

## Health Equity: Analytic Orientations (Theory & Policy)

HLTH 6230 (3.0)

Fall 2021

Tuesdays 11:30 – 2:20

Sept 14<sup>th</sup> – December 7<sup>th</sup>, 2021

Curtis Lecture Hall M

Professor Tamara Daly

Office: 354 STONG

Course Email: [dalyt@yorku.ca](mailto:dalyt@yorku.ca)

Office Hours: by appointment on wednesdays 2:30 – 3:30 pm

### Course Description

This seminar class focuses on how to use theory to do critical policy analysis. We will focus on how to:

1. Frame health policy and equity research questions
  - a. contexts / social relations & exposures / consequences & outcomes;
2. Design and conduct critically oriented, health equity policy analysis;
3. Discuss findings vis a vis the broader literatures
  - a. Thematic, theoretical and methods literatures
4. Produce a health equity policy analysis paper that:
  - a. Supports your work towards your MRP or Doctoral comps/thesis work; and
  - b. Contributes to preparing a DRAFT that could become a conference paper or journal article.

Health policy and equity is an interdisciplinary field that:

- ☞ Employs a variety of methodologies, theoretical approaches, levels of analysis and interdisciplinary theory about particular practices and policy-making; and
- ☞ Includes primary and secondary data analyses of quantitative and qualitative data with the aim of exposing who is left out, what structures prevent access to health and how systems compare in meeting equity goals.

### Course Objectives

1. Critically examine different theoretical approaches / frameworks for their key arguments, central concepts and analysis of supporting evidence
2. Conduct thematic, theoretical and methods literature reviews to support completing a policy paper
3. Produce evidence by analysing “data”
  - a. from document analysis, databases, repositories;

4. Understand theory and key questions related to the roles of the state, markets and households, and the context, social relations, exposures, and consequences of broader social, political and economic shifts including neoliberalism and globalization,
5. Identify health equity issues through intersectional lenses, including ones that address racialization, gender, sexuality, indigeneity, class, ageism and disability
6. To identify suitable framework(s) for your MRP / doctoral analysis by:
  - a. Practicing how to ask theoretically-driven research questions;
  - b. Identifying key assumptions of different theoretical approaches
  - c. Locating key debates in the literature
  - d. Identifying gaps in the literature
7. To critically interrogate what is included and obscured by any particular framework

## Weekly Course Flow

This class is delivered mostly in-person with select ZOOM meetings (see below). Each week we will read chapters that vary in terms of theoretical assumptions, disciplines, methods of data gathering and rules about what constitutes rigour, validity and inquiry.

For this course, weekly chapters and discussions will highlight various theoretical approaches (methodologies) on a variety of broader topics related to health equity. These studies use a variety of methods (e.g. interviews, observations, surveys, etc.). These methodologies draw on a wide variety of disciplines such as political science, political economy, health studies, sociology, women's studies, health services research, disability studies, age studies, geography and philosophy.

Throughout the course, we will explore theoretical approaches and debates used to analyse the state, market and household roles, as well as power, tensions between structure and agency, the role of neoliberalism and globalization in structuring everyday life, as well as through understanding experiences, meaning and materialities using intersectional approaches to the study of social relations (e.g. gender, ethnicity / racialization; ageism, disability; sexual orientation and indigeneity).

### **During this course, we will:**

- ☞ Discuss key concepts including: power; structure and agency; time; space and place.
- ☞ Address concepts including intersectionality, social location, social relations and identity and think through class, gender, racialization, ethnicity, ability, sexual orientation, and ageism.
- ☞ Problematize the concept of health by asking who benefits from given arrangements? Who is left out? What is equality vs. equity? What barriers to equity exist? What is needed to reduce health inequities?
- ☞ Talk about “how” different authors have employed their methodology, and to what ends.
- ☞ Identify the strength of existing approaches, noting gaps, spaces, and absences.

Different students will take the lead on presenting the chapter to the class and kicking off our discussion. Our discussion will centre on talking about the key debates and gaps in the literature. Practicing these skills will aid you in preparing your course paper and your MRP / dissertation; to further develop your skills in critical and reflexive policy analysis; and to enable you to situate your thinking within the broader literature.

In classroom discussions and in written work, students should take time to critically reflect on what assumptions are being used in the articles they read and in their own analysis.

