

## Kia ora! Welcome to the online version of SOCSCIPH 200, 'Social Science for Health'

Thank you all for being so patient while staff have worked to set up all courses online in response to Covid-19 restrictions. This document provides a guide to how our course will be run online. Read through this information carefully and email Tara ([t.coleman@auckland.ac.nz](mailto:t.coleman@auckland.ac.nz)) if you have any questions.

### 1. New lecture schedule

Lectures will be delivered online by 10am each Friday (using power point recording). You can find lecture recordings via Canvas-Modules. Each lecture will be broken down into a series of short recordings so that you can easily download material. If you are having any problem downloading lectures please let Tara know. The new lecture schedule is outlined in the table below:

|                 |                 |   |
|-----------------|-----------------|---|
| <b>03 April</b> | Heather Battles | What is an anthropological approach to infectious disease?  |
| <b>10 April</b> | -               | No lecture (Easter Friday)  |
| <b>01 May</b>   | Tara            | How relevant is place to health and health care   |
| <b>08 May</b>   | Tara            | Pacific peoples, mental health and wellbeing in Aotearoa, NZ  |
| <b>15 May</b>   | Tara            | Identity and health equity: the influence of age, class, gender and ethnicity                               |
| <b>22 May</b>   | Tara            | Media representations of young people and their impact on sexual health outcomes                            |
| <b>29 May</b>   | Tara            | Housing and health experiences among older people   |
| <b>05 June</b>  | Tara            | No lecture – Instead there will be Canvas group discussion of tutorial assignments (see instructions below) |
| <b>12 June</b>  | Tara            | Course conclusions  |

### 2. New assignment due dates (also see Canvas)

All assignments have now been produced as online assignments. Instructions for these are on Canvas under 'Modules' and 'Assignments'.

- Online Tutorial assignment: due 22<sup>nd</sup> of May, 5pm (worth 10%)
- Take-home-test: due 17<sup>th</sup> of April, 5pm (worth 20%)
- Essay: due 1<sup>st</sup> of June, 5pm (worth 30%)

### 3. New online exam (worth 40%)

Your exam will now be delivered to you and completed by you online using Canvas. There will be two short answer questions and one essay question in the online exam. Tara will let you know the dates for your online exam as soon as the University has confirmed this information.

#### 4. Weekly to-do's and learning outcomes

Each week you will view a lecture online. There will also be Canvas discussions to take part in and, when needed, I will provide online tutorials (again using power point recording) or a previous year's lecture recording to assist you. Please read through your new weekly to-do lists below:

##### **30<sup>TH</sup> March to 3<sup>rd</sup> of April To Do List**

1. Please read the set literature (available via Canvas Reading Lists) for Heather Battles guest lecture "What is an anthropological approach to infectious disease" in advance of Friday's lecture.
2. On Friday, watch Heather's lecture (available by 10am that day). Take notes as you watch this lecture. Write down any questions you have.
3. After viewing Heather's lecture, please take part in the related Canvas Discussion.
4. Please email Tara any questions you may have about this week's course content.

##### **Learning Outcomes**

By the end of this week, you should be able to:

- Understand an anthropological approach to infectious disease
- Be familiar with the key concerns and interests of anthropology, including key concepts
- Critically appraise the strengths and challenges of approaching infectious disease using anthropology

##### **Required reading**

- Hewlett, B. and Amola, R. (2003) Cultural Contexts of Ebola in Northern Uganda. *Emerging Infectious Disease*, 9(10): 1242-1248.

#### **(Easter and mid-semester break)**

##### **27<sup>th</sup> April to 1<sup>st</sup> of May To Do List**

1. Please read the set literature (available via Canvas Reading Lists) for the lecture "How relevant is place to health and health care" in advance of Friday's lecture.
2. On Friday, watch Tara deliver the lecture on place and health (available by 10am that day). This lecture was originally to be delivered by Robin but he is not available to teach online. Take notes as you watch this lecture. Write down any questions you have.
3. After viewing the lecture, please take part in the related Canvas Discussion.
4. View any additional resources Tara has set for you under Canvas Modules.
5. Please email Tara any questions you may have about this week's course content.

##### **Learning Outcomes**

By the end of this week, you should be able to:

- Understand a geographical approach to health and health care.
- Be familiar with the key concerns and interests of geography, including key concepts.
- Critically appraise the strengths and challenges of approaching health and health care using geography.

### Required reading

- Andrews, G. and Moon, G. Space, place and the evidence base: Part one – An introduction to health geography. *Worldviews on Evidence-Based Nursing*, 2, 55-62.

### Additional reading

- Collins, D. & Evans, J. (2015) 'Health geography.' In *The International Encyclopedia of Geography: People, the Earth, Environment, and Technology*, Wiley-AAG: 1-1

### **4<sup>th</sup> of May to 8<sup>th</sup> of May To Do List**

1. Please read the set literature (available via Canvas Reading Lists) for Tara's lecture "Pacific peoples, mental health and wellbeing in Aotearoa, NZ" in advance of Friday's lecture.
2. On Friday, watch Tara deliver the lecture (available by 10am that day). Take notes as you watch this lecture. Write down any questions you have.
3. After viewing the lecture, please take part in the related Canvas Discussion.
4. View any additional resources Tara has set for you under Canvas Modules.
5. Please email Tara any questions you may have about this week's course content.

