

**HSOC 591**  
**Advanced Seminar in Health & Society**

**Instructor:**

Dr. Fabiola Aparicio-Ting, MPH PhD  
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**Office Hours/Policy on Answering Student Emails**

Please book appointments by email. Email communications with the instructor and/or TA are welcome. All efforts will be made to respond to emails within 48 hours. Substantive issues are to be addressed in person, either in class or during an appointment.

**Teaching Assistant:**

Maria Dalton  
MSc student, Cumming School of Medicine  
[maria.dalton1@ucalgary.ca](mailto:maria.dalton1@ucalgary.ca)

**Time and Location:**

Wednesdays, 9:00am to 11:45am  
O1509/1509A, Health Sciences Centre  
Foothills Campus

Please consult course schedule to confirm location of individual sessions.

**Prerequisite:**

HSOC 401 and registration in the BHSc Honours Health and Society major

**Course Description:**

An advanced seminar involving critical analysis of contemporary health issues. Topics vary from year-to-year, but are always drawn from the current academic literature, from the public policy arena, and/or from the popular media.

**Overarching Theme**

A strong, critical appreciation and understanding of the complex historical, cultural, and economic dynamics that create global health challenges; and the tools and skills to improve global health and tackle health inequities. Each semester, case studies and contemporary events will be used to illustrate global health concepts and principles and how these can be used to address health inequities locally and globally.

**Global Objectives**

1. To foster an appreciation and understanding of the multi-dimensional factors that influence global health, including psychosocial, ecological and political factors.

2. To promote the value of the diversity of methodological approaches employed to investigate issues in global health.
3. To cultivate critical thinking about health inequities both locally and globally.

### Learning Objectives

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

1. Identify and analyze the determinants and factors that contribute to complex health inequalities locally and globally, including the history of colonization, cultural, economic and power dynamics.
2. Identify the role of cultural competency skills, equitable partnership building, capacity building, and OCAP principles in global health work.
3. Describe the contributions of diverse disciplines within a transdisciplinary Global Health framework (e.g. veterinary medical scientists, social scientists, biologists, ecologists, environmental scientists, biomedical professionals, economists, political scientists, etc.)
4. Identify the roles of stakeholders such as government (local, national), NGOs, donors, academia, international organizations (WHO, UN, etc.), and community in research, program and policy development.
5. Apply and critique global health and disease burden statistics from community health assessments, disease registries, and surveillance data.
6. Discuss strategies to improve global health, including health promotion programs, governance and policy.

### Transferable Skill Development:

Many of the skills and abilities that you are developing in your coursework are transferable to the workforce, graduate and professional studies and other facets of life. Employers seek applicants with transferable skills because they can be an asset in the workplace, regardless of industry or sector. Transferable skills are core skills for your success in building your future career.

The work that you will do in HSOC 591 will help you build the following transferable skills:

- **Collaboration:** Work respectfully with others from different backgrounds, cultures, and countries.
- **Verbal Communication:** Learn and share information by presenting, listening, and interacting with others.
- **Creativity and Innovation:** Find different and better ways to do things, being curious, thinking imaginatively.
- **Critical Thinking:** Actively and skillfully conceptualize, apply, analyze, synthesize, and/or evaluate information (data, facts, observable phenomena, and research findings) to make a reasoned judgement or draw a reasonable conclusion.
- **Digital Skills:** Use digital technologies like computers, social media, and the internet.
- **Information Literacy:** Find, understand, and use information presented through words, symbols, and images
- **Project Management:** Conceptualize, initiate, plan and execute a plan to achieve a predetermined goal (project) by effectively prioritizing activities and meeting deadlines.
- **Written Communication:** Share ideas and information by using words, images, and symbols.

## Learning Resources

A list of required readings, including links to sources from the University of Calgary's library collection and other publically available resources will be posted on D2L. There is no required textbook for this course.

## A Note Regarding Readings

A list of required readings will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the lecture material. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Instructors will proceed in class on the assumption that students have read completely the assigned readings. Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

## Learning Technology Requirements

Brightspace (by D2L) is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that they receive all posted communications and documents and that they receive emails sent by instructors or fellow students through D2L.** Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

## Evaluation

The University policy on grading and related matters is described in section F of the 2022-2023 Calendar.

