

Western University  
Faculty of Health Sciences  
**School of Health Studies**

**Introduction to Rural Communities**  
**HS3010F**  
Fall 2024

<b>Instructor:</b> Dr. Mantler <b>Office:</b> <b>Email:</b> tara.mantler@uwo.ca  <b>Office Hrs:</b> By appointment only  <b>TAs:</b> TBD	<b>Lectures:</b> TBD  <b>Instruction Mode:</b> In person
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*We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.*

*With this, I respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.*

**NOTE:** All course information including grades, assignment outlines, deadlines, etc. are available via the course website. Check the website regularly for course announcements.

**Course Information:**

This community engaged learning course will offer an introduction to rural communities within the Canadian context. This course will examine how rural and urban communities differ using sociological, infrastructure, political, and health services perspectives. By the end of this course students will be able to:

- Identify and critique rural communities utilizing various definitions
- Examine factors contributing to 'rurality'
- Understand how geographic location intersects with various social determinants of health
- Identify and critically examine how geographic location intersects with health (including disease prevalence, service use/availability, and health outcomes)
- Explore contemporary issues in rural health and design potential solutions
- Engage in critical scholarship of the impact of rurality on health

**Statement on Prerequisite Checking**

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This

decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

**NOTE: If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.**

### **Classroom Expectations**

Contemporary academic traditions are built upon the power of a select groups of people, namely privileged white folks, typically men. However, that is changing as we move towards classroom content and approaches that acknowledge the importance of inclusivity and equity. I have worked hard to ensure the course content reflects the knowledge created by authors working from diverse social locations. However, there is always room for improvement and feel free to contact me (in person or electronically) if you have any suggestions to improve the quality of course materials.

Furthermore, I would like to create a learning environment with my students that is respectful and supports inclusivity and diversity. In this class, I encourage and appreciate expressions of different ideas, opinions, and beliefs. My goal is to have meaningful conversations and interactions and create opportunities for intellectual and personal enrichment. I disavow racism, xenophobia, homophobia, sexism, Islamophobia, anti-Semitism, classism, ableism, and hate speech or actions that attempt to silence, threaten, and degrade others. To help accomplish these classroom goals, I invite you to partner with me in the following ways:

- I am still in the process of learning about anti-racism, decolonization and diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it (Anonymous feedback is always an option).
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me.

### **Learning Outcomes/Schedule** (subject to change)

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Reading</b>
<b>1</b>	<b>Sept 10</b>	Introduction to Rural Communities	None.
<b>2</b>	<b>Sept 12</b>	Mock Critical Scholarship	Not assigned.
	<b>Sept 17</b>	Defining Rurality and Understanding Values	Podcast: Understanding Rural Canada Terms and Trends- Fare Talk  Farmer, J., Bourke, L., Taylor, J., Marley, J. V., Reid, J., Bracksley, S., & Johnson, N. (2012). Culture and rural health. Australian Journal of Rural Health, 20(5), 243-247.

<b>3</b>	<b>Sept 19</b>	Critical Scholarship Option 1	Not assigned
	<b>Sept 24</b>	Social and Political Factors and Infrastructure	Smith, K. B., Humphreys, J. S., & Wilson, M. G. (2008). Addressing the health disadvantage of rural populations: how does epidemiological evidence inform rural health policies and research?. Australian journal of rural health, 16(2), 56-66.  Reimer, B., & Bollman, R. D. (2010). Understanding rural Canada: Implications for rural development policy and rural planning policy. Rural planning and development in Canada, 10-52.
<b>4</b>	<b>Sept 26</b>	Critical Scholarship Option 2	Not assigned
	<b>Oct 1</b>	Health Services	Pong, R. W., DesMeules, M., Heng, D., Lagacé, C., Guernsey, J. R., Kazanjian, A., ... & Luo, W. (2011). Patterns of health services utilization in rural Canada. Chronic diseases and injuries in Canada, 31, 1-36.
<b>5</b>	<b>Oct 3</b>	Critical Scholarship Option 3	Not assigned
	<b>Oct 8</b>	Mental Health and Rurality	Caxaj, C. S. (2016). A review of mental health approaches for rural communities: complexities and opportunities in the Canadian context. Canadian Journal of Community Mental Health, 34, 29-45.
<b>6</b>	<b>Oct 10</b>	Critical Scholarship Option 4	Not assigned
	<b>Oct 22 &amp; 24</b>	Work on Issue in Focus Paper	Not Assigned
<b>7</b>	<b>Oct 29</b>	Indigenous Rural Health	Williams, L., & Claxton, N. (2017). Recultivating Intergenerational Resilience: Possibilities for Scaling DEEP through Disruptive Pedagogies of

