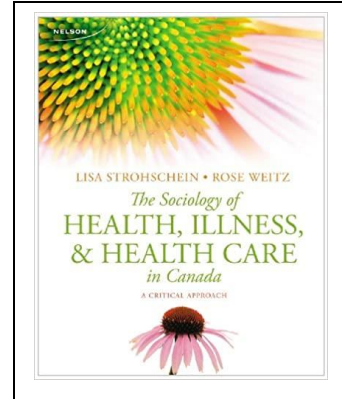


# **LAKEHEAD UNIVERSITY**

## **DEPARTMENT OF SOCIOLOGY**

### **SOCI 2509 YDE / GERO 2509 YDE :** **SOCIOLOGY OF HEALTH** **AND ILLNESS**

**September 2021 to April 2022**



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

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

Course Credit Weight = 1.0 → **ONLINE (via use of Zoom)** ←

Zoom Class Time: **Tuesdays & and Thursdays: 1 PM until 2:20 PM**

- **Sept to Dec. Zoom Link:** to be announced (first week of September 2021).
- **Please log in 5 minutes prior to start time (not at or after 1 PM EST).**
- **The Jan. to April Zoom link:** to be announced (in December 2021).

**Use of Zoom:** All registered Lakehead University students have free access to Zoom, but you must (or likely need to) download onto your computer (version 5.0).  
Go to: <https://zoom.us/download>

\* **How to contact the course instructor** → I am email accessible Monday to Friday 9 am to 5 pm (EST). When sending an email, please indicate the course you are in and use your LU e-mail account only (to verify registration with Lakehead University). Thank you.

#### **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” is? 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 in fact 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 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; Indigenous and Minority 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 example learning outcomes for this course. Additional learning outcomes pursued are 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.

**Required Course Text:**

Strohschein, L., Weitz, R. (Editors). **The Sociology of Health, Illness and Health Care in Canada: A Critical Approach**. Nelson Education. 2014.

ISBN: 9780176514174 **eBook** → ISBN: 9780176658427.

- [https://www.cengage.com/coursepages/Lakehead\\_F21\\_SOC12509](https://www.cengage.com/coursepages/Lakehead_F21_SOC12509)
- See picture of required text on first page of this outline.
- The required text may be ordered via the blue link provided above.
- Additional required and updated readings will be provided throughout the course. Such will be posted on the D2L course site, during the course.

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

**Sociology 2509 Course Requirements:**

<b>Description:</b>	<b>Scheduled Date / Due Date:</b>	<b>Course % Value</b>
<b>Term One – Quiz 1 (2021)</b>	<b>October 7 (Thurs).</b>	<b>10 Percent</b>
<b>Case Study 1 (CS-1) - Response (submit under Assignments)</b>	<b>October 28 (Thurs.)</b>	<b>5 Percent</b>
<b>Term One – Quiz 2 (2021)</b>	<b>November 25 (Thurs.)</b>	<b>15 Percent</b>
<b>SOCI 2509 December 2021 Exam</b>	<b>Scheduled by Registrar</b>	<b>20 Percent</b>
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<b>Term Two – Quiz 3 (2022)</b>	<b>February 17 (Thurs.)</b>	<b>10 Percent</b>
<b>Term Two – Quiz 4 (2022)</b>	<b>March 24 (Thurs.)</b>	<b>15 Percent</b>
<b>Case Study 2 (CS-2) – Response (submit under Assignments)</b>	<b>March 31 (Thurs.)</b>	<b>5 Percent</b>
<b>SOCI 2509 April 2022 Exam</b>	<b>Scheduled by Registrar</b>	<b>20 Percent</b>

- ALL four quizzes and two exams will be found under Quizzes in D2L.
- Each case study for this course (one per term) will comprise of a poised question which is to be answered using only the readings found in the CONTENT section of the D2L course site ( under folder CS-1 and CS-2). Using MS Word, responses are to be placed under ASSIGNMENTS (in D2L) for grading. Do not convert to a PDF. Late submissions will likely face a grade deduction of ten percent per day.

\* **TIP:** best to attend classes via Zoom regularly, and, please often check your course D2L site for new announcements and/or posted material.

<b>Note</b>	<b>Date</b>
<b>First day of classes</b>	Tuesday, September 7, 2021
<b>Final day of classes</b>	Friday, April 8, 2022
<b>Final date to register (to add)</b>	Monday, September 20, 2021
<b>Thanksgiving (no classes)</b>	Monday, October 11, 2021
<b>Fall (2021) Break (no classes)</b>	Monday, October 11, 2021 - Friday, October 15, 2021
<b>December 2021 Exam Period</b>	Thursday, December 9, 2021 - Sunday, December 19, 2021

<b>Holiday Season</b>	Saturday, December 25, 2021 - Saturday, January 1, 2022
<b>Winter (2022) Break (no classes)</b>	Monday, February 21, 2022 - Friday, February 25, 2022
<b>April 2022 Exam Period</b>	Monday April 11, 2022 - Sunday, April 24, 2022 (10 Days)

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

- Please be actively involved in your own learning. Often, the more we put into something the more derived satisfaction. Please do the best you can.
- Please read and re-read this course outline carefully.
- Please check your Lakehead institutional email and D2L course site frequently for any course notices or announcements.
- Please notify your instructor immediately with any concerns or issues you may have; please do not leave it until too late.
- Suggestions? I am open to such. Please feel free to email me.

