

LAKEHEAD UNIVERSITY

DEPARTMENT OF SOCIOLOGY

**Sociology 2509: SOCIOLOGY OF HEALTH
AND ILLNESS**

September 5, 2017 to April 6, 2018

Course Facilitator: **Kevin Willison**, B.A. (Hon.), M.A., Ph.D.

URL: https://www.researchgate.net/profile/Kevin_Willison/

Instructor's e-mail: kdwillis@lakeheadu.ca

Course Credit Weight = 1.0

Class Room: OA 2019 (500 University Avenue – Simcoe Hall building)

Class Time: **Wednesdays and Fridays: 11:30 AM until 12:50 PM**

* **Instructor's Office Hours: by appointment** (mutually arranged via e-mail). Please use your LU e-mail account (to help verify registration with Lakehead University).

Background

Are you interested in knowing more about the world we live in? Why are some people healthy and others not? What are social determinants of health? How does culture shape our ideas of what is health and illness? What are example indicators of health-related quality of life? What are causes, and possible solutions to health and social care service problems? These are example questions addressed in this course – which often place an emphasis on societal factors that impact health and well-being.

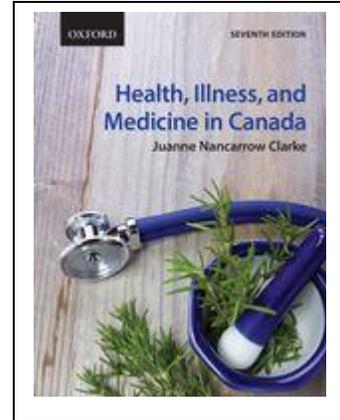
Course Description (from calendar):

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:

Using a module / sections format, this course introduces second-year university students to a broad but in-depth range of issues / topics relevant to the sociology of health and illness, as well as to the sociology of medicine. Students will also be introduced to a wide range of disciplines such as public health and nursing which interconnect with the broad field of 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; Aboriginal health issues; impact of poverty and low



socioeconomic status in general on health; societal factors influencing mental health; and so forth.

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

Learning Objectives:

By the end of the course you will know better 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.

Required Text:

Juane Nancarrow Clarke (Editor). Health, Illness, and Medicine in Canada. Seventh Edition. Oxford University Press. 2016. ISBN: 978-0-19-901852-9.

<https://www.oupcanada.com/catalog/9780199018529.html>

- See picture of required text on first page of this outline.
- The required text is available at the Orillia campus bookstore.
- Please be sure to purchase the 7th (Canadian) edition.

Potential Supplementary Readings: If any, public domain material will be made available on D2L or may be found online through the Lakehead University library system, or as made available on short-term loan via the LU (Orillia) Library – Simcoe Building. Your instructor will advise you for each added reading required (please attend class).

Academic Year (in General) - Important Dates: FALL/WINTER TERM (1.0 Credit)

First Day of Term at LU	Tuesday September 5, 2017
Final Date to ADD this course	Monday September 18, 2017
Thanksgiving Holiday (no class)	Monday October 9, 2017
Term ONE – Break ONE	No classes during: October 10-13, 2017
FALL Final Day of Term at LU	Monday December 4, 2017
FALL Term Exam Period	December 7 to December 17, 2017
Term TWO at LU - Start Date	Monday January 8, 2018
Term TWO – Break TWO	No classes during: Feb. 19 – 23, 2018
Easter Weekend	No classes Fri. March 30 / April 2, 2018
Final Date to DROP a full course at LU (with no academic penalty)	Friday February 2, 2018
Winter Term – Final Class at LU	Friday April 6, 2018
Winter Term – Exam Period	April 13 to 24 th , 2018

Sociology 2509 Course Requirements:

Description:	Scheduled Date:	Course % Value
Term ONE – Test 1 (2017)	September 29 (Fri.)	10 Percent
Term One – Test 2 (2017)	October 27 (Fri.)	10 Percent
Term One – Test 3 (2017)	November 24 (Fri.)	10 Percent
SOCI 2509 December 2017 Exam	Scheduled by Registrar	20 Percent
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Term TWO – Test 4 (2018)	January 26 (Fri.)	10 Percent
Term Two – Test 5 (2018)	March 2 (Fri.)	10 Percent
Academic Essay (due date)	March 7 (Wed.)	10 Percent
SOCI 2509 April 2018 Exam	Scheduled by Registrar	20 Percent

- * **TIPS:** best to attend classes regularly, and do often check your course D2L site.
- Be sure to pick up your completed test once graded.
 - Remember to bring your LU student ID card to class for tests and exams.
Please do not bring your cellphone into class on these days.