In determining the overall grade in the course, the following weights will be used:

Description*	Percentage of Grade	Due Date
<b>Written assignments</b>		
<b>Midterm paper – Describing the Problem</b> A review of the literature related to your personal learning objectives to describe a global health issue of your choice.	20%	February 17, 2023 by 11:59pm via D2L
<b>Final Paper - Solutions and Future Directions</b> A review and critique of existing interventions for your described problems	20%	April 14, 2022 by 11:59pm via D2L
<b>Individual Paper Presentations</b>		
<b>Midterm paper presentation</b>	10%	February 15, 2023
<b>Final paper presentation</b>	10%	April 12, 2023
<b>Student-led Seminar</b> Small group presentations discussing one of the core concepts of public health. This is a student-led session that includes learning objectives and interactive components.	20%	TBA (students will sign-up in Week 2)

Description*	Percentage of Grade	Due Date
<b>Weekly Instagram posts</b> Students will be expected to sign-up for an account (if they do not already have one) and participate weekly by posting and responding to peer posts related to concepts discussed in class that week. The account will be monitored throughout the week and students will be evaluated on their quality of participation.	10%	Throughout term
<b>Class Participation</b> Students are expected to arrive on time, participate in classroom activities and must be prepared to comment or raise a question about the material being considered during each class. Participation is judged based on quality rather than quantity, and marks will reward students who offer thoughtful commentary in a respectful manner.	10%	Throughout term

There is no Registrar-scheduled final exam for HSOC 591.

Students who do not complete both written assignments will be considered as not having passed the course.

#### A Note regarding Writing Assignments:

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2022-23 Calendar), writing is emphasized, and the grading thereof in determining a student's mark in this course. The Bachelor of Health Sciences values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (grammar, spelling, punctuation). Sources used in research papers must be properly documented. The University of Calgary offers instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

#### Grading Scheme:

Letter Grade	Description	Percentage
A+	Outstanding performance	96-100
A	Excellent performance	90-95
A-	Approaching excellent performance	85-89
B+	Exceeding good performance	80-84
B	Good performance	75-79
B-	Approaching good performance	70-74
C+	Exceeding satisfactory performance	65-69
C	Satisfactory performance	60-64
C-	Approaching satisfactory performance	57-59
D+	Marginal pass	54-56
D	Minimal pass	50-53
F	Did not meet course requirements	0-49

### **Missed Components of Term Work**

Late assignments will receive 20% grade penalty within 24 hours of the deadline, after which assignments will not be accepted and will receive a mark of zero.

**Extensions will NOT be granted** on any assignment in HSOC 591. The only exceptions to this are those in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation. Traffic jams and late or full buses are common events in Calgary and are NOT acceptable reasons for late arrivals to class, meetings and examinations. Please note that while absences are permitted for religious reasons, students are responsible for providing advance notice and adhering to other guidelines on this matter, as outlined in the University Calendar (<https://www.ucalgary.ca/pubs/calendar/current/e-4.html>).

### **Course Evaluations and Student Feedback**

Student feedback will be sought at the end of the course through the Universal Student Rating of Instruction (USRI) and a qualitative student evaluation. Students are welcome to discuss the process and content of the course at any time with the instructor. Students may also address any concerns they may have with Dr. Ebba Kurz, Associate Dean (Undergraduate Health and Science Education) in the Cumming School of Medicine ([kurz@ucalgary.ca](mailto:kurz@ucalgary.ca)).

### **Attendance**

It is important that you make every effort to attend all sessions since much of the learning in this course will be gained through in-class discussions. Marks for participation cannot be gained unless you are in attendance. Please notify the instructor directly via email for any extended absences.

### **Conduct During Lectures**

The classroom should be respected as a safe place to share ideas without judgement - a community in which we can all learn from one another. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures>.

**Students are expected to take notes during class and should not rely solely on material supplied by the instructors.** Any content presented in class, whether verbally or in written form, could be used for assessment purposes. Class discussion is understood to constitute content.

### **Use of Internet and Electronic Communication Devices in Class**

The Bachelor of Health Sciences program aims to create a supportive and respectful learning environment for all students. The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. However, research studies have found that inappropriate/off-topic use of electronic devices in the classroom negatively affects the learning of others during class time.

Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>.

## **UNIVERSITY OF CALGARY POLICIES AND SUPPORTS**

### **Copyright**

All students are required to reach the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

### **Instructor Intellectual Property**

Course materials created by instructors (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. **The posting of course materials to third party websites such as note-sharing sites without permission is prohibited.** Sharing of extracts of these course materials with other students enrolled in the course **at the same time** may be allowed under fair dealing.

### **Academic Accommodations**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>). SAS will process the request and issue letters of accommodations to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to Dr. Ebba Kurz ([kurz@ucalgary.ca](mailto:kurz@ucalgary.ca)), Associate Dean (Undergraduate Health and Science Education).

### **Academic Misconduct**

The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned.

Academic Misconduct refers to student behaviour that compromises proper assessment of a student's academic activities and includes (but is not limited to): cheating, fabrication, falsification, plagiarism, unauthorized assistance, failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses, and failure to comply with exam regulations applied by the Registrar. **It also includes using of third party websites/services to access past/current course material, essay/assignment writing services, or real-time assistance in completing assessments, seeking answers to assessment questions and similar, whether paid, bartered or unpaid.**

For information of the Student Academic Misconduct Policy and Procedures, please visit; <https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

### **Recording of Lectures**

Audio or video recording of lectures (or similar) is **prohibited** except where explicit permission has been received from the instructor.

