



INTERACT'S

GLOSSARY OF TERMS

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The INTERventions, Research, and Action in Cities Team (INTERACT) is a pan-Canadian collaboration of scientists, urban planners, and citizens uncovering the impact of urban changes on health and equity. Our program offers a comprehensive toolkit to understand impacts of transportation and urban design changes on health and equity.

Our INTERACT cohort shares data through online questionnaires (Health questionnaire, and VERITAS, a map-based activity space questionnaire); a smartphone app (Ethica); and a hip-worn sensor (SenseDoc).

Here, we've gathered explanations of INTERACT's key concepts, a living document for the project.

General Health / Santé générale

Health / Santé Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (Constitution of the World Health Organization, 1946)

Physical activity / Activité physique

Physical Activity / Activité physique A broad term that covers a behaviour that involves large muscle movements for various purposes, performed throughout the day. These movements can range from lifestyle activities to sports. (Glossary of Terms - Pacific Physical Activity Guidelines for Adults - NCBI Bookshelf, n.d.)

Metabolic equivalent / Équivalent métabolique (MET) Metabolic equivalent (MET) is a measurement of the amount of oxygen (energy) used by the body during physical activity, with 1 MET equivalent to the oxygen level used by the body when sitting quietly (i.e. resting metabolic rate), reading a book, watching television or talking. METs are therefore multiples of the resting metabolic rate. Generally, an activity assigned 3-6 METS is considered moderate intensity and an activity of > 6 METS is considered vigorous-intensity physical activity.

Sedentary Behaviour / Comportement sédentaire Sedentary behavior is any waking behavior characterized by an energy expenditure < 1.5 metabolic

equivalents (METs), while in a sitting, reclining or lying posture. (Tremblay et al., 2017)

Light Physical Activity / Activité physique légère Light-intensity activity is non-sedentary waking behavior that requires less than 3.0 METs; examples include walking at a slow or leisurely pace (2 mph or less), cooking activities, or light household chores.

Moderate Physical Activity / Activité physique modérée Moderate-intensity physical activity occurs when an individual experiences some increase in breathing or heart rate during exercise. However, it should still be possible to carry on a normal conversation. Generally, an activity assigned 3-6 METs is considered moderate intensity. Examples include walking briskly, gardening, dancing, swimming, bicycling, scrubbing floors and housework. (*Glossary of Terms - Pacific Physical Activity Guidelines for Adults - NCBI Bookshelf*, n.d.)

Vigorous physical activity / Activité physique vigoureuse Vigorous-intensity physical activity occurs when an individual experiences a substantial increase in breathing or heart rate while doing a physical activity. It should not be possible to carry on a normal conversation. An activity of >6 METs is considered vigorous-intensity physical activity. Some examples include jogging and running, high-impact aerobic exercise, rowing and canoeing, and bicycling uphill.

Social connectedness / Connexion sociale

Social connectedness / Connexion sociale An umbrella term for the various ways that individuals connect emotionally, cognitively, behaviourally, and physically; operationalized as a multifactorial construct encompassing the structure, function, and quality of social relationships (Holt-Lunstad et al., 2017):

- Structural aspects: The existence (or absence) of social relationships and their roles, including characterizing the extent of an individual's social integration and participation (e.g. social network size, frequency of social interactions)
- Functional aspects: Sense of connection, purpose, or values derived from an individual's social relationships (e.g. sense of belonging or inversely, loneliness)

- Quality aspects: Perceptions of positive and negative qualities of social relationships separate to the functions they serve (e.g. satisfaction with connections, inclusiveness or exclusiveness of relationships) (Holt-Lunstad, 2018)

Social participation / Participation sociale A person's involvement in activities that provide interaction with others in society or the community, along four levels from informal to formal: 1) interacting with others without doing a specific activity with them, 2) doing an activity with others, 3) helping others, and 4) contributing to society. (Levasseur et al., 2010)

Social capital / Capital social Resources to which individuals and groups have access through their social networks (Bourdieu, 1986; Moore & Kawachi, 2017).

Social cohesion / Cohésion sociale The extent of social connectedness and solidarity among groups in society; a broad, value-laden concept encompassing (1) the absence of latent social conflict and (2) the presence of strong social bonds (i.e. trust, reciprocity, social ties that bridge divisions in society) (Kawachi & Berkman, 2014; Moore & Kawachi, 2017)

Social inclusion / Inclusion sociale The process of improving the terms on which individuals and groups take part in society, with an emphasis on enhancing opportunities, access to resources, and rights among groups who are disadvantaged and at risk of poverty and social exclusion (Lenoir, 1974; United Nations, 2016)

Social exclusion / Exclusion sociale A complex and multi-dimensional process involving the lack or denial of resources, rights, goods and services, and the inability to participate in the normal relationships and activities, available to the majority of people in a society, whether in economic, social, cultural or political arenas (Levitas et al., 2007)

Well-being / Bien-être

Well-being / Bien-être Individual well-being has been described, defined, and parsed in many different ways. In contemporary psychology, well-being (synonymous with happiness) routinely falls into two different conceptual areas—hedonic and eudaimonic well-being (Kashdan et al. 2008).

- **Hedonic well-being / Bien-être hédonique:** Relates to affect (or emotion) as well as life satisfaction (Cooke et al. 2016), and how people experience and evaluate their lives (Stone & Mackie, 2013), also known as subjective well-being.
- **Eudaimonic well-being / Bien-être eudémonique:** Refers to sentiments such as optimism, mastery, skills, achievement, engagement, positive relationships with others, interests, personal growth, self-worth, and autonomy (Stone & Mackie 2013) (sometimes referred to as psychological well-being).

