We recognize and acknowledge that McMaster University meets and learns on the traditional territories of the Mississauga and Haudenosaunee nations, and within the lands protected by the "Dish With One Spoon" wampum, an agreement amongst all allied Nations to peaceably share and care for the resources around the Great Lakes.

ENVSOCTY 2HI3 – Health and Place
2021 Winter Term

Instructor: Cathy Slavik | **E-mail:** slavikc@mcmaster.ca

Teaching Assistants: Regina Ding (dingry@mcmaster.ca) | Sophie Geffros (geffrose@mcmaster.ca)

Course Details

- **Office hours:** Through Zoom appointment - Please email me for a time
- **Lectures:** Tuesdays & Wednesdays 9:30-10:20am
- **Zoom link:** TBD

Course Description

Introduction to health geography. Contemporary trends and patterns of global mortality and morbidity are explored using examples from different parts of the world. A range of perspectives are used to compliment a geographical viewpoint, including: medical, cultural, ecological, social and demographic

Prerequisite(s): One of ENVSOCTY 1HA3, 1HB3,   **Antirequisite(s):** HEALTHST 2HI3

Course Objectives

- Explore trends and patterns of global mortality and morbidity and how these are shaped by various cultural, social, economic, demographic and ecological factors.
- Learn about the methods used in geography and health research and practice.
- Learn skills with interpreting and synthesizing health information in a geographical context.

Course Delivery

- There will be **two** regularly scheduled live **Zoom virtual lectures** every week, each of which will run about 40 to 50 minutes. Virtual lectures will use Zoom with the instructor as the primary lecturer sometimes assisted by TA moderators or guest lecturers.
- Each virtual lecture will be uploaded to Avenue within a week that the lecture was held.
- Every week there will be one scheduled live **Zoom virtual tutorial** with a TA which will run about 50 minutes.

Virtual Course Delivery

To follow and participate in virtual classes it is expected that you have reliable access to the following:

- A computer that meets performance requirements [found here](#).

- An internet connection that is fast enough to stream video.

- Computer accessories that enable class participation, such as a microphone, speakers and webcam when needed.

If you think that you will not be able to meet these requirements, please contact [uts@mcmaster.ca](#) as soon as you can. Please visit the [Technology Resources for Students page](#) for detailed requirements. If you use assistive technology or believe that our platforms might be a barrier to participating, please contact [Student Accessibility Services](#), [sas@mcmaster.ca](#), for support.

Course Overview and Assessment (Detailed in next section)

- Tutorials: (30%)
    - Leading a case study and discussion in tutorial (15%)
    - Participation in others' case studies discussions (15%)
- Assignment 1 (20%) due February 10th
- Assignment 2 (20%) due March 31st
- Final exam (30%)

Tutorials (30%) – Case studies - Due dates vary between January 19th to April 7th

- Case studies (15%): Every week one to three students (depending on tutorial size) will present a case study in tutorial on a community health issue and lead a discussion on it. Students will select their preferred case study date during the first tutorial. You can select a health issue in any community of your choice but you must run the topic by your TA at least a week in advance of the date of your case study. TAs will present an example during the first tutorial. You will have approximately **10min**. to present on and initiate discussion on your case study. During that time you should:
    - Briefly describe the **community** and some history about the area (if relevant to your health issue)
    - Briefly describe the **health issue** and what indicator is used to measure the health issue

- Initiate discussion about how the **place** (i.e. location, population, etc.) influences/is a determinant of the health issue
- Initiate discussion about ways the issue could be tackled and current barriers to overcoming the issue
- Additionally, you are to email a **400-500 word summary** about your community health issue to your TA at least 24 hours before presenting your case study in tutorial. This summary should outline the content you will cover in your case study and list any sources you consulted while researching for your case study. This summary will help you prepare for your case study presentation and discussion.

- Participation in discussions (15%): You will be expected to attend the tutorials and participate regularly in other students' case study discussions. To re-create in-person discussions as much as possible, participating will necessitate audio/video connection.

Assignment 1 – Critical appraisal (20%) – Due February 10th

- The purpose of this assignment is to give you some hands-on experience in appraising the evidence in health studies and make an assessment on causality. You will have to appraise the evidence presented in four selected published studies that examine the link between a geographic exposure and a health outcome and justify whether a policy decision should be made in a hypothetical community. You will apply specific criteria to help you assess the methodologies and results summarized in the studies that you appraise. Refer to assignment guidelines posted separately.

Assignment 2 – Reflection Paper on Therapeutic Landscapes (20%) – Due March 31st

- The purpose of this assignment is to give you an opportunity to reflect on which therapeutic landscapes and healthy designs have had a positive impact on your health and wellbeing during the COVID-19 pandemic. You may also choose to reflect on the negative impacts of any unhealthy designs you have encountered. You will have to apply what you have learned about therapeutic landscapes (through peer-reviewed studies, course readings, lecture content, etc.) and relate this to your own experiences during the past year. Refer to assignment guidelines posted separately.

Final Exam (30%) – Date TBD

- There is a cumulative final exam in this course. Details will be discussed in class prior to the end of term.

