



Health Studies Program

HST209H – Introduction to Health

COURSE SYLLABUS

Fall 2016

COURSE CONTACTS

Instructor: Anthony Lombardo, PhD (anthony.lombardo@utoronto.ca)
Office Location: Institute for Life Course & Aging, Suite 328, 263 McCaul Street, Toronto
Office Hours: Mondays, 10am – 11:30am or by appointment

Teaching Assistants: Ghazal Fazli (ghazal.fazli@utoronto.ca)
Tutorial Hours: N/A
Tutorial Location: N/A

HEALTH STUDIES PROGRAM CONTACTS

Health Studies Director: Sarah Wakefield (sarah.wakefield@utoronto.ca)
Health Studies Program Assistant: Khamla Sengthavy (khamla.sengthavy@utoronto.ca)
Website: <http://www.uc.utoronto.ca/healthstudies>

COURSE DESCRIPTION

This course provides undergraduate students an interdisciplinary introduction to issues associated with Canada's approach to health and health care. The course examines the social, cultural, economic and political influences that impact Canada's approach to maintaining its citizens' health. Multiple perspectives of health and health care are examined with the goal of gaining a theoretical understanding of the complexities and challenges of maintaining the health of Canadians. Students will have the opportunity to examine local, national and international issues and how these shape the Canadian approach to health and health care.

The purpose of this course is to enable students to develop a critical understanding of the social, economic, and political forces that shape how health issues are considered in Canada. By identifying both fundamental principles and challenges facing Canadians, students will be able to articulate strategies for change.

COURSE OBJECTIVES

1. Broaden student's thinking of the concepts of health, illness & care. Topics include:
 - a. Key paradigms and methodological approaches to health
 - b. Personal and public conceptualizations of health, illness and quality healthcare
 - c. The social determinants of health
 - d. Current issues in maintaining Canadians' health and how these relate to policy development.
 - e. Strategies for improving the health care system from the major perspectives introduced in this course.
2. To provide the students with a skill set to more critically analyze health related data and information. In class discussion and assignments will provide opportunities to:
 - a. Learn how to synthesize research and information pertaining to a specific national or global health issue

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- b. Explore, interpret and compare existing data and health information from multiple sources
- c. Analyze current health issues
- d. Make brief presentations based on the analyses

REQUIRED READINGS

Required Course Text (Available from University of Toronto bookstore):

Raphael, D., Bryant, T. and Rioux, M. (2010). *Staying Alive: Critical perspectives on health, illness and health care* (2nd ed.). Toronto: Canadian Scholars' Press Inc.

Recommended readings and web addresses may be added to the course website periodically.

I maintain a Twitter account to post resources and research relevant to the courses that I teach. You can find/follow the feed at the link below, but please note, ***no course-related questions should be sent to my Twitter account:***

http://twitter.com/al_instruct

This feed is for information purposes only, and any resources I may post there are optional and not required reading for the course. You do not need a Twitter account to view the feed.

You must have an utoronto/utordial account. You will need to ensure that you have electronic access to the U of T library, which subscribes to many e-journals which you must access in order to complete your assignments.

LECTURE AND TUTORIALS

Classes will be held **Mondays, 12pm-3pm** in **UC163**. This course is organized as a series of lectures and interactive activities. Attendance is mandatory. It is your responsibility to find out about missed instructions/assignments/announcements. All relevant information is available on the course Blackboard site, which will be updated regularly. Students are expected to do the readings prior to each class and to be respectful of others during lectures.