### **Freedom of Information and Protection of Privacy Act**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

### **Appeals**

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and may contact the Student Ombuds' Office (<http://www.ucalgary.ca/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated **within 10 business days** of first being notified of the grade. <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

### **Sexual and Gender-Based Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Sexual-and-Gender-Based-Violence-Policy.pdf>.

### **Resources for Support of Student Learning, Success, Safety and Wellness**

Student Success Centre	<a href="http://www.ucalgary.ca/ssc/">http://www.ucalgary.ca/ssc/</a>
Student Wellness Centre	<a href="http://www.ucalgary.ca/wellnesscentre/">http://www.ucalgary.ca/wellnesscentre/</a>
Student Advocacy and Wellness Hub (CSM)	<a href="https://cumming.ucalgary.ca/student-advocacy-wellness-hub/home">https://cumming.ucalgary.ca/student-advocacy-wellness-hub/home</a>
Distress Centre	<a href="http://www.distresscentre.com/">http://www.distresscentre.com/</a>
Library Resources	<a href="http://library.ucalgary.ca">http://library.ucalgary.ca</a>

### **Wellness and Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (<https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

**Student Ombuds' Office**

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

**BHSc Student Faculty Liaison Committee (SFLC)**

The BHSc SFLC, with elected representatives from all majors, serves to raise issues of interest to BHSc students to the program administration, including items pertaining to curriculum, scheduling and events. A list of current representatives can be found on the BHSc website.

**Student Union (SU) Information**

The SU Vice-President Academic can be reached at (403) 220-3911 or [suypaca@ucalgary.ca](mailto:suypaca@ucalgary.ca); the SU representatives for the Cumming School of Medicine can be reached at [medrep1@su.ucalgary.ca](mailto:medrep1@su.ucalgary.ca) or [medrep2@su.ucalgary.ca](mailto:medrep2@su.ucalgary.ca).

**Student Success Centre**

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

**Emergency Evacuation/Assembly Points**

As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see <https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points>

**Safewalk**

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

**Class Schedule:**

The weekly schedule of topics and required readings is posted on D2L. The course schedule provided is provisional, with the exception of assignment due dates. Circumstances could give rise to scheduling changes. Please check D2L for updates.

## HSOC 591: Advanced Seminar in Health & Society

The following schedule is provisional. Circumstances could give rise to scheduling changes. You will be notified at least one week in advance if the required reading for a particular session has changed. **Links to all required readings are posted on D2L.**

<b>Date &amp; Room</b>	<b>Instructor</b>	<b>Topic</b>	<b>Notes</b>
January 11, 2023 HS O1509	<i>Aparicio-Ting</i>	Course Overview  Introduction to global health	
January 18, 2023 HS O1509	<i>Aparicio-Ting</i>	Cultural Competency  Creating Personal Learning Objectives	Draft learning objectives  Introduction to student seminar  Introduction to Instagram assignment
January 25, 2023 HS O1509	<i>Dr. Franco Rizzuti</i> <i>Aparicio-Ting</i>	Global Health Surveillance  Global Health Governance	One on one meetings – Capstone paper topic and/ or personal learning objectives
February 1, 2023 HS O1509	<i>Dr. Lisa Allen Scott</i> <i>Aparicio-Ting</i>	Transdisciplinary Research and Wicked Problems  Student seminar - Colonial Roots of Global Health	
February 8, 2023 HS O1509	<i>Dr. Carol Fenton</i> <i>Aparicio-Ting</i>	Human Rights and Ethics in Global Health  Student seminar – Human Rights and Ethics	
February 15, 2023 HS O1509	<i>Aparicio-Ting</i>	<b>Midterm paper Presentations</b>	Order of presentations will be posted on D2L
February 22, 2023	<b>No Lecture – Reading Week</b>		

<b>Date &amp; Room</b>	<b>Instructor</b>	<b>Topic</b>	<b>Notes</b>
March 1, 2023 HSC O1509	<i>Aparicio-Ting</i> <i>Dr. Amy Gausvik</i>	Case Studies in Global Health Partnerships  Student seminar –One Health	
March 8, 2023 HSC O1509	<i>Aparicio-Ting</i> <i>Dr. Pam Roach</i>	Indigenous Peoples' Health  Student seminar –Global Health Promotion	
March 15, 2023 HSC O1509	<i>Aparicio-Ting</i>	Working session - TA and Dr. Ting available to answer questions in HSC 1500	
March 22, 2023 HSC O1509	<i>Aparicio-Ting</i>	Environment and climate, humanitarian response  Student seminar –Climate change	
March 29, 2023 HSC O1509	<i>Aparicio-Ting</i>	Chronic diseases, interventions and challenges  Student seminar –Chronic Diseases of Global Concern	
April 5, 2023 HSC O1509	<i>Aparicio-Ting</i>	Communicable diseases - key diseases, interventions and challenges  Student seminar –Communicable Diseases of Global Concern	
April 12, 2023 HSC O1509	<i>Aparicio-Ting</i>	<b>Final paper presentations</b>	