

One of two required texts: →  
See page 3 of this outline.

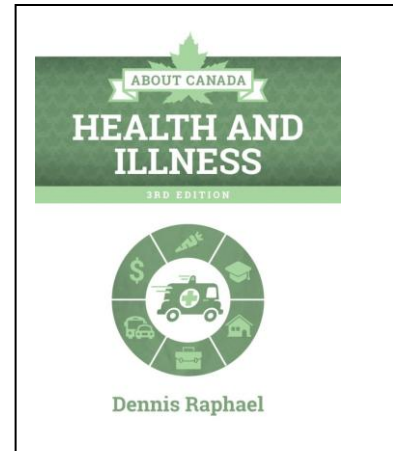
**LAKEHEAD UNIVERSITY**  
**GERO/SOCI 2509 YDE**  
**SOCIOLOGY OF HEALTH AND ILLNESS**

**Tues/Thurs -starts Sept 02 ends April 07 (2025-26)**

Teacher / Educator: **Kevin Willison**, B.A. (Hon.), M.A., Ph.D.

Instructor e-mail: [kdwillis@lakeheadu.ca](mailto:kdwillis@lakeheadu.ca)

Course Credit Weight = 1.0 → **ONLINE – 10:00 -11:30 am EST Tues/Thurs (Zoom)**



Scheduled Zoom Class: (the winter 2026 term Zoom link will be provided in December).

- For the entire **Fall (2025)** – the 1st (of 2) terms of this course, **click on** (blue) Zoom link:

<https://lakeheadu.zoom.us/j/93123226613> Meeting ID: **931 2322 6613**

- **Log in using your Lakehead University account only.**
- While in Zoom your correct name should appear to the Instructor, or you may possibly not be admitted into the group from the Zoom “waiting room.”
- Sessions should not be recorded unless you have permission from the Instructor.

- Please (if possible) log into Zoom 5-6 minutes before each session’s start time.
- Please be sure to mute your computer mic if not speaking (to help reduce the background noise).
- When responding to a question or asking a question, or making a comment, always clearly / audibly indicate your name for your active participation to be noted. Thank you in advance.
- For course updates see the *Announcements* section of the D2L course site.

**How to use D2L? – please review:** [D2L in a Nutshell - YouTube](#)

**Use of Zoom:** All course registered students have free access to Zoom. If you need to download this onto your computer, please go to: <https://zoom.us/download>

\* **How to contact your course instructor** → by email 9 am to 5 pm (EST) Monday to Friday. I will try to respond within 8 to 12 hours of receipt of your email. Do not expect an immediate e-mail response, especially after 5 pm (EST). When sending an email to [kdwillis@lakeheadu.ca](mailto:kdwillis@lakeheadu.ca) always indicate the course you are in and, always only use your LU e-mail account. Emails from other sources may be ignored and automatically deleted.

## **Course Background:**

Are you interested in knowing more about the world we live in? Why some people are healthy, and others are not? What are social determinants of health? How does culture often shape our ideas of what “health” and “illness” are? What are example indicators and instruments used to help determine health-related quality of life? What are possible causes and solutions to health and social care service problems? These are example issues / questions addressed in this course – which often place an emphasis on societal factors that impact health and well-being. Drawing from such fields as medical sociology (description below) this course will integrate varied disciplines to address diverse topics that often impact the health of individuals and, in turn, whole societies. While the description below of what medical sociology is rather dated (1991), arguably its’ disciplinary focus remains the same.

“Medical sociology centers on the social construction of health and illness –that is, a construction shaped by many elements of the social order and often independent from biomedical phenomena. In this perspective, medical sociology links together and makes sense of the varied manifestations of health and illness: biomedical data, professional practice, institutional structures, social policy, economics and financing, the social epidemiology of disease and death, and the individual experience of health, illness, and medical care. The discipline links the micro-level (self-awareness, individual action, and interpersonal communication), meso-level (hospital, medical education), and macro-level (the nation’s health status, the structure and political economy of the health care system, national health policy). This linkage ensures that individual entities are not studied in isolation from their surroundings.” –**Phil Brown, ‘Themes in Medical Sociology’, *Journal of Health Politics, Policy, and Law*, Vol. 16, No. 3 (Fall) 1991.**

## **Course Description (from LU calendar):**

A study of the social and cultural dimensions of health and illness. Topics may include: the social organization of medicine; social determinants of health status; lay perspectives on health, illness and the body; the experience of illness and health care; and the impact of social change on medical beliefs and practice.

