



Health Studies Program

HST209H – Introduction to Health

COURSE SYLLABUS

Fall 2021

COURSE CONTACTS

Instructor: Anthony Lombardo, PhD (he/him/his)
Office Location: Online via Zoom
Office Hours: Check Quercus calendar for dates and times

Teaching Assistants: Apondi Odhiambo (judith.odhiambo@mail.utoronto.ca)
Tutorial Hours: N/A
Tutorial Location: N/A

HEALTH STUDIES PROGRAM CONTACTS

Health Studies Director: Michael Widener (michael.widener@utoronto.ca)
Health Studies Program Assistant: Khamla Sengthavy (khamla.sengthavy@utoronto.ca)
Website: <http://www.uc.utoronto.ca/healthstudies>

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.

COURSE 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

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- 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

REQUIRED READINGS

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

Bryant, T., Raphael, D., and Rioux, M. (2019). *Staying Alive: Critical perspectives on health, illness and health care* (3rd ed.). Toronto: Canadian Scholars' Press Inc.

The textbook is available in print and digital formats. You may purchase the textbook through the bookstore. You may also be able to rent the textbook via a third-party like [RedShelf](#) -- however, you do so at your own risk (please also be mindful of currencies: you may be required to pay in USD).

Required readings from other sources are available online through Quercus/University of Toronto.

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***. This feed is for information purposes only, and any resources I may post there are optional and not required reading for the course. To view resources directly related to HST209, follow the [#HST209](#) hashtag. You do not need a Twitter account to view the feed.

You must have an utoronto account. 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.

LECTURE AND TUTORIALS

Classes will be held **Mondays, 12pm-3pm** as follows:

- September 13 & September 20, 2021: Synchronous online class via Zoom
- September 27 & forward: In-person (barring any changes to public health directives)

Lectures and tutorials will be held live during these times. This course is organized as a series of lectures and interactive activities. Attendance is mandatory. It is your responsibility to find out about missed instructions, assignments, and/or announcements. All relevant information is available on the course Quercus 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.



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The preliminary schedule for lectures and readings is below:

Week	Topic	Learning Preparation-Required Readings	Course Content
Week 1 Sept 13 Live via Zoom	Introduction to the Course & Canada's Healthcare System	<p>Course Text: Forward and Preface</p> <p>Minkler, M., Wallace, S. P., & McDonald, M. (1994). The political economy of health: A useful theoretical tool for health education practice. <i>International Quarterly of Community Health Education</i>, 15(2), 111–125.</p> <p>Recommended: <i>Chapter 10: Cracks in the Foundation: The Origins And Development of the Canadian and American Health Care System</i></p> <p>Canada Health Act Annual Report (2019-2020), Chapter 1: https://bit.ly/3e16OyP</p>	<ul style="list-style-type: none"> • Course content & assignments • Canada's healthcare system • Models of understanding health
Week 2 Sept 20 Live via Zoom	<p>Part I: Approaches to Health</p> <p><i>Research & Writing Workshop</i></p>	<p>Canadian Public Health Association. (1996). <i>Action statement for health promotion in Canada</i>: https://bit.ly/3m1ASYP</p> <p>Hayes, M., et al. (2007). Telling stories: News media, health literacy and public policy in Canada. <i>Social Science & Medicine</i>, 64, 1842-1852.</p> <p>Whitehead, D. (2004). Health promotion and health education: Advancing the concepts. <i>Journal of Advanced Nursing</i>, 47(3), 311-320.</p> <p>World Health Organization. (1986). <i>Ottawa Charter for Health Promotion</i>. Available at: https://bit.ly/2GtFner</p> <p>Recommended: Epp, J. (1986). <i>Achieving Health for All: A Framework for Health Promotion</i>. Ministry of Supply and Services Canada. Available at: https://bit.ly/35frLxQ</p>	<ul style="list-style-type: none"> • Overview of issues and key terms • Approaches to health: Public health, population health & health promotion