Accommodations / Special Needs:

Lakehead University is 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 academic activities. If you think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) first. Register as early as possible. For more information, please visit: <http://studentaccessibility.lakeheadu.ca>

Your instructor - Dr. Kevin Willison - has received specialized training in AODA (the Accessibility for Ontarians with Disabilities Training Act).

Academic Essay [Due: Wed. March 7th] 10%

Every student is expected to write an essay on a sociology of health and illness related topic. For ideas of topics, consider content as found within your required textbook. The written essay must be **8 pages, double-spaced**. Include an extra page for a cover page, and a second extra page for cited references (total = 10 pages). You are strongly encouraged to select a topic of specific interest to you (related to the course). Start early to edit often. Poorly worded and not well-thought out essays will receive a low mark. **Refer to essay grading rubric** as posted in your course D2L. Instructor’s target for all essays to be graded and handed back in class is: Friday April 6th.

Essay Due Date Policy:

Your essay assignment is due in class on the date indicated in the syllabus. Do not e-mail me your essay (as instructors have a zero budget for printing such). Essays arriving after the due date (of March 7th) will receive a 5 percent deduction per day.

PLEASE NOTE:

- The essay must be formatted according to the **ASA** (American Sociological Association) Style Guide for referencing and citations. For more information, see the following website: <http://www.calstatela.edu/library/guides/3asa.pdf>
- Make sure you keep a **backup copy** of your essay (on a USB for example).
- Do not submit a paper difficult to read due to printing problems. Best to plan ahead.
- See assigned course D2L for further detailed instructions regarding this assignment (pertaining to: required format, writing tips, plus grading rubric).
- Remember - there is a **penalty** for essays handed in late.
- Plagiarism** will not be tolerated and will be dealt with according to the University regulations. For more information, see the **University Regulations** section within the Lakehead University calendar:
<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=23&chapterid=5698&loaduserredits=False>

In general, plagiarism is:

- The intentional or unintentional act of representing someone else's work as one's own.
- Quoting verbatim, or almost verbatim, from any source without using quotation marks or a block quote, thereby creating the appearance that material written by someone else was written by the student.
- Submitting someone else's work, in whatever form, without acknowledgement.

Emergency? Know the Number to Call

In case of emergency Security can be reached through any phone on campus, through emergency intercoms in Simcoe Hall and, also in the parking lot. Their direct extension is 2009.

Paramedics, firefighters and police officers do not always know where to find certain buildings or locations on our campuses. By calling ext. 2009 Lakehead Security will quickly dispatch a security guard to your location and contact 911 services. Lakehead Security will then meet and escort emergency services to your location to save valuable time.

Parking: There is a flat fee/day for parking in the Lakehead Orillia lot, \$5/day (there is a kiosk at the entrance of the parking lot in which you would pay (by cash or a credit card) to get a day pass. Parking spaces are on a first come/first served basis, and the lot is monitored by security throughout the day (they do ticket!) Parking is free in the evenings (from 5 PM through to 8 AM).

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. Note: your course instructor has no control over encountered IT/TSC problems.

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 likely teaches more than one course, and has many students). This will help speed up a response. Thank you in advance.

[4] The course instructor may best be reached at: 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, Monday to Friday). Due to teaching, meetings and research related activities please do not expect your instructor to provide an instant / immediate response. * Note: your Instructor’s course teaching schedule is posted within your course D2L.

[5] Please be advised that you will 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 on a Saturday or Sunday. On weekends your Instructor may have other obligations.

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

[8] Due in part to the volume of students, there are NO make-up tests or exams, nor any added assignments available to boost up grades. What is provided to one student must be provided to all (to be fair).

[9] Please refrain from sending e-mails / texting / watching movies etc. during class time. Make use of your class time and computer wisely. Not only is it best to focus on the course material during class, texting or viewing inappropriate material on your computer may bother / disturb others around you, particularly those sitting behind you and/or beside you.