**Note:** Students who have previous credit in Sociology 3509/Gerontology 3509 may not take Sociology 2509/Gerontology 2509 for credit.

## **Course Format:**

Registered students in this course will be introduced to a wide range of disciplines such as public health and environmental sciences, each of which interconnect \ integrate with such fields as health sociology. Overall, this course considers such timely topics as: social determinants of health (such as the role of the environment on our health); social-psychological explanations for illness; Indigenous and Minority health issues; impact of poverty and low socioeconomic status on health; societal factors impacting mental health; and so forth.

Everyone of course is impacted by their health, as well as by the health of those around us. Gaining an improved understanding of forces that can impact our health and well-being, and knowing better how the Canadian health care system is organized, are two example learning outcomes of this course. Further targeted learning objectives are indicated below.

### **Learning Objectives:**

By the end of the course the goals for you to target are to better know how to:

- (i) **Articulate** social factors / determinants that often impact individual (micro) / group - community (meso) and societal (macro-level) health;
- (ii) **Identify** trends and salient issues relevant to the sociology of health and illness, and the sociology of medicine, in Canada;
- (iii) **Explain** how orientations toward health and illness and health care systems in general are socially constructed; *and .....*
- (iv) **Distinguish** the diversity of health and social service organizations, and inter-related disciplines that make up Canada's health care systems.

### **Academic Integrity**

#### **Artificial Intelligence (AI) and the Student Code of Conduct - Academic Integrity**

Inappropriate usage of Generative AI tools is captured by Section III of the Student Code of Conduct - Academic Integrity Policy, which lists a variety of acts that are considered offences under the Academic Integrity Code. While not an exhaustive list, submission of work created by or in collaboration with Generative AI tools (ChatGPT, Bard, etc.) could be categorized as Plagiarism (para 26a), Use of Unauthorized Materials (para 26b), or Falsification (para 26e), and may be in conflict with the Academic Policy as cited above.

#### **In this course, Generative AI use is prohibited.**

Generative artificial intelligence (Generative AI or GenAI) is a category of AI systems capable of generating text, images, or other media in response to prompts. These systems include ChatGPT and its variants Bing (built by OpenAI) and Bard (built by Google) among several others. Other Generative AI models include artificial intelligence art systems such as Stable Diffusion, Midjourney, and DALL-E.

**Any use of GenAI systems to assist with tests and produce assignments for this course is not permitted.** All work submitted for evaluation in this course must be the student's original work. The submission of any work using or containing AI generated content will be considered a violation of academic integrity ("Use of Unauthorized Materials").

**Required Textbook - 1:** (available via the LU Bookstore or order online).

Raphael, D. **Health and Illness – 3<sup>rd</sup> Edition**. About Canada (series). Fernwood Publishers, Halifax & Winnipeg. ISBN: 978-177-363-6603 [2024]

URL: [About Canada: Health and Illness, 3rd Edition – Fernwood Publishing](#)

- See picture of required text on the first page of this outline.
- **COST**: ~ 30.00 Canadian.
- **From the above required text please attend class to know which chapters to focus on.**

-----  
**+ Required Textbook - 2: [FREE]**

**OER Course Text:**

BC Open Campus - OpenEd – **double click on blue link below ↓**  
**(if link does not work, try using your computer browser - type in title)**

## **Northern and Indigenous Health and Healthcare**

- [Find Open Textbooks – BCcampus OpenEd Resources \[2018\]](#)

↑ **From the above OER textbook 2, we will review the following:**

**WITHIN TERM ONE ↓**

**Chapter 2** – pages 21-32 [ORAL HEALTH AND HEALTH PROMOTION IN THE NORTHERN AND INDIGENOUS COMMUNITIES].

**WITHIN TERM TWO ↓**

**Chapter 7** – pages 90-98 [EVERYDAY LIFE WITH CHRONIC ILLNESS: PHYSICAL HEALTH OR WELL-BEING?].

**Chapter 12** – pages 147-157 [SOCIAL AND STRUCTURAL DETERMINANTS OF INDIGENOUS HEALTH].

- The above required OER (open educational resource) may be found online.
- Additional required and updated readings will also be provided throughout the course.

