

# ***LAKEHEAD UNIVERSITY***

## **DEPARTMENT OF SOCIOLOGY**

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

**September 6, 2016 to April 6, 2017**

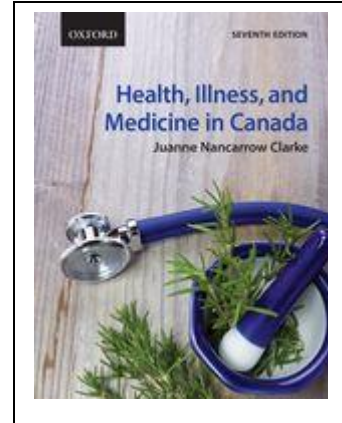
Course Lecturer: Dr. **Kevin Willison**, M.A., Ph.D.

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

Credit Weight: 1.0

**Class Room: OA 2008** (500 University Avenue – Simcoe Building)

Time: **Tuesdays and Thursdays: 11:30 AM until 12:50 PM**



**\* Instructor's Office Hours: by appointment** (mutually arranged in class and/or by e-mail). Note: it is best not to wait until the end of term to visit your course instructor.

#### **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 the causes, and possible solutions to health and social care service problems? These are some of the questions addressed in this course – with a particular emphasis on how diverse factors as the above impact a given person's and/or group's health status.

#### **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 how to:

- (i) **Distinguish** what is meant by the “Sociology of Health” compared to that of the “Sociology of Medicine;”
- (ii) **Articulate** the varied types of occupations a person with a background in the Sociology of Health and Illness (and related fields) could pursue;
- (iii) **Identify** trends and issues relevant to the sociology of health and illness;
- (iv) **Explain** how health and illness, and health care systems, are socially constructed.

### **Required Text:**

**Juane Nancarrow Clarke (Editor). Health, Illness, and Medicine in Canada. Seventh Edition. Oxford University Press. 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 7<sup>th</sup> (Canadian) edition.
- Only one copy of this text will be made available on a short-term (3 hour) loan basis - via the Orillia campus library (Simcoe Hall).

**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).

### **Sociology 2509 Course Evaluation & Assignments:**

<i>Description</i>	<i>Due Date</i>	<i>% Value</i>
Quiz + class	September - Thurs. – 29 <sup>th</sup>	5 Percent
Term One – Test 1	October – Thurs. – 27 <sup>th</sup>	10 Percent
Term One – Test 2	November – Thurs. – 24 <sup>th</sup>	10 Percent
SOCI 2509 December Exam	Scheduled by Registrar	20 Percent
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Quiz + class	January – Thurs. – 26 <sup>th</sup>	5 Percent
Term Two – Test	February – Thurs. – 16 <sup>th</sup>	10 Percent
Academic Term Paper	March – Tuesday – 7 <sup>th</sup>	15 Percent
Quiz + class	March – Thursday – 30 <sup>th</sup>	5 Percent
SOCI 2509 April Exam	Scheduled by Registrar	20 Percent

\* Please attend classes for further details, plus check your course D2L site.

- Quizzes will be accompanied by a class.

### **Academic Year (in General) - Important Dates:**

- **Classes start: Tuesday September 6<sup>th</sup>, 2016.**
- **Monday October 10<sup>th</sup> (Thanksgiving) – No classes.**
- **October 11<sup>th</sup> to 14<sup>th</sup> break – No classes.**
- **Monday November 28 – Dec. 02: Fall Review Week.**
- **Friday Dec 2<sup>nd</sup> – Final day of classes (Fall Term).**
- **Dec. 9 to 19<sup>th</sup> – December exam period. Campus is closed: Dec. 25 – Jan. 02.**
- **Monday January 9<sup>th</sup> (2017) – Winter Term begins.**
- **Monday Feb. 20<sup>th</sup> – Family Day. No classes.**
- **Monday April 3<sup>rd</sup> – April 7: Winter Review Week.**
- **Final day of classes – Friday April 7<sup>th</sup>**
- **Winter Exam Period – April 10<sup>th</sup> to 22<sup>th</sup>**

### **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 of their 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; Tues. March 7<sup>th</sup>] ..... 15%**

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: Tues. April 4<sup>th</sup>.

### **Due Date Policy:**

Your essay assignment is due in class on the date indicated in the syllabus. Do not e-mail me your essay. Essays arriving after the due date (of March 7<sup>th</sup>) may 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. 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**

Lakehead Security reminds everyone to **call 3911** (Orillia) if you require emergency service. Paramedics, firefighters and police officers do not always know where to find certain buildings or locations on our campuses. By calling 3911 (Orillia), 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.

### **Regarding E-mail and Accessing "Desire2Learn"**

Should IT related problems arise please 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 computer / IT issues and concerns.

