
Researching Health | Chapter 1: Epidemiological Approaches-S. Bezruchka.  
Chapter 5: Researching Health: Knowledge Paradigms, Methodologies and Methods-T. Bryant, D. Raphael and M. Rioux  
• Researching the different paradigms of health |
<table>
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Chapters</th>
<th>Notes</th>
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| Week 4 | Perspectives on Health, Illness and Health Care: Sociological Perspectives | Chapter 2: *Sociological Perspectives on Health and Health Care* - I. Bourgeault | - Overview of perspectives on health, illness and healthcare: sociological  
  - A1: Health in Media  
  Paper Due                                                      |
| Oct. 8 | Thanksgiving                                                          | No class                                                               |                                                                      |
| Week 5 | Perspectives on Health, Illness and Health Care: The influence of politics and economics on health | Chapter 3: *Health and Health Care: A Political Economy Perspective* - D. Coburn | - Overview of the influence of politics and economics on health outcomes and care  
  - Overview of human rights-based approaches to health |
| Oct. 15|                                                                      | Chapter 4: *The Right to Health: Human Rights Approaches to Health* - M. Rioux |                                                                      |
| Week 6 | Part II: Social Determinants of Health (Part I)                       | Chapter 6: *Social Determinants of Health-An Overview of Concepts and Issues* - D. Raphael | - Definitions and examples of social determinants of health in Canada |
| Oct. 22|                                                                      | Required: Commission on Social Determinants of Health – Executive Summary:  
  [http://www.who.int/social_determinants/final_rep](http://www.who.int/social_determinants/final_rep) |                                                                      |
Recommended:


| Week 7  | Social Determinants of Health: Part II | No readings. |  |
|--------|--------------------------------------|--------------|  |
| Oct. 29| **Determinants of Health (continued): Class, Gender and Racial Differences in Health Outcomes** | Chapter 7: Social Class Inequalities in Health-J. McMullin and L. Davies  
Chapter 8: Gender, Race and Health Inequalities-A. Pederson, D. Raphael and E. Johnson  
Chapter 13: Gender, Health and Care-P. Armstrong  
| Week 8 | **Determinants of Health (continued): Class, Gender and Racial Differences in Health Outcomes** |  |
| Nov. 5 |  |  | Define social class and social class inequalities  
Explore relationship between social class inequalities and health outcomes  
Define gender differences and health inequalities  
Examine how gender influences health status and health care utilization  
**A2: Health Research Paper Due** |  |
<table>
<thead>
<tr>
<th>Nov. 12</th>
<th>Break</th>
<th>No class</th>
<th>• Optional Bibliography / Outline Due (Nov 14)</th>
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| Week 9 | **Determinants of Health (continued): Politics, Public Policy and Health** | Chapter 9: *Politics, Public Policy and Health Inequalities* - T. Bryant  
• Explore how nations develop and apply public health policy |
| Nov. 19 |  |  |  |
• Take home messages from the course |
| Nov. 26 |  |  |  |
| Week 11 & 12 | **Student Presentations** |  |  |
| Dec. 3 & 5 | **No class** |  |  |
| Dec 7 |  |  | • Final papers due (short and long versions) |
COURSE ASSIGNMENTS

A1: Health in Media Paper (15%)

In this assignment, you will explore how “health” and health issues are represented in the media, according to the different approaches to health discussed in the course. You will explore some of the potential implications of these presentations for the public understanding of health.

1. Choose three (3) health-related articles from mainstream Canadian media outlets
   a. CBC News; Globe and Mail; National Post; Toronto Star
   b. One (1) of the three articles may be from a different, “popular” media source if you desire
      i. e.g., Oprah Winfrey; Dr. Oz

Taking all three of your articles into consideration, address the following points in your assignment:

2. What is the dominant explanatory framework used for each article? Justify your choice.
   a. Medical/bio-medical model
   b. Behavioural model
   c. Socio-environmental model
   d. Political economic model

3. What strategies do these articles provide for maintaining health?
   a. Are the strategies consistent with the model used in the article?