**Added Readings:** Public domain and other copyright approved educational materials will be made available as found in D2L. Unless indicated, do consider each as testable material.

**NOTE:** Example Important Dates (not a full list)

Date(s):	Event:
September 2 <sup>nd</sup> - 2025	Start date of Fall classes
October 13 <sup>th</sup> to 17 <sup>th</sup> - 2025	Fall Break (no LU classes)
Dec 02 (Tuesday) - 2025	End of LU Fall Term (Classes)
Jan 06 (Tuesday) - 2026	Start date of Winter classes
February 16 to 20 - 2026	Winter Break (no LU classes)
April 07 (Tuesday) - 2026	End of LU Winter Term (Classes)

### **Experiential Learning Exercises / Course Evaluation Strategy**

Item: [4 Assignments / 3 Tests / 1 final Exam]	Course Value:	On / Due Date
<b>Fall (2025) Term: ↓</b>	/////	\\\\\\\\\\\\\\\\\\\\
<b>*1- Gov't of Canada website review &amp; reflection</b> [Place in Assignment 1 Folder - in D2L]	5 %	Sept 23 (Tues)
<b>2 - TEST ONE (online via D2L)</b>	20 %	Oct 14 (Tues)
<b>*3 - Article review / reflection</b> [Place in Assignment 2 Folder - in D2L]	5 %	Oct 28 (Tues)
<b>4 - TEST TWO (online via D2L)</b>	20 %	Nov 18 (Tues)
<b>Winter (2026) Term: ↓</b>	/////	\\\\\\\\\\\\\\\\\\\\\\\\\\\\
<b>*5 - Think Tank review / reflection</b> [Place in Assignment Folder - in D2L]	3 %	Feb 10 (Tues)
<b>6 - TEST THREE (online via D2L)</b>	14 %	March 03 (Tues)
<b>*7 - E-Poster (course related)</b> [Place in Assignment Folder - in D2L]	3 %	March 24 (Tues)
<b>8 - Final April 2026 EXAM (online via D2L)</b>	30 %	The day/time of the final exam is determined by the Registrar.

\* = Experiential Learning Exercise

**Note:** there are no added / bonus assignments in this course for purposes of increasing one's grade average. Time does not permit this as what is provided to one student must be provided to all.

**Assignment Instructions:** (↓ match item above to that of the instructions below). Note: by not closely following the instructions provided such will likely result in a reduce assigned grade.


**For each required review/reflection assignment [namely 1 /3 /5 above], all students are required to closely follow the below format requirements: ☐**  
**Complete a one FULL page (edited) review (single spaced / using a 12 cpi Times New Roman font). Be concise. Your review should include 4 to 5 short paragraphs (do not leave an empty space between paragraphs). Do not exceed one page for the review. Align your text (like that of these instructions). Also provide a title page. Give a short creative title (of less than**

ten words) and your full name at the top. Do not include your student number. Cite your one source only on your title page. Do not mention nor cite any other source (beyond the specific assignment given). Within your paragraphs (use headings) provide information on: (a) the topic and a very brief background of your chosen selection / (b) the relevance of the topic to that of the course you are in (Sociology of Health and Illness) / (c) your perception of the importance of the topic (answering to the reader of your review the question “so what!” / and (d) your personal projection of what may happen (or perhaps what you hope will occur) in the near or distant future pertaining to your specifically chosen selection. Be sure to check for spelling and grammar errors prior to posting in D2L. Only one posting in D2L per assignment. Assigned grades per assignment are final (not negotiable). No resubmissions allowed. Once posted in D2L by the due date such will then be graded by the course instructor.