### **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](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, Monday to Friday). Due to teaching, meetings and research related activities please do not expect your instructor to provide an instant / immediate response. \* Note: Dr. Kevin Willison's course teaching schedule is posted in 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] 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.

[9] 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? Please raise your hand until I see you and I will try to respond quickly.**

**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 will critical thinking and problem-based learning.**

<b>TERM ONE</b> Section/Module	<b>Topic(s):</b>
<b>ONE</b>	<ul style="list-style-type: none"> <li>• <b>Overview of Course Outline.</b></li> <li>• <b>D2L essentials.</b></li> </ul> <p><b>Sociological Perspectives</b>  * 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>
<b>TWO</b>	- 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.
<b>THREE</b>	<p><b>Introduction: Sociology of Health and Illness</b></p> <ul style="list-style-type: none"> <li>• <b>Linking the disciplines of Sociology and Health.</b></li> </ul> - 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
<b>FOUR</b>	<p><b>Environmental and Occupational Health and Illness</b></p> - Major Environmental Issues - Air Pollution and Human Health - Water Pollution and Human Health - Land Pollution and Human Health

	<ul style="list-style-type: none"> <li>- Biodiversity</li> <li>- Food Safety / Access to Nutritional Food(s)</li> <li>- Role of Public Health Inspectors.</li> <li>- Occupational Health and Safety</li> <li>- Other Accidents and Violence</li> </ul>
FIVE	<b>Social Determinants of Health – ONE</b> <ul style="list-style-type: none"> <li>- Neo-Liberalism, Social Inequality, Disease, and Death</li> <li>- How Do Inequity and Health Relate?</li> <li>- Political Explanations for Inequality and Poor Health.</li> </ul>
SIX	<b>Social Determinants of Health – TWO</b> <ul style="list-style-type: none"> <li>- An Operating Model for the Social Determinants of Health</li> <li>- The Social Determinants of Health: Evidence from Canada</li> <li>Social Theory, Economics, and Health.</li> </ul>
SEVEN	<ul style="list-style-type: none"> <li>- Example factors associated with <b>Poverty and Socioeconomic Status.</b></li> <li>- The Andersen-Newman Model – An Introduction.</li> <li>- Poverty amongst the aged and youth.</li> <li>- Example factors associated with health-related quality of life (review of Willison and Kopec article).</li> </ul>
EIGHT	<b>Diversities and Health: Ages, Genders, Sexualities, "Race," and Aboriginal Peoples</b> <ul style="list-style-type: none"> <li>- Introduction: Social-Structural Positions and Health</li> <li>- Age, Gender, and Life Expectancy</li> <li>- Racialization, Ethnicity, and Minority Status</li> <li>- Immigrant and Refugee Health Status</li> <li>- Farm Labourers – Health Issues.</li> <li>- Aboriginal Health</li> <li>- Explanations for the Health Effects of Inequalities</li> </ul>
NINE	<b>Health care in Canada's Penal System.</b>
TEN	<b>Social-Psychological Explanations for Illness + An Introduction to Health Promotion</b> <ul style="list-style-type: none"> <li>- Stress</li> <li>- Social Support</li> <li>- Sense of Coherence</li> <li>- Resilience</li> <li>- Religion and Health: Theoretical Views</li> <li>- The Illness Iceberg &amp; Why People Seek Help</li> </ul>
ELEVEN	<b>The Experience of Being Ill</b> <ul style="list-style-type: none"> <li>- Illness, Sickness, Disease, Survivor and Aspirational Health</li> <li>- Cultural Variations in the Experience of Being Ill</li> <li>- Popular Cultural Conceptions of Health, Illness, and Disease</li> <li>- The Insider's View: How Illness Is Experienced and Managed</li> </ul>
TWELVE	<b>Mental Health Care In Canada</b> <ul style="list-style-type: none"> <li>- An Introduction to CAMH (Toronto, Ontario).</li> <li>- Rural versus Urban - Health Care in Canada (mental health of farmers).</li> <li>- Medical Geography – Introduction.</li> <li>- Medical Anthropology – Introduction.</li> </ul>

- Your December exam will cover all sections covered, since September 6<sup>th</sup>, 2016.