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		<p>Poland, B., Coburn, D., Robertson, A., Eakin, J. with members of the Critical Social Science in Health Group. Wealth, equity and health care: A critique of a 'population health' perspective on the determinants of health. <i>Social Science and Medicine</i>, 46(7), 785-798, 1998.</p> <p>Raphael, D., & Bryant, T. (2002). The limitations of population health as a model for a new public health. <i>Health Promotion International</i>, 17(2), 189-199.</p> <p>Raphael, D. (2008). Grasping at straws: A recent history of health promotion in Canada. <i>Critical Public Health</i>, 18(4), 483-495.</p>	
<p>Week 3 Sept 27</p> <p>In-Person Classes Begin ↓</p>	<p>Perspectives on Health, Illness and Health Care:</p> <p><i>Epidemiological Perspectives</i></p> <p><i>Sociological Perspectives</i></p>	<p>Chapter 1: <i>Epidemiological Approaches</i></p> <p>Chapter 2: <i>Sociological Perspectives on Health and Health Care</i></p> <p>Recommended: Buchanan, D.R. (1998). Beyond positivism: Humanistic perspectives on theory and research in health education. <i>Health Education Research</i>, 13(3), 439-450.</p> <p>Rhodes, T. (1997). Risk theory in epidemic times: Sex, drugs and the social organisation of 'risk behaviour'. <i>Sociology of Health & Illness</i>, 19(2), 208-227.</p>	<ul style="list-style-type: none"> • Overview of perspectives on health, illness and healthcare: epidemiological • Overview of perspectives on health, illness and healthcare: sociological
<p>Week 4 Oct 4</p>	<p>Perspectives on Health, Illness and Health Care:</p> <p><i>Political Economy Perspectives</i></p> <p><i>Human Rights Perspectives</i></p> <p>A1: Health in Media Paper Due</p>	<p>Chapter 3: <i>Political Economy Perspectives on Health and Health Care</i></p> <p>Chapter 4: <i>The Right to Health: Human Rights Approaches to Health</i></p> <p>Raphael, D., Komakech, M., Bryant, T., & Torrence, R. (2019). Governmental Illegitimacy and Incompetency in Canada and Other Liberal Nations: Implications for Health. <i>International Journal of Health Services</i>, 49(1), 17-36.</p>	<ul style="list-style-type: none"> • Overview of the influence of politics and economics on health outcomes and care • Overview of human rights-based approaches to health



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		<p>Borrell, C., et al. (2007). Politics and health. <i>Journal of Epidemiology & Community Health</i>, 61, 658-659.</p> <p>Palmer, A., et al. (2009). Does ratification of human-rights treaties have effects on population health? <i>Lancet</i>, 373(9679): 1987–92</p> <p>Recommended: Chapter 15: <i>Pharmaceutical Policy</i></p> <p>Kawachi, I., & Kennedy, B. P. (1999). Income inequality and health: pathways and mechanisms. <i>Health Services Research</i>, 34(1 Pt 2), 215–227.</p> <p>Eikemo, T. A., & Bambra, C. (2008). The welfare state: a glossary for public health. <i>Journal of Epidemiology and Community Health</i>, 62(1), 3-6.</p> <p>Minkler, M., Wallace, S. P., & McDonald, M. (1994). The political economy of health: A useful theoretical tool for health education practice. <i>International Quarterly of Community Health Education</i>, 15(2), 111–125. https://doi.org/10.2190/T1Y0-8ARU-RL96-LPDU</p> <p>Raphael, D. & Bryant, T. (2015). Power, intersectionality and the life-course: Identifying the political and economic structures of welfare states that support or threaten health. <i>Social Theory & Health</i>, 13, 245-266.</p> <p>Raphael, D., & Bryant, T. (2006). Maintaining population health in a period of welfare state decline: Political economy as the missing dimension in health promotion theory and practice. <i>Promotion & Education</i>, 13(4), 236-242.</p>	
Oct 11	Thanksgiving 🦃	No class	