### **[1] Government of Canada website Review**

**Step One:** go to – [Social determinants of health and health inequalities - Canada.ca](https://www150.ca.gc/eng/health/ineq/ineq.html) [Social determinants of health and health inequalities] – Government of Canada website.


**Step Two:** with relevance to the above website (only), choose ONE item / subject / article from ONE of the following links: “Social and economic influences on health” // “Health inequalities in Canada” // OR, “Supporting the reduction of health inequalities.”

**Step Three:** Follow  instructions as per above. Upon completion of post in your D2L course site, within the **Assignment One** folder. Once posted in D2L by the due date (Sept 23, 2025) such will then be graded by the course instructor. Assignments are graded after the due date.

**[2] TEST ONE - Oct 14 - (go to “Quizzes” as found within your D2L course site).** Each D2L online test is timed. Students are to complete such in one sitting (you cannot stop and start again later). Test one is two hours in length. Format: multiple choice. Weighted value = 20 percent of your course grade.

### **[3] Article Review Assignment**

**Step One:** Find one article (only) from a health-related newsletter (example: Hospital News), of interest to you (and related to the course). Conduct a 1 page review (single spaced) review / reflection based on such. Provide also a title page on which mention your one citation.

**Step Two:** Follow  instructions above. Upon completion, post in your D2L course site, within the correct **Assignment Two** folder. Once posted in D2L by the due date (October 28, 2025) such will then be graded by the course instructor. Assignments are graded after the due date.


**[4] TEST TWO – Nov 18 - (go to “Quizzes” as found within your D2L course site).** Each online test is timed. Students are to complete such in one sitting (you cannot stop and start again later). Test two is two hours in length. Format: multiple choice. Weighted value = 20 percent of your course grade.

////////////////////////////////////  
**TERM TWO (2026) ↓↓**

### **[5] THINK TANK ASSIGNMENT**

**Step One:** go to – [guide canadianthinktanks.pdf \(mcgill.ca\)](https://www.mcgill.ca/think-tank/guide) Download (save on your computer) the two-page Canadian Think Tank review as produced by McGill University.

**Step Two:** Choose ONE think tank of interest to you (review site before making a final decision). As you choose bear in mind that this exercise requires you to find a highly specific topic / issue, that the Think Tank chosen addresses, that is of direct relevance to the course you are taking (the Sociology of Health and Illness). Only use the listing as provided by McGill University. **Base your review on information from the chosen Think Tank only (no other source).**

**Step Three:** Follow  instructions above. Upon completion, post in your D2L course site, within the correct **Assignment** folder. Post only once in D2L by the due date (**Feb 10, 2026**), such will then be graded by the course instructor.

**[6] TEST THREE – March 3 - (go to “Quizzes” in your D2L course site).** Each online test is timed. Students are to complete such in one sitting (you cannot stop and start again later). Tests are usually 90-minutes in length. Format: multiple choice.

### **[7] E-Poster Assignment**

**Step One:** Find one peer-reviewed Canadian-based **journal** article on your own, related to this course (of interest to you). Do not cite an article solely from the Internet. Note: find a journal article that you can derive the background; the methodology; the results, and a summary/conclusion. Note: such must have been published **within the last five years** (so, dated no later than 2021).

**Step Two:** next, what you want to do for this exercise is to summarize the article that you found, by developing an e-poster, using only a modifiable template as provided. The template and added instructions are posted in a separate module within the Content section of your 2509 D2L course site.

Notes: for this assignment, do not provide a cover page nor a separate page indicating the source of your article (you will see on the template where to indicate the source). **Do not** use a different template, modify only the template provided. If you do, grades will be deducted. Be sure to add your name to the e-poster, but do not add your student number. Follow the added instructions as indicated in D2L.

**Step Three:** once completed be sure to save on your computer. Then, upload the pdf (one page and final version only) into the appropriate Assignment folder within

your D2L course site. When providing your name on the e-poster use a capital letter on the first letter of your first and last name (in short, do not use all lower-case letters for your name). Once posted in D2L by the due date (March 24, 2026) such will then be graded by the course instructor. All assignments are graded after the due date.