## Preparing your assignments:

At the start of the semester, you should start to reflect on the following:

1. What policy arena am I interested in?
2. What policy developments have recently occurred?
3. What sources of secondary data might I access to be able to conduct an analysis:
  - a. Has a white paper or recent policy document been released?
  - b. Has a commission occurred with publicly available testimony?
  - c. New administrative data (e.g. CIHI, WHO)
  - d. Statistical Data (CLSA? Stas Can?)
  - e. Has an organization's policy been posted online?
  - f. Social media....??

During most weeks of class, the last half of each class will be a facilitated roundtable discussion of each student's chosen policy arenas. There will be time to identify where we are at with our topics

## Graduate Program in Health Protocols

With the resumption of most campus activities, and an evolving public health landscape, it is important for us to stay connected. The most up-to-date information about how COVID is affecting campus activities, including announcements and changes to university-wide protocols, is available on York's "[Better Together](#)" website.

Most of the program's courses are scheduled for in-person delivery, with some courses designated for remote delivery. The expectation is that in-person courses will be mostly taught on campus, subject to the plan for the number of in-person weeks announced by the Dr. Daly at the start of the semester and will be subject to York's policies regarding access to campus.

### **Before coming to campus each day:**

- ☞ Complete the [COVID-19 screening checklist](#)
- ☞ The [course e-class site](#) (you need Passport York to sign in) is your information source for up-to-date course announcements. We encourage you to visit your course website **each morning before making your way to campus.**
  - If we find ourselves in a situation where we need to shift modes -- for this course only (in-person / online etc.), or for a single class -- there will be an e-class announcement.
  - Your course director will post course materials to the e-class site.
  - Seminar courses, designed as in-person, will NOT be recorded nor posted to e-class.

### **Where to look for support and help?**

The pandemic can impact students in different ways and we are committed to and focused on providing you with a learning environment that is engaging, supportive, flexible and has academic integrity. We encourage you to connect as early as possible about your learning experience so that we can have a deeper understanding of the challenges you may be facing, and work towards finding possible solutions.

- If you require some advice about **course related matters**, speak to your Course Director ([dalyt@yorku.ca](mailto:dalyt@yorku.ca)).
- If you require **administrative help**, speak with Collette Murray ([gradhlth@yorku.ca](mailto:gradhlth@yorku.ca))

- For **academic advice** about the program, or your progress speak with your supervisors / advisors or the Graduate Program Directors ([gpdhlth@yorku.ca](mailto:gpdhlth@yorku.ca) Fall term – Professor Tamara Daly and Winter term – Associate Professor Christo El Morr).
  - A list of [important dates](#) at York:
  - Information about access to [Wellness Consultation and Counselling Services](#), wellness resources, webinars and workshops
  - [Urgent Help](#)
  - [Academic Accommodations](#) through Student Accessibility Services
  - [Documents and Forms for the graduate program in Health](#)
- ☞ **[Centre for Human Rights, Equity and Inclusion](#)**
- The [Faculty of Graduate Studies Academic Integrity Module](#) is designed to provide the graduate community with information and resources on the expectations of academic integrity at York University. Community members have an obligation to maintain the highest standards of academic honesty throughout their studies in accordance with the Senate Policy on Academic Honesty. Upon completion of this module, students will have a better understanding of what constitutes a scholastic offence, as well as their responsibilities in relation to a variety of academic principles.

## Course Books

We will be reading 8 part or all of books for this course. Seven of the books are freely available as e-books through York library.

1. Stone, Deborah A. [The Samaritan's Dilemma Should Government Help Your Neighbor?](#) New York, NY: Nation Books, 2008.
2. Labonté, R., & Ruckert, A. (2019). [Health Equity in a Globalizing Era: Past Challenges, Future Prospects](#). Oxford University Press.
3. Luxton, M. & Braedley, S. (2010). [Neoliberalism and everyday life](#). McGill-Queen's University Press.
4. Hankivsky, O. (2011). [Health inequities in Canada: intersectional frameworks and practices](#). UBC Press.
5. Greer, S., Lynch, J., Reeves, A., Falkenbach, M., Gingrich, J., Cylus, J., & Bamba, C. (2021). [Ageing and Health: The Politics of Better Policies](#) (European Observatory on Health Systems and Policies). Cambridge: Cambridge University Press.
6. Armstrong, P., Armstrong, H., & Scott-Dixon, K. (2008). [Critical to care: the invisible women in health services](#). University of Toronto Press.
7. Bell, E. (2009). [In Research for Health Policy](#). Oxford University Press.
8. Bhopal, R. (2007). [Ethnicity, Race, and Health in Multicultural Societies: Foundations for better epidemiology, public health, and health care](#). Oxford University Press.