The preliminary schedule for lectures and readings is below:

Week	Topic	Learning Preparation-Required Readings	Course Content
Week 1 Sept 12	Introduction to the Course & Canada's Healthcare System	Recommended: <i>Chapter 10: Cracks in the Foundation: The Origins And Development of the Canadian and American Health Care System-G. Feldberg, R. Vipond and T. Bryant</i>	<ul style="list-style-type: none"> • Course content & assignments • Canada's healthcare system • Models of



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		<p><i>Canada Health Act:</i> http://www.hc-sc.gc.ca/hcs-sss/alt_formats/hpb-dgps/pdf/pubs/chaar-rales-0607/chaar-rales-0607-eng.pdf (pg 1-13)</p>	understanding health
<p>Week 2 Sept 19</p>	<p>Part I: Current Concepts of Health, Illness and Health Care</p> <p><i>Research & Writing Workshop</i></p>	<p>Course Text: Forward and Introduction</p> <p>Required:</p> <p>World Health Organization. (1986). <i>Ottawa Charter for Health Promotion</i>. Available at: http://www.phac-aspc.gc.ca/ph-sp/docs/charter-chartre/</p> <p>Epp, J. (1986). <i>Achieving Health for All: A Framework for Health Promotion</i>. Ministry of Supply and Services Canada. Available at: http://www.hc-sc.gc.ca/hcs-sss/pubs/system-regime/1986-frame-plan-promotion/index-eng.php</p> <p>Hayes, M., et al. (2007). Telling stories: News media, health literacy and public policy in Canada. <i>Social Science & Medicine</i>, 64, 1842-1852.</p> <p>Recommended:</p> <p>Poland, B., Coburn, D., Robertson, A., Eakin, J. with members of the Critical Social Science in Health Group. Wealth, equity and health care: A critique of a 'population health' perspective on the determinants of health. <i>Social Science and Medicine</i>, 46(7), 785-798, 1998.</p> <p>Raphael, D., & Bryant, T. (2002). The limitations of population health as a model for a new public health. <i>Health Promotion International</i>, 17(2), 189-199.</p> <p>Raphael, D. (2008). Grasping at straws: A recent history of health promotion in Canada. <i>Critical Public Health</i>, 18(4), 483-495.</p>	<ul style="list-style-type: none"> • Overview of issues and key terms • Approaches to health: Public health, population health & health promotion



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<p>Week 3 Sept 26</p>	<p>Perspectives on Health, Illness and Health Care:</p> <p><i>Epidemiological Perspectives</i></p> <p><i>Researching Health</i></p>	<p>Chapter 1: <i>Epidemiological Approaches-S. Bezruchka</i></p> <p>Chapter 5: <i>Researching Health: Knowledge Paradigms, Methodologies and Methods- T. Bryant, D. Raphael and M. Rioux</i></p> <p>Required: Buchanan, D.R. (1998). Beyond positivism: Humanistic perspectives on theory and research in health education. <i>Health Education Research</i>, 13(3), 439-450.</p> <p>Recommended: Poland, B., Coburn, D., Robertson, A., Eakin, J. with members of the Critical Social Science in Health Group. Wealth, equity and health care: A critique of a 'population health' perspective on the determinants of health. <i>Social Science and Medicine</i>, 46(7), 785-798, 1998.</p>	<ul style="list-style-type: none"> • Overview of perspectives on health, illness and healthcare: epidemiological • Researching the different paradigms of health
<p>Week 4 Oct 3</p>	<p>Perspectives on Health, Illness and Health Care:</p> <p><i>Sociological Perspectives</i></p> <p><i>Political Economy Perspectives</i></p>	<p>Chapter 2: <i>Sociological Perspectives on Health and Health Care-I. Bourgeault</i></p> <p>Chapter 3: <i>Health and Health Care: A Political Economy Perspective –D. Coburn</i></p> <p>Required: Raphael, D. & Bryant, T. (2015). Power, intersectionality and the life-course: Identifying the political and economic structures of welfare states that support or threaten health. <i>Social Theory & Health</i>, 13, 245-266.</p> <p>Eikemo, T. A., & Bambra, C. (2008). The welfare state: a glossary for public health. <i>Journal of Epidemiology and Community Health</i>, 62(1), 3-6.</p> <p>Rhodes, T. (1997). Risk theory in epidemic times: Sex, drugs and the social organisation of 'risk behaviour'. <i>Sociology of Health &</i></p>	<ul style="list-style-type: none"> • Overview of perspectives on health, illness and healthcare: sociological • Overview of the influence of politics and economics on health outcomes and care • A1: Health in Media Paper Due



