INSTRUCTOR: Dr. Julia Brassolotto
OFFICE: M3063 Markin Hall
OFFICE HOURS: By appointment
OFFICE TELEPHONE: 403-332-4059
E-MAIL: julia.brassolotto@uleth.ca
CLASS TIME: Thursdays, 3:05 p.m. – 5:45 p.m.
ROOM: Anderson Hall AH118

COURSE DESCRIPTION:

This inter-disciplinary course focuses on rural health issues from a Canadian perspective, but includes some discussion of rural health within an international context. Rural health issues include: 1) the health status of rural residents; 2) the challenges and innovativeness of rural health care delivery systems; 3) rurality as a determinant of health; and 4) the significance of place to health and well-being.

APPROACH TO LEARNING:

Classes are 2 hours and 45 minutes, once per week. The primary format of instruction will be lecture and group discussions/activities. Other methods of instruction may include: web-based resources in Moodle, guest lecture, and videos. Students are expected to check Moodle regularly. Students are responsible for information provided through all formats.

PREREQUISITE:

Sociology 1000 or a previous course (3.0 credit hours) in sociology

COURSE LEARNING OUTCOMES:

Students will be able to:

• Define rural, remote and northern and use the appropriate definitions within a specific context
• Understand and contextualize the health status of rural residents
• Understand and discuss common challenges experienced by rural communities in relation to health and health care
• Write a well-crafted, well-researched, argumentative paper on a rural health topic
• Translate academic research into a concise message for other stakeholders

REQUIRED TEXT:

There is no course textbook. For our course readings, we will rely on documents from reputable organizations and peer-reviewed articles published in relevant journals. The list of course readings is posted on Moodle along with their accompanying PDFs or hyperlinks.
COURSE REQUIREMENTS:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly quizzes on Moodle</td>
<td>To be completed each Thursday by 2pm</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper Proposal (2 pages)</td>
<td>Week 4 – Sept 28</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper (6-8 pages)</td>
<td>Week 9 – Nov 2</td>
<td>40%</td>
</tr>
<tr>
<td>Assignment: Letter to MLA or MP</td>
<td>Week 13 – Nov 30</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

DESCRIPTION OF COURSE REQUIREMENTS:

Weekly Quizzes
Description
• In place of a final exam, you will be tested on the material as we go. This will mean that the material is fresh and will also help to ensure that everyone has done the readings and can come to class prepared to discuss and apply the content.

Format
• To be completed on Moodle each week. The deadline for each quiz is Thursday by 2pm, before our class (except for Week 1, in which the quiz will be available until 11:59pm). There will not be a quiz during Reading Week.
• Quizzes are open book and can be completed in collaboration with your classmates, if you so choose.
• There may be a mix of multiple choice and short answer questions. About 8-10 questions per quiz.
• There are 12 quizzes in the course. Your lowest two quiz marks will be dropped from your total quiz grade at the end of the course.

Research Paper Proposal
Description
• This proposal will help you to select a topic for your final paper, do some preliminary research in that field, and receive feedback that you can use in developing the full research paper.

Format
• 2 pages, double-spaced, 1 inch margins
• Arial or Times New Roman font, size 11 or 12
• APA formatting

Content
• Identify the topic that you have chosen. How is this a rural health issue? Why is it important?
• Identify 5-8 sources that you will use to begin your research
• Explain why these sources are appropriate (reliable sources, relevant to your discussion)

Research Paper
Description
• This paper will help you to develop and hone your research and writing skills, to gain deeper insight into a particular rural health issue, and to construct a persuasive argument.

Format
• 6-8 pages, double-spaced, 1 inch margins
• Arial or Times New Roman font, size 11 or 12
• APA formatting
Content
• Clear introduction to the topic
• Clear thesis statement (what are you arguing in this paper?)
• Background literature on the topic
• Body of your argument, supported with evidence from the literature
• Conclusion that summarizes your argument

Assignment: Letter to MLA or MP
Description
• In this assignment, you will write a letter to a politician to discuss a rural health issue. You may write about a different topic than you wrote about in your paper, but if you choose to do so, be prepared to do more research.
• This assignment is not just a summary of your research paper. You are now writing for a different audience, with a different purpose. You will need to sift out what was most important in your paper and be very reflective about your recommendations and their feasibility.
• The purpose of this assignment is to translate your research into application, to participate in public health conversations and democracy, and to practice writing concisely for non-academic audiences.
• To have students consider the real life plausibility of their recommendations for change and learn to navigate the public health system.

Format:
• 2 pages
• Templates included on Moodle

Content:
• Identify whether your topic is a provincial or federal issue.
• Find your Member of Legislative Assembly or Member of Parliament and their contact information.
• Write them a letter to express your concern about the rural health issue that you have researched in this course.
• Explain to them who is affected, why this is a problem, and offer any recommendations that you would like to present for their consideration.

*** Evaluation rubrics and other assignment details are available in the Detailed Assignment Description Document posted on Moodle. ***

GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May 2002.

