

GEOG 3431B – Geography of Health & Health Care

Course Outline: Section 001 Winter 2021



Although this academic year might be different, Western University is committed to a **thriving campus**. We encourage you to check out the [Digital Student Experience](#) website to manage your academics and well-being. Additionally, the following link provides available resources to support students on and off campus: <https://www.uwo.ca/health/>.

1. Technical Requirements



Stable internet connection



Laptop or computer



Working microphone



Working webcam



Zoom application installed

- Recommended technical specifications: <https://registrar.uwo.ca/academics/timetables.html>
- Western Zoom webpage, including privacy information: <https://wts.uwo.ca/zoom/index.html>
- Google Chrome or Mozilla Firefox are the preferred browsers to optimally use OWL; update your browsers frequently. Students interested in evaluating their internet speed, please click [here](#).
- If students need assistance, they can seek support on the OWL Help page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800.

2. Course Information



Delivery Mode	Dates	Time
In-person, online	Thursdays	12:30-1:30

*Details about design and delivery of the course are listed below in Section 5

Classes Start	Reading Week	Classes End	Study day(s)	Exam Period
January 11	February 13-21	April 12	April 13	April 14-30



Course Instructor	Contact Information	Office Hours
Rosalind Ragetlie	rragetli@uwo.ca	Mondays 10-11am (drop-in, Zoom) and by appointment

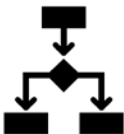
Teaching Assistant	Contact Information	Office Hours
Elana Nightingale	enighti4@uwo.ca	Wednesdays 11-12am (Drop-in, Zoom) and by appointment



- Drop-in office hours will be held remotely using Zoom, at the above listed times
- Students will be able to request additional office hours and one-on-one meetings by appointment using email

3. Calendar Description

The aim of this course is to outline current theoretical and practice-based issues in the area of health and to understand the developing role geographers play in these areas. The course will focus on major themes in the geography of health and health care. It will introduce students to reading health research critically, and the changing concepts of health in the Canadian context. It will also explain and illustrate through case studies and examples, the geographical aspects chronic and mental health, health inequalities, health care provision and planning. Emphasis will be placed on the health of Canadians.



3 lecture hours, 0.5 course

Prerequisite(s): Geography 2430A/B or a related 2000-level course in Health Sciences, Sociology or Psychology, or permission of the instructor.

Prerequisite checking is the student's responsibility

Senate Regulations state, "unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will 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."

4. Textbook

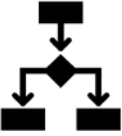


- No required text
- All readings and other resources will be posted in OWL
- All online readings can be accessed through Western's Electronic journal sites.
- Please check the lecture schedule to find out what is to be read prior to each class (readings will be the basis for in-class discussion).

5. Course Objectives and Format

By the end of this course, you should be able to:

- (1) Critically appraise health research;
- (2) Explain the social determinants of health and apply them to real-world examples;
- (3) Describe the geographical aspects of the diffusion of disease;
- (4) Explain the challenges health care provision and health care planning in Canada.




Mode	Dates	Time	Frequency
Virtual synchronous	Thursday	12:30-1:30	weekly
Virtual asynchronous	N/A	N/A	weekly

- Asynchronous pre-work must be completed prior to synchronous sessions
- Attendance at synchronous sessions is strongly recommended
- Asynchronous sessions will be recorded and available on OWL
- Synchronous sessions will NOT be recorded
- Closed captioning will be provided on audio or video recordings

All course material will be posted to OWL: <http://owl.uwo.ca>. Any changes will be indicated on the OWL site and discussed with the class.

6. Learning Outcomes

Upon successful completion of this course, students will be able to:

- 
- Critically read health research and make meaningful policy recommendations
 - Explain major theories, approaches & concepts of health
 - Apply concepts of spatial diffusion of disease to 'real world' examples
 - Apply knowledge of the field of health geography to the formulation of a geographical research question
 - Explain the process of health care delivery and health care planning in Canada
 - Discuss the reasons for differences in health access and outcomes across social groups and classes, and apply them to real-world examples

