

UNIVERSITY OF GUELPH  
 Department of Family Relations and Applied Nutrition  
 FRHD\*3090 POVERTY AND HEALTH  
 Winter 2020 Course Outline

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Course Description (0.5 credits)

This course offers an in-depth examination of the factors associated with poverty across the lifespan, with a focus on the relationships between poverty and health and development. Poverty within vulnerable groups, issues concerning inequality and strategies to address poverty will also be explored.

Prerequisite(s): 9.50 credits including (FRHD\*1010 or FRHD\*1100)

Course Objectives The objectives are to develop understanding of poverty and factors associated with poverty, and the influence of poverty on health and development. Other objectives include: Understanding Forms of Inquiry, Literacy, Sense of Historical Development, Global Understanding, Moral Maturity, Depth and Breadth of Understanding, and Independence of Thought. A main objective is to test knowledge, comprehension, and analytic and writing abilities under conditions that require organization and forward planning.

Course Organization and Assignments (Lectures T, TH 4:00pm to 5:20 pm MCKN 031)

The course consists of two classes each week during which students are encouraged to take an active part by posing questions and engaging in discussions on lectures and guest lectures, and other course materials. Grades will be based on the “Grading Procedures” outlined in the Undergraduate Calendar <https://www.uoguelph.ca/registrar/calendars/undergraduate/2019-2020/c08/c08-grds.shtml>.

Required Readings:

1. Alan Davidson. Social Determinants of Health 2nd ed. Oxford University Press, 2019.
2. Course Reserve (online via Library)
3. Additional reading material may be provided in class or Course Reserve.

Course evaluation

Test	20%	Feb 11, 2020
In-class writing assignment	30%	Mar 24, 2020
Final exam	50%	Apr 8, 2020

Test: This quiz will consist of multiple-choice and short answer questions based on all lecture materials and readings (includes guest lectures, videos etc.).

In-class writing assignment: This test will consist of one or two essay questions based on all lecture materials and readings (includes guest lectures, videos etc.). Students will choose from a short list of options reviewed in advance in class.

Final examination: April 8, 2020, 11:30 am to 1:30 pm

Students are responsible for ensuring that they do not have a time conflict with examinations in other courses. You are not permitted to enrol in this course if you have a time conflict with another course. The final exam will consist of multiple choice and short answer questions and will cover all course material including the required readings, guest presentations, lectures and videos.

**Tentative Course Schedule**

Readings \* Ch denotes text book; just a number is from list below

Week 1 Defining Poverty and Health	Introduction; Ch 1
Week 2 Health care & Population health	Ch 2; Ch3
Week 3 Income inequality & measuring poverty	Ch 4; 1 (Backgrounder)
Week 4 Childhood	Ch 5; 2; 3
Week 5 Social exclusion	Ch 7; 4 (Poverty and Mental illness, 4 pg)
Week 6 Test February 11, 2020	
Week 7 READING WEEK	
Week 8 Social Patterning of Behaviour	Ch 13
Week 9 Indigenous Peoples	Ch 8; 6; 7; (8 Optional)
Week 10 Employment	Ch 9; 5
Week 11 Housing & homelessness	Ch10; 9
Week 12 Food insecurity Mid II Mar 24	Ch 11; 10; 11
Week 13 Global poverty & Review	Ch 12; Ch 14 Globalization pp 329-334; 12

**On February 13 there will be online activities scheduled in place of class.**

Videos: Citizen Shame; Aboriginal Residential School; Salvation, and others

On-line Library Course Reserve: Required Readings

1. Poverty in Canada; A Backgrounder, Government of Canada
2. Gupta, The impact of poverty on the current and future health of children. Ped Child Health 2007
3. Flegel, Chronically ill children and fragile families
4. Poverty and Mental Illness. Backgrounder (pages 1-5), Canadian Mental Health Association, Nov 2007
5. Mani et al (2013). Poverty impedes cognitive function. Science, 341, 976-80.
6. Cass A. Health outcomes in Aboriginal populations. CMAJ 2004; 176(6): 597-8
7. Lauwers Suicidal ideation and poverty in First Nations (also see references)
8. (Optional) Kendall J Circle of disadvantage: Aboriginal poverty and underdevelopment in Canada. Am Rev Can Studies
9. Hwang, Homelessness and health. CMAJ 2001
10. Ke et al. Food insecurity and hunger; a review of the effects on children's health and behavior
11. Fafard St. Germain, Food insecurity in Nunavut... CMAJ 2019
12. Sixteen impacts of population growth

