

MCGILL DEPARTMENT OF GEOGRAPHY

COURSE OUTLINE

GEOG 503 **ADVANCED TOPICS IN HEALTH GEOGRAPHY** **Fall 2017**

Instructor: Professor Mylene Riva and Professor Nancy Ross

Class Meeting Times: 1435-1725 Wednesdays

Location: Burnside 429

Contact information: Prof. Riva, Burnside Hall Rm. 419, mylene.riva@mcgill.ca, 514-398-6331;
Prof. Ross, Burnside Hall Rm. 420, nancy.ross@mcgill.ca, 514-398-4307

Readings: A list of readings is attached. Readings are available electronically through *MyCourses*.

COURSE DESCRIPTION

This course provides a critical review of advanced topics in health geography, including perspectives on environmental and social determinants of health and chronic disease. 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.

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-led group discussion. Students are expected to complete readings and prepare to participate actively during all class discussions.

METHOD OF EVALUATION

Evaluation

Thematic presentation	20%
Proposal for systematic review	10%
Final Paper	50%
Final presentation of review paper	10%
Participation	10%

Thematic presentations: Students will present and facilitate a review of a selected paper for one of the course themes (Weeks 5 through 9). Students will be expected to identify an empirical paper appropriate to the week's topic, provide it to the instructor to post for class-wide reading, present a summary and critical appraisal of the research, and facilitate discussion related to the research and thematic topic.

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 Wednesday, October 18th, 2017.**

Final paper: Students will prepare a systematic review of the literature (5,000-word maximum) on a topic related to their research interests. This review should incorporate principles of systematic review learned in class and incorporate realist philosophy and critical appraisal where appropriate. The aim 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 sessions. **The papers are due one week after the last class - Wednesday, December 6, 2017 by 5pm. Please submit two hard copies of the paper – one for each of Prof. Mylene Riva and Prof. Ross.**

Final presentation of review paper: Students will prepare a short presentation of their independent review paper, including a summary of the background, review objectives, methodology, key findings, and implications of their work.

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>).

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 www.mcgill.ca/student/srr/honest for more information).

Language of Submission: In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Student assessment: For information on university and department policies for student assessment, please go to <http://www.mcgill.ca/geography/studentassessment>

COURSE SCHEDULE 2016

Date	Topic	
Week 1 Sept 6	First meeting: introductions, student-led discussion about their research interests, course expectations, review of the syllabus	NR+MR
Week 2 Sept 13	An introduction: health geography, epidemiology, population level perspectives	NR
Week 3 Sept 20	Critical appraisal of health literature systematic review – theory	NR+MR
Week 4 Sept 27	Pragmatics of systematic review - getting a handle on the health literature – Class meets in learning classroom of Schulich Library	Library Session
Week 5 Oct 4	Social Gradient in Health	NR+students
Week 6 Oct 11	Neighbourhoods and Health	NR+students
Week 7 Oct 18	Geo-Social Determinants of Chronic Disease	NR+students
Week 8 Oct 25	Housing and health	MR+students
Week 9 Nov 1	Indigenous Peoples' Health	MR+students
Week 10 Nov 8	Population Health Intervention Research	MR+students
Week 11 Nov 15	Student paper presentations	ALL
Week 12 Nov 22	Student paper presentations	ALL
Week 13 Nov 29	Student paper presentations and course conclusions	ALL

READINGS (please check My Courses for final listing of readings)

An Introduction to Health Geography, Epidemiology, Population Level Perspectives, Context and Composition

Crooks V and Winters M (2016) 16th International Medical Geography Symposium special collection: A current snapshot of health geography. *Social Science & Medicine* 168: 1-282. Please scan the Special Issue of SSM to get a sense of the breadth of research in Health Geography.

Schwartz, S, E Susser, and M Susser (1999) A future for epidemiology? *Annual Review of Public Health* 20: 15-33.

Rose, G (1985) Sick individuals and sick populations. *International Journal of Epidemiology* 14: 32-38.

Susser, M and E Susser (1996) Choosing a future for epidemiology: I. Eras and paradigms. *American Journal of Public Health* 86: 668-673.

Critical appraisal

Elwood M. (2002) Forward projection—using critical appraisal in the design of studies. *International Journal of Epidemiology* 31: 1071–1073.

Greenhalgh T (1997) How to read a paper: getting your bearings (deciding what the paper is about). *BMJ* 315: 243-246.

Greenhalgh T and Taylor R (1997) How to read a paper: Papers that go beyond numbers (qualitative research) *BMJ* 315: 740-743.

Greenhalgh T (1997) How to read a paper: Statistics for the non-statistician. II: "Significant" relations and their pitfalls. *BMJ* 315: 422-425.

Greenhalgh T (1997) How to read a paper: Papers that summarize other papers (systematic reviews and meta-analysis). *BMJ* 315: 672-75.

Heller RF, Verma A, Gemmell I, Harrison R, Hart J, Edwards R (2008) Critical appraisal for public health: A new checklist. *Public Health* 122: 92–98.

Paper that we will appraise together: Généreux M, Auger N, Goneau M and Daniel M (2008) Neighbourhood socioeconomic status, maternal education and adverse birth outcomes among mothers living near highways. *Journal of Epidemiology and Community Health* 62: 695-700.

