

# HEALTH ECONOMICS

ECO 6174 A

Myra Yazbeck

Winter Term, 2023

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## COURSE OUTLINE

**Class schedule:** Wednesdays 8:30 to 11:30 AM

**Delivery Method:** In class lectures only (unless specified otherwise).

**Professor's office hours:** Wednesdays 12:00 to 1:00 pm

**Office:** FSS 9055

**E-mail:** [ECO2nd@uottawa.ca](mailto:ECO2nd@uottawa.ca)

**Communication Preferences:** Please use brightspace to correspond with me for any matter related to the course but not related to the material. Every question regarding the course material should be resolved during office hours. I do not respond to my personal work email.

Should you need to get in touch with me, rest assured that I am always available on the above email. Any question sent by email should receive a response within two business days or during the following class if taken place within the 48 hours following receipt of the email. Note that the professor reserves the right not to answer an email **if the level of language used is inadequate.**

Before emailing a question, please read this course outline completely and explore the associated resources. Many questions are answered in this document and we refer students to the course outline if the answer is already available. Please allow at least two (2) business days for a response before following up or attempting to reach us via another mode of communication.

**Short Bio:** Myra Yazbeck is currently an Associate Professor at the University of Ottawa. She is currently an Associate Editor for the [Journal of Population Economics](#). She received her PhD in Economics from Université Laval in 2011. In 2012, she completed a year of post-doctoral studies at McGill University, Department of Epidemiology Biostatistics and Occupational Health, where she developed a research agenda on health inequalities. Yazbeck's dissertation focuses on the impact of social networks on health outcomes. Her research interests are mainly in the field of health economics, social interactions/networks and inequality, and development economics. Prior to joining the University of Ottawa, Yazbeck was an Assistant Professor at the School of Economics in the University of Queensland (Australia) she has published many articles in international refereed journals such as Journal of Econometrics, Journal of Health Economics, Health Economics, Labor Economics, Social Choice and Welfare and Social Science and

Medicine, and Economics and Human Biology. Prof. Yazbeck is a fellow member of the Life Course Center (University of Queensland Australia), an associate member of the Canadian Center for Health Economics (University of Toronto, Canada) and member of the Human Capital and Economic Opportunity Global Working Group at the University of Chicago.

**Website:** <https://hceconomics.uchicago.edu/people/myra-yazbeck>

**Homepage:** <https://sites.google.com/site/myrayazbeck/home>

## OFFICIAL COURSE DESCRIPTION

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Review of both classic and frontier work in the field of health and health care economics. Empirical work with an emphasis on theory and methodology. This course is also relevant to students interested in broader empirical microeconomic research. This course is equivalent to ECON 5460 at Carleton University.

## GENERAL COURSE OBJECTIVES

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The objective is for students to gain a better understanding of some of the main topics in the field health economics and learn about causal inference and the empirical tools available to answer questions of current interest in the field of health economics. The focus of this course is empirical. A large part of the course will focus on experimental and quasi-experimental causal approaches to infer causality while exploring key health economics topics. In additions, if time permits we will cover some of the non-causal health inequality measurement methods and applications.

At the end of the course, students are expected to be able to use the empirical approaches taught in class and interpret their results. More specifically they should be able to recognize when each approach is appropriate in a given real life setting. Most importantly the students should be able to recognize the limitations and the assumptions underlying each approach used.

## TEACHING METHODS

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This course will be delivered in lectures only. The slides presented during class will be available on Brightspace for you to view. All class material is copyrighted and should not be shared on any website or sold to any third party. Also, all videos

### **This course offers the following experiential learning activities:**

Many of the assessment methods of this course will consists of questions and assignments that are similar to questions and assignments that a professional economist or a researcher in economics would have to answer or perform in a real working environment.

- The student will learn about causal inference and impact evaluation methods in randomized controlled trial settings and non-experimental settings and will have to answer questions that are relevant to real life settings using these methods.

- The students will learn also have **two empirical exercises** in which they will have to learn how formulate questionnaires and explore and use real data and select the appropriate approach to carry an empirical exercise.

# ASSESSMENT METHODS

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## Exams (80% of the final grade)

There will be two take-home exams. The take-home midterm counts for 30% of the final grade, presentations count for 10%, and the take-home final for 40% of the final grade. There will be 10% given for the submission of all the allocated summaries. The presentation and the weekly summaries are an easy way to secure full marks, please do not neglect them.