			<p>Decolonization and Reconciliation. Canadian Journal of Environmental Education (CJEE), 22, 58-79.</p> <p>Williams, L., Bunda, T., Claxton, N., &amp; MacKinnon, I. (2018). A Global Decolonial Praxis of Sustainability-Possibilities towards Undoing Epistemic Violences between Indigenous Peoples and those no longer Indigenous to Place. Australian Journal of Indigenous Education, 47(1), 41-53.</p>
	<b>Oct 31</b>	Critical Scholarship Option 5	Not assigned
<b>8</b>	<b>Nov 5</b>	Racism and Rural Health	Etowa, J., Wiens, J., Bernard, W. T., & Clow, B. (2007). Determinants of Black women's health in rural and remote communities. Canadian Journal of Nursing Research Archive, 56-77.
	<b>Nov 7</b>	Critical Scholarship Option 6	Not assigned
<b>9</b>	<b>Nov 12</b>	Gender Based Violence and Rural Health	<p>Edwards, K. M. (2015). Intimate partner violence and the rural–urban–suburban divide: Myth or reality? A critical review of the literature. Trauma, Violence, &amp; Abuse, 16(3), 359-373.</p> <p>Mantler, T., Jackson, K.T., Shillington, K., Walsh, E.J., Tobah, T., Jackson, B. and Davidson, C.A. "Factors influencing rural women's disclosure of intimate partner violence: a qualitative study." SN Social Sciences 1, no. 1 (2021): 1-19.</p>
	<b>Nov 14</b>	Critical Scholarship Option 7	Not assigned
<b>10</b>	<b>Nov 19 &amp; 21</b>	Work on cumulative assignment	Not assigned

11	Nov 26 & 28	Presentation: Issue In Focus	Not assigned
12	Dec 3	Reflecting and Wrapping Up	Not assigned

\*Over the course of the next semester, we will, at times, be discussing difficult issues such as suicide, violence, racism, and colonization which may be disturbing or difficult for some students. If you are aware of course content that may be difficult for you, I am happy to discuss any concerns either before class or after class. During class, if you ever feel the need to step outside during one of these discussions, either for a short time or for the rest of the class session, you may always do so without academic penalty. You will, however, be responsible for any material you miss, so please plan to get notes from another student.

### **Required Course Material**

Course readings will be available through the course website.

### **Course Evaluation**

	Grade Component	Evaluator	Due Date
20%	Critical Scholarship - 2 X 10% each	Professor	Friday at Noon
5%	Outline for Issue in Focus Paper (Optional)	Professor	Oct 29th at Noon
30%	Issue in Focus Paper	Professor	Oct Nov 7th at 5pm
10%	Issue in Focus Presentation	Professor and peer	Nov 26 and 28. Presentation materials must be submitted by Nov 25 by 9am.
35%	Cumulative Assignment	Professor	Dec 3 at 5pm

Note: There is no midterm or final examination for this course.

### **Critical Scholarship**

Engaging in critical scholarship of ideas presented in class demonstrates true mastery of knowledge. Students are required to participate in 2 of the 7 critical scholarships (2 X 10% each=20%). If you complete 3, your lowest score will be dropped. If you complete more than 3, only the first 3 critical scholarships will be graded. You are welcome to attend (or not) critical scholarship sessions, whether or not you are participating – the choice is yours. Critical scholarships will be conducted via zoom, synchronously during class. Your evaluation of your participation must be submitted by Friday at noon, you will evaluate yourself which will include a grade (out of 20) based on the following rubric as well as short (no more than 200-word reflection based on the criteria below). Late submissions will be deducted 10% per day. A rubric is provided on the course website.

### **Outline of Issue in Focus Paper (Optional)**

**Purpose:** To critically examine a contemporary issue impacting rural health. This 1-page outline (single spaced) with a max of an additional 2 pages of citations is due Oct 29th at noon via the course website. The intent of the outline is to provide you with early feedback on the thesis and supporting evidence of the paper. This assignment is optional. **If you choose not to submit the**

**assignment than this 5% will be reweighed to the Issue in Focus Paper submission.** A rubric is provided on the course website.

### **Issue in Focus Paper**

**Purpose:** To critically examine a contemporary issue impacting rural health of Canadians. This 1500-word (max- excluding references) APA position paper is due Nov 7 at 5pm via the course website. A rubric is provided on the course website.

### **Issue In Focus Presentation**

Students will create a 3-minute presentation that summarizes their issues in focus paper.

*What does presentation mean:* The presentation itself can be anything you would like. You can do a power point, speech, comic strip, artistic piece, drama, game, etc- the sky is truly the limit. You are expected to 'submit' your presentation by Nov 25 by 9AM if you require the classroom projector or a physical handout for the class for your presentation. If your presentation requires nothing but yourself (i.e. a speech, game etc) then there is no need to submit anything. If you are unsure, please speak with the teaching team. A rubric is provided on the course website.

### **Cumulative Assignment**

**Purpose:** Please select 1 of the following to write a 1000-word (max- excluding references) APA position paper. This cumulative assignment is submitted via the course website. Turnit.com will be used for this assignment. A rubric is provided on the course website.

- What the most important issue impacting the health of rural Canadian communities?
- What is the biggest lesson Canada should learn from rural communities when it comes to improving health for all?
- What needs to be done to address inequities in rural health?

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## **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](http://www.turnitin.com)).

## 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 offense;
- 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 the course website 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 the course website.

Generally, students can expect some form of feedback on their performance in a course before the drop date.

- November 12th, 2024 (for first term half-courses)
- December 2nd, 2024 (for full-year courses)
- March 7th, 2025 (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 31<sup>st</sup> (for first-term half courses) or June 30<sup>th</sup> (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>