<table>
<thead>
<tr>
<th>Letter</th>
<th>GPA</th>
<th>Percent</th>
<th>Letter</th>
<th>GPA</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>95 - 100%</td>
<td>C+</td>
<td>2.3</td>
<td>71 - 74.9%</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>91 - 94.9%</td>
<td>C</td>
<td>2.0</td>
<td>67 - 70.9%</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>87 - 90.9%</td>
<td>C-</td>
<td>1.7</td>
<td>63 - 66.9%</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>83 - 86.9%</td>
<td>D+</td>
<td>1.3</td>
<td>59 - 62.9%</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>79 - 82.9%</td>
<td>D</td>
<td>1.0</td>
<td>55 - 58.9%</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>75 - 78.9%</td>
<td>F</td>
<td>0</td>
<td>0 - 54.9%</td>
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</table>
PLAGIARISM STATEMENT:

JUST DON’T DO IT! Misrepresenting the work of others as your own constitutes academic dishonesty and is a punishable offence at the University of Lethbridge.

a. Don’t take words verbatim (word-for-word) from any written document or website and fail to use quotation marks and a proper reference including a page number.
b. When you paraphrase, you must cite the author(s) from whom you took the ideas / information.
c. If you commit plagiarism, you will face serious academic consequences.

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course will be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request. Turnitin will be integrated with Moodle and your submissions will be screened for similarity to other works. Students will be able to view their similarity rating when they submit their assignments. If you notice that your rating is high, you can delete your submission, fix your citations and similarities, and resubmit your assignment (PRIOR to the deadline!).

COURSE POLICIES RELATED TO LATE ASSIGNMENTS AND EXAMS:

- Assignments that are due via Moodle are due no later than 11:59 p.m. and will be considered one day late if they are handed in after this time. If you require an extension, arrange this with me PRIOR TO the deadline.
- Papers and/or assignments will have 5% deducted for each late day (including weekends).
- E-mailed assignments will NOT be accepted. Students should post their assignments to Moodle (as noted above).
- Note that the counseling office has resources to help students address non-medical reasons that delay completion of coursework and exams.
- Physician’s Notes: Only an original attending physician’s statement will be accepted.
- Where an exam is missed for ANY REASON and the student failed to consult with the professor BEFORE the exam, a grade of zero will be granted for the exam. Exams that are missed without a valid physician’s statements or other documentation as appropriate will not be accepted.
- Requests for deferred standing or late withdrawal from a course require an academic petition form.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 to set up an appointment: https://www.uleth.ca/ross/accommodated-learning-centre/. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least two weeks in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

COPYRIGHT STATEMENT:

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.
The University’s Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the FAQs),
- guidance on whether you need permission or a license to copy a particular work (see the Copyright Permissions Flow Chart),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the Guidelines for Copying under Fair Dealing), and
- a permissions look-up tool to help you determine the kinds of copying and other uses permitted by the Library’s license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.
### COURSE SCHEDULE (tentative and subject to change):

<table>
<thead>
<tr>
<th>Class &amp; Date</th>
<th>Topic(s)</th>
<th>Activity or Additional Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 – September 7</td>
<td>What is “rural” and why does it matter? Part 1</td>
<td>Introductions and course overview</td>
</tr>
<tr>
<td>Week 2 – September 14</td>
<td>What is “rural” and why does it matter? Part 2</td>
<td></td>
</tr>
<tr>
<td>Week 3 – September 21</td>
<td>Rural health status in Canada and around the world</td>
<td>Skill development: proposal writing</td>
</tr>
<tr>
<td>Week 4 – September 28</td>
<td>Indigenous health status in rural and remote settings</td>
<td>Proposal due</td>
</tr>
<tr>
<td>Week 5 – October 5</td>
<td>Gender &amp; Rural</td>
<td>Guest lecture from Dr. Peter Kellett on rural men’s mental health</td>
</tr>
<tr>
<td>Week 6 – October 12</td>
<td>Well-being and belonging in rural communities</td>
<td>Skill development: paper writing</td>
</tr>
<tr>
<td>Week 7 – October 19</td>
<td>Rural Maternity Care</td>
<td></td>
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<tr>
<td>Week 8 – October 26</td>
<td>Health frameworks for rural and remote communities</td>
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<tr>
<td>Week 9 – November 2</td>
<td>Recruiting and retaining rural health professionals</td>
<td>Research paper due</td>
</tr>
<tr>
<td>Week 10 – November 9</td>
<td>Rural Aging</td>
<td>Skill development: MLA letter writing</td>
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<tr>
<td>Week 11 – November 16</td>
<td><strong>READING WEEK</strong></td>
<td><strong>No class</strong></td>
</tr>
<tr>
<td>Week 12 – November 23</td>
<td>Death and Dying in Rural Communities</td>
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<tr>
<td>Week 13 – November 30</td>
<td>Rural Restructuring: Policy and Politics</td>
<td>Letter to MLA or MP due</td>
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WEEKLY TOPICS & READING SCHEDULE:

Week 1 (Sept 7): Course Introduction & What is “rural” and why does it matter? Part 1
- Course syllabus

Week 2 (Sept 14): What is “rural” and why does it matter? Part 2

Week 3 (Sept 21): Rural Health Status in Canada and Other OECD Countries

Week 4 (Sept 28): Indigenous health status in rural and remote settings

Week 5 (Oct 5): Gender and Rural Health
- Men’s Health Matters because Men Matter: Community Consultation on Men’s Health in Northern BC. Report. Introduction (pp. 6-13) and Part 4: Findings (pp. 54-67).
Week 6 (Oct 12): Well-being and Belonging in Rural Communities


Week 7 (Oct 19): Health frameworks for rural and remote communities


Week 8 (Oct 26): Maternity Care and Birth in Rural Canada


Week 9 (Nov 2): Recruitment and Retention of Rural Health Care Providers


Week 10: Aging in Rural Communities

Week 11: Death and Dying in Rural Communities


Week 12: Rural Restructuring: Politics and Policy