- **The midterm (40% of the final grade).**
  - For all M.A. Students, Part 1 of the midterm is a take home exam and will be based on the material seen in class and the readings. The questions will require you to mobilize the knowledge in the lectures in the readings.
  - For all Ph.D. students, Part 1 will be a submission of a draft for a Literature review on a topic related to health. This should be discussed with the professor as the review of literature should also show that you know how to mobilize knowledge from lectures and readings.
  - A second part that will be an empirical exercise **on STATA** in which you will be provided with a real setting problem and you will be required to select the empirical approach that is most appropriate for the question and state the identifying assumptions. **Note that we will not ask you to use methods that we have not covered in class.**
- **The final (40% of the final grade).**
  - For all M.A. Students, Part 1 will consist of a literature review of 6 papers pre-approved by the professor. **The topics must be selected before the end of the second week of and must be approved by the professor.** Should the topic selected be deemed inadequate, the professor will provide you with a list of potential topics.
  - A second part that will be an empirical exercise on STATA in which you will be provided with a real setting problem and you will be required to select the empirical approach that is most appropriate for the question and state the identifying assumptions. Note that we will not ask you to use methods that we have not covered in class.
  - For All Ph.D. Students, Part 1 will consist of a project proposal that is in line with the literature review in which they identify the identification strategy, and estimation method and data to be used.
  - For All Ph.D. Students, Part 2 will consist of cleaning the data they propose to use and carry their estimations and interpretation of results.
- **Oral presentation (10% of the final grade)**

The student will make an oral presentation of an article. Each student must present a different paper. All students will be required to submit a video of their presentation by a date to be announced in class and on Brightspace. Grading will be based on the quality of the oral presentation (50%) and the quality of the slides (50%).

- **Short summaries on the articles (10% of the final grade)**

Submit abstracts of no more than one page per scientific article. There will be two articles to read per week but not every week.

## Components of Final Mark

Evaluation format	Weight	Date
Take-Home Midterm Part 1	20 %	Due on March 3 <sup>rd</sup>
Take Home Midterm Part 2 Empirical	20 %	Due on March 1 <sup>st</sup>
Take Home Final Part 1	20%	Due on April 27 <sup>th</sup>
Take Home Final Part 2 (Take Home)	20%	Due on April 27 <sup>th</sup>
Summaries Weekly	10%	<u>Due Weekly</u>
Presentations	10%	TBD

Policy on the EIN grade (incomplete):

In all economics courses, students who fail to complete work (either a single piece of work or a combination of work) worth a total of 25% or more of the final grade will receive a grade of EIN in the course. The EIN grade is equivalent to a failure mark (F). See Regulation 10.6 (<https://www.uottawa.ca/administration-and-governance/academic-regulation-10-grading-system>) for details.

Please note that a denied request for a deferral may therefore lead to a failure mark.

## SCHEDULE

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Date	Course	Workshops	Assignments/Meetings
Week 1	Attend Lecture		Submit Weekly Task (When Applicable)
Week 2	Attend Lecture		Submit Weekly Task (When Applicable)
Week 3	Prof. Will be away (arrangement will be discussed)		Submit Weekly Task (When Applicable)

Week 4	Attend Lecture		Submit Weekly Task (When Applicable)
Week 5	Attend Lecture		Submit Weekly Task (When Applicable)
Week 6	No Lecture/ time allocated for the midterm		Submit Weekly Task (When Applicable)
	Reading Week		
Week 7	Attend Lecture		Submit take home midterm
Week 8	Attend Lecture		Submit Weekly Task (When Applicable)
Week 9	Attend Lecture		Submit Weekly Task (When Applicable)
Week 10	Attend Lecture (May be used for presentations)		Submit Weekly Task (When Applicable)
Week 11	Presentations		Submit Weekly Task (When Applicable)
Week 12	Presentations		Submit Weekly Task (When Applicable)

# COURSE OUTLINE

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## COURSE OUTLINE

### METHODS

- 1- Introduction to Causal Inference approach
- 2- Impact Evaluations: Randomized Controlled Trials.
- 3- Impact Evaluations: Quasi-experimental Approaches
- 4- Social interactions and Social Networks Analysis
- 5- Measures of socioeconomic health Inequality (if time permits).