7. Course Content and Schedule

Week	Dates	Asynchronous Lecture Topics	Tutorial	Readings
1	Jan 11 – 17	Part 1: Introduction (synchronous, January 14 th , 12:30-1:30) Part 2: What is health geography? An introduction to the social determinants of health	Introduction	<ul style="list-style-type: none"> Dummer, T. J. (2008) Gatrell & Elliott (2014): Chapter 1
2	Jan 18 – 24	Part 1: Theories, approaches & concepts of health Part 2: An introduction to the biomedical model of disease	Applying the SDH: looking deeper	<ul style="list-style-type: none"> Gatrell & Elliott (2009): Chapter 2 Rootman & Raeburn (1994)
3	Jan 25 – 31	Part 1: Reading health research critically Part 2: Reading health research critically: an example	Assignment 1 Instructions with Q&A	<ul style="list-style-type: none"> CMAJ (1981)
4	Feb 1 – 7	Part 1: Spatial diffusion of disease: theory & concepts Part 2: Spatial diffusion of disease: COVID-19	Apply & discuss lecture content	<ul style="list-style-type: none"> Hagget (1998): Chapter 1 Kuebart & Stabler (2020)
5	Feb 8 – 14	Part 1: Watch 'And the Band Played on'	*Midterm Quiz February 11th* (quiz provided during tutorial)	None
6	Feb 15 – 21	Reading Week	N/A	None
7	Feb 22 – 28	Part 1: The Canadian healthcare system Part 2: The Canadian healthcare system cont'd *Assignment 1 DUE February 25th*	Watch clip on Canadian healthcare system & discuss	<ul style="list-style-type: none"> Wilson & Rosenberg (2004)



8	Mar 1 – 7	Part 1: Geography of chronic diseases Part 2: Geography of chronic diseases: breast cancer in Ontario	Assignment 2 Instructions with Q&A	<ul style="list-style-type: none"> • Luginaah et al. (2012)
9	Mar 8 – 14	Part 1: Geography of mental health Part 2: Case study: Loneliness	Apply & discuss lecture content	<ul style="list-style-type: none"> • Holley (1988) • Jones (2001)
10	Mar 15 – 21	Part 1: Socioeconomic status & health Part 2: Watch TED Talk: How economic inequality harms societies Richard Wilkinson	Discuss TED Talk & apply class concepts	<ul style="list-style-type: none"> • Pickett & Wilkinson (2015)
11	Mar 22 – 28	Part 1: Race, racism & health Part 2: Watch TED Talk: How racism makes us sick	Discuss TED Talk & apply class concepts	<ul style="list-style-type: none"> • Smedley (2012) • Osypuk & Acevedio-Garcia (2010) (<i>only</i> read sections 1 & 6)
12	Mar 29 – Apr 4	Part 1: Indigenous health: guest lecture Part 2: Indigenous health: guest lecture cont'd	Drop in Assignment 2 help session	None
13	Apr 5 – 11	Part 1: Gender & health Part 2: Globalization & Health *Assignment 2 DUE April 8th*	Course Review Q&A	<ul style="list-style-type: none"> • WHO (2008) Chapter 13 (<i>only</i> read pages 145-154) • Bates et al. (2009) • Collins (2003)
14	Apr 12	*Final Exam date TBA*	N/A	

8. Online Participation and Engagement



- Students are expected to participate and engage with content as much as possible
- Students can participate during synchronous tutorial sessions

9. Communication



- Students should check the OWL site every 24 – 48 hours
- Students should email their instructor(s) and teaching assistant(s) using the email addresses provided above. It is the responsibility of the student to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner. Read about the privacy and security of UWO email accounts [here](#).
- Emails will be monitored daily with the exception of weekends; students will receive a response within 48 hours

10. Evaluation

Below is the evaluation breakdown for the course. Any deviations will be communicated.

Assessment	Format	Weighting	Due Date
Mid-term Quiz	Take-home, long answer	15%	February 11 th , 2021
Assignment 1	Critical Appraisal of Evidence	25%	February 25 th 2021
Assignment 2	Annotated Bibliography	25%	April 8 th 2021
Final Exam	Take-home, long answer	35%	TBA

- Students are responsible for material covered in the lectures as well as the assigned chapters/sections in the text.
- All assignments are due through the OWL Drop Box, at 11:55 pm EST unless otherwise specified
- Rubrics will be used to evaluate assessments and will be posted with the instructions
- After an assessment is returned, students should wait 24 hours to digest feedback before contacting their evaluator; to ensure a timely response, reach out within 7 days



Click [here](#) for a detailed and comprehensive set of policies and regulations concerning examinations and grading. The table below outlines the University-wide grade descriptors.

