### 1. Will this new course affect a current program?
- Yes [ ]
- No [X]

If "yes", has a Program Revision Form been submitted concurrently?
- Yes [ ]
- No [X]

### 2. Teaching Department:
Geography

### 3. Administering Faculty/Unit:
Science

### 4. Campus
- (Downtown, Macdonald, Off Campus, Distance Ed, Other – specify)

<table>
<thead>
<tr>
<th>Options</th>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Downtown</td>
<td>1</td>
</tr>
</tbody>
</table>

### 5. Effective Term of Implementation
(Ex. Sept. 2004 = 200409)
- Term:

<table>
<thead>
<tr>
<th>Term</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2010</td>
<td>1</td>
</tr>
</tbody>
</table>

### 6. Responsible Instructor
Berrang Ford, Ross

### 7. Course Title (Limit 30 Characters) - required for all courses:
Advanced Topics in Health Geog

### 8. Course Number(s)
- Indicate course number & the number of terms spanned:
  (tick all that apply)

<table>
<thead>
<tr>
<th>Subject/course number</th>
<th>GEOG 503</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course(s) Span:</td>
<td></td>
</tr>
<tr>
<td>1 term</td>
<td>1</td>
</tr>
<tr>
<td>2 consecutive terms (D1, D2)</td>
<td>1</td>
</tr>
<tr>
<td>2 non-consecutive terms (N1, N2)</td>
<td>1</td>
</tr>
<tr>
<td>3 consecutive terms (J1, J2, J3)</td>
<td>1</td>
</tr>
</tbody>
</table>

### 9. Course Title to Appear in the Calendar (optional)
(Limit 59 characters):
Note: This can ONLY be an expansion of word(s) abbreviated in the 30 character course title above.

- Advanced Topics in Health Geography

### 10. Credit Weight (or CEU's for non-credit CE courses):
3

### 11. Rationale for new course
This course is designed to complement existing 200-, 300-, and 400-level departmental courses in Health Geography. Development of this course is consistent with the Department of Geography’s strategic research expertise in health geography, as well as the University’s Strategic Research Plan (Health and Society):


### 12. Course Description
(as it will appear in the Calendar [maximum 50 words]):

A critical review of current themes and trends in health geography, with emphasis on geographical perspectives in public health research. Topics include the social and environmental determinants of chronic and infectious disease, health and health-related behaviours. Seminars focus on critical appraisal of conceptual and methodological approaches in health geography research.

### 13. Supplementary information to appear in the Calendar in addition to the course description.
Such as: equivalent course(s), contact hours, enrolment limitations, language of instruction etc.

Please enter the information as it should appear in the calendar notes.

n/a
<table>
<thead>
<tr>
<th>Schedule Types(s):</th>
<th>(Enter all that apply – see course guidelines for a complete list.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i.e. Lecture, Labs, Tutorial)</td>
<td></td>
</tr>
</tbody>
</table>

### Hours per Week

<table>
<thead>
<tr>
<th>Seminar</th>
<th>Other</th>
<th>Other</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Total Hours per Week:** 3
- **Total Number of Weeks:** 13

### Prerequisite(s) (Courses or Tests)

Specify course number(s) or name(s) of test(s):

- GEOG 303 OR GEOG 403 OR permission of instructor

If the student does not have a prerequisite should web registration be blocked?

- Yes ☐ No ☑

If “Yes” complete A and B:

A. Indicate minimum grade or test score(s) the student must attain in prerequisite course(s) or test(s):

B. Can the prerequisite course(s) or test(s) be taken in the same term as this course?

- Yes ☐ No ☑

### Corequisite(s) Course Number(s):

Specify course number(s) and title(s):

- GEOG 303 OR GEOG 403 OR permission of instructor

If the student does not register for the corequisite in the same term should web registration be blocked?

- Yes ☐ No ☑

### Restriction(s):

- Course open to U3 undergraduate students and graduate students
- in the Department of Geography OR others with permission of the instructor

### Additional Course Charges (must be approved by the Fee Policy Committee)

<table>
<thead>
<tr>
<th>Description of Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Routing Sequence</td>
<td>Departmental Meeting</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>Signature</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

**Departmental Contact Person**
(name/phone/email)

Dr. L. Berrang Ford, Email: Lea.BerrangFord@McGill.ca; Phone: 514-398-4944
OR Dr. N. Ross, Email: Nancy.Ross@mcgill.ca; Phone: 514-398-4307
COURSE OUTLINE

GEOG 503    ADVANCED TOPICS IN HEALTH GEOGRAPHY    Winter 2010

Instructors:    Dr. Nancy Ross and Dr. Lea Berrang Ford

Lectures:    10:00-13:00 Wednesdays

Location:    Burnside 308

Contact information:    Dr. Ross, Burnside Hall Rm. 420, Nancy.Ross@McGill.ca, 514-398-4307
Dr. Berrang-Ford, Burnside Hall Rm. 419, Lea.BerrangFord@McGill.ca, 514-398-4944

Readings:    A list of readings is attached

COURSE DESCRIPTION

This course provides a critical review of advanced topics in health geography, including perspectives on ecosystem health, epidemiology, chronic and infectious disease research, and environmental and social determinants of health. Seminars will focus on critical appraisal of conceptual and methodological approaches in health geography research. Students will develop independent project topics throughout the course, and have the opportunity to focus on selected themes in health geography.

Students are not required to have specific expertise in health, geography, and environment. Students should, however, have relevant interest/courses in one of these areas.

LEARNING OUTCOMES

By the end of this course, students will be able to:
1. Identify and describe dominant paradigms and conceptual approaches in health geography.
2. Critically appraise literature in the health and geographic sciences.
3. Evaluate alternative methodological approaches to health geography research.
4. Facilitate seminar discussions on selected health geography themes.