You need to **purchase 1 book** and can get it as an e-book or softcover.

9. Connell, Raewyn, *Gender: In World Perspective 4<sup>th</sup> Edition*, (2021) Polity Press.  
 ☞ (Wiley: <https://www.wiley.com/en-us/Gender%3A+In+World+Perspective%2C+4th+Edition-p-9781509539017>)  
 ☞ Other suppliers also sell this book

Recommended background reading, especially for doctoral students:

1. Stone, D. (2012). *Policy Paradox. The Art of Political Decision Making*. New York, W. W. Norton & Company. [H 97 S83 2012]

2. Smith, D. (1987). [\*The Everyday World as Problematic: A Feminist Sociology\*](#), Northeastern University Press. [HM 51 S638 1988]
3. Armstrong, P., H. Armstrong, et al. (editors) (2001). The Political Economy of Health and Care. *Unhealthy Times: Political Economy Perspectives on Health and Care in Canada*. P. Armstrong, H. Armstrong and D. Coburn. Toronto, Oxford University Press. [RA 395 C3 U53 2001]
4. hooks, B. (2012). [\*Writing Beyond Race: Living Theory and Practice\*](#) (1st ed.). Routledge.

### Course Assessment at a Glance

Assessment	% Grade	Due Date
1. In-class reading reviewer presentations (5 MIN ONLY and at least 6 readings)	25%	Specified week during class
2. Journal Summaries (see below)		Each week by 11:30 am
3. Participation in class discussion		Each week
4. Formal Presentation (PowerPoint + 5 MIN ONLY) on Policy Topic Area (assignment instructions will follow under separate cover)	15%	PowerPoint - Oct 19 by 11:30 am + Presentation - during class by posted schedule
5. Brief "Topic" Literature review (500 words) (assignment instructions will follow under separate cover)	20%	Nov 2 via E-Class / Turnitin
6. Policy Analysis Paper (journal article format) (assignment instructions will follow under separate cover)	40%	Dec 3 at 11:30 am

## Assignments

Component	Tasks	Grade	Due Date
Participation	<p>Each week you are expected to come to class prepared to critically engage in the class discussion, which will focus on how the readings contribute to health equity debates.</p> <p><u>Participation in class discussion</u> (5%)</p> <p><u>ORAL reading summary presentations</u>: Orally present ~ 6 class readings over the course of the semester (5 minutes MAX) 2% each (12%)</p> <p><u>Journal of 8 critical reading reviews (1 from at least each of the books)</u>: Prepare your ideas about the course readings that week in an overview summary of 1- 2 pages (300-500 words MAX) submitted via E-CLASS. These <u>will not be individually graded, but assessed for completeness</u> and graded at 1% each (8%)</p> <p>Together with class discussion, the oral summaries and critical reading reviews will form your participation grade.</p> <p>Your <u>weekly summaries</u> and <u>ORAL reading summary presentations</u> should address 4 questions (use these as sub-headings):</p> <ol style="list-style-type: none"> <li>1. What are the authors' main research questions?</li> <li>2. What are the central concepts, supporting evidence and key assumptions?</li> <li>3. How does the reading contribute to other course readings and discussions?</li> <li>4. How does the reading contribute to how we might ask questions and conduct research in health policy and equity?</li> <li>5. In what ways can I apply what I have read to my own "policy arena" to critically assess health equity?</li> </ol>	25%	<p>Each week before 11:30 am + assigned readings for presentation</p> <p>Journal Summaries submitted via e-class as you complete them</p>
Presentation + "Policy Topic" Literature Review	<p><u>Formal Presentation</u>: 5 MIN MAX (20%)</p> <ol style="list-style-type: none"> <li>1. Create a PowerPoint and submit it to <b>E-CLASS</b></li> <li>2. Present your PowerPoint in no more than 5 minutes outlining the following:               <ul style="list-style-type: none"> <li>▪ Policy Area                   <ul style="list-style-type: none"> <li>☞ What is the key policy issue, where and for what groups?</li> </ul> </li> <li>▪ Background to equity issue                   <ul style="list-style-type: none"> <li>☞ What has happened?</li> <li>☞ Brief "Topic" lit overview (what research has been done on this policy area / topic / group / jurisdiction?)</li> </ul> </li> </ul> </li> </ol>	15%	<p>PowerPoint DUE October 19<sup>th</sup> @ 11:30 am</p> <p>Presentation DUE Oct 19 - during class</p>