**[9] April EXAM (go to “Quizzes” within your D2L course site).**

Your online D2L exam is timed. Students are to complete such in one sitting (you cannot stop and start again later). Your final exam is either two to three hours in length and covers the entire winter term. Note: some questions found on tests one and two from the first term will also likely appear within your April (2026) exam.

\* **TIP:** it is best to regularly attend and actively participate in all Zoom classes. Check your course D2L site often for any new announcements and/or newly posted material.

\* **TIP:** review the “TIPS” section under Contents within your D2L course site. There you will find an array of resources, all aimed to help you in your academic studies.

**As an LU online student, you should:**

- Be actively engaged each class and be actively involved in your own learning. The more we put into something often the more derived satisfaction. Focus on doing the best you can.
- Follow a 1:1 ratio. By this I mean, for every one hour of Zoom class time students are urged to spend at least one hour of self-directed (on your own) reading/ learning.
- Read and re-read (and follow) this course outline carefully.
- Please check your Lakehead University (LU) email and D2L course site frequently for any course notices or announcements.
- Notify your course instructor immediately with any concerns or issues you may have.
- Suggestions? Your course Instructor will consider such. Please email me at: [kdwillis@lakeheadu.ca](mailto:kdwillis@lakeheadu.ca)

**Regarding Mental Health:**

As a student, you may sometimes experience mental health concerns or stressful events that interfere with your academic performance and/or negatively impact your daily activities.

All of us can benefit from support during times of struggle. If you or anyone you know experiences academic stress, difficult life events or feelings of anxiety or depression, Student Health and Wellness is here to help. Their services are free for Lakehead Students and appointments are available. You can learn more about confidential mental health services available on and off campus at [lakeheadu.ca/shw](http://lakeheadu.ca/shw).

Remember that getting help is a smart and courageous thing to do - for yourself, for those you care about, and for those who care about you. Asking for support sooner rather than later is almost always helpful.

### **Accommodations / Special Needs:**

Lakehead University is also committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. Let the Instructor know within the first week of the course if you are registered with SAS (thank you in advance).

For more information, please visit <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>

Your course instructor - Kevin Willison - voluntarily takes ongoing training related to AODA (the Accessibility for Ontarians with Disabilities Training Act). For example, in June 23-25 (2025) he attended the LU 2025 Summer Teaching Institute.

### **IT Issues – LU E-mail Accounts and Accessing “Desire2Learn” – D2L**

**Information Technology (IT) (at Lakehead is referred to as TSC) can be reached through any campus phone by pushing the Helpdesk button.** Should TSC related problems arise you may also contact “Help Desk” at **ext. 7777** (on campus) – or tel. 705-330-4008 (then the extension). Only **Help Desk** can assist you with your specific TSC issues and concerns. **Please note 1: your course instructor(s) has no control over encountered IT/computer problems on your end. Please note 2: no computer system is perfect. If Zoom problems are encountered patience is required by all.**

### **General E-mail and Classroom Conduct Guidelines:**

[1] Within all e-mail correspondence (not just for this course) it is advisable to follow “the ten commandments of ***e-mail netiquette***.”

Please review: <http://www.studygs.net/netiquette.htm>

[2] All e-mail communication sent from students to the instructor for this class **must** originate from the student’s own Lakehead University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a Lakehead University account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply, at his or her discretion.

[3] **Please be sure to identify yourself in your e-mail (not only your name but also what course you are in, as your Instructor teaches more than one course, and has many students).** This may help speed up a response. Thank you in advance.

[4] The course instructor may best be reached at: [kdwillis@lakeheadu.ca](mailto:kdwillis@lakeheadu.ca). I will do my best to respond to your e-mail **within 8 hours** (or less) of receipt (based on e-mails

received between 9am – 5 pm EST, Monday to Friday). Due to curriculum development, meetings and other academic / research related activities realistically do not expect your (any) instructor to provide an instant response to email inquires.

[5] Please be advised that you may *not* get a response e-mailing the Instructor the night before a test or exam. Please plan ahead.