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		<p><i>Illness</i>, 19(2), 208-227.</p> <p>Recommended: Chapter 15: <i>Pharmaceutical Policy</i> – J. Lexchin.</p> <p>Borrell, C., et al. (2007). Politics and health. <i>Journal of Epidemiology & Community Health</i>, 61, 658-659.</p> <p>Raphael, D., & Bryant, T. (2006). Maintaining population health in a period of welfare state decline: political economy as the missing dimension in health promotion theory and practice. <i>Promotion & Education</i>, 13(4), 236-242.</p> <p>Raphael, D., & Bryant, T. (2006). The state's role in promoting population health: public health concerns in Canada, USA, UK, and Sweden. <i>Health Policy</i>, 78(1), 39-55.</p>	
Oct 10	Thanksgiving	No class	
Week 5 Oct 17	<p>Perspectives on Health, Illness and Health Care:</p> <p><i>Human Rights Perspectives</i></p> <p>Social Determinants of Health</p>	<p>Chapter 4: <i>The Right to Health: Human Rights Approaches to Health</i>-M. Rioux</p> <p>Chapter 6: <i>Social Determinants of Health-An Overview of Concepts and Issues</i>-D. Raphael</p> <p>Recommended: Palmer, A., et al. (2009). Does ratification of human-rights treaties have effects on population health? <i>Lancet</i>, 373(9679): 1987–92</p> <p>Health Council of Canada. (2010). <i>Stepping it up: Moving the focus from health care in Canada to a healthier Canada</i>. Toronto, ON. Available at http://www.healthcouncilcanada.ca/rpt_det.php?id=162</p> <p>Navarro, V. (2011). Why we don't spend enough on public health: An alternative</p>	<ul style="list-style-type: none"> • Overview of human rights-based approaches to health • Definitions and examples of social determinants of health in Canada



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		view. <i>International Journal of Health Services</i> , 41(1), 117-120.	
		Social Determinants of Health: Canadian Facts http://www.thecanadianfacts.org/The_Canadian_Facts.pdf	
Week 6 Oct 24	Assignment & Mid-Term Tests Workshops	<i>No readings.</i>	<ul style="list-style-type: none"> Tutorial activities to help prepare for assignments & mid-term test
Week 7 Oct 31	Mid-Term Test	Held in class.	
Nov 7	Fall Break	No class	<ul style="list-style-type: none"> <i>Nov 7: Last day to drop an "F" course.</i> Optional Outline Due (Nov 11)
Week 8 Nov 14	Determinants of Health (continued): Politics, Public Policy and Health Guest Lecture	<p>Chapter 9: <i>Politics, Public Policy and Health Inequalities</i>-T. Bryant</p> <p>Chapter 16: <i>The Political Economy of Public Health Concerns</i> D. Raphael and T. Bryant.</p> <p>Required: Raphael, D. (2008). Getting serious about the social determinants of health: new directions for public health workers. <i>Promotion & Education</i>, 15(3), 15-20.</p> <p>Recommended: Swinburn, B. A. (2008). Obesity prevention: The role of policies, laws and regulations. <i>Australia and New Zealand Health Policy</i>, 5: 12.</p>	<ul style="list-style-type: none"> Explore the development and application of healthy public policy Student Presentations
Week 9 Nov 21	Determinants of Health (continued): Class, Gender and Racial Differences in Health Outcomes Guest Lecture	<p>Chapter 7: <i>Social Class Inequalities in Health</i>-J. McMullin and L. Davies</p> <p>Chapter 8: <i>Gender, Race and Health Inequalities</i>-A. Pederson, D. Raphael and E. Johnson</p> <p>Chapter 13: <i>Gender, Health and Care</i>-P.</p>	<ul style="list-style-type: none"> Define social class and social class inequalities Explore relationship between social class inequalities and health outcomes