	<ul style="list-style-type: none"> <li>▪ Research question <ul style="list-style-type: none"> <li>☞ What policy area / topic will I investigate?</li> </ul> </li> <li>▪ Theoretical framework <ul style="list-style-type: none"> <li>☞ What approach will I employ to guide my analysis?</li> </ul> </li> </ul> <p><u>Written Literature review on Policy topic</u> – (500 words MAX)</p> <p>1. Submit via Turnitin on E-CLASS</p>	20%	DUE: Nov 2, 2021 @ 11:30 am
Policy Analysis Paper	<p>Identify your research area, choose a policy and write an analytical policy paper. Detailed instructions will be available in Week 2. Produce a policy analysis paper conforming to SSM word count and formatting requirements in the area you want to do your MRP/doctoral thesis research.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Submit your paper via E-CLASS.</li> <li><input type="checkbox"/> Detailed Instructions to be posted</li> </ul>	40%	DUE: Dec 3 @ 11:30 am

## Weekly Sessions -- Health Equity: Analytical Frameworks

### Week 1 - Introductory Discussion > Sept 14

☞ During this class we will review the course flow, approach and format.

### Week 2 - Sept 21

1. **Intro + Chapter 1**, Stone, Deborah A. [\*The Samaritan's Dilemma Should Government Help Your Neighbor?\*](#) New York, NY: Nation Books, 2008.
2. **Chapter 1**, Labonté, R., & Ruckert, A. (2019). [\*Health Equity in a Globalizing Era: Past Challenges, Future Prospects\*](#). Oxford University Press.
3. **Chapter 1**, Luxton, M. & Braedley, S. (2010). [\*Neoliberalism and everyday life\*](#). McGill-Queen's University Press.
4. **Chapter 1**, Connell, Raewyn, *Gender: In World Perspective 4<sup>th</sup> Edition*, (2021) Polity Press.
5. **Chapter 1**, Bhopal, R. (2007). [\*Ethnicity, Race, and Health in Multicultural Societies: Foundations for better epidemiology, public health, and health care\*](#). Oxford University Press.
6. **Chapter 1**, Bell, E. (2009). [\*In Research for Health Policy\*](#). Oxford University Press.

### Week 3 - Sept 28

1. **Chapter 2**, Stone, Deborah A. [\*The Samaritan's Dilemma Should Government Help Your Neighbor?\*](#) New York, NY: Nation Books, 2008.
2. **Chapter 2**, Labonté, R., & Ruckert, A. (2019). [\*Health Equity in a Globalizing Era: Past Challenges, Future Prospects\*](#). Oxford University Press.
3. **Chapter 2**, Luxton, M. & Braedley, S. (2010). [\*Neoliberalism and everyday life\*](#). McGill-Queen's University Press.
4. **Chapter 2**, Connell, Raewyn, *Gender: In World Perspective 4<sup>th</sup> Edition*, (2021) Polity Press.
5. **Chapter 1**, Armstrong, P., Armstrong, H., & Scott-Dixon, K. (2008). [\*Critical to care: the invisible women in health services\*](#). University of Toronto Press.
6. **Chapter 3**, Bhopal, R. (2007). [\*Ethnicity, Race, and Health in Multicultural Societies: Foundations for better epidemiology, public health, and health care\*](#). Oxford University Press.
7. **Chapter 2**, Bell, E. (2009). [\*In Research for Health Policy\*](#). Oxford University Press.