Mood or Affect / Humeur ou affect This includes happiness, joy, stress, worry, arousal, and pain.

Life satisfaction / Satisfaction de la vie A global judgment of one's overall satisfaction or happiness (sometimes referred to as cognitive well-being).

Happiness / Bonheur Happiness is often used synonymously with other well-being constructs (well-being, affect, life satisfaction); many researchers caution against using the term when discussing well-being because of the multiplicity of meanings (Diener et al., 2003) and its inherent exclusion of negative experiences (Stone & Mackie, 2013).

Equity

Equity / Équité means fairness; people of all identities being treated fairly. It means ensuring that the processes for allocating resources and decision-making are fair to all and do not discriminate on the basis of identity. There is a need to put measures in place to eliminate discrimination and inequalities which have been well described and reported and ensure, to the best degree possible, equal opportunities. Equity is needed to achieve equality. For example, treating people as equals in an environment in which historical and systemic disadvantages prevent people from operating as equals can be inequitable – it lacks the fairness of a truly equitable situation. (*Guide for Applicants: Considering Equity, Diversity and Inclusion in Your Application*, n.d.)

Equality / Égalité means experiencing the freedom to develop and make choices unhindered by stereotypes, roles and prejudices; that the different behaviours, aspirations and needs of people are considered, valued and favoured equally. It does not mean that people have to become the same, but that their rights, responsibilities and opportunities do not depend on their identity. (*Guide for Applicants: Considering Equity, Diversity and Inclusion in Your Application*, n.d.)

Diversity / Diversité consists of the conditions, expressions and experiences of different groups identified by age, education, sexual orientation, parental status/responsibility, immigration status, Indigenous status, religion, disability, language, race, place of origin, ethnicity, culture, socio-economic status and other attributes. (*Guide for Applicants: Considering Equity, Diversity and Inclusion in Your Application*, n.d.)

Inclusion / Inclusion requires creating an environment in which all people are respected equitably and have access to the same opportunities. It requires the identification and removal of barriers that inhibit participation and contribution. (*Guide for Applicants: Considering Equity, Diversity and Inclusion in Your Application*, n.d.)

Health inequity / Inégalités en santé refers to those inequalities in health that are deemed to be unfair or stemming from some form of injustice. The crux of the distinction between equality and equity is that the identification of health inequities entails normative judgment premised upon (a) one's theories of justice; (b) one's theories of society; and (c) one's reasoning underlying the genesis of health inequalities. Because identifying health inequities involves normative judgment, science alone cannot determine which inequalities are also inequitable, nor what proportion of an observed inequality is unjust or unfair. (Kawachi et al., 2002)

Health inequality / Inégalité en santé Generic term used to designate differences, variations, and disparities in the health achievements of individuals and groups. (Kawachi et al., 2002)

Intersectionality / Intersectionnalité promotes an understanding of human beings as shaped by the interaction of different social locations (e.g., 'race'/ethnicity, Indigeneity, gender, class, sexuality, geography, age, disability/ability, migration status, religion). These interactions occur within a context of connected systems and structures of power (e.g., laws, policies, state governments and other political and economic unions, religious institutions, media). Through such processes,

interdependent forms of privilege and oppression shaped by colonialism, imperialism, racism, homophobia, ableism and patriarchy are created. (Hankivsky, 2014)

Gender-based analysis plus (GBA+) / Analyse comparative entre les sexes plus (ACS+) is an analytical process used to assess the potential impacts of policies, programs, services, and other initiatives on diverse groups of women, men and people with diverse gender identities, taking into account multiple identity factors. The "plus" in the name highlights that GBA+ goes beyond gender, and includes the examination of a range of intersecting identity factors (such as age, education, sexual orientation, parental status/responsibility, immigration status, Indigenous status, religion, disability, language, race, place of origin, ethnicity, culture and socioeconomic status. (Status of Women Canada, n.d.)

Social determinants of health / Déterminants sociaux de la santé “The conditions in which people are born, grow up, work, live, play, and age, and the wider set of forces and systems shaping the conditions of daily life. These forces and systems include economic policies and systems, development agendas, social norms, social policies and political systems.” (WHO)

Gentrification / Embourgeoisement Gentrification is an area-level process in which formerly declining, under-resourced neighbourhoods experience reinvestment and new increasingly affluent residents move in. Gentrified neighbourhoods experience changes in their physical, social, and economic environments, that can have both positive and negative consequences. (Tulier et al., 2019)

Environments / Environnement

Built Environment / Environnement bâti The built environment is defined as the external physical environment where we live, work, study and play. It includes buildings, roads, public transit systems, parks, and other types of infrastructure. It is linked to how we design, plan and build our communities. (Officer, n.d.)

Social environment / Environnement social The social environment is comprised of interpersonal relationships (e.g., social support and social networks), social inequalities (e.g., socioeconomic position and income inequality, and racial, gender,

or age discrimination), and neighbourhood and community characteristics (e.g., social cohesion and social capital). (Mcneill et al., 2006)

Neighbourhood self-selection or residential self-selection / Auto-sélection

résidentielle Refers to people selecting neighbourhoods to live in that have the facilities and resources that suit their preferred lifestyle. If neighbourhood self-selection bias exists, it can be difficult to differentiate the effect of neighbourhood features on behavioural outcomes from the choice to be near features facilitating these preferred behaviours. (Lamb et al., 2020)

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