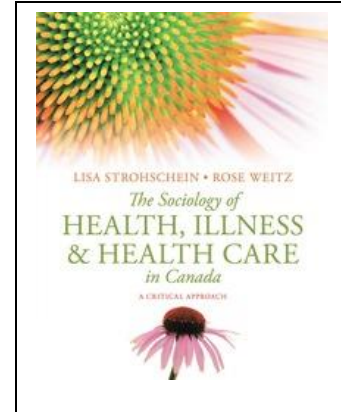


**LAKEHEAD UNIVERSITY**  
**DEPARTMENT OF SOCIOLOGY**  
**Sociology 2509 ADE**  
**SOCIOLOGY OF HEALTH AND ILLNESS**

**Summer: July 2 to August 14, 2019**



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

URL: [https://www.researchgate.net/profile/Kevin\\_Willison/](https://www.researchgate.net/profile/Kevin_Willison/)

Course Credit Weight = 1.0

**\* Instructor's Contact Information:** [kdwillis@lakeheadu.ca](mailto:kdwillis@lakeheadu.ca)

- Please use your LU e-mail account (to help verify registration with Lakehead University). Do not use the D2L e-mail system. Rather, use the e-mail address as per above.

**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(s):** Students who have previous credit in Sociology 3509/Gerontology 3509 may not take Sociology 2509/Gerontology 2509 for credit. Further, as a second-year university level course, students will be evaluated at this level. Your review plus writing and editing skills should be at this level. As guides, refer to provided grading rubrics, as found later in this outline.

**Course Format:**

Using a module / sections format, this course introduces university-level students to a broad range of issues / topics relevant to the sociology of health and illness, as well as to the sociology of medicine. Students are also 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/Aboriginal health issues; the 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 affect our health and well-being and knowing better how the Canadian health care system is organized, are two target-learning outcomes for this course.

### 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 system(s).

#### Required Text:

**Strohschein, L., Weitz, R. (Editors). Health, Illness, and Health Care. Nelson Publishers. 2014. ISBN: 13-978-0-17-651417-4**

- See picture of required text on first page of this course syllabus.
- The following five chapters from the above required textbook are required readings: chapters 1,3,8,9 and 13. These will be assigned during the course.
- Note 1: absence of required text readings, which are to be incorporated into all of your briefs, will result in a grade reduction.
- Note 2: there are additional required course readings which are found in D2L in each module.

### Sociology 2509 ADE – Evaluation Notes & Grade Breakdown:

- All completed written assignments (below) are to be directly e-mailed to your Instructor. Send each completed assignment, at or by the due date, to: [kdwillis@lakeheadu.ca](mailto:kdwillis@lakeheadu.ca) Do not post in / do not use the D2L e-mail system.
- Once graded, marks are posted in Lakehead's D2L computer system, which registered students have access to (along with other course materials).
- Note: Complete and submit each of your assignments to the Instructor using Microsoft Word software. Do not convert your assignment(s) to a PDF.
- Use your own Lakehead University e-mail account, otherwise your Instructor may not receive it, as such may be sent to a spam folder.
- Detailed instructions on how to do required assignments are found in this syllabus.
- All course evaluations are based on written assignments. There are no tests nor is there a final exam for this course. The final day of the course is August 14.
- Please do not expect an instant grade after you submit each assignment, as there are many students enrolled (each take time to evaluate). Grades will be posted in D2L *after* each due date.
- **TIP:** This condensed full-credit distance education (summer) course takes place over a period of a little over six weeks. As such, be sure to **set aside at least twelve hours per week** to do the required readings and writing assignments. You will likely need this amount of time to properly review D2L posted material plus write and edit your assignments.