### Week 4 – Oct 5

1. **Chapter 3**, Stone, Deborah A. [\*The Samaritan's Dilemma Should Government Help Your Neighbor?\*](#) New York, NY: Nation Books, 2008.
2. **Chapter 3**, Labonté, R., & Ruckert, A. (2019). [\*Health Equity in a Globalizing Era: Past Challenges, Future Prospects\*](#). Oxford University Press.
3. **Chapter 3**, Luxton, M. & Braedley, S. (2010). [\*Neoliberalism and everyday life\*](#). McGill-Queen's University Press.
4. **Chapter 3**, Connell, Raewyn, *Gender: In World Perspective 4<sup>th</sup> Edition*, (2021) Polity Press.
5. **Chapter 2**, Armstrong, P., Armstrong, H., & Scott-Dixon, K. (2008). [\*Critical to care: the invisible women in health services\*](#). University of Toronto Press.
6. **Chapter 5**, Bhopal, R. (2007). [\*Ethnicity, Race, and Health in Multicultural Societies: Foundations for better epidemiology, public health, and health care\*](#). Oxford University Press.
7. **Chapter 3**, Bell, E. (2009). [\*In Research for Health Policy\*](#). Oxford University Press.



## Week 5 READING WEEK – NO CLASS > Oct 12

## Week 6 > ZOOM CLASS - Oct 19

Full class devoted to class presentations

## Week 7 - Oct 26

1. **Chapter 4**, Stone, Deborah A. [\*The Samaritan's Dilemma Should Government Help Your Neighbor?\*](#) New York, NY: Nation Books, 2008.
2. **Chapter 4**, Labonté, R., & Ruckert, A. (2019). [\*Health Equity in a Globalizing Era: Past Challenges, Future Prospects\*](#). Oxford University Press.
3. **Chapter 4**, Luxton, M. & Braedley, S. (2010). [\*Neoliberalism and everyday life\*](#). McGill-Queen's University Press.
4. **Chapter 4**, Connell, Raewyn, *Gender: In World Perspective 4<sup>th</sup> Edition*, (2021) Polity Press.
5. **Chapter 1**, Hankivsky, O. (2011). [\*Health inequities in Canada: intersectional frameworks and practices\*](#). UBC Press.
6. **Chapter 3**, Armstrong, P., Armstrong, H., & Scott-Dixon, K. (2008). [\*Critical to care: the invisible women in health services\*](#). University of Toronto Press.
7. **Chapter 6**, Bhopal, R. (2007). [\*Ethnicity, Race, and Health in Multicultural Societies: Foundations for better epidemiology, public health, and health care\*](#). Oxford University Press.

## Week 8 – Nov 2

1. **Chapter 5**, Stone, Deborah A. [\*The Samaritan's Dilemma Should Government Help Your Neighbor?\*](#) New York, NY: Nation Books, 2008.
2. **Chapter 5**, Labonté, R., & Ruckert, A. (2019). [\*Health Equity in a Globalizing Era: Past Challenges, Future Prospects\*](#). Oxford University Press.
3. **Chapter 5**, Luxton, M. & Braedley, S. (2010). [\*Neoliberalism and everyday life\*](#). McGill-Queen's University Press.
4. **Chapter 5**, Connell, Raewyn, *Gender: In World Perspective 4<sup>th</sup> Edition*, (2021) Polity Press.
5. **Chapter 1**, Greer, S., Lynch, J., Reeves, A., Falkenbach, M., Gingrich, J., Cylus, J., & Bamba, C. (2021). [\*Ageing and Health: The Politics of Better Policies\*](#) (European Observatory on Health Systems and Policies). Cambridge: Cambridge University Press.
6. **Chapter 2**, Hankivsky, O. (2011). [\*Health inequities in Canada: intersectional frameworks and practices\*](#). UBC Press.
7. **Chapter 4**, Armstrong, P., Armstrong, H., & Scott-Dixon, K. (2008). [\*Critical to care: the invisible women in health services\*](#). University of Toronto Press.

## Week 9 > ZOOM CLASS - Nov 9

1. **Chapter 6**, Stone, Deborah A. [\*The Samaritan's Dilemma Should Government Help Your Neighbor?\*](#) New York, NY: Nation Books, 2008.
2. **Chapter 6**, Labonté, R., & Ruckert, A. (2019). [\*Health Equity in a Globalizing Era: Past Challenges, Future Prospects\*](#). Oxford University Press.