[10] Unless in a group work session, please refrain from talking to others when the instructor is talking, as others around you may have difficulty hearing and/or be disturbed. **Have a question?** If the instructor is talking/instructing please be patient and I will respond. Your questions are valued and encouraged.

Missed Tests and/or Exams:

Make-up examinations will only be given with written documentation from a healthcare practitioner using the official Student Health Certificate, available at: <http://registrar.lakeheadu.ca/uploads/docs/F.HealthCertificate.pdf>.

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 Instructor 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). Further, you are encouraged to ask questions and be engaged (as this often helps the learning process).

Weather: The *Weather Network* is a good site:

<http://www.theweathernetwork.com/weather/caon0506>

- **It is best** to refer to the Lakehead University (Orillia) home page website to check for class cancellations.

See: <http://www.lakeheadu.ca/>

**** As a university-level course, regular class attendance is strongly recommended.**

- Within each section/module as described below, focus on key terms and their interconnections with other terms.
- For improved comprehension and memory, be sure to review your required text and/or assigned reading(s) prior to (and after) attending each class.
- Classroom discussions will be encouraged, as shall critical thinking.
- The course Instructor has the right to modify (add/subtract) module content. This may transpire as new/relevant content may arise as the course progresses. I will alert the class of such in advance (in class).
- Not all modules (as denoted in this outline) may be covered.

<u>TERM ONE</u> Section/Module	<u>Topic(s):</u>
ONE	<ul style="list-style-type: none"> • Overview of Course Outline. • D2L essentials. <p>Sociological Perspectives * Ways of Thinking Sociologically about Health, Illness, and Medicine - Structural Functionalism - Conflict Theory - Symbolic Interactionist/Interpretive Theory - Feminist, Critical Anti-Racist, and Intersectionality Theories - Post-Structuralism</p>
TWO	<ul style="list-style-type: none"> - Introduction to <i>Public Health</i>. - Introduction to <i>Epidemiology</i>. - Links between Sociology and Public Health. - Case Example: Walkerton, Ontario. - Role(s) of Public Health Ontario (PHO), CIHI, CIHR, SSHRC. etc. - Careers in Health Sociology / Public Health + related fields.

THREE	<p>Introduction: Sociology of Health and Illness</p> <ul style="list-style-type: none"> • Linking the disciplines of Sociology and Health. - 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 in Canadian Society - Precursors to the Major Causes of Disease and Death in Canada
FOUR	<p>Environmental and Occupational Health and Illness</p> <ul style="list-style-type: none"> - 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 - Other Accidents and Violence
FIVE	<p>Social Determinants of Health – ONE</p> <ul style="list-style-type: none"> - Neo-Liberalism, Social Inequality, Disease, and Death - How Do Inequity and Health Relate? - Political Explanations for Inequality and Poor Health.
SIX	<p>Social Determinants of Health – TWO</p> <ul style="list-style-type: none"> - An Operating Model for the Social Determinants of Health - The Social Determinants of Health: Evidence from Canada Social Theory, Economics, and Health.
SEVEN	<ul style="list-style-type: none"> - Example factors associated with Poverty and Socioeconomic Status. - The Andersen-Newman Model – An Introduction. - Poverty amongst the aged and youth. - Example factors associated with health-related quality of life (review of Willison and Kopec article).
EIGHT	<p>Diversities and Health: Ages, Genders, Sexualities, "Race," and Aboriginal Peoples</p> <ul style="list-style-type: none"> - Introduction: Social-Structural Positions and Health - Age, Gender, and Life Expectancy - Racialization, Ethnicity, and Minority Status - Immigrant and Refugee Health Status - Farm Labourers – Health Issues.

	<ul style="list-style-type: none"> - Aboriginal Health - Explanations for the Health Effects of Inequalities
NINE	Health care in Canada's Penal System.
TEN	Social-Psychological Explanations for Illness + An Introduction to Health Promotion <ul style="list-style-type: none"> - Stress - Social Support - Sense of Coherence - Resilience - Religion and Health: Theoretical Views - The Illness Iceberg & Why People Seek Help
ELEVEN	The Experience of Being Ill <ul style="list-style-type: none"> - 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
TWELVE	Mental Health Care In Canada <ul style="list-style-type: none"> - An Introduction to CAMH (Toronto, Ontario). - Rural versus Urban - Health Care in Canada (mental health of farmers). - Medical Geography – Introduction. - Medical Anthropology – Introduction.

