

Power Hour Sessions (Thursdays 11:30-12:30) + Asynchronous Lectures  
Online (OWL)

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Your TA is your first email contact

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

- Differentiate between personal and social determinants of health;
  - Identify and critically analyze social determinants of health and their impacts in Canadian and global contexts
  - Explain the relationship between social determinants of health and strategies to reduce suffering, disease, and inequalities in healthcare
  - Integrate a trauma and violence-informed approach into the analysis and evaluation of healthcare practices, settings, and outcomes
  - Explain the role culture can play in experiences of healthcare and health outcomes
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 potentially podcasts (TBD) will be available via links on OWL

If you require this information in an alternate/accessible format, please contact the following teaching assistant: TBA

This course material will be delivered in 2 parts:

1. \_\_\_\_\_ (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. \_\_\_\_\_ every Thursday, which students are required to attend from 11:30 – 12:30 (hereafter called the Power Hour)

Week 1

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	<p>Minor assignment A (2.5%) due on OWL by 5pm Jan. 20</p> <p><i>Power Hour Jan. 21</i></p>
<p>Week 3 January 25<sup>th</sup></p>	<p>Can your job really kill you?</p> <p>Quiz (3%)</p> <p>NO POWER HOUR THIS WEEK</p>
<p>Week 4 February 1<sup>st</sup></p>	<p>How exactly does racism operate as a social determinant of health?</p> <p>Quiz 3 %</p> <p>Minor assignment B (2.5%) due on OWL by 5pm Feb 3</p> <p><i>Power Hour Feb 4</i></p>

Week 5                      Were our grandparents really healthier thre

February 18<sup>th</sup> - 25<sup>th</sup>                      Unit 7 (A) (25%) (5) 1.31 r-0 0 7 (437.7TQqREA)3W D-2 (I-9N (m)G/MCIDW)3W E

Week 11 March 29 <sup>th</sup>	How do social determinants shape healthcare professionals' experiences of their work? Minor Assignment E: (2.5%) due on OWL by 5 pm March 31 <sup>st</sup> <i>Power Hour:</i> April 1 <sup>st</sup>
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Students should arrive to the weekly Power Hour with a grasp of the materials and the completion of any assigned readings, self-directed activities (Power Hour assignments, where applicable – these are not weekly), and film viewings that have been shared on the Sunday of that week. Power Hour participation will be assessed based on attendance, plus where appropriate collection of notes produced by breakout room groups for specific activities.

The Power Hour participation mark will be allocated in two parts worth 5% each: 5% before reading week, and 5% for Power Hour participation after reading week up until the end of the term.

Held during the exam period, 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 weekly quizzes.

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is

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- after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence;

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Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe as to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less. The following conditions are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed a maximum of two self-reported absences between September and April, and one self-reported absence between May and August;
- The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30am the following morning if the form is submitted after 4:30pm;
- The duration of the excused absence will terminate prior to the end of the 48 hour period, should the student undertake significant academic responsibilities (e.g., write a test, submit a paper) during that time;
- The duration of an excused absence will terminate at 8:30am on the day following the last day of classes each semester, regardless of how many days of absence have elapsed;
- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations (i.e., “bellringers”);
- Self-reporting may not be used for assessments (e.g., midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;

Students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed

The university-wide descriptor of the meaning of letter grades, as approved by Senate:

90-100	A+	<i>One could scarcely expect better from a student at this level</i>
85-89	A	<i>Superior work that is clearly above average</i>
80-84	A-	

77-79	B+	<i>Good work, meeting all requirements and eminently satisfactory</i>
73-76	B	
70-72	B-	
67-69	C+	<i>Competent work, meeting requirements</i>
63-66	C	<i>Fair work, minimally acceptable.</i>
60- 62	C-	
57- 59	D+	
53- 56	D	
50- 52	D-	
0-49	F	<i>Fail</i>

The purpose of the Code of Student Conduct is to define the general standard of conduct

- detection of plagiarism. All papers submitted for such checking 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 The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).
3. 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

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several online and on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, the University of Western Ontario provides a variety of health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, the University of Western Ontario provides a variety of health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree.