

Western University
Faculty of Health Sciences
School of Health Studies

HS1002B Social Determinants of Health
Winter 2025
January 6 – April 4 2025

Instructor: Elysée Nouvet (she/her) Office: Email: enouvet@uwo.ca Phone: Professor Office Hrs: see course website TAs & TA Office Hrs: See course website	Lectures: Non-synchronous on OWL Tutorial (power hour): In person – registration required Instruction Mode: In person and online
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Prerequisites: None, but priority is given to students enrolled in the School of Health Studies.

Calendar Course Description

This course introduces key social determinants of health and orients students to viewing health in relation to social factors and social justice. Students will be introduced to basic terms, concepts, and measurements related to health, public health, population health, and health inequalities.

Prerequisite: None but priority is given to students in the School of Health Studies.

Learning Outcomes

By the end of this course students should be able to:

- Demonstrate an understanding of the difference between personal and social determinants of health;
- Identify and critically analyze social determinants of health and their impacts on healthcare and health outcomes in Canadian and global contexts
- Explain the relationship between social determinants of health and strategies to address suffering, disease, and health inequities
- Practice reflexivity: identify and understand the interactions between one's positionality and one's perception/understanding of the world

- Apply core strategies of effective written communication in an individual assignment

Course Materials (required readings):

1. Online readings (OWL). Course reading materials will be posted on OWL. Please check this site often to keep informed of important course information or announcements.
2. Online non-written resources : films, YouTube videos, and recommended podcasts (TBD) will be available via links on OWL

Course Format and Structure

This course material will be delivered in 2 parts:

1. **Non-synchronous lectures** (which students can consume on their own time before Thursday’s Power Hour). Lecture material will be made available each Sunday prior to the week it is assigned.
2. **Synchronous Tutorials** (hereafter called the Power Hour) 50 min in duration, Power Hour will be held at various times throughout the week. Note that you must attend the Power Hour/tutorial in which you are registered, if you wish to be marked present.

Evaluations

Your final grade will be determined by the following:

Assignment	Details	Value
Bi-weekly Quizzes	5 Quizzes (6% each, except first one worth 5%)	29%
Minor Assignment:	Individual written assignment (various dates, assignment-dependent)	10%
Exam Question	Due 5pm February 28	1%
Power Hour Participation		10%
Final Exam	Cumulative of all course content	50%

Evaluation Details

Bi-weekly Quiz

The bi-weekly quizzes are based on OWL-based asynchronous lecture, required reading/viewing, as well as the content discussed in Power Hour presentations by your TA. Quizzes will be open on OWL between 8am and 8pm every second Friday (see OWL for schedule). You have one chance at the quiz, and if you miss the quiz you will not be provided a makeup: instead, you will have that 5% rolled into your final exam. Quizzes include multiple choice and true/false questions: these are an opportunity for you to familiarize yourself with the style of question that will be on your final exam.

Individual Assignment (1 of 3 choices)

There are 3 short assignments available to you throughout the term, you are required to select and complete 1. This assignment will be worth 10% of your final grade. We are looking for thoughtfulness and engagement with the course materials. The goal of these assignments is to apply your new social determinants of health lens and analysis skills.

Assignments for grading must be submitted on OWL by the deadline, with a penalty of 30% for lateness (if late, you will have until April 5 to submit your assignment).

Most assignments require that you answer questions in full sentences. If point form is accepted, this will be indicated in the instructions.

Exam Question

Due by 11:59 pm on February 28, 2025 and submitted through OWL. See OWL for instructions. Approximately 10% of the questions submitted by students may be used for the final exam.

Power Hour Participation

Power Hours form an important part of this course. Terms and concepts not introduced through online lectures will be presented in these sessions, and these are also where you will have the opportunity to practice and advance your application of an SDH lens through various exercises. Students should arrive to the weekly Power Hour with a grasp of the asynchronous lecture materials and the completion of any readings, self-directed activities (Power Hour assignments, where applicable – these are not weekly), and film viewings assigned for that week. Power Hour participation will be assessed based on attendance, plus where appropriate collection of notes produced by breakout groups for specific activities.

Final Exam

Held during the exam period and in person, the final exam will be cumulative (covering the entire semester). It will include multiple choice and true false questions that will be in the style of the questions you have encountered in your bi-weekly quizzes.