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		<p><i>Armstrong</i></p> <p>Recommended: Marmot, M., Brunner, E. (2005). Cohort Profile: The Whitehall II Study. <i>International Journal of Epidemiology</i>, 34(2), 251-256.</p> <p>Hankivsky, O., Christoffersen, A. (2008). Intersectionality and the determinants of health: A Canadian perspective. <i>Critical Public Health</i>, 18(3):271 -283</p>	<ul style="list-style-type: none"> • Student Presentations
<p>Week 10</p> <p>Nov 28</p>	Student Presentations	<i>No readings.</i>	<ul style="list-style-type: none"> • Student Presentations
<p>Week 11</p> <p>Dec 5</p>	Wrap Up	No readings.	<ul style="list-style-type: none"> • Take home messages from the course • Final papers due

BLACKBOARD INFORMATION

Course announcements and lecture notes will be made available on the Blackboard site for this course. Any messages I have for you will be noted on Blackboard under announcements or through your utoronto e-mail. It is your requirement as a student of this course to regularly (e.g. daily) check your utoronto email address and Blackboard for announcements.

GRADING SCHEME

Assignment	Due Date	Percentage of Course Grade
A1: Health in Media Paper	October 3	10%
T1: Mid-Term Test	October 31	35%
A2: Paradigms of Research Presentation	Nov 14-28	15%
A3: Scholarly Discussion Paper		
Optional Outline	November 11	5%
Final Paper	December 5	30% / 35%
T2: Pop Quizzes (2)	Throughout	5%

Students should review the Faculty of Arts and Science Statement on What Grades Mean for guidance in how term work will be evaluated:

<http://www.artsci.utoronto.ca/newstudents/transition/academic/grading>

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A1: Health in Media Paper (10%)

In this assignment, you will explore how “health” and health issues are represented in the media, according to the different approaches to health discussed in the course. You will explore some of the potential implications of these presentations for the public understanding of health.

1. Choose **one (1)** health-related article from:
 - a. A mainstream Canadian news source
 - i. e.g., CBC News; *Globe and Mail*; *National Post*; *Toronto Star*
 - b. **OR** a “popular” media source if you desire
 - i. e.g., Oprah Winfrey; Dr. Oz

Critically analyze your article by addressing the following points in your assignment:

Points (/10)	Items
2	2. What is the dominant explanatory framework used in the article? Justify your choice. <ol style="list-style-type: none"> a. Medical/bio-medical model b. Behavioural model c. Socio-environmental model d. Political economic model
2	3. What strategies does the article provide for maintaining health? <ol style="list-style-type: none"> e. Are the strategies consistent with the model used in the article? Explain why or why not.
3	4. Assess the strengths and weaknesses of... <ol style="list-style-type: none"> f. The strategies offered for maintaining health g. The use of these models in presenting your chosen health issue(s)
3	5. Discuss the implications of the use of these models in media reports about health. <ol style="list-style-type: none"> h. How might these models impact public understandings of your chosen health issue(s)? i. What are some implications of such public understandings?

It is important that you **DO NOT SUMMARIZE** the article itself; instead, present your critical analysis of how health issues are reported in the media by drawing on the course materials discussed to date. You will be graded on your level of synthesis, critical commentary and use of course materials.

Maximum word count: 750

This assignment will be graded and returned before the final date to withdraw from the course without academic penalty: November 7, 2016.

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A2: Policy Recommendation Presentation (15%)

In this assignment you will explore how approaches to health research influence the responses to health issues. The purpose of this assignment is to help you understand how studies from different paradigms ask different questions and suggest different answers, and to think critically about the strengths and weaknesses of these different approaches. The assignment will also give you experience in finding, reading and assessing primary research in health as published in academic, peer-reviewed journals.

You will be assigned a health topic on which you will complete the assignment. *Each group member will receive the same mark.*

In this assignment, your group will be tasked with developing recommendations for responses to your assigned health topic from a particular disciplinary approach (epidemiological, sociological, political economic, human rights). Your group will present an argument as to *how* best to respond to your health issue from the perspective of your disciplinary approach and *why* this is the best approach.

The class will be expected to engage in discussion and a question-and-answer session with the groups following the presentation. The instructor and/or TA will also provide feedback.

You are expected to find and use academic sources in support of your arguments.