### TOPICS

- 1- Health issues in the Developing World
- 2- Demand and Supply for Health care
- 3- Foetal Origin Hypothesis.
- 4- Law and Health
- 5- Conflict/ Violence and Health Outcomes.
- 6- Socioeconomic Status and Health Outcomes (Including mental Health)
- 7- Obesity and Physical Activity.
- 8- Peer Effects.
- 9- Ageing/Retirement and Health (optional if time permits).
- 10- Working Conditions and Health.
- 11- Measuring Health
- 12- Health Inequalities (optional).

Every week you will be allocated papers to read, these papers are going to be part of your evaluation for the midterm. To motivate you to do the readings, I will be giving 10% participations marks, provided you do a serious effort in reading the papers and provide no more than one-page summary for each the readings (the ones I indicate by a star). In your summaries you should follow the format I suggest in the guide on how to read papers (see Brightspace).

In some cases, I will add a chapter from the basic health economics textbook. These chapters are necessary to understand the context of the scientific articles and are usually quite easy to read.

# BIBLIOGRAPHY

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## Methods

Angrist, J. D., & Pischke, J. S. (2008). *Mostly harmless econometrics: An empiricist's companion*. Princeton university press.

Cameron, A. C., & Trivedi, P. K. (2005). *Microeconometrics: methods and applications*. Cambridge university press.

Deaton, A. (2020). *Randomization in the tropics revisited: a theme and eleven variations* (No. w27600). National Bureau of Economic Research.

Gerber, A. S., & Green, D. P. (2012). *Field experiments: Design, analysis, and interpretation*. WW Norton.

Glennerster, R., & Takavarasha, K. (2013). *Running randomized evaluations: A practical guide*. Princeton University Press.

Imbens, G. W., & Rubin, D. B. (2015). *Causal inference in statistics, social, and biomedical sciences*. Cambridge University Press.

O'donnell, O., Van Doorslaer, E., Wagstaff, A., & Lindelow, M. (2007). *Analyzing health equity using household survey data: a guide to techniques and their implementation*. The World Bank.

## Topics

Almost every week, I will **select papers** from this list and will ask you to submit a short summary **for two papers**.

## Health in the Developing World

- Athey, S., & Imbens, G. W. 2017. The econometrics of randomized experiments. Handbook of Economic Field Experiments, 1, 73-140.
- Banerjee, A., Duflo, E. and Glennerster, R., 2011. Is Decentralized Iron Fortification a Feasible Option to Fight Anemia Among the Poorest? In Explorations in the Economics of Aging (pp. 317-344). University of Chicago Press.
- Banerjee, A., Barnhardt, S. and Duflo, E., 2015. Movies, Margins and Marketing: Encouraging the Adoption of Iron-Fortified Salt (No. w21616). National Bureau of Economic Research.
- Banerjee, A.V., Duflo, E. and Glennerster, R., 2008. Putting a Band-Aid on a corpse: Incentives for nurses in the Indian public health care system. Journal of the European Economic Association, 6(2 3), pp.487-500.
- Banerjee, A., Finkelstein, A., Hanna R., Olken, B., Ornaghi, A., Sumarto, S., 2019. The challenges of universal health insurance in developing countries: Evidence from a large-scale randomized experiment in Indonesia, NBER Working Paper No. 26204.