4. Assess the strengths and weaknesses of...
   a. The use of these models in presenting your chosen health issue(s)
   b. The strategies offered for maintaining health

5. Discuss the implications of the use of these models in media reports about health.
   a. How might these models impact public understandings of your chosen health issue(s)?
   b. What are some implications of such public understandings?

In your discussion, try to synthesize your ideas across all three of the articles -- in other words, don’t talk about each article separately but rather think about issues across all three articles. It is important that you DO NOT SUMMARIZE the articles themselves; instead, present your critical analysis of how health issues are reported in the media by drawing on the course materials discussed to date. You will be graded on your level of synthesis, critical commentary and use of course materials.

Maximum word count: 750

This assignment will be graded and returned before the final date to withdraw from the course without academic penalty: November 4, 2012.
A2: Paradigms in Health Research Paper (35%)

In this assignment, you will explore how the different paradigms of understanding health are used in research about health. The purpose of this assignment is to help you understand how studies from different paradigms ask different questions and find different answers, and to think critically about the strengths and weaknesses of these different approaches. The assignment will also give you experience in finding, reading and assessing primary research in health as published in academic, peer-reviewed journals.

1. Choose a health-related topic (e.g., disease, condition, issue) you would like to explore. If you wish, you may use the same topic for your final paper.

2. Locate two (2) academic research articles that approach your topic from the different paradigms of health we have discussed in this course
   a. Epidemiological
   b. Sociological
   c. Political economic
   d. Human rights-based

Drawing on the course materials and readings, address the following areas in your assignment:

3. What is the dominant paradigm of health (see above) used in each study? Justify your choice.

4. Identify the research question(s) in each study (ie, what is study trying to investigate?).
   a. Is the research question consistent with the paradigm being used? Why or why not?

5. Discuss how the two different research approaches illuminate the health topic differently.

6. Discuss the strengths and weaknesses of the different research paradigms used in understanding the health topic.

7. Think about a paradigm not represented by the studies you chose – discuss what a study about your chosen health topic might look like from that paradigm.
   a. How would it differ from the studies you chose?

In sections 5 and 6, try to synthesize your ideas across all both of the studies/articles -- in other words, don’t talk about each study separately but rather think about issues across both studies. It is important that you DO NOT SUMMARIZE the studies themselves; instead, present your critical analysis of the different paradigms of health in health research by drawing on the course materials discussed to date.

You will be graded on your level of synthesis, critical commentary and use of course materials. In your paper, you should draw upon material from the relevant textbook chapters and cite that material appropriately using APA format. You are not required to do additional research for this paper.

Maximum word count: 1,500
A3: Scholarly Discussion Paper

In this assignment, you will write a scholarly discussion about a topic relevant to health studies. You may choose from the following topics, or select one of your own. If you wish to select your own topic, please check with the instructor first.

Topic 1: How should the Canadian government address the social determinants of health?
Topic 2: How do other governments address the social determinants of health?
Topic 3: Debate the pros and cons of a health or healthcare policy issue
Topic 4: Compare and Contrast Canadian, American and Swedish health care systems
Topic 5: Discuss the health issues of policies not seen to fall under the Ministry of Health (for example, universal day care; labour unions; raising minimum wage; national housing strategy; proportional representation; etc.)

You have two options for this final paper. You may either (1) write a full paper or (2) give an oral presentation of your paper and submit a short paper. For either approach, you also have the option of submitting an outline and annotated bibliography to receive feedback on your paper before presenting and/or submitting your final paper.

You must address the following areas in your paper (and presentation where applicable):

1. Introduction to the issue
   a. Include a thesis statement in your introduction
      i. In other words, what do you intend to argue?
   b. Why is this an issue?
      i. History of the issue; how it evolved
      ii. Why is it relevant to health/health care?
   c. Whom does the issue involve?
      i. Key stakeholders, such as the public, government and healthcare organizations?

2. Evidence to support your argument
   a. Present your argument and provide evidence to support it
      i. Use academic research evidence (see below)

3. Discussion & Implications
   a. What have we learned about your topic?
   b. What are the implications for health? Policy? Practice? Others?