In your presentation, you should address:

Points (/15)	Items
3	2. How do we understand/define the health issue from your assigned disciplinary approach? <ul style="list-style-type: none"> a. What sorts of questions are asked about the health issue in your discipline? What makes them specific to your disciplinary approach? b. Be sure to use academic sources that are relevant to your disciplinary approach <ul style="list-style-type: none"> i. Consult the list of journals available on Blackboard
5	3. How does your disciplinary perspective suggest that we should address this health issue? <ul style="list-style-type: none"> a. What suggestions are made in the research you have reviewed? b. What do you think about those suggestions, given course materials/discussions?
5	4. What are the benefits and limitations of addressing this health issue from this disciplinary approach? <ul style="list-style-type: none"> a. What can your approach reveal that other approaches cannot? b. What can other approaches reveal that yours cannot?
2	5. How would you recommend we best address this health issue, from your disciplinary approach?

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You must use and cite at least **three (3) academic sources** in support of your arguments. Submit a reference list including abstracts. Your presentation should be **no longer than 20 minutes**.

Notes:

- You will be graded on your level of synthesis, critical commentary and use of course materials.
- You should draw upon relevant course material from the textbook in your presentation (the textbook **does not** count towards your academic sources)
- Be sure to cite all sources on each individual slide
- An **academic source** refers to a peer-reviewed, academic journal (e.g., *American Journal of Sociology*) or a book published by an academic press (e.g., Oxford University Press). Textbooks do not qualify, although they may give you references to the original study. Newspapers, magazines (such as *Time* or *Maclean's*) and websites, including Wikipedia entries, do not qualify as academic sources.

A3: Scholarly Discussion Paper (30% / 35%)

In this assignment, you will write a scholarly discussion paper that **makes and defends a specific argument** about a health or healthcare issue. You may choose from the following topics or select one of your own. *If you wish to select your own topic, please check with the instructor first.*

1. How could the Canadian government better address a particular social determinant of health?
2. How could a non-health related policy help improve the health of Canadians?
3. How could a particular health issue be better addressed in Canada?

Optional: Outline and Annotated Bibliography (2 pages, 5%)

1. Choose one of the topics above. If you have difficulty selecting a topic, approach the instructor for assistance.
2. Conduct a literature search of academic peer reviewed journals pertaining to the topic that you have identified in #1. Identify **five (5)** significant, current articles that discuss the topic in further detail. Articles can pertain to the sociological, epidemiological, political economic and/or human rights approaches to the issue.
3. Prepare an outline of your paper, following the areas required for the paper (as below). Use headings, subheadings and point form notes to separate/organize different aspects of the outline.
4. Include proper APA references to your five articles (not included in the page limit)

You will be expected to integrate the instructors' feedback into your final paper.



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You must address the following areas in your paper:

Points (/30)	Points (/35)	Items
3	5	1. Introduction to the issue <ol style="list-style-type: none"> Include a thesis statement in your introduction <ol style="list-style-type: none"> In other words, what do you intend to argue? <ol style="list-style-type: none"> <i>It is important that you make and defend an argument in your paper and not simply summarize an issue.</i> Why is this an issue? <ol style="list-style-type: none"> History of the issue; how it evolved Why is it relevant to health/health care?
15	15	2. Evidence to support your argument <ol style="list-style-type: none"> Present your argument and provide evidence to support it <ol style="list-style-type: none"> Use <i>academic</i> research evidence (see below)
10	10	3. Discussion & Implications <ol style="list-style-type: none"> What have we learned about your topic? What are the implications for health? Policy? Practice? Others?
2	5	4. Conclusion <ol style="list-style-type: none"> What are the next steps?

Important Notes:

- The emphasis in your paper should be on **sections 2 and 3**.
- In your paper, you should demonstrate critical thinking and apply your knowledge of the concepts and ideas taught in this course.
- You must draw upon relevant textbook material and cite that material in APA format.
- You must use (and cite) at least **eight (8) academic** references in your paper (excluding readings from the course textbook). Use APA format for your citations.
- **Maximum word count: 2,500**

An **academic source** refers to a peer-reviewed, academic journal (e.g., *American Journal of Sociology*) or a book published by an academic press (e.g., Oxford University Press). Textbooks do not qualify, although they may give you references to the original study. Newspapers, magazines (such as *Time* or *Maclean's*) and websites, including Wikipedia entries, do not qualify as academic sources.