Systematic Review

Pawson R, Greenhalgh T, Harvey G, Walshe K (2005) Realist review – a new method of systematic review designed for complex policy interventions. *Journal of Health Services Research and Policy* 10: 21-34.

Barnett-Page and Thomas (2009) Methods for the synthesis of qualitative research: a critical review. *BMC Medical Research Methodology* 9: 59.

Greenhalgh T and R Peacock (2005) Effectiveness and efficiency of search methods in systematic reviews of complex evidence: audit of primary sources. *BMJ* 331:1064-65.

Greenhalgh T, Kristjansson E, Robinson V (2007) Realist review to understand the efficacy of school feeding programmes. *BMJ* 335: 858-861.

Example published systematic reviews from GEOG 503:

DeBono NL, Ross NA, Berrang-Ford L (2012) Does the Food Stamp Program cause obesity? A realist review and a call for place-based research. *Health & Place* 18: 747–756.

Social Gradient in Health

Link BG, Phelan J (1995) Social conditions as fundamental causes of disease. *Journal of Health and Social Behavior* 35: Special issue:80-94.

- Phelan JC, Link BG, Tehranifar P (2010) Social conditions as fundamental causes of health inequalities: theory, evidence, and policy implications. *Journal of Health and Social Behavior* 51 : Suppl:S28-40.
- Evans G, Kim P (2010) Multiple risk exposure as a potential explanatory mechanism for the socioeconomic-health status gradient. *Annals of the New York Academy of Sciences* 1186: 174–189.

Neighbourhoods and Health

- Ellaway A and McIntyre S (2009) Neighbourhoods and health. Chapter 21 in *A Companion to Health and Medical Geography*. Wiley: New York.
- Ludwig et al. (2012) Neighbourhood effects on the long-term well-being of low-income adults. *Science* 337: 1505-1510.

The Geo-Social Determinants of Chronic Disease

- Althoff T, Sosic R, Hicks J et al. (2017) Large-scale physical activity data reveal worldwide activity inequality. *Nature* 547: 336-339.
- Swinburn B et al. (2011) The global obesity pandemic: shaped by global drivers and local environments. *Lancet* 378: 804-814.
- Zimmet P (2017) Diabetes and its drivers: the largest epidemic in human history? *Clinical Diabetes and Endocrinology* 3: 1.
- Kolb H and Martin S (2017) Environmental/lifestyle factors in the pathogenesis and prevention of type 2 diabetes. *BMC Medicine* 15: 131.

Housing

- Dunn JR. (2000) Housing and health inequalities: review and prospects for research. *Housing Studies* 15: 341-366
- Padgett DK. (2007) There's no place like(a)home: ontological security among persons with serious mental illness in the United States. *Social Science & Medicine* 64:1925-1936.
- Kearns A, Whitley E, Mason P, Petticrew M, Hoy C. (2011) Material and meaningful homes: mental health impacts and psychosocial benefits of rehousing to new dwellings. *International Journal of Public Health* 56: 597-607.
- Pierse N, Carter K, Bierre S, Law D, Howden-Chapman P. (2016) Examining the role of tenure, household crowding and housing affordability on psychological distress, using longitudinal data. *Journal of Epidemiology and Community Health* 70: 961-966.

Indigenous Peoples Health

- Gracey M, King M. (2009) Indigenous health part 1: determinants and disease patterns. *Lancet* 374: 65–75
- King M, Smith A, Gracey M. (2009) Indigenous health part 2: the underlying causes of the health gap. *Lancet* 374: 76–85
- WalDRAM J, Herring DA, Young TK (eds). (2006) Chapter 1: An overview of the Aboriginal Peoples of Canada, p. 3-23. In *Aboriginal health in Canada: historical, cultural, and epidemiological perspectives*. 2nd edition. University of Toronto Press, Toronto, Canada.
- Chandler MJ, Lalonde C. (1998). Cultural Continuity as a Hedge against Suicide in Canada's First Nations. *Transcultural Psychiatry* 35: 191-219
- Castleden H, Sylvestre P, Martin D, McNally M. (2015) “I don't think that any peer review committee... would ever 'get' what I currently do”: how institutional metrics for success and merit risk perpetuating the (re)production of colonial relationships in community-based participatory research involving Indigenous Peoples in Canada. *The International Indigenous Policy Journal* 6: 2

Population Health Intervention Research

Hawe P, Potvin L (2009). What is population health intervention research? *Canadian Journal of Public Health* 100: I8-I14.

Hawe P, Di Ruggiero E, Cohen E. (2012). Frequently asked questions about population health intervention research. *Canadian Journal of Public Health* 103: e468-e471.

Shoveller J, Viehbeck S, Di Ruggiero E, Greyson D, Thomson K, Knight R (2016). A critical examination of representations of context within research on population health interventions. *Critical Public Health* 26: 487-500.

Cummins S, Petticrew M, Higgins C, Findlay A, Sparks L (2005). Large scale food retailing as an intervention for diet and health: quasi-experimental evaluation of a natural experiment. *Journal of Epidemiology and Community Health* 59: 1035-1040