<b>Assignment Description:</b>	<b>Scheduled 2019 Due Date:</b>	<b>Course % Value</b>
<b>Module 1 – Policy Brief [A]</b>	<b>Tuesday July 9</b>	<b>14 Percent</b>
<b>Module 2 – Policy Brief [B]</b>	<b>Tuesday July 16</b>	<b>14 Percent</b>
<b>Module 3 - Policy Brief [C]</b>	<b>Tuesday July 23</b>	<b>14 Percent</b>
<b>Journal Article Review</b>	<b>Friday July 26</b>	<b>16 Percent</b>
<b>Module 4 – Policy Brief [D]</b>	<b>Tuesday July 30</b>	<b>14 Percent</b>
<b>Module 5 – Policy Brief [E]</b>	<b>Tuesday August 6</b>	<b>14 Percent</b>
<b>Module 6 – Policy Brief [F]</b>	<b>Tuesday August 13</b>	<b>14 Percent</b>
		<b>Total = 100%</b>

- **What is a Policy Brief? How to write a policy brief? → Be sure to review pages five and six of this course syllabus.**

#### **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).

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

**Information Technology (IT) (at Lakehead is referred to as TSC) can be reached through <https://www.lakeheadu.ca/faculty-and-staff/departments/services/helpdesk/tb> or by 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] For 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>

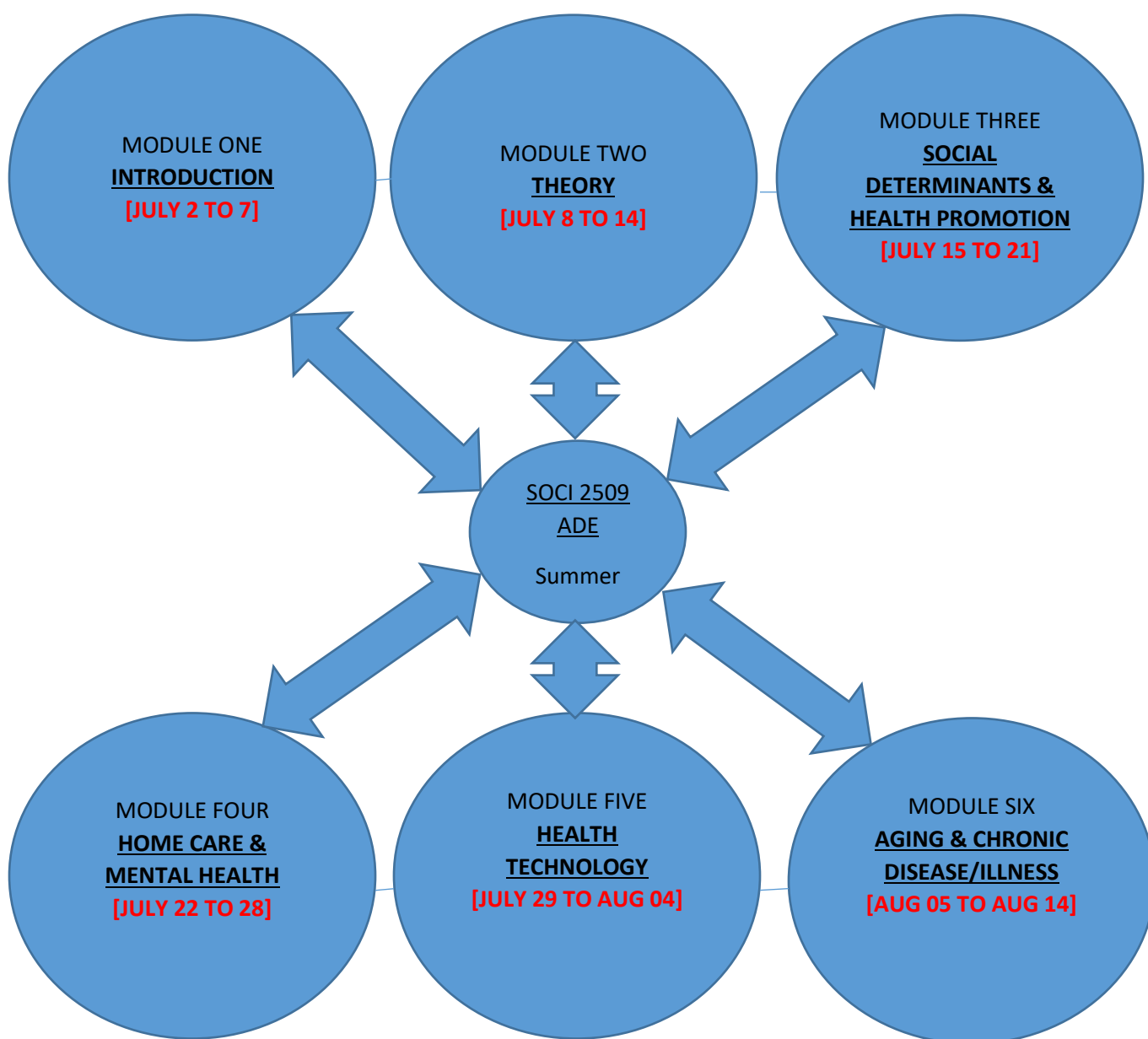
[2] All e-mail communication sent from students to the instructor for this class must originate from the student’s own Lakehead University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communications are sent to the course instructor from her/his 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 each 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 of receipt - based on e-mails received between 9am – 5 pm, Monday to Friday, (Eastern Standard Time).