APA Referencing Guide:

<http://owl.english.purdue.edu/owl/resource/560/01/>



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Evaluation Criteria (35-45%):

- Substance:** paper addresses the essential elements related to your topic and issue; ideas are supported by examples where appropriate, course concepts and evidence (i.e., literature) provided; demonstrates critical thinking (i.e., sound conceptualising, interpreting and analysis-synthesis. For those who submitted an outline/annotated bibliography, you will be expected to integrate the instructors' feedback into your final paper.
- Originality:** creative integration of own ideas with those of other authors in a scholarly and academic way; unique interpretation of ideas.
- Clarity:** logical flow of ideas; grammatically correct sentences and paragraph structure. Appropriate APA format for scholarly paper.
- Progression of analytic and written literacy skills:** demonstration of constructive use of instructor feedback regarding analyses and format of paper; increased understanding of key course concepts.
- Bibliography:** Creating a bibliography is a skill required in the academic world. Please adhere to APA guidelines. Minimum of 8 **academic** sources (see the description of an "academic source" above).

T1: Mid-Term Test (35%)

The mid-term test will cover material from the lectures and readings. More information about the content will be given by the instructor during class time.

T2: Pop Quizzes (5%; 2 at 2.5% each)

There will be two unannounced pop quizzes throughout the term. Each quiz is worth 2.5% of your final grade. **No makeups will be permitted for the pop quizzes.**

Assignment Submission

- Please respect the word limits as set out in each assignment.
- Please submit **both** a hard copy of your assignment as well as an electronic version through Turnitin (see the note about Turnitin plagiarism detection software in the "Course and Academic Policies" section).
- Please **double-space** all assignments.
- Please include a **cover page** clearly indicating **your name and student number**.
- Please use **APA format** for referencing in your assignments.
- Assignments are due on the deadline date at the **beginning of class** (see the penalties for late submissions detailed below).



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COURSE POLICIES

Contacting the Instructor or TAs

Dr. Lombardo can be reached in person during office hours (or at other times by appointment). The teaching assistant will be available by appointment only.

Students will receive course communications through their utoronto.ca email address - students should check their utoronto email regularly. You may also contact Dr. Lombardo by email; all email communications should be brief and courteous. Please do not expect an immediate reply to your email, but every effort will be made to get back to you within **48 hours** (weekends and holidays not included).

Please check the course outline for an answer to your question before contacting the instructor or teaching assistant!

Late Penalties / Extensions & Accommodation

Penalties are applied to all late submissions: Ten percent (10%) of the value of the specific assignment will be deducted for each day late, *including weekends* (up to a maximum of 50% of the value of the assignment). If you have a medical or other compelling and documentable reason for not submitting an assignment on time, the instructor must be notified **PRIOR** to the date that the assignment is due with appropriate documentation.

If the student is not prepared to impart their presentation on their set due date without a proper and acceptable explanation the student will be penalized with an automatic fail (0%). Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be considered by the instructor but will require supporting documentation.

For more information about acceptable documentation for extension requests, please see <http://www.illnessverification.utoronto.ca/Frequently-Asked-Questions.htm>.

Please consult your college registrar if you have ongoing difficulties during term – health related or otherwise – that prevent you from completing your course work satisfactorily. If you require accommodation for a disability or long-term illness, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible at disability.services@utoronto.ca.

[Standard university grading policies](#) and [sanctions for academic offences](#) will be applied.

Academic Integrity

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

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Familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including
 - working in groups on assignments that are supposed to be individual work,
 - having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the Code. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from the instructor, or from other available campus resources like the U of T Writing Website. If you are experiencing personal challenges that are having an impact on your academic work, please speak to the instructor or seek the advice of your college registrar.

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.