[6] Please do not expect a quick e-mail response if sending an e-mail to an Instructor during holidays or in the evening hours and, certainly not during class time while we use Zoom.

[7] As per LU policy, your specific grades/marks will not be discussed over the internet / e-mail. Individual course marks (when ready) can be accessed using your unique course D2L account.

[8] There are NO make-up tests or exam, nor any added assignments available to boost up grades. What is provided to one student must be provided to all (to be fair). As such, there is simply no extra time available to do added assignments.

### **Missed Tests or Exam:**

If you know you will be missing a test or an exam make possible alternative arrangements with the course Instructor one week in advance of each test date (not the day before nor same day of the test/exam). Having to go to work is not a legitimate reason for missing a test/exam. Your LU course requirements should take priority.

**Religious Observance Policy:** If you require religious accommodation(s), you must make your request to the instructor preferably within the first two weeks of class.

**Course Suggestions or Concerns?** Students are asked to speak with their course Instructor first should there be a suggestion, problem or concern regarding the course which you feel may benefit yourself and/or the class. Feel free at any time to speak to your class Instructor (as he or she may simply be unaware of your concerns).

### **\*\* Regular Zoom attendance throughout this course is strongly recommended.**

- Within each meeting session of this course it is best to focus on key terms and their interconnections with other terms. Be sure to take (good) notes.
- For improved comprehension and memory, be sure to review your required reading(s) regularly – such as prior to (and after) attending each Zoom session.
- Active participation is encouraged, as is critical thinking.
- Your course Instructor has the right to modify (add/subtract) course content. This may transpire as new/relevant content may arise during this course.
- Not all course “Menu” topics (as denoted below) may be covered and, more topics may be added / covered.
- EACH class serves as a review of material posted in D2L. Added comments / material will also be provided verbally in the form of class lectures. Take notes.

**“The Menu”:** this serves as an overall guide only. Specifics \ updates will be provided during the course / class Zoom sessions.

- Overview of Course Outline & Course Requirements
- D2L essentials

- **Sample Topics We May Cover ↓**

☐ **Welcome \ Review of Course Outline.**

☐ **Culture (PPT = PowerPoint)**

☐ **Canadian Think Tanks (plus mention of required assignment)**

☐ **Maslow**

**[] The Sociology of Health, Illness and Health Care – an Introduction**

**[] Sample ways of thinking sociologically about health, illness, and medicine.**

**[] A History of Health Care in Canada**

- Tommy Douglas (a Brief History of Universal Medical Insurance in Canada)
- Early Canadian Medical Organizations
- The Importance of the *Flexner Report* (1910).
- The Importance of the *Romanow Commission / Romanow Report* (2021).

**[] Canadian Health Care Economics – “The Big Picture”**

**[] Sociological Theory**

- Structural Functionalism
- Conflict Theory
- Symbolic Interactionist/Interpretive Theory
- Feminist, Critical Anti-Racist, and Intersectionality Theories
- Modernity Theory
- Social Exchange Theory

**[] Example Social Determinants of Health and illness: Age, Sex, and Gender, plus Race / Ethnicity**

- Disease and Death: Canada in international and historical context.
- Life Expectancy: How does Canada rank
- Death, Disease, and Disability in Global Context
- Poverty and Inequality
- Food Security
- The Physical and Social Environment
- Safety, Security, and Stability
- The Position of Women / Gender and Health Issues
- Birth Control, Pregnancy, and Childbirth

- Comprehensive Health Care
- Death, Disease, and Disability within Canadian Society
- Precursors to the Major Causes of Disease and Death in Canada

### **[] Sample Health Related Quality of Life Indicators**

- Example factors associated with **Poverty and Socioeconomic Status**.
- The Andersen-Newman Model – An Introduction
- Self-care indices and other measures of health (ADL / IADL / OHIP scale / HADS-A / HADS-D / EQ-5D / SF-6D / HUI-3 / QWB).
- Measuring: Mastery / Self-Esteem
- The Frailty Scale
- Poverty amongst the aged and youth & vulnerable populations
- the state of oral health in Canada & among Indigenous people

### **[] Social Sources and Tracking Disease and Death**

- Introduction to *Public Health*.
- Introduction to *Epidemiology*.
- Links between Sociology and Public Health.
- Case Study: Walkerton, Ontario.
- Role(s) of Public Health Ontario (PHO), CIHI, CIHR, SSHRC. etc.
- Careers in Health Sociology / Public Health + related fields.