Lecture Schedule and Course Readings

The list of course readings provides important context and background material for the course. Occasionally they will include viewing a video or other instructional format. In most weeks there will be an assigned reading that you will be able to **access through Avenue**. There is no required course textbook for purchase.

Week	Date	Lecture topic	Reading
1	Jan. 12,13	Introduction: health & place Methods in health geography research, study designs	Gatrell, A.C., & Elliott, S.J. (2014). Chapter 1: Introducing Geographies of Health. In *Geographies of Health: An Introduction* (pp. 1-26). Agogo, E., & Elimian, K. (2020). Epidemiological Methods and Measures in Global Health Research. In *Handbook of Global Health* (pp. 1-25).
2	Jan. 19,20	Assessing population and individual health risks, spatial analysis	Canadian Medical Association. (1981). How to read clinical journals: IV. To determine etiology or causation. *CMAJ, 124*(8), 985-990. Gatrell, A.C., & Elliott, S.J. (2014). Chapter 3: Quantitative Methods and Geographical Information Systems. In *Geographies of Health: An Introduction* (pp. 1-36).
4	Feb. 2,3	Disease ecology, landscape epidemiology	Kilpatrick, A. M. & Altizer, S. (2010). Disease Ecology. Nature Education Knowledge 3(10):55. Available at: https://www.nature.com/scitable/knowledge/library/disease-ecology-15947677/#url Reisen, W. K. (2010). Landscape epidemiology of vector-borne diseases. *Annual review of entomology, 55*, 461-483.
5	Feb. 9,10	Epidemiologic transition, infectious diseases	Watch video: https://www.youtube.com/watch?v=nt3d4oMmByI Cohen, M. L. (2000). Changing patterns of infectious disease. *Nature, 406*(6797), 762-767.
6	**Feb. 16,17**	**NO CLASS**	**READING WEEK**
7	Feb. 23,24	Impacts of socio-economic environment	Mikkonen, J., & Raphael, D. (2010). Social determinants of health: The Canadian Facts. **Pages 7-19 only.**

		on health, health inequalities	

Week	Date	Lecture topic	Reading
8	Mar. 2,3	Health architecture, therapeutic landscapes	Marcus, C.C., & Sachs, N.A. (2013). Chapter 3: Theory, Research and Design Implications. In *Therapeutic Landscapes: An Evidence-Based Approach to Designing Healing Gardens and Restorative Outdoor Spaces* (pp. 1-22). Murphy, M. (April 6, 2020). The role of architecture in fighting a pandemic. The Boston Globe. Visit here for permanent link to article: https://docs.google.com/document/d/1aOvjTSgrrNUW2KoO_-kaH7lxcAu0B6xQh1b_ZQ-49f0/edit?usp=sharing
9	Mar. 9,10	Health psychology and geography	Henderson, L., Thompson, K., Hudson, A., Dobson, K., Chen, S. P., & Stewart, S. (2019). An analysis of campus culture, mental health, and drinking at three Canadian Universities. *Canadian Journal of Community Mental Health, 37*(3), 97-113.
10	Mar. 16,17	Global healthcare systems, services & delivery	Watch video: https://www.youtube.com/watch?v=CIqLzYsx1Kk Marchildon, G. P., Cafaro, C. S., & Brown, A. (2018). Myths, Misperceptions, and Policy Learning: Comparing Healthcare in the United States and Canada. *The Journal of Law, Medicine & Ethics*, *46*(4), 833-837.
11	Mar. 23,24	Access to healthcare, ageing, rural and remote health	Herron, R., & Skinner, M. (2018). Chapter 38: Rural places and spaces of health and health care. In *Routledge Handbook of Health Geography* (pp. 267-272). Hanlon, N. (2017). Chapter 18: Older persons, place and health care accessibility. In *Geographical Gerontology* (pp. 229-240).
12	Mar. 30,31	Built environment, healthy policies	Lopez, R. P. (2012). Chapter 3: Planning and Urban Design. In *The Built Environment and Public Health* (pp. 43-65). Stout, R. (2018). Chapter 3: Building environments on-reserves – Failures in design. In The built environment: Understanding how physical environments influence the health and well-being of First Nations peoples living on-reserve. **Pages 13-21 only.**
13	Apr. 6,7	Workplace and Health	Hämäläinen,P., Takala, J., & Kiat, T.B. (2017). Global Estimates of Occupational Accidents and Work-related Illnesses. Workplace Safety and Health Institute. Retrieve from: http://www.icohweb.org/site/images/news/pdf/Report%20Global%20Estimates%20of%20Occupational%20Accidents%20and%20Work-related%20Illnesses%202017%20rev1.pdf
14	April 13, 14	Course review, exam prep	

Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's *Academic Accommodation of Students with Disabilities* policy.

Academic Accommodation for Religious, Indigenous Or Spiritual Observances (Riso)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Courses with An On-Line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

It is your responsibility to understand what constitutes academic dishonesty.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the *Academic Integrity Policy,* located at

https://secretariat.mcmaster.ca/university-policies-procedures- guidelines/

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to the McMaster Office of Academic Integrity's webpage.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Research Ethics -NA

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.