4. Conclusion
   a. What are the next steps?

An academic source refers to a peer-reviewed, academic journal (e.g., American Journal of Sociology) or a book published by an academic press (e.g., Oxford University Press). Textbooks do not qualify, although they may give you references to the original study. Newspapers, magazines (such as Time or Maclean’s) and websites, including Wikipedia entries, do not qualify as academic sources.

Important Notes:

- The emphasis in your paper should be on sections 2 and 3.
- In your paper, you should demonstrate critical thinking and apply your knowledge of the concepts and ideas taught in this course.
- You must draw upon relevant textbook material and cite that material in APA format.
• You must use (and cite) at least **eight** (8) *academic* references in your paper (excluding readings from the course textbook). Use APA format for your citations.
• Adhere to the maximum word limits as outlined below.

**Optional: Outline and Annotated Bibliography (5 pages)**

1. Choose one of the topics above. If you have difficulty selecting a topic, approach the instructor for assistance.

2. Conduct a literature search of academic peer reviewed journals ([http://www.ulrichsweb.com.myaccess.library.utoronto.ca/ulrichsweb/](http://www.ulrichsweb.com.myaccess.library.utoronto.ca/ulrichsweb/)) pertaining to the topic that you have identified in #1. Identify **five** (5) significant, current articles which discuss the topic in further detail. Articles can pertain to the sociological, epidemiological, social determinants, economic perspectives of the issue (refer to course text for definitions of each perspective). Provide copies of the articles to the course instructor.

3. Prepare an outline of your paper, following the areas required for the paper (as above).

4. Prepare an annotated bibliography (in APA style) for your paper using the **five** (5) sources you have selected.
   a. How to do APA style referencing: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)
   b. How to do an annotated Bibliography: [http://www.utoronto.ca/writing/annotatebib.html](http://www.utoronto.ca/writing/annotatebib.html)

**Format:** Structure your outline using the outline of required content (as explained in the instructions above). Use headings, subheadings and point form notes to separate/organize different aspects of the outline. Your outline and annotated bibliography should be no longer than *5 pages in total*.

**Note:** Those whose outline does not meet the requirements of this course because their topic was inappropriate will have to redo the outline or forfeit their grade. To avoid this make sure to contact the instructor to verify if your topic meets expectations set. The final mark will be awarded in full to those who complete the outline according to instructions.

**Option #1: Final Paper (Maximum 3,500 words)**

Prepare your final paper following the outline provided above. For those who submitted an outline/annotated bibliography, you will be expected to integrate the instructors’ feedback into your final paper.

**Evaluation Criteria (40-50%):**

a) **Substance:** paper addresses the essential elements related to your topic and issue; ideas are supported by examples where appropriate, course concepts and evidence (i.e., literature) provided; demonstrates critical thinking (i.e., sound conceptualising, interpreting and analysis-synthesis.

b) **Originality:** creative integration of own ideas with those of other authors in a scholarly and academic way; unique interpretation of ideas.

c) **Clarity:** logical flow of ideas; grammatically correct sentences and paragraph structure. Appropriate APA format for scholarly paper.
d) **Progression of analytic and written literacy skills:** demonstration of constructive use of instructor feedback regarding analyses and format of paper; increased understanding of key course concepts.

e) **Bibliography:** Creating a bibliography is a skill required in the academic world. Please adhere to APA guidelines. Minimum of 8 *academic* sources (see the description of an “academic source” above).

**Scholarly Discussion: Option #2:**

**Presentation (10-15 minutes) and Short Paper (Maximum 1,250 words)**

Prepare your presentation and final (short) paper following the outline provided above. For those who submitted an outline/annotated bibliography, you will be expected to integrate the instructors’ feedback into your final paper. **Presenters must use PowerPoint and the slides must be uploaded to Blackboard in advance of class.**

In your **presentation**, you should provide an overview of your paper, with a focus on the key arguments and implications. Be prepared to respond to questions about your presentation from the class and instructor. In your **short paper**, you should provide a condensed version of the content required for the paper. You will be expected to integrate the instructor’s feedback into your final short paper.

