

LAKEHEAD UNIVERSITY

DEPARTMENT OF SOCIOLOGY

Sociology 2509: SOCIOLOGY OF HEALTH AND ILLNESS

September 2018 to April 2019

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

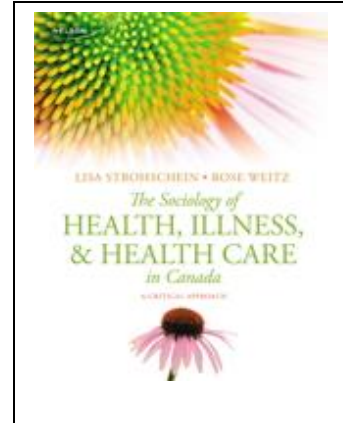
URL: https://www.researchgate.net/profile/Kevin_Willison/

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

Course Credit Weight = 1.0

Class Room: OA 2018 (500 University Avenue – Simcoe Hall building)

Class Time: **Tuesdays and Thursdays: 8:30 AM until 9:50 AM**



*** 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 / Mandatory Text: [Please purchase the following]

Strochschein, L., and Weitz, R. (Editors). The Sociology of Health, Illness and Health Care in Canada. A Critical Approach. First Edition. Nelson Education, 2014. ISBN: 978-0-17-651417-4

- See picture of required text on first page of this outline.
- The required text is available at the Orillia campus bookstore.

Added Required Reading:

The following book resource (testable material) for this course will be provided free of charge. It will be handed out in class, by your instructor, during the first week.

Measuring Up 2017. A yearly report on how Ontario's health system is performing. Source: Health Quality Ontario (a Government of Ontario publication).

ISBN: 978-1-4868-0509-9 (Print). *Used with permission.

Added Supplementary Readings: Public domain material and/or resources used by permission (for educational purposes only) will be made available on D2L. 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)

- Note: As dates may change. please check yourself on the LU website.

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| First Day of Term at LU | Tuesday September 4, 2018 |
| Final Date to ADD this course | Monday September 17, 2018 |
| Thanksgiving Holiday (no class) | Monday October 8, 2018 |

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| Term ONE – Break ONE | No classes during: October 8-12, 2018 |
| FALL Final Day of Term at LU | Monday December 3, 2018 |
| //////////////////////////////////// | //////////////////////////////////// |
| Term TWO at LU - Start Date | Monday January 7, 2019 |
| Term TWO – Break TWO | No classes during: Feb. 18-22, 2019 |
| Final Date to DROP a full course at LU (with no academic penalty) | Friday February 8, 2019 |
| Winter Term – Final Class at LU | Friday April 5, 2019 |

Sociology 2509 Course Requirements:

| Description: | Scheduled Date: | Course % Value |
|--------------------------------------|--------------------------------------|--------------------------------------|
| Term ONE – Test 1 (2018) | September 25 (Tuesday) | 10 Percent |
| Term One – Test 2 (2018) | October 30 (Tuesday) | 10 Percent |
| Term One – Test 3 (2018) | November 20 (Tuesday) | 10 Percent |
| SOCI 2509 December 2018 Exam | Scheduled by Registrar | 20 Percent |
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| Term TWO – Test 4 (2019) | January 31 (Thursday) | 10 Percent |
| Term Two – Test 5 (2019) | February 28 (Thursday) | 10 Percent |
| Term Two – Test 6 (2019) | March 28 (Thursday) | 10 Percent |
| SOCI 2509 April 2019 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).

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, \$6/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 for purposes of boosting 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. These are general topic areas, as related to the Sociology of Health and Illness.

| <u>TERM ONE</u> Section/Module | <u>Topic(s):</u> |
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| 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</p> |

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| | <ul style="list-style-type: none"> - Structural Functionalism - Conflict Theory - Symbolic Interactionist/Interpretive Theory - Feminist, Critical Anti-Racist, and Intersectionality Theories - Post-Structuralism |
| 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. |

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| | <ul style="list-style-type: none"> - 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 | Diversities and Health: Ages, Genders, Sexualities, "Race," and Aboriginal Peoples <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. - 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 4th, 2018).

| <u>TERM TWO</u> Section / Module | <u>Topic(s):</u> |
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| 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 |

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| | <ul style="list-style-type: none"> - 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 |

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| | <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 (2019) exam will cover all sections/modules reviewed within term 2 only** (since the start of January 2019). Further, some questions from your December exam will be on the April exam, so be sure to know the correct answers.