- **Your December exam will cover all sections covered within term one (since September 6th, 2017).**

<u>TERM TWO</u> Section / Module	<u>Topic(s):</u>
THIRTEEN	Sociology of Medicine - Introduction The Social Construction of Scientific and Medical Knowledge and Medical Practice <ul style="list-style-type: none"> - Introduction: The Sociology of Medical Knowledge - Medical and Scientific Knowledge: Historical and Cross-Cultural Context - Medical Science and Medical Practice: A Gap in Discourses - Medical Technology: The Technological Imperative - Medical Science Reinforces Gender Role Stereotypes - The Sociology of Medical Practice- Doctor-Patient Communication
FOURTEEN	A Brief History of Medicine and the Development and Critique of Modern Medicalization <ul style="list-style-type: none"> - A Brief History of Western Medical Practice - An Introduction to the Biomedical Science Model of Care - Medicalization: A Critique of Contemporary Medicine - Medicalization and Demedicalization

FIFTEEN	TCPS-II + Biomedical Ethics – An Introduction Drawing links between Sociology (culture) and Ethics.
SIXTEEN	The Social Democratic and Current History of Medicare: Privatization and the State of Medicare in Canada <ul style="list-style-type: none"> - Early Canadian Medical Organizations - The Origins of the Contemporary Medical Care System - The Early Efforts of Allopathic Physicians to Organize - The Importance of the <i>Flexner Report</i> (1910). - A Brief History of Universal Medical Insurance in Canada - The Impact of Medicare on the Health of Canadians - The Impact of Medicare on Medical Practice - The Impact of Medicare on Health-Care Costs
SEVENTEEN	The Medical Profession, Autonomy, and Medical Error The "Profession" of Medicine A Brief History of Medical Education in North America Medical Education in Canada Today The Process of Becoming a Doctor Getting Doctored Organization of the Medical Profession: Autonomy and Social Control The Management of Mistakes
EIGHTEEN	Canadian Health Human Resources – issues. * Linking the Sociology of Work to the Sociology of Health <ul style="list-style-type: none"> - 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
NINETEEN	Nurses and Midwives: The Stresses and Strains of the Privatizing Medical Care System <ul style="list-style-type: none"> - Nursing: The Historical Context - Nursing Today: Issues of Sexism, Managerial Ideology, Hospital Organization, and Cutbacks - Nursing as a Profession - Midwifery
TWENTY	End of Life Care In Canada <ul style="list-style-type: none"> - The State of Palliative and Hospice Care in Canada. - Assisted Dying as a Societal / Sociological Issue.
TWENTY-ONE	Complementary and Alternative Medicine - One <ul style="list-style-type: none"> - Alternative, Complementary, and Allopathic Medicine - Link(s) to transcultural health care issues - Chiropractic - Naturopathy - Therapeutic Touch - Sample Practice & Research Issues

TWENTY-TWO	The Pharmaceutical Industry and the Medical-Industrial Complex <ul style="list-style-type: none"> - Drug Use - Polypharmacy Issues - Physicians and Prescribing - Pharmacists - The Pharmaceutical Industry - Medical Devices and Bioengineering
TWENTY-THREE	Globalization and Health-Care Systems <ul style="list-style-type: none"> - Globalization, Medicalization, and Health Care - A Brief History of the Worldwide Concern for Health - Health-Care System Differences around the Globe - Traditional Medicines in Global Context - Health Care in the United States - Health Care in the United Kingdom - Health Care in Brazil
TWENTY-FOUR	Plagues and Peoples <ul style="list-style-type: none"> - Towards a <i>Sociology of Viruses</i> - Epidemiology revisited - How societies have addressed the → Zika Virus, H1N1, Ebola, etc. - Social media and political issues.

- **Your April (2018) exam will cover all sections/modules reviewed within term 2 only** (since the start of January 2018). Further, some questions from your December exam will be on the April exam, so be sure to know the correct answers.