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Week 5 Oct 18	Perspectives on Health, Illness and Health Care: Researching Health Social Determinants of Health	<p>Chapter 5: <i>Researching Health: Knowledge Paradigms, Methodologies and Methods</i></p> <p>Chapter 6: <i>Social Determinants of Health-An Overview of Concepts and Issues</i></p> <p>Recommended: Health Council of Canada. (2010). <i>Stepping it up: Moving the focus from health care in Canada to a healthier Canada</i>. Toronto, ON.</p> <p>Social Determinants of Health: The Canadian Facts (2nd Ed.): https://bit.ly/3IS9xIy</p> <p>Navarro, V. (2011). Why we don't spend enough on public health: An alternative view. <i>International Journal of Health Services</i>, 41(1), 117-120.</p>	<ul style="list-style-type: none"> • Definitions and examples of social determinants of health in Canada • Researching the different paradigms of health • Tutorial activities to help prepare for assignments
Week 6 Oct 25	Mid-Term Prep	<i>No readings.</i>	<ul style="list-style-type: none"> • Mid-term test tutorials
Week 7 Nov 1-3	Mid-Term Test	See Quercus for more details.	
Nov 8	Fall Reading Week 📖	<i>No class</i> Last day to drop an "F" course: Nov 8	
Week 8 Nov 15	Determinants of Health (continued): Politics, Public Policy and Health Guest Lecture A3: Optional Outline Due (11:59pm; rolling basis [FIFO])	<p>Chapter 9: <i>Politics, Public Policy and Health Inequalities</i></p> <p>Chapter 16: <i>The Political Economy of Public Health Concerns</i></p> <p>Raphael, D. (2008). Getting serious about the social determinants of health: new directions for public health workers. <i>Promotion & Education</i>, 15(3), 15-20.</p> <p>Recommended: Men, F., Urquia, M. L., & Tarasuk, V. (2021). The role of provincial social policies and economic environments in shaping food insecurity among Canadian families with children. <i>Preventive Medicine</i>, 148, 106558.</p> <p>Swinburn, B. A. (2008). Obesity prevention: The role of policies, laws and regulations.</p>	<ul style="list-style-type: none"> • Explore how nations develop and apply public health policy • Student Presentations (Assignment #2)



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		<i>Australia and New Zealand Health Policy, 5: 12.</i>	
Week 9 Nov 22	Determinants of Health (continued): Class, Gender and Racial Differences in Health Outcomes Guest Lecture	<p>Chapter 7: <i>Social Class Inequalities in Health</i> Chapter 8: <i>Shifting Vulnerabilities</i> Chapter 13: <i>Women, Health and Care</i></p> <p>Recommended: American Public Health Association. (2018, November). <i>Addressing law enforcement violence as a public health issue</i>. https://bit.ly/2GRWOWu</p> <p>National Collaborating Centre for Determinants of Health. (2018). <i>Let's talk: Racism and health equity</i> (Rev. ed.). https://bit.ly/2FnJd8W</p> <p>Widaatalla, N. (2020, June). <i>Public health and police violence</i>. Canadian Public Health Association: https://bit.ly/33Oejjh</p> <p>Hankivsky, O., Christoffersen, A. (2008). Intersectionality and the determinants of health: A Canadian perspective. <i>Critical Public Health</i>, 18(3):271 -283</p>	<ul style="list-style-type: none"> Define social class and social class inequalities Explore relationship between social class inequalities and health outcomes Student Presentations (Assignment #2)
Week 10 Nov 29	Student Presentations	<i>No readings.</i>	<ul style="list-style-type: none"> Student Presentations (Assignment #2)
Week 11 Dec 6	Student Presentations	<i>No readings.</i>	<ul style="list-style-type: none"> Student Presentations (Assignment #2)
Week 12 Dec 9	Wrap Up	<p><i>No readings.</i></p> <p>A3: Scholarly Discussion Paper Due</p>	<ul style="list-style-type: none"> Take home messages from the course

QUERCUS INFORMATION

Course announcements and lecture notes will be made available on the Quercus site for this course. Any messages I have for you will be noted on Quercus 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 and Quercus for announcements.



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GRADING SCHEME

Assignment	Due Date	Percentage of Course Grade
A1: Health in Media Paper	October 4, 2021	15%
T1: Mid-Term Test	November 1-3, 2021	35%
A2: Paradigms of Health Presentation	Nov 15 - Dec 6, 2021	15%
A3: Scholarly Discussion Paper		
Optional Outline	Nov 15, 2021/Rolling	5%
Final Paper	December 9, 2021	30% 35%

Students should review the Faculty of Arts and Science Statement on [What Grades Mean](#) for guidance in how term work will be evaluated.

ASSIGNMENT SUBMISSION

- Please respect the word limits as set out in each assignment.
 - In fairness to your classmates, content beyond the maximum word limit will not be graded.
- Assignments will be submitted online via Quercus (see the note about plagiarism detection software in the “Course and Academic Policies” section).
- Please **double-space** all assignments (unless otherwise noted – see Assignment #3).
- Please include a **cover page** clearly indicating (1) **student number** and (2) **word count**.
 - *Assignments will be graded anonymously – please do not include your name on your assignments or in the assignment file name.*
- Please use **APA format** for referencing in your assignments.
 - [APA Referencing Guide](#)
- Assignments are due on the deadline date at the **beginning of class** (see the penalties for late submissions detailed below).