3. **Chapter 6**, Luxton, M. & Braedley, S. (2010). [\*Neoliberalism and everyday life\*](#). McGill-Queen's University Press.
4. **Chapter 6**, Connell, Raewyn, *Gender: In World Perspective 4<sup>th</sup> Edition*, (2021) Polity Press.
5. **Chapter 3**, Greer, S., Lynch, J., Reeves, A., Falkenbach, M., Gingrich, J., Cylus, J., & Bambra, C. (2021). [\*Ageing and Health: The Politics of Better Policies\*](#) (European Observatory on Health Systems and Policies). Cambridge: Cambridge University Press.
6. **Chapter 3**, Hankivsky, O. (2011). [\*Health inequities in Canada: intersectional frameworks and practices\*](#). UBC Press.
7. **Chapter 5**, Armstrong, P., Armstrong, H., & Scott-Dixon, K. (2008). [\*Critical to care: the invisible women in health services\*](#). University of Toronto Press.

### Week 10 - ZOOM CLASS - Nov 16

1. **Chapter 7**, Stone, Deborah A. [\*The Samaritan's Dilemma Should Government Help Your Neighbor?\*](#) New York, NY: Nation Books, 2008.
2. **Chapter 7**, Labonté, R., & Ruckert, A. (2019). [\*Health Equity in a Globalizing Era: Past Challenges, Future Prospects\*](#). Oxford University Press.
3. **Chapter 7**, Luxton, M. & Braedley, S. (2010). [\*Neoliberalism and everyday life\*](#). McGill-Queen's University Press.
4. **Chapter 7**, Connell, Raewyn, *Gender: In World Perspective 4<sup>th</sup> Edition*, (2021) Polity Press.
5. **Chapter 4**, Greer, S., Lynch, J., Reeves, A., Falkenbach, M., Gingrich, J., Cylus, J., & Bambra, C. (2021). [\*Ageing and Health: The Politics of Better Policies\*](#) (European Observatory on Health Systems and Policies). Cambridge: Cambridge University Press.
6. **Chapter 9**, Hankivsky, O. (2011). [\*Health inequities in Canada: intersectional frameworks and practices\*](#). UBC Press.
7. **Chapter 6**, Armstrong, P., Armstrong, H., & Scott-Dixon, K. (2008). [\*Critical to care: the invisible women in health services\*](#). University of Toronto Press.

### Week 11 - Nov 23

1. **Chapter 8**, Stone, Deborah A. [\*The Samaritan's Dilemma Should Government Help Your Neighbor?\*](#) New York, NY: Nation Books, 2008.
2. **Chapter 8**, Labonté, R., & Ruckert, A. (2019). [\*Health Equity in a Globalizing Era: Past Challenges, Future Prospects\*](#). Oxford University Press.
3. **Chapter 8**, Luxton, M. & Braedley, S. (2010). [\*Neoliberalism and everyday life\*](#). McGill-Queen's University Press.
4. **Chapter 8**, Connell, Raewyn, *Gender: In World Perspective 4<sup>th</sup> Edition*, (2021) Polity Press.
5. **Chapter 5**, Greer, S., Lynch, J., Reeves, A., Falkenbach, M., Gingrich, J., Cylus, J., & Bambra, C. (2021). [\*Ageing and Health: The Politics of Better Policies\*](#) (European Observatory on Health Systems and Policies). Cambridge: Cambridge University Press.
6. **Chapter 11**, Hankivsky, O. (2011). [\*Health inequities in Canada: intersectional frameworks and practices\*](#). UBC Press.
7. **Chapter 7**, Armstrong, P., Armstrong, H., & Scott-Dixon, K. (2008). [\*Critical to care: the invisible women in health services\*](#). University of Toronto Press.

## Week 12 - Nov 30

1. **Epilogue**, Stone, Deborah A. *The Samaritan's Dilemma Should Government Help Your Neighbor?* New York, NY: Nation Books, 2008.
2. **Chapters 9 & 12**, Labonté, R., & Ruckert, A. (2019). *Health Equity in a Globalizing Era: Past Challenges, Future Prospects*. Oxford University Press.
3. **Chapter 9**, Luxton, M. & Braedley, S. (2010). *Neoliberalism and everyday life*. McGill-Queen's University Press.
4. **Chapter 6**, Greer, S., Lynch, J., Reeves, A., Falkenbach, M., Gingrich, J., Cylus, J., & Bambra, C. (2021). *Ageing and Health: The Politics of Better Policies* (European Observatory on Health Systems and Policies). Cambridge: Cambridge University Press.
5. **Chapter 12**, Hankivsky, O. (2011). *Health inequities in Canada: intersectional frameworks and practices*. UBC Press.
6. **Chapter 8**, Armstrong, P., Armstrong, H., & Scott-Dixon, K. (2008). *Critical to care: the invisible women in health services*. University of Toronto Press.