[5] Please do not expect a quick e-mail response particularly if sending an e-mail to an Instructor on a Saturday or Sunday (or on Canadian national holidays). On weekends your Instructor may have other obligations. Also, as a distance education course please also bear in mind geographic time zone differences. Some of your class colleagues may be taking this course outside of Canada. **NOTE: All assignment due dates are based on / subject to Canadian calendar dates.**

**ON-LINE COURSE – “MAP”**  
(Module / Policy Brief Topics & Associated Timetable)  
**RED = Reading Schedule**



### **Missed and Late Assignments:**

Each late assignment (submitted passed the due date) will have a mark deduction of 8 percent per day. If you fall ill and require a relatively long extension during the short period this on-line course is in session you will require written documentation from a healthcare practitioner using the official Student Health Certificate, available at: <http://registrar.lakeheadu.ca/uploads/docs/F.HealthCertificate.pdf> .

**Course Suggestions or Concerns?** Students are asked to contact their Instructor (by e-mail) should there be a suggestion, problem or concern regarding the course which you feel may benefit yourself and/or the class. Further, you are encouraged to ask questions and be engaged (as this often helps the learning process).

### **Module Summary – Policy Brief GUIDE – for SOCI 2509 ADE**

### **What is a Policy Brief?**

Background: pretend you are now the Federal or Provincial Minister of Health. Pretend you have the legitimated power to change Ontario's or Canada's health system(s). Congratulations. Remember though, your boss is the Prime Minister who has certain expectations. In general, based on readings provided within each module, use such to support (in writing, watch word limitations) your policy initiative / priorities / actions, towards addressing whatever issue or topic is at hand (based on each of the questions/issues that will be given throughout the length of this course).

[-] Carefully consider the question / issue provided (for each course module) and then indicate by writing what principles / key points are critical towards addressing what is presented (based mainly on the required readings provided).

[-] **The key here is that you define the problem and its contributing factors as specifically as possible so that some sort of concrete policy action (at the Municipal, Provincial, or National level) is feasible. To do this, you will be synthesizing (summarizing) key points - of all (and only) the material provided within each module - to present an argument about what we know. Use such as evidence of what new policy initiative(s) / new actions should be taken. Do not add additional / different material. Stick only to what is provided.**

Note: given the strict word limitations provided, avoid repetition (do not repeat material).

[-] Most policy briefs have several features in common. They tend to use lots of headings and have relatively short sections. **Instructions → here, use only and all of the following six headings:** [Please use bolded text headings].