ASSIGNMENT INSTRUCTIONS

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 **one (1)** of the following articles (available via Assignment #1 module on Quercus):
 - National Post, *Better sit down for this assessment of our ailing health care system*
 - Associated Press, *Weight-loss drug Belviq seems safe for heart, study finds*
 - National Post, *Healthier living could reduce worldwide dementia by a third, report says*
 - CBC, *The long road to a new Canada’s Food Guide*
2. Critically analyze your article by addressing the following points in your assignment:



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Items
1. What is the dominant explanatory framework used in the article? Justify your choice. <ol style="list-style-type: none"> Medical/bio-medical model Behavioural model Socio-environmental model Political economic model
2. How well does this article capture the concepts of <i>health promotion</i> we've been learning about in the course? Justify your response.
3. Discuss the implications of the use of dominant model in media reports about health. <ol style="list-style-type: none"> What is good about the use of this model? What is bad about the use of this model? How might this model impact public understandings of the health issue discussed in the article? What are some implications of such public understandings?

Be especially mindful of academic integrity in this assignment! Be careful not to share and submit papers with similar points and structure! It is important that you ***DO NOT SUMMARIZE*** the article itself; 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: 1000. This assignment will be graded and returned before the final date to withdraw from the course without academic penalty.

A2: Who Wants to be a Policy Maker? Presentation (15%)

In this assignment you will explore how paradigms of health research influence the responses to health issues. The purpose of this assignment is to help you understand how studies from different paradigms ask different questions and suggest 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.

This assignment will be completed in a group. Your group will be assigned (1) a health topic and (2) a disciplinary paradigm (epidemiological, sociological, political economic, human rights).

Each week, presentations will focus on a specific health issue. Your group will be tasked with proposing a solution to this health issue that reflects your disciplinary paradigm. For example, you might be a group of epidemiologists tasked with proposing a solution to reduce rates of tobacco use; or, you might be a group of sociologists tasked with proposing a solution to the same issue. In your presentation, you'll make an argument to convince us of a policy-making solution based on your disciplinary approach.

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Each group will also act as a “discussant” for another group each week. The discussant group will pose questions to the presenting group to facilitate discussion.

You are expected to find and use [academic sources](#) in support of your arguments.

1. Find **three (3)** academic articles about your assigned health topic that represent your disciplinary approach
 - a. Be sure to use [academic sources](#) that are relevant to your disciplinary approach
 - b. Consult the list of journals available on Quercus
2. Review your articles and address the following points in your presentation:

Items	Max # Slides (12)
1. Provide a brief overview of each study <ol style="list-style-type: none"> a. Research question/purpose b. Methods c. Key findings 	3
2. Identify the common themes in the study research questions <ol style="list-style-type: none"> a. How/why do these themes reflect your assigned discipline? 	2
3. Synthesize the approaches the articles suggest for addressing the health issue. <ol style="list-style-type: none"> a. Do you feel these solutions are adequate? Why or why not? b. Do these suggestions reflect the disciplinary perspective? Why or why not? 	3
4. Make one, specific proposal on how best to address this health issue, drawing from your assigned discipline and your preceding analyses. <ol style="list-style-type: none"> a. How does the proposal reflect your disciplinary perspective? 	2
5. Explore the strengths and weaknesses of addressing the health issue from your disciplinary paradigm.	2

The timing of your presentation will be confirmed in class.

Notes:

- **Each group member will receive the same grade on this assignment.**
- **Please use the template provided on Quercus to prepare your presentation.**
- **Be sure to cite all sources on each individual slide.**
- You will be graded on your level of synthesis, critical commentary and use of course materials.
- You should draw upon relevant course material in your presentation (course materials **do not** count towards your academic sources).



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A3: Scholarly Discussion Paper (35%)

In this assignment, you will write a scholarly discussion paper that ***makes and defends a specific argument*** about a health or healthcare issue. 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.*

1. Make a proposal for a better way to address a specific health-related issue.
2. Make a case for a healthy public policy to better address a health-related issue.
3. Analyze a health topic/issue from a political economic, sociological *or* human rights perspective and explore the strengths and weaknesses of such an analysis.