Additional Readings available from Ares Course Reserve

Andemann, Taking Action on the social determinants of health, CMAJ  
 Sheuya. Improving the health and lives of people living in slums. Ann NY Acad Sci 2008; 1136: 298-306.  
 Egeland et al., Food insecurity among Inuit preschoolers, 2007-8. CMAJ 2010; 182(3):243-8.  
 Urbananoski Need for equity in treatment of substance use among Indigenous people in Canada  
 Marmot Social determinants of the health of Indigenous Australians  
 Tarasuk et al, Association between household food insecurity and annual health costs  
 Berkowitz et al., Food insecurity: What is the clinician's role?  
 CMAJ report on Poverty  
 Chachamovich et al., Learning from the lives that have been lived  
 World Health Organization, Poverty and mental health Infosheet  
 Holder, The code of the streets  
 Armed Conflict and children's life chances  
 UN report: The State of Food Security and Nutrition in the World <http://www.fao.org/3/a-I7787e.pdf>  
 The uses of global poverty (author replied to my request Dec 29 2017)  
 Murray. Poverty and Health CMAJ 2006; 174(7): 923.  
 Goel et al. Social accountability at the micro level  
 13 Public health interventions in Canada  
 WHO Closing the Gap in a Generation: Health equity through action on social determinants of health

Learning Outcomes:

1. Analyze poverty and health as a multi-dimensional concepts and trends in social inequality
2. Recognize challenges and solutions to improve/enhance life (creativity) through poverty reduction
3. Clearly and spontaneously articulate knowledge of poverty and health
4. Develop knowledge of diversity and social justice
5. Critically reflect on ethical and professional issues in interaction with people in a respectful manner
6. Evaluate the complexity of professional practice with diverse populations
7. Reflect critically on local and global issues affecting health, global citizenship
8. Demonstrate transferrable employability skills such as show respect for diverse contributions and thoughts of others, analyze and integrate relevant information, use thinking skills to anticipate and solve problems, and writing skills

Assessments related to Learning Outcomes

Course evaluation	Learning outcomes	Due Date	% of Final
Test 1: multiple choice and short answer questions	1,3,4,8	Feb 11	20
Test 2: In-class writing assignment *	1,2,3,4,5,6,8	Mar 24	30
Final exam: multiple choice and short answer questions	1,2,3,4,5,6,7,8	Apr 8	50

\* A main objective is to test knowledge, comprehension, and analytic and writing abilities under conditions that require organization and forward planning.

Course Website

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including the course outline and grades.

E-mail Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

Drop Date

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for Dropping Courses are available in the Undergraduate Calendar.

Copies of In-Class Assignments: The GTA will retain the in-class assignments and tests during the semester. After you receive a grade on CourseLink, please review your feedback with the GTA. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day. For additional information please visit: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

### Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

**Academic Integrity:** The instructor will do everything reasonably possible to create and maintain an atmosphere of academic honesty. The instructor holds high expectations concerning the personal integrity of students, as does the University. It is expected that each examination turned in will be wholly original work, conducted by the student without unfair help. You are strongly encouraged to complete the tutorial on Academic Integrity (<http://www.academicintegrity.uoguelph.ca>).

**Academic Misconduct:** Any case of suspected academic misconduct will be fully investigated in accordance with University policy. For more information on academic misconduct, please see the Undergraduate Calendar <https://www.uoguelph.ca/registrar/calendars/undergraduate/2019-2020/c08/c08-amisconduct.shtml>.

### Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

### Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.