<b>TERM TWO</b> Section / Module	<b>Topic(s):</b>
<b>THIRTEEN</b>	<b>Sociology of Medicine - Introduction</b> <b>The Social Construction of Scientific and Medical Knowledge and Medical Practice</b> <ul style="list-style-type: none"> <li>- Introduction: The Sociology of Medical Knowledge</li> <li>- Medical and Scientific Knowledge: Historical and Cross-Cultural Context</li> <li>- Medical Science and Medical Practice: A Gap in Discourses</li> <li>- Medical Technology: The Technological Imperative</li> <li>- Medical Science Reinforces Gender Role Stereotypes</li> <li>- The Sociology of Medical Practice</li> <li>- Doctor-Patient Communication</li> </ul>
<b>FOURTEEN</b>	<b>A Brief History of Medicine and the Development and Critique of Modern Medicalization</b> <ul style="list-style-type: none"> <li>- A Brief History of Western Medical Practice</li> <li>- An Introduction to the Biomedical Science Model of Care</li> <li>- Medicalization: A Critique of Contemporary Medicine</li> <li>- Medicalization and Demedicalization</li> </ul>
<b>FIFTEEN</b>	<b>Biomedical Ethics – An Introduction</b> Drawing links between Sociology (culture) and Ethics.
<b>SIXTEEN</b>	<b>The Social Democratic and Current History of Medicare: Privatization and the State of Medicare in Canada</b> <ul style="list-style-type: none"> <li>- Early Canadian Medical Organizations</li> <li>- The Origins of the Contemporary Medical Care System</li> <li>- The Early Efforts of Allopathic Physicians to Organize</li> <li>- The Importance of the <i>Flexner Report</i> (1910).</li> <li>- A Brief History of Universal Medical Insurance in Canada</li> <li>- The Impact of Medicare on the Health of Canadians</li> <li>- The Impact of Medicare on Medical Practice</li> <li>- The Impact of Medicare on Health-Care Costs</li> </ul>
<b>SEVENTEEN</b>	<b>The Medical Profession, Autonomy, and Medical Error</b> 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
<b>EIGHTEEN</b>	<b>Canadian Health Human Resources – issues.</b> * <b>Linking the Sociology of Work to the Sociology of Health</b> <ul style="list-style-type: none"> <li>- Health Force Ontario (HFO) - Toronto</li> </ul>



	<ul style="list-style-type: none"> <li>- The Canadian Health Human Resources Network (Ottawa)</li> <li>- Retraining internationally educated health workers</li> <li>- Precarious employment among health and social service workers</li> </ul>
<b>NINETEEN</b>	<b>Nurses and Midwives: The Stresses and Strains of the Privatizing Medical Care System</b> <ul style="list-style-type: none"> <li>- Nursing: The Historical Context</li> <li>- Nursing Today: Issues of Sexism, Managerial Ideology, Hospital Organization, and Cutbacks</li> <li>- Nursing as a Profession</li> <li>- Midwifery</li> </ul>
<b>TWENTY</b>	<b>End of Life Care In Canada</b> <ul style="list-style-type: none"> <li>- The State of Palliative and Hospice Care in Canada.</li> <li>- Assisted Dying as a Societal / Sociological Issue.</li> </ul>
<b>TWENTY-ONE</b>	<b>Complementary and Alternative Medicine - One</b> <ul style="list-style-type: none"> <li>- Alternative, Complementary, and Allopathic Medicine</li> <li>- Link(s) to transcultural health care issues</li> <li>- Chiropractic</li> <li>- Naturopathy</li> <li>- Therapeutic Touch</li> <li>- Sample Practice &amp; Research Issues</li> </ul>
<b>TWENTY-TWO</b>	<b>The Pharmaceutical Industry and the Medical-Industrial Complex</b> <ul style="list-style-type: none"> <li>- Drug Use</li> <li>- Polypharmacy Issues</li> <li>- Physicians and Prescribing</li> <li>- Pharmacists</li> <li>- The Pharmaceutical Industry</li> <li>- Medical Devices and Bioengineering</li> </ul>
<b>TWENTY-THREE</b>	<b>Globalization and Health-Care Systems</b> <ul style="list-style-type: none"> <li>- Globalization, Medicalization, and Health Care</li> <li>- A Brief History of the Worldwide Concern for Health</li> <li>- Health-Care System Differences around the Globe</li> <li>- Traditional Medicines in Global Context</li> <li>- Health Care in the United States</li> <li>- Health Care in the United Kingdom</li> <li>- Health Care in Brazil</li> </ul>
<b>TWENTY-FOUR</b>	<b>Plagues and Peoples</b> <ul style="list-style-type: none"> <li>- Towards a <i>Sociology of Viruses</i></li> <li>- Epidemiology revisited</li> <li>- How societies have addressed the → Zika Virus, H1N1, Ebola, etc.</li> <li>- Social media and political issues.</li> </ul>

- Your April (2017) exam will cover all sections reviewed in term 2 (since January 9<sup>th</sup> 2017). Further, some questions from your December exam may be on the April exam, so be sure to review the correct answers. There will be similar terms/concepts used in both semesters. These will likely be on the April (2017) exam.