## Week 13 - Dec 7

- ☞ Consolidating what we have read, discussed, and considered, especially what we will take forward as we plan for MRP and thesis work.

### Important Course Policies

#### LATE ASSIGNMENTS -- DEFERRED STANDING & EXTENSION POLICY

- 1.1. Assignments are due by 11:30 am on the day indicated. Assignments that are not handed in by this deadline are graded as late.
- 1.2. Late assignment penalties are 3% per day late, including weekends. Assignments must be submitted via Turnitin. Assignments are graded online. Assignments emailed directly will NOT be accepted.
- 1.3. The counseling office has resources to help students address non-medical reasons that delay completion of course work and exams (refer to academic accommodation policy below).
- 1.4. An [Attending Physician's Statement](#) form is required for all late assignments when a deferred late penalty is requested:
  - 1.4.1. Doctor's notes indicating a student was "seen in the office" on a specific date WILL NOT be accepted as sufficient excuse for late assignments or missed exams. Only original medical documentation with an original signature is acceptable. This form must be completed and signed by the student's physician to be sufficient grounds for lateness.
  - 1.4.2. All forms must be submitted directly to the Course Director's email ([dalyt@yorku.ca](mailto:dalyt@yorku.ca)) and Collette Murray ([gpahlth@yorku.ca](mailto:gpahlth@yorku.ca)).

#### ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses.

Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

'Disabilities' shall be defined as those conditions so designated under the Ontario Human Rights Code in force from time to time, and will in any event include physical, medical, learning, and psychiatric disabilities.

## ACADEMIC HONESTY & INTEGRITY

According to the [York Senate Policy on Academic Honesty](#):

Academic honesty requires that persons do not falsely claim credit for the ideas, writing or other intellectual property of others, either by presenting such works as their own or through impersonation. Similarly, academic honesty requires that persons do not cheat (attempt to gain an improper advantage in an academic evaluation), nor attempt or actually alter, suppress, falsify or fabricate any research data or results, official academic record, application or document.

Any acts of academic dishonesty including plagiarism, re-submitting the same paper or portions of the same paper to more than one course, or failure to cite sources are taken seriously and handled according to York University Policy. For details, please refer to the [Faculty of Graduate Studies website](#) and the [Senate Policy on Academic Policy](#)

I strongly recommended you complete [York University's online Academic Integrity Tutorial](#), which is designed to help students learn how to avoid committing plagiarism.

Alternatively, you can refer to the document entitled [Beware - Says who? Avoiding plagiarism](#). The document was developed by the University of Ottawa and describes what academic integrity and intellectual property rights are, the definition of plagiarism along with several examples, discusses what pressures lead to plagiarism and how to avoid it, identifies good practices to engage in to avoid plagiarism, and provides many examples and important information.

Faculty members are encouraged to pursue suspected cases of academic honesty with formal charges. Students should, however, review the [York Academic Honesty policy](#) for themselves.

## GRADE COMPONENT DEADLINE (SENATE POLICY)

The course assignment structure and grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) must be announced, and be available in writing, to students within the first two weeks of classes.

## FEEDBACK POLICY (SENATE POLICY)

Under normal circumstances, some graded feedback worth at least 15% per cent of the final grade for Fall, Winter or Summer term, and 30% for ‘full year’ courses in the Fall/Winter term should be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

- Graduate or upper level undergraduate courses where course work typically, or at the instructor's discretion, consists of a single piece of work and/or is based predominantly (or solely) on student presentations;
- Practicum courses;
- Ungraded courses;
- Courses in Faculties where the drop date occurs within the first three weeks of classes;
- Courses that run on a compressed schedule (a course which accomplishes its academic credits of work at a rate of one credit hour per two calendar weeks or faster).

Note: Under unusual and/or unforeseeable circumstances, which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible. Visit the [Graded Feedback Rule](#) for more information