- Banerjee, A., and Esther D., 2011. Low-Hanging Fruit. Chapter 3 in Poor Economics, New York: Public Affairs, chapter 3, 41-70.
- Cumming-Bruce, N., 2008. Global child mortality is halved. New York Times, February 2, 2008.
- Das, J. and Hammer, J., 2007. Money for nothing: the dire straits of medical practice in Delhi, India. *Journal of Development Economics*, 83(1), pp.1-36.
- Das, J. and Hammer, J., 2007. Location, location, location: residence, wealth, and the quality of medical care in Delhi, India. *Health Affairs*, 26(3), pp. w338-w351.
- Dhaliwal, I. and Hanna, R., 2017. The devil is in the details: The successes and limitations of bureaucratic reform in India. *Journal of Development Economics*, 124, pp.1-21.
- Dupas, P., & Miguel, E. 2017. Impacts and determinants of health levels in low-income countries. *Handbook of Economic Field Experiments*, 2, 3-93.
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- Levine, D., Polimeni, R. and Ramage, I., 2016. Insuring health or insuring wealth? An experimental evaluation of health insurance in rural Cambodia. *Journal of Development Economics*, 119, pp.1-15.
- Mensah, J., Oppong, J.R. and Schmidt, C.M., 2010. Ghana's National Health Insurance Scheme in the context of the health MDGs: An empirical evaluation using propensity score matching. *Health economics*, 19(S1), pp.95-106.
- Powell-Jackson, T., Hanson, K., Whitty, C.J. and Ansah, E.K., 2014. Who benefits from free healthcare? Evidence from a randomized experiment in Ghana. *Journal of Development Economics*, 107, pp.305-319.
- Wagstaff, A., Nguyen, H.T.H., Dao, H. and Bales, S., 2016. Encouraging health insurance for the informal sector: a cluster randomized experiment in Vietnam. *Health economics*, 25(6), pp.663-674.

### **Demand and Supply for Health Care**

- Chap 2, 5, and 13 BHT
- Baicker, K., Finkelstein, A., Song, J. and Taubman, S., 2014. The impact of Medicaid on labor market activity and program participation: evidence from the Oregon Health Insurance Experiment. *American Economic Review*, 104(5), pp.322-28.
- Christian, M.D., Sprung, C.L., King, M.A., Dichter, J.R., Kissoon, N., Devereaux, A.V. and Gomersall, C.D., 2014. Triage: care of the critically ill and injured during pandemics and disasters: CHEST consensus statement. *Chest*, 146(4), pp.e61S-e74S.
- Currie, J., Lin, W. and Meng, J., 2014. Addressing antibiotic abuse in China: An experimental audit study. *Journal of development economics*, 110, pp.39-51.
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### **Foetus Origin Hypothesis**

- Chap 3, BHT
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### **Laws and Health**

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### **Conflict/Violence and Health Outcomes**

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## **Socioeconomic Status and health Outcomes (including Mental health)**

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## **Obesity and Physical Activity**

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### **Peer Effects and Spillovers**

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# Assessment Policies and Expectations

## Attendance

Attending lecture is mandatory.

## Time Commitment

In order to succeed in a 3-credit course, alongside the standard 3 hours of in-class instruction, students should expect to spend a minimum of 6 hours per week outside of the classroom engaged in activities related to the course, e.g. homework, reading, studying, etc., and should expect a minimum time commitment of 9 hours per week per course (on average).

## Language Expectations

This course is delivered in English, and in class interactions, including the online discussion boards, and feedback will also be managed in English. As part of your evaluation will be on your writing abilities, it is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc. You may be penalized up to 15% for poorly written materials, to the professor's discretion.

## Late Assignments

All assignments are to be submitted by their due date and time.

All late submissions will be immediately docked 5%, with an additional 5% for each subsequent day late to a maximum of 3 days, *including weekends*. **After 3 days all outstanding assignments will be given a zero (0%) grade.**

Exceptions are made only for illness or other serious situations deemed as such by the instructor. University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate. Absence for any other serious reason must be justified in writing, to the professor, within five business days following the date of the exam or submission of an assignment.

The Faculty reserves the right to accept or refuse the reason; **reasons such as travel, jobs, or any misreading of the examination timetable are not acceptable.**

## Missed exams and requests for deferral

Absences from exams will be penalized. Exceptions are made only for illness or other serious situations. The Faculty reserves the right to accept or refuse the reason. Conflicts due to travel, jobs, or any misreading of the examination timetable are not acceptable reasons. Absences from exams which are not excused will result in a mark of zero for the exam.

Students who are excused for missing an exam will be required to write a deferred exam, except where the professor offers a re-weighting scheme which applies to the student's case. (If available, such a scheme is described in this syllabus.) Except in the case of a re-weighting scheme, students wishing to be

excused for an absence must complete a [deferral form \(DFR\)](#). This form must be completed for both midterm and final exams.

Absence due to illness must be supported by a medical certificate. Requests for deferral must be submitted, with supporting documentation (ex. medical certificate), within five working days of the exam. The request must respect all the conditions of [Academic Regulation 19.5](#).