INSTRUCTIONAL METHOD

There will be one 3-hour seminar every Wednesday. Seminars will include both instructor-led and student-lead group discussion. Students are expected to complete readings and prepare to participate actively during class discussions.
METHOD OF EVALUATION

**Evaluation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thematic presentations (2)</td>
<td>10%</td>
</tr>
<tr>
<td>Short Report of Thematic Session</td>
<td>15%</td>
</tr>
<tr>
<td>Proposal for Systematic Review</td>
<td>15%</td>
</tr>
<tr>
<td>Final Paper – A publishable quality systematic review</td>
<td>50%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Thematic reports:** Individual students will be assigned responsibility for leading parts of the discussion on most course topics. For one of these assignments, students will prepare a short report (3-5 pages) that summarizes the substantive, methodological and operational challenges of the particular theme. Students should draw from their own reading and from class discussion in preparing their short report. The short report is due at the beginning of the class following the student-led discussion.

**Proposal for Systematic Review:** Students will propose a systematic review in an area of interest to them. The proposal should be about 3 pages in length and communicate the need for a systematic review of a particular body of work. Search strategy and study inclusion criteria should be described as well as an estimate of the number of studies to be included in the review. The proposal is due [Week 7] at the beginning of class.

**Final paper:** Students will prepare a systematic review of the literature (20-25 pages) on a topic related to their research interests. This review should incorporate principles of systematic review learned in class and incorporate critical appraisal of a body of literature. The aim here is to produce a publishable quality paper that will also inform the student’s research. Students will present their reviews to the class in the final course session. The papers are due noon in [Week 13+2].

**Participation:** Class participation is a requirement of the course. Quality of contribution is preferred over quantity. Overall class preparation and participation as well as performance in student-led discussion will be assessed for the participation grade. Class participation will be evaluated based on evidence that students have read assigned readings and prepared for class, and regular, thoughtful contribution to weekly discussions.

IMPORTANT INFORMATION

Policies governing academic issues which affect students can be found in the **Handbook on Student Rights and Responsibilities, Charter of Students' Right** (online at [http://www.mcgill.ca/files/secretariat/greenbookenglish.pdf](http://www.mcgill.ca/files/secretariat/greenbookenglish.pdf)).

**Academic Integrity**

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [http://www.mcgill.ca/integrity/](http://www.mcgill.ca/integrity/) for more information).

**Student Support**
If you have a disability, please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Office for Students with Disabilities at 398-6009 (online at http://www.mcgill.ca/osd) before you do this.

### COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Section(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>First Meeting – introductions, student-led discussion about their research topics, course expectations, review of the syllabus</td>
<td>ALL</td>
</tr>
<tr>
<td>Week 2</td>
<td>An Introduction To Health Geography</td>
<td>NR &amp; LBF</td>
</tr>
<tr>
<td>Week 3</td>
<td>Critical Appraisal</td>
<td>NR</td>
</tr>
<tr>
<td>Week 4</td>
<td>Causality - concepts and challenges</td>
<td>LBF</td>
</tr>
<tr>
<td>Week 5</td>
<td>Ecosystem Health</td>
<td>LBF</td>
</tr>
<tr>
<td>Week 6</td>
<td>The Social Gradient in Health</td>
<td>NR</td>
</tr>
<tr>
<td>Week 7</td>
<td>Neighbourhoods and Health</td>
<td>NR</td>
</tr>
</tbody>
</table>

**READING WEEK**

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Obesity and Environment</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 9</td>
<td>Global Burden of Disease</td>
<td>LBF</td>
</tr>
<tr>
<td>Week 10</td>
<td>Lifecourse Perspectives</td>
<td>NR</td>
</tr>
<tr>
<td>Week 11</td>
<td>Environmental Change and Infectious Disease</td>
<td>LBF</td>
</tr>
<tr>
<td>Week 12</td>
<td>Environmental Health Modeling</td>
<td>LBF</td>
</tr>
<tr>
<td>Week 13</td>
<td>Student Paper Presentations</td>
<td>ALL</td>
</tr>
</tbody>
</table>
READINGS

1. An introduction to health geography
Cutchin M (2007) The need for the "new health geography" in epidemiologic studies of
Jones K, Moon G (1987) The social context of disease, health and medicine. Chapter 1 in Jones
K, Moon G Health Disease and Society: An Introduction to Medical Geography. New York:
Routledge.
Science and Medicine 50:923-935.
Susser, M and E Susser (1996) Choosing a future for epidemiology: II. From black box to 

2. Critical appraisal
Greenhalgh T (1997) How to read a paper : getting your bearings (deciding what the paper is 
Greenhalgh T and Taylor R (1997) How to read a paper: Papers that go beyond numbers 
(qualitative research) BMJ 315:740-743.
Greenhalgh T, Kristjansson E, Robinson V, (2007) Realist review to understand the efficacy of 
systematic review designed for complex policy interventions J Health Serv Res Policy 10: 
21–34.
Application
Relaxation therapies for the management of primary hypertension in adults:a Cochrane 
maternal education and adverse birth outcomes among mothers living near highways. J 
Epidemiol Community Health 62:695-700.
3. Causality - concepts and challenges
Optional recommended readings

4. Ecosystem health
Theory
Methods
Application

5. The Social Gradient in Health
6. Neighbourhoods and health

Theory

Method

Application

7. Obesity and Environment


8. Global burden of disease

Practice

Method

Theory

9. Lifecourse perspectives

Theory

Application

10. Environmental change and infectious disease

Theory

Method

Application

Optional recommended reading
11. Environmental health modeling

Theory


Methods


Application