**Evaluation Criteria (40-50%):** **Presentation (15%)** and **Short Paper (25-35%)**

**Presentation:**

a) **Clarity & Organization:** Addresses the essential elements related to your topic and issue; ideas are supported by examples where appropriate, course concepts and evidence provided. Are my slides easy to read and follow? Is there a logical flow of ideas?

b) **Quality of Content:** Demonstrates critical thinking (i.e., sound conceptualising, interpreting and analysis-synthesis. Did I use research & data to support my arguments/assertions/ideas? Did I “speak to” my slides, rather than simply reading what is on my slides?

c) **Originality:** Creative integration of own ideas with those of other authors; unique interpretation of ideas. Are my slides aesthetically pleasing? Did I make my message memorable to others?

d) **Progression of analytic and literacy skills:** demonstration of constructive use of instructor feedback regarding analyses and format of paper; increased understanding of key concepts.

e) **Speaking Style:** Did the audience hear and understand what I was saying? Did I make sure that the audience was engaged? Did I make eye contact? Did I notice if there were any questions? Was my speaking pace appropriate?

**Short Paper:**

a) **Substance:** paper addresses the essential elements related to your topic and issue; ideas are supported by examples where appropriate, course concepts and evidence (i.e., literature) provided; demonstrates critical thinking (i.e., sound conceptualising, interpreting and analysis-synthesis.

b) **Originality:** creative integration of own ideas with those of other authors; unique interpretation of ideas.

c) **Clarity:** logical flow of ideas; grammatically correct sentences and paragraph structure. Appropriate APA format for scholarly paper.

d) **Progression of analytic and written literacy skills:** demonstration of constructive use of instructor feedback regarding analyses and format of paper; increased understanding of key course concepts.
f) **Bibliography:** Creating a bibliography is a skill required in the academic world. Please adhere to APA guidelines. Minimum of 8 **academic** sources (see the description of an “academic source” above).

**COURSE AND ACADEMIC POLICIES**

**Policy on Late Assignments**
Penalties are applied to all late submissions: Ten percent (10%) of the value of the specific assignment will be deducted for each weekday late (up to a maximum of 50% of the value of the assignment). If you have a medical or other compelling reason for not submitting an assignment on time, the instructor must be notified **PRIOR** to the date that the assignment is due.

If the student is not prepared to impart their presentation on their set due date without a proper and acceptable explanation- the student will be penalized with an automatic fail (0%). Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be considered by the instructor but will require supporting documentation (e.g., a doctor’s letter).

Any requests for extensions for the Outline & Annotated Bibliography must be submitted to the Instructor at least one week prior to the due date. However, no extensions for the reviews or the final papers or presentation will be considered.

**Standard university grading policies and sanctions for academic offences** will be applied.

**Communication**
I am best reached by e-mail at anthony.lombardo@utoronto.ca. I will endeavour to respond to e-mail within 48 hours (weekends and holidays excluded). Any messages I have for you will be noted on Blackboard under announcements or through your utoronto e-mail. It is your requirement as a student of this course to regularly (e.g. daily) check your utoronto email address or Blackboard for announcements.
Critical Reflection on Readings
Questions to Consider

The most important aspect of a critical reflection is that it goes beyond a mere summary of the article(s). This is also not an opinion piece - I do not want to read whether you liked the paper or not or agree with the argument or not. As appropriate, consider the following types of questions - these are not to be answered but to start you critically thinking about the chapter or article beyond just a superficial reading rather these are meant as a starting point:

With the text itself:
• Who is the author? Background?
• When was the article written? What happened at the time that might have influenced what was written?
• What is the author’s argument or point?
• What is their thesis? What specific claims are being made?
• How are these claims and/or overall argument supported?
• Is the argument convincing? Why or why not?
• What has the author left out or failed to consider? How can the argument be strengthened?
• What is the author’s explicit (clear) or implicit (hidden) theoretical/philosophical/political/ethical/moral position? Who is speaking/being spoken for? Who is the audience (who is the author speaking to)4?
• Who benefits from the argument made? For example, who funded the research and what if anything do they gain from it?

Between Readings:
• How do the readings “speak” to one another? What are the areas of overlap or disagreement, or how does one reading lead into or set up the arguments of the other(s)?

Implications:
• What have you learned from the readings or how has your thinking changed? Give personal stories or experiences or relate what you have read to what you see in the news today