The date of the deferred final exam is on either May 12 or May 13, 2023 the date is not yet confirmed.

### Exam conflicts

- Any conflict with a midterm exam schedule should be reported to the Professor at the beginning of the term. This request is especially applicable to the type 3 conflict (two in-class exams back-to-back) for students with special learning needs.
- Any conflict with a final exam schedule should be reported to the Faculty's undergraduate office as soon as the final examination schedule is released.

## Regulation on Academic Fraud

### Preamble

Academic integrity is a fundamental value at the core of all academic activities. [The regulation on academic fraud](#) defines the acts that can compromise academic integrity and outlines the various sanctions and consequences of such acts, and the procedures for handling allegations and setting sanctions. Further information on academic integrity is available on the [website of the Provost and Vice-President, Academic Affairs](#).

### Definition

1. Any act by a student that may result in a distorted academic evaluation for that student or another student. Academic fraud includes but is not limited to activities such as:
  1. plagiarising or cheating in any way;
  2. submitting work not partially or fully the student's own, excluding properly cited quotations and references. Such work includes assignments, essays, tests, exams, research reports and theses, regardless of whether the work is in written, oral or any other form;
  3. presenting research data that are forged, falsified or fabricated in any manner.
  4. attributing a statement of fact or reference to a fabricated source;
  5. submitting the same work or a significant part of the same piece of work in more than one course, or a thesis or any other piece of work submitted elsewhere without the prior approval of the appropriate professors or academic units;

6. falsifying or misrepresenting an academic evaluation, using a forged or altered supporting document or facilitating the use of such a document;
7. taking any action aimed at falsifying an academic evaluation.

### Sanctions

1. Students who commit or attempt to commit academic fraud, or who are a party to academic fraud, are subject to one or more sanctions ([full list](#)), such as:
  1. a written warning;
  2. zero for part of the work in question;
  3. zero for the work in question;
  4. zero for the work in question and the loss of additional marks for the course in question;
  5. zero for the work in question, with a final grade no higher than the passing grade for the course in question;
  6. an F or NS grade for the course in question.

## Indigenous Affirmation

### ANISHINÀBE

*Ni manàdjiyànàinig Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wikàd kì mìgiwewàdj. Ni manàdjiyànàinig kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng. Ninisidawinawànàinig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig. Nigijeweninmànàinig ogog kà nìgàni sòngideyedjig; weshkad, nongom; kaye àyànikàdj.*

[Listen to the audio file](#)

### ENGLISH

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded. We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home. We acknowledge the traditional knowledge keepers, both young and old. And we honour their courageous leaders: past, present, and future.

## Inclusion

The University of Ottawa aims to be an equitable and inclusive institution, actively participating in ensuring the wellbeing of students, personnel and faculty members. The University is committed to eliminating obstacles to student inclusion in accordance with the [Ontario Human Rights Code](#). The *Code* provides that every person has the right to equal treatment with respect to goods, services, facilities, housing, contracts and employment as well as membership in trade or professional associations and unions without discrimination because of "Race, Ancestry, Place of origin, Colour, Ethnic origin, Citizenship, Creed, Sex, Sexual orientation, Gender identity, Gender expression, Age, Record of offence (in employment only), Receipt of public assistance, Marital status, Family status, Disability".

The [Human Rights Office of the University of Ottawa](#) adds “although the Human Rights Code does not provide a definition of discrimination, the notion of discrimination covers unfair treatment on the basis of race, disability, sex, or any other personal characteristic. It can take many different forms, can target a single person or a group and can be part of a system.”

If you have experienced discrimination or harassment, you can seek confidential assistance through the University Human Rights Office to discuss your situation and/or [to file a formal complaint](#).

The following uOttawa Campus based services are available to you and your fellow students:

- [uOttawa Counselling Service](#) including Individual Counselling provided by uOttawa Counsellor, Pierre Bercy who specializes in anti-black racism;
- University of Ottawa Students’ Union (UOSU) [Resources for/from the Black Community](#), [Centre for Students with Disabilities](#), [Racialized and Indigenous Students Experience Centre](#), [Womxns Resource Centre](#) and [uOttawa Pride Center](#)
- Anti-racism student committee (Email: [car.arc.uottawa@gmail.com](mailto:car.arc.uottawa@gmail.com))
- Mashkawaziwogamig: [Indigenous Resource Center](#)
- [University of Ottawa’s Human Rights Office](#) including [policies on accessibility](#).