### **[] Environmental and Occupational Health and Illness**

- Major Environmental Issues
- Air Pollution and Human Health
- Water Pollution and Human Health
- Land Pollution and Human Health
- Biodiversity
- Food Safety / Access to Nutritional Food(s)
- Role of Public Health Inspectors.
- Occupational Health and Safety
- Accidents and Violence
- Immigrant and Refugee Health Status
- Farm Labourers – Health Issues.

### **[] Diversities in Health Status:**

- Introduction: Social-Structural Positions and Health
- Age, Gender, and Life Expectancy
- Racialization, Ethnicity, and Minority Status
- Aboriginal Health in general.
- Sample explanations for the Health Effects of Inequalities

### **[] ETHICS & RESEARCH**

- The TCPS-2 – An Introduction
- Importance of Medical / Health Care Ethics (in general)

- The new and improved TCPS-2: Indigenous considerations

## **[] Work and Family Life: The Influence of Social Roles on Health and Illness**

### **[] Social Meanings of Illness**

- Illness, Sickness, Disease, Survivor and Aspirational Health
- Cultural Variations in the Experience of Being Ill
- Popular Cultural Conceptions of Health, Illness, and Disease
- The Insider's View: How Illness Is Experienced and Managed

### **[] Transcultural Health Care**

- Need to improve / build upon transcultural health care in Canada

### **[] Canadian Health Human Resources – issues.**

#### **\* Linking the Sociology of Work to the Sociology of Health**

- Health Force Ontario (HFO) - Toronto
- The Canadian Health Human Resources Network (Ottawa)
- Retraining internationally educated health workers- Precarious employment among health and social service workers
- Need for more Black and Indigenous health care professionals

### **[] Mental Health Care In Canada**

- An Introduction to CAMH (Toronto, Ontario).
- Rural versus Urban - Health Care in Canada (mental health of farmers).
- Medical Geography – an introduction
- Medical Anthropology – an introduction
- Sociological Social Psychology – an introduction

### **[] Pharmaceutical Industry and the Medical-Industrial Complex**

- Use of the DSM-IV \ DSM-V
- Drug Use in general (the fastest growing health expenditure in Canada)
- Polypharmacy Issues
- Deprescribing
- Pharmacists (expanding roles in Canada)
- The Pharmaceutical Industry
- Medical Devices and Bioengineering

### **[] A Brief History of Medicine and the Development and Critique of Modern Medicalization**

- A Brief History of Western Medical Practice
- An Introduction to the Biomedical Science Model of Care
- Medicalization: A Critique of Contemporary Medicine
- Unnecessary Care

**Sample Lakehead University Regulations:**

**INCOMPLETE STANDING** (Lakehead University Regulation, V Standing)

<http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=25 &chapterid=7015&loaduseredits=False>

**TIMELY FEEDBACK** (Lakehead University Regulation XII)

<http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=23 &chapterid=5698&loaduseredits=False>

**ACADEMIC INTEGRITY IN YOUR COURSE(S)**

<https://www.lakeheadu.ca/faculty-and-staff/departments/academic/idc>

Review the resources/guides to support academic integrity in your courses and excellence in teaching and learning.

**Intellectual Property:**

The educational materials developed for this course, including, but not limited to, lecture notes and slides, handout materials, assignments, and any materials posted to D2L, are the intellectual property of the course instructor. Materials have been developed for student use only. They are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of lecture content to third-party websites violates an instructor's intellectual property rights and the Canadian Copyright Act. Recording lectures in any way is prohibited unless permission has been granted by the course instructor. Participation in this course constitutes an agreement by all parties to abide by the relevant university policies, and to respect the intellectual property of others during and after their association with Lakehead University.