### **Learning Outcomes**

By the end of this week, you should be able to:

- Understand an interdisciplinary social science approach to Pacific health and wellbeing.
- Be familiar with key social science thinking about Pacific health and Pacific mental health.
- Consider policy and health care implications.

### Required reading

- Vaka, S., Brannelly, T., & Huntington, A. (2016) Getting to the Heart of the Story: Using Talanoa to Explore Pacific Mental Health. *Issues in Mental Health Nursing*, 37(8), 537-544.

### **11<sup>th</sup> of May to 15<sup>th</sup> of May To Do List**

1. Please read the set literature (available via Canvas Reading Lists) for Tara's lecture "Identity and health equity: the influence of age, class, gender and ethnicity" in advance of Friday's lecture.
2. On Friday, watch Tara deliver the lecture (available by 10am that day). Take notes as you watch this lecture. Write down any questions you have.
3. After viewing the lecture, please take part in the related Canvas Discussion.
4. View any additional resources Tara has set for you under Canvas Modules.
5. Please email Tara any questions you may have about this week's course content.

### **Learning Outcomes**

By the end of this week, you should be able to:

- Understand interdisciplinary social science perspectives related to the concepts of identity and health equity.

- Critically consider the implications of identity constructs for health outcomes and everyday human experiences.
- Consider policy and health care implications.

#### Required reading

- Bolam, B., Murphy, S. and Gleeson, K. (2004) Individualisation and inequalities in health: a qualitative study of class identity and health. *Social Science and Medicine*, 59(7), 1355-1365.

#### Additional reading

- de Visser, R. and Smith, J. (2006) Mister In-between: a case study of masculine identity and health-related behaviour. *Journal of Health Psychology*, 11(5), 658-695.

### **18<sup>th</sup> of May to 22<sup>nd</sup> of May To Do List**

1. Please read the set literature (available via Canvas Reading Lists) for Tara's lecture "Media representations of young people and their impact on sexual health outcomes" in advance of Friday's lecture.
2. On Friday, watch Tara deliver the lecture (available by 10am that day). Take notes as you watch this lecture. Write down any questions you have.
3. After viewing the lecture, please take part in the related Canvas Discussion.
4. View any additional resources Tara has set for you under Canvas Modules.
5. Please email Tara any questions you may have about this week's course content.

### **Learning Outcomes**

By the end of this week, you should be able to:

- Be familiar with interdisciplinary social science perspectives on the media, young people, sexuality education and sexual health.
- Critically consider how the media and negative social constructions of young people and sexuality influence sexual health outcomes.
- Consider policy and health care implications.

#### Required reading

- Coleman, T. M., Collins, D., & Kearns, R. A. (2016) Mediating young people's knowledge: Framing school-based sexuality education in New Zealand and Canada. In B. Evans, J. Horton, & T. Skelton (Eds.), *Play, recreation, health and wellbeing*. Singapore: Springer.

### **25<sup>th</sup> of May to 29<sup>th</sup> of May To Do List**

1. Please read the set literature (available via Canvas Reading Lists) for Tara's lecture "Housing and health experiences among older people" in advance of Friday's lecture.
2. On Friday, watch Tara deliver the lecture (available by 10am that day). Take notes as you watch this lecture. Write down any questions you have.
3. After viewing the lecture, please take part in the related Canvas Discussion.
4. View any additional resources Tara has set for you under Canvas Modules.
5. Please email Tara any questions you may have about this week's course content.

## Learning Outcomes

By the end of this week, you should be able to:

- Be familiar with interdisciplinary social science perspectives on housing, the housing crisis for older people, the position of older people in society.
- Critically consider how older people experience inequities in housing experience.
- Consider policy and health care implications.

### Required reading

- Coleman, T., Kearns, R. A., & Wiles, J. (2016). Older adults' experiences of home maintenance issues and opportunities to maintain ageing in place. *Housing Studies*, 31 (8), 964-983.

### Additional reading

- Bates, L., Wiles, J., Kearns, R. and Coleman, T. (2019) Precariously placed: home, housing and wellbeing for older renters. *Health and Place*, 58, 102152 (Online).
- Bates, L., Kearns, R., Coleman, T. and Wiles, J. (2019) 'You can't put your roots down': housing pathways, rental tenure and precarity in older age. *Housing Studies*, 1673323 (Online).

## **1<sup>st</sup> of June to 5<sup>th</sup> of June To Do List**

1. No lecture this week – Instead there will be Canvas group discussion of your now completed Online Tutorial Assignment. Find this activity on Canvas.
2. Please go to Canvas and select the discussion assigned to your group (find your group by identifying you allocated group reading).
3. Participate in group discussion of your allocated reading.
4. Please email me any questions you may have about this week's group discussions.

## Learning Outcomes

By the end of this week, you should be able to:

- Be able to work critically with academic literature.
- Assess and debate the strengths and weaknesses of your allocated reading.
- Share your critical voice and ideas with your group online.
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## **8<sup>th</sup> of June to 12<sup>th</sup> of June To Do List**

1. On Friday, watch Tara deliver the lecture "Course Conclusions" (available by 10am that day). Take notes as you watch this lecture. Write down any questions you have
2. Please email me any questions you may have about this week's lecture

## Learning Outcomes

By the end of this week, you should be able to:

- Critically consider key ideas and themes from the course.