## University Policies

### Intellectual property right of course content

The materials you receive for this course are protected by [copyright](#) and must be used for this course only. You do not have permission to disseminate these materials, regardless of the means of dissemination including the uploading of these materials to any website or mobile application. These materials include but are not limited to, any course notes provided by the professor, their Powerpoint presentations, and any lecture recordings you may have (regardless of whether how you acquired it).

If you require clarification, please consult your professor.

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### Regulation on Bilingualism at the University of Ottawa

Every student has the right to require that a course be given in the language used to describe the course in the course calendar ([Academic Regulation I-2](#)).

Except in programs and courses for which language is a requirement, all students have the right to produce their written work and to answer examination questions in the official language of their choice, regardless of the course’s language of instruction.

## Prevention of Sexual Violence

**If you feel unsafe, call 9-1-1 or reach out to Campus Protective Services at 613-562-5411.**

The University of Ottawa has a zero-tolerance policy for any sexual act or act targeting a person's sexuality, gender identity or gender expression. This includes both physical and psychological acts that are committed, threatened, or attempted against a person without the person's consent, such as sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, sexual exploitation, and cyberbullying. The University, as well as various employee and student groups, offers a variety of services and resources to ensure that all uOttawa community members have access to confidential support and information, and to procedures for reporting an incident or filing a complaint.

## Student Services & Resources

### Faculty Student Experience Centre

The goal of the [Student Experience Centre](#) is to help students with their academic and social well-being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the Student Experience Centre is there to help students continue on their path to success.

A student may choose to visit the [Student Experience Centre](#) for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older student may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the [Student Experience Centre](#) offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

### [Academic GPS](#)

The *Academic GPS* hub is a one-stop shop for academic support. Whether you're an experienced student or just starting out, you'll find some great resources to help you succeed.

#### **With the Academic GPS, you can:**

- chat with a mentor seven days a week
- register for study groups
- take part in study methods workshops (note taking, time management, exam preparation, stress management, Academic Integrity Session, etc.)
- book an appointment with a mentor

## Health and Wellness

Your wellness is an integral part of your success. If you don't feel well, it can be hard to focus on your studies.

Dedicated professionals and fellow students who care about you are always ready to provide advice and support. Depending on your needs, many activities and services exist to accompany you during your academic journey.

Services include:

- opportunities to connect;
- counselling sessions
- peer support;
- physical activity;
- wellness activities and workshops;
- spiritual guidance.

If you want to connect with a counsellor, you can book an appointment online or go to their walk-in clinic at 100 Marie-Curie, fourth floor.

You can also drop-in to our wellness space, chat online with a peer helper, or access 24/7 professional help through the website.

## **Academic accommodations**

The [Access Service](#) tries to make sure all students with disabilities have equal access to learning and research environments, the physical campus and University-related programs and activities. The Academic Accommodations service works with other campus services to create an accessible campus learning environment, where students with disabilities have an equal opportunity to flourish.

We offer a wide range of services and resources, provided with expertise, professionalism and confidentiality.

### **Some services we offer**

- Help for students with disabilities in making the transition
- Permanent and temporary accommodation measures
- Learning strategy development
- Adaptive exams
- Transcriptions of learning material
- Interpretation (ASL and LSQ)
- Assistive technologies

If you think that you might need any of our services or supports, [email the Academic Accommodations service](mailto:adapt@uOttawa.ca) ([adapt@uOttawa.ca](mailto:adapt@uOttawa.ca)).

## Human Rights Office

The mandate of the [Human Rights Office](#) is to provide leadership in the creation, implementation and evaluation of policies, procedures and practices on diversity, inclusion, equity, accessibility and the prevention of harassment and discrimination.

**Contact information:** 1 Stewart St. (Main Floor – Room 121) - Tel.: 613-562-5222 / Email: [respect@uOttawa.ca](mailto:respect@uOttawa.ca)

## Career Services

[Career Services](#) offers various services and a career development program to enable you to recognize and enhance the employability skills you need in today's world of work.