Diversity and Inclusion statement

I have selected the readings for this course with the aim of providing you with multiple perspectives: in terms of authors' training, social positionality, and approaches to topics. While as scholars, we do endeavor to provide robust evidence-informed analyses, these are always connected to dominant frameworks for the context in which we conduct our analyses, as well as being shaped by our particular trajectories through and experiences in the world. There can be biases in the materials you encounter in a course, even if written in a scientific voice. Part of your training as a critical health studies scholar is to consider how particular analyses may be informed by the training, goals, audience, and socio-historical context of the author(s). That said, if you do find any of the course materials biased or offensive, please help alert me to this. You can do so during office hours or electronically, or anonymously through the "Anonymous feedback" Forum discussion topic on OWL.

My goal is to create a classroom where everyone feels respected and valued. If anything happens or is said in your Power Hour that makes you feel disrespected or devalued, please let your TA or the professor know. You can also share feedback anonymously also (through "Anonymous feedback" on the course website).

Please also let your TA know:

- If you have a name and/or set of pronouns that differ from those that appear to me in OWL Brightspace
- If you have any other questions or concerns, do reach out to your TA, the prof if the TA cannot help, or your Academic Counsellor. We are here to support your learning!

Your mental health

Please remember as you work through this and other courses this term to check in with yourself and be kind to yourself. Mental Health Support @Western (<https://www.uwo.ca/health/psych/index.html>) has a list of options about how to obtain help, if you are experiencing distress.

Course/University Policies

1. The website for Registrar Services is <http://www.registrar.uwo.ca>.

In accordance with [policy](#), the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

2. Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, in the [Academic Calendar \(westerncalendar.uwo.ca\)](#).

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (www.turnitin.com).

Use of ChatGPT and similar generative AI

Students in this course are permitted to use AI tools exclusively for reviewing your understanding of assigned materials, brainstorming with the AI on a topic, and preliminary research purposes. These tools can enhance the learning experience if used responsibly. AI can, for example, compliment (not replace) your searches for information on topics, development of outlines for a paper, presentation, infographics, etc. If using these tools, it is essential that you: 1) critically evaluate the AI generated materials; 2) check the cited sources carefully - do not expect quotes or images to be accurate or accurately attributed; 3) continue to exercise independent thinking, and engage in original research; 4)

develop your own ideas, arguments, perspectives and any submitted assignments so that these avoid plagiarism from the AI. In short, the use of AI tools is permitted as a starting point for exploration and learning, with students who use it still expected to uphold academic integrity by: 1) appropriately attributing all sources; and 2) avoiding plagiarism (**more than 3 words in a row taken from ChatGPT or any other source constitutes plagiarism and can result in appropriate consequences for this academic offense**).

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice Exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

3. Use of Electronic Devices

During Exams: Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

During Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

Personal Response Systems (“clickers”) may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course

instructor immediately, if you have any concerns about whether or not your clicker is malfunctioning.

You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the grade:

- The use of somebody else's clicker in class constitutes a scholastic offence;
- The possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offense

4. **Academic Considerations and Absences from Lectures and Assessments**

Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic counsellors in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

Academic Accommodation

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

Academic Consideration

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5)

business days of their return to academic responsibilities. Any such documents will be retained in the student's file, and will be held in confidence in accordance with the University's [Official Student Record Information Privacy Policy](#). Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”).

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

Examination Conflicts

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request academic considerations with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online tests and examinations, use of a “Conflict Room,” wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

5. Contingency Plan for an In-Person Class Pivoting to 100% Online Learning

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at

the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

6. Online Proctoring

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

7. Grades

Where possible assignment objectives and rubrics will be posted on OWL. Generally, students can expect some form of feedback on their performance in a course before the drop date.

- November 13th, 2023 (for first term half-courses)
- November 30th, 2023 (for full-year courses)
- March 7th, 2024 (for second term half-or full year courses)

A+	90-100	<i>One could scarcely expect better from a student at this level</i>
A	80-89	<i>Superior work that is clearly above average</i>
B	70-79	<i>Good work, meeting all requirements and eminently satisfactory</i>
C	60-69	<i>Competent work, meeting requirements</i>
D	50-59	<i>Fair work, minimally acceptable.</i>
F	below 50	<i>Fail</i>

Rounding of Grades (for example, bumping a 79 to 80%):

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or 'giving away' of marks. Please don't ask me to do this for you; the response will be "please review the course outline where this is presented".

Appealing a Grade Within this Course

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student's Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31st (for first-term half courses) or June 30th (for second-term half courses or full-year courses)

8. Support Services

Health and Wellness:

Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.health.uwo.ca/>) for a complete list of options about how to obtain help.

There are various support services around campus and these include, but are not limited to:

Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>

Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

9. Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>