### **Regarding Mental Health:**

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

### **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) have/has no control over encountered IT/computer problems. *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 please do not expect your instructor to provide an instant / immediate response.

[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 on a Saturday or Sunday. On weekends your Instructor does have family 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 (more than 35), 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). As such, no extra time is available to do added assignments.

**Missed Quizzes 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).

**\*\* As a university-level course, regular Zoom 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 Zoom session.
- Active participation will be encouraged, as is 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.
- Not all modules (as denoted in this course outline) may be covered.

<b><u>TERM ONE</u></b> Section/ Module	<b><u>Topic(s):</u></b> this serves as an overall guide only. Specifics to be provided during class Zoom sessions.
ONE  [Chapter 1 related ]	<ul style="list-style-type: none"> <li>• Overview of Course Outline.</li> <li>• D2L essentials.</li> </ul> <p><b>The Sociology of Health, Illness and Health Care</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>
TWO	<p><b>Social Sources of Disease and Death</b>  - Introduction to <i>Public Health</i>.  - Introduction to <i>Epidemiology</i>.  - Links between Sociology and Public Health.</p>

[Chapter 2 related ]	<ul style="list-style-type: none"> <li>- Case Study: Walkerton, Ontario.</li> <li>- Role(s) of Public Health Ontario (PHO), CIHI, CIHR, SSHRC. etc.</li> <li>- Careers in Health Sociology / Public Health + related fields.</li> </ul>
<b>THREE</b>  [Chapter 3 related ]	<b>The Social Determinants of Health and illness: Age, Sex, and Gender, plus Race / Ethnicity</b> <ul style="list-style-type: none"> <li>- Disease and Death: Canada in international and historical context.</li> <li>- Life Expectancy: How does Canada rank</li> <li>- Death, Disease, and Disability in Global Context</li> <li>- Poverty and Inequality</li> <li>- Food Security</li> <li>- The Physical and Social Environment</li> <li>- Safety, Security, and Stability</li> <li>- The Position of Women / Gender and Health Issues</li> <li>- Birth Control, Pregnancy, and Childbirth</li> <li>- Comprehensive Health Care</li> <li>- Death, Disease, and Disability in Canadian Society</li> <li>- Precursors to the Major Causes of Disease and Death in Canada</li> </ul>
<b>FOUR</b>	<b>Environmental and Occupational Health and Illness</b> <ul style="list-style-type: none"> <li>- Major Environmental Issues</li> <li>- Air Pollution and Human Health</li> <li>- Water Pollution and Human Health</li> <li>- Land Pollution and Human Health</li> <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>
<b>FIVE</b>  [Chapter 4 related ]	<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>
<b>SIX</b>	<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 Social Theory, Economics, and Health.</li> </ul>
<b>SEVEN</b>	<b>Health Related Quality of Life Indicators</b> <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 measuring instruments used to help measure health-related quality of life (review of Willison and Kopec article).</li> <li>- the state of oral health in Canada.</li> </ul>
<b>EIGHT</b>	<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> </ul>

	<ul style="list-style-type: none"> <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>
<b>NINE</b>	<b>Health care in Canada's Penal System.</b>
<b>TEN</b>	<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>
<b>ELEVEN</b>  [Chapters 5 and 7 related ]	<b>Work and Family Life: The Influence of Social Roles on Health and Illness</b> <b>The Social Meanings of Illness</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>
<b>TWELVE</b>	<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 within term one (since September, 2021). Your instructor will inform you what text chapters to focus on for exam purposes. Note: more than the required text is testable material (refer also to added material posted within the D2L course site).**

<b><u>TERM TWO</u></b> Section / Module	<b><u>Topic(s):</u></b> this serves as an overall guide only. Specifics to be provided during class Zoom sessions.
<b>THIRTEEN</b>  [Chapter 9 related ]	<b>The Body and the Pursuit of Health</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- 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> <li>- Deprescribing</li> <li>- Unnecessary Care</li> </ul>
<b>FIFTEEN</b>	TCPS-II + Biomedical <b>Ethics</b> – An Introduction Drawing links between Sociology (culture) and Ethics.
<b>SIXTEEN</b>  [Chapter 10 related]	<b>A History of Health Care 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>  [Chapter 12 related]	<b>Health Care Professions / 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> <li>- The Canadian Health Human Resources Network (Ottawa)</li> <li>- Retraining internationally educated health workers- 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> [Also chapter 12 related]	<b>Complementary and Alternative Medicine</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> [Chapter 11 related]	<b>Health Care in Other Countries</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> [Chapter 6 related ]	<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 → Covid-19, the Zika Virus, H1N1, Ebola, etc.</li> </ul>

- **Your April (2022) exam will cover all sections/modules reviewed within term 2 only** (since the start of January 2022). Further, some questions from your December exam will be on the April exam, so be sure to know the correct answers.

**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. These materials have been developed for student use only and 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 / online sessions in any way (if used) is prohibited in this course unless specific permission has been granted by the 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. Thank you in advance.