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

Late or missed evaluations:

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.

- Late assessments without illness self-reports will be subject to a late penalty 10%/day
- Late assessments with illness self-reports should be submitted within 24 hours of submission of the last illness self-report
- The Midterm Quiz may not be handed in after it has been handed back to the class. The weight of a missed test will be transferred to the final exam

Grades will not be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: *You* are responsible for your grades in this course.

11. Accommodation Policies

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Academic Consideration for Student Absence

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are *not* met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see

[Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#)

and for the Student Medical Certificate (SMC), see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

12. Make-up Examinations

Makeups will be granted with approved documentation only. All documentation for missed exams must be provided to the Academic Counselling Office within 48 hours of the scheduled exam, otherwise the instructor will assign a grade of zero.

The format and content of make-ups may differ substantially from the scheduled test or examination.

13. Use of Electronic Devices

Use of electronic devices during take-home quizzes and exams is permitted.

14. How to Be Successful in this Class:

Students enrolled in this class should understand the level of autonomy and self-discipline required to be successful.

1. Get organized and manage your time well. Make it a daily habit to log onto OWL.
2. When taking lecture notes and studying for assessments, try not to simply focus on remembering key concepts – rather, think critically about what is presented and how it relates to 'real world' issues. Assessments will aim to gauge your critical thinking skills and application of the concepts you learn in this course.
3. Take notes as you go through the lesson material. Treat this course as you would a face-to-face course.
4. Connect with others. We will meet in tutorials but to connect through other means, for example an online study group or weekly meetings for discussion and peer support.
5. Do not be afraid to ask questions. If you are struggling with a topic, contact your instructor(s) and or teaching assistant(s).



15. Personal Teaching Approach

As a student, my most effective and memorable learning was done through active class discussions and activities. Such an approach will be difficult this year, however we will try our best to do so through activities and discussions during the tutorials. The course is designed to introduce concepts and apply them to case-study examples, as I want you to not only memorize and integrate your knowledge, but apply it critically to the world around you. My goal is to deliver a course in which you are able to develop your critical thinking skills and apply your knowledge, rather than simply memorizing information.

16. Instructor Policies

My intent with this course is to allow for us to learn from one another in a safe and respectful environment. I expect all group activities and discussions to be inclusive and respectful, so this can be a safe and productive learning environment for everyone in the classroom. I would like to create a learning environment that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it and I will do my best to address it. If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know. We encourage everyone to display their name and pronouns in your 'Zoom name' during tutorials.

As a cis, white, settler woman, I recognize my complicity in the systems that oppress all people with intersections of identity, and have been working to become a better ally. I also would like to acknowledge that Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Attawandaron (Add-a-won-da-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous peoples (e.g. First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society.

17. Use of Recordings

All of the asynchronous learning sessions for this course will be recorded. Synchronous tutorials will not be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals under special circumstances. Please contact the instructor if you have any concerns related to session recordings.

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

18. Statements concerning Online Etiquette

Some components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- Please “arrive” to class on time

- Please use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- Ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- To minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- Please be prepared to turn your video camera off at the instructor's request if the internet connection becomes unstable
- Unless invited by your instructor, do not share your screen in the meeting

The course instructor and TA will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- If you wish to speak, use the "raise hand" function and wait for the instructor to acknowledge you before beginning your comment or question
- Remember to unmute your microphone before speaking
- Self-identify when speaking
- Remember to mute your mic after speaking (unless directed otherwise)

General considerations of "netiquette":

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

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.

19. 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.

20. Western's Commitment to Accessibility

The Department of Geography strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish

to contact Services for Students with Disabilities (SSD) at 519-661-2147 for any specific question regarding an accommodation. [Information regarding accommodation of exams](#) is available on the Registrar's website.

More information about "[Accessibility at Western](#)" is available.

21. Mental Health

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit Western's [Health and Wellness website](#) for more information on mental health resources.

22. Support Services

[Western's Support Services](#)
[Student Development Centre](#)

23. Important Dates

January 11: Classes resume

January 19: Last day to add a second term half course

February 15: Family Day – Department Office Closed

February 13 to February 21: Spring Reading Week (No classes; Department Office open)

March 15: Last day to drop a first term half course without penalty

April 2: Good Friday

April 12: Classes end

April 13: Study day

April 14 to April 30: Examination Period