Optional: Outline (5%)

One page, single-sided/spaced, 12 point font, minimum 0.75 inch/1.9cm margins around

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 sources](#) pertaining to the topic that you have identified in #1. Identify **four (4)** significant, current articles that discuss the topic in further detail.
3. Prepare an outline of your paper, following the areas required for the paper (as below). Use headings, subheadings and point form notes to separate/organize different aspects of the outline. *Be sure to cite research as required in your outline.*
4. Include proper APA references to your four articles (**not included in the page limit**)

*You will be expected to integrate the instructor's feedback into your final paper. **Please note:** this is a graded assignment; you do not receive 5% just for submitting the outline!*

You must address the following areas in your paper (*next page*):

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<p>1. Introduction to the issue</p> <p>a. Include a thesis statement in your introduction</p> <p>i. In other words, what do you intend to argue?</p> <p>1. <i>It is important that you make and defend an argument in your paper and not simply summarize an issue.</i></p> <p>b. Brief background to the issue</p> <p>i. How did this issue evolve?</p> <p>ii. Why is it relevant to health/health care?</p>
<p>2. Evidence to support your argument</p> <p>a. Present your argument and provide evidence to support it</p> <p>i. Use academic research evidence (see below)</p>
<p>3. Discussion & Implications</p> <p>a. What have we learned about your topic?</p> <p>b. What are the implications for health? Policy? Practice? Others?</p>
<p>4. Conclusion</p> <p>a. What are the next steps?</p>

Important Notes:

- 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 **six (6) academic** references in your paper (excluding readings from the course textbook). Use APA format for your citations.
- **Maximum word count: 2,500**

Evaluation Criteria (35-45%):

- 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. For those who submitted an outline/annotated bibliography, you will be expected to integrate the instructors' feedback into your final paper.
- Originality:** creative integration of own ideas with those of other authors in a scholarly and academic way; unique interpretation of ideas.
- Clarity:** logical flow of ideas; grammatically correct sentences and paragraph structure. Appropriate APA format for scholarly paper.
- 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.
- Bibliography:** Creating a bibliography is a skill required in the academic world. Please adhere to APA guidelines. Minimum of 6 [academic sources](#).

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T1: Mid-Term Test (35%)

The mid-term test will cover material from the lectures and readings. More information about the content will be given by the instructor during class time.

Academic Sources

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.

COURSE POLICIES

Please consult the "Course Guidelines/FAQs" on Quercus as well for further information.

Contacting the Instructor or TAs

Dr. Lombardo may be reached in person during office hours (or at other times by appointment). The teaching assistant will be available by appointment only.

Students will receive course communications through their utoronto.ca email address - students must check their utoronto email regularly.

Questions about the course, assignments, etc.: To ensure all students have access to the same information, questions must be posted to the Piazza discussion boards, accessible via Quercus. You may post anonymously if you wish. *Please check the **existing threads** and **course outline** for an answer to your question before posting!*

Questions of a private nature: Questions of a private nature (only) may be sent to Dr. Lombardo **via the messaging function on Quercus**.

All email communications should be brief and courteous. Please do not expect an immediate reply to your email, but every effort will be made to get back to you within **48 hours** (weekends and holidays not included). If you have not received a response after 48 hours, please feel free to send a reminder message.

Late Penalties / Extensions & Accommodation

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

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



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to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be considered by the instructor but will require supporting documentation.

For more information about acceptable documentation for extension requests, please see <http://www.illnessverification.utoronto.ca/Frequently-Asked-Questions.htm>.

Please consult your college registrar if you have ongoing difficulties during term – health related or otherwise – that prevent you from completing your course work satisfactorily. If you require accommodation for a disability or long-term illness, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible at disability.services@utoronto.ca.

[Standard university grading policies](#) and [sanctions for academic offences](#) will be applied.

Academic Integrity

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including
 - working in groups on assignments that are supposed to be individual work,
 - having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.



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Health Studies Program

HST209H – Introduction to Health

COURSE SYLLABUS

Fall 2021

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the Code. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from the instructor, or from other available campus resources like the U of T Writing Website. If you are experiencing personal challenges that are having an impact on your academic work, please speak to the instructor or seek the advice of your college registrar.

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>). Students may opt-out of the use of the plagiarism detection tool without penalty. Students who opt-out of the use of the plagiarism detection tool will have their work reviewed manually for textual similarities, and students may be required to provide additional information about the preparation of their assignment. Students who wish to opt-out of the use of the plagiarism detection tool must advise the instructor, in writing, within the first two weeks of class.