- **Title:** A good (precise) title quickly communicates the contents of the brief in a memorable way. **Keep to ten words or less.**
- **Executive Summary:** This section may be two or three short paragraphs long. It includes an overview of the problem, based on the theme of the question asked, and the proposed policy action. Frame this section based on what you have read from the required readings. A proper brief is about a quick summary of key points made within the provided readings, as it relates to the theme of the question being asked. **Note: Briefs are *not* about your opinion.**

- **Context or Scope of Problem:** This section communicates the importance of the problem [of the theme of the question being asked] and aims to convince the reader of the necessity of policy action. Frame this section as well based on what you have read (key points raised), from the required readings.
- **Policy Alternatives:** This section is to discuss /explain proposed options for improvement. In this section your task is to convince the reader why the policy action(s) proposed in the brief is / are the most desirable. Again, support your argument / position here based on points made within your required module readings. Do not base this section on your opinions.
- **Policy Recommendations:** This section contains the most detailed explanation of the concrete steps to be taken to address the policy issue. Draw from ideas / suggestions from your required readings. You are welcome to very briefly introduce (show case) your own idea(s) here [for this section only] – **however, be sure to provide support of such ideas from the readings provided.** Remember – ALL readings per individual module must be referred to / incorporated within each of your policy briefs. **For this section only, be sure to also add your reflections, namely:** what *three* priorities would you recommend for the next five years to help reach policy recommendations. **Note: for this section of your Brief, be short and precise on each point made and, use a bullet-point format.**
- **Consulted Sources:** These should only come from the reliable sources / material provided per brief assignment in this course, as posted in D2L. Do not add readings that are not assigned. You have very limited space already to properly convey points from readings already provided. Be sure to: (a) fully cite each source at the end of your policy brief; and (b) provide in-text (within brief) cited references.

**Note:** For in-text cited references you must use the following format: [be sure to also add page numbers].

(a) For one author (Willison, 2009:56).

(b) For two authors (Willison and Kopec, 2007:32).

(c) For three or more authors → (Willison et al., 2018:12).

**(Reminder:** cited sources are not counted towards your word limitations, nor will your headings).

Modified source of above: The Writing Center, University of North Carolina at Chapel Hill.  
<https://writingcenter.unc.edu/policy-briefs/>

#### **Module Review / Policy Brief Guide – Key Steps Summary / Instructor Notes**

[1] Consider each question / topic provided carefully to complete each of your policy briefs. Use only the material found per module. Each question / issue will be given at or near the start date of the given module.

[2] Using (drawing from) ALL the readings provided within a given module, including the provided text readings, complete your policy brief by the due date. In completing each, be concise and precise, ensuring you get at the main points. Check what is posted in D2L.

[3] Not counted towards your maximum word limit for each policy brief exercise is a required "Consulted Sources" section. Using APA, ASA or MLA format, properly cite the material you reviewed. I am looking for consistency in formatting. Here, place readings in alphabetical order, and use italics for journal article titles only.

[4] The grading rubric provided (below) gives further details of what is expected. Keep within the word requirements (noted below - under further details/ key guideline) and, be sure to re-check your work for spelling and grammar errors prior to submission.

**Note:** once you submit each required assignment (on or by the stated due date to: [kdwillis@lakeheadu.ca](mailto:kdwillis@lakeheadu.ca)), you cannot re-submit.

**Further Details:** ↓

Each of the six modules in this course has a unique theme (see: "Course Map" on page 4). Provide a policy brief for each. Review topics will be sent in advance by e-mail (one per week, for the duration of the course) to all members of the class. **Overall, the review topic or question provided will serve as a guide as to what to particularly focus on, to complete you required policy brief(s), using only the material provided within each given module.**

No other material(s) from other modules (or other sources) are to be drawn from to respond.

Each completed module / policy brief is to be sent by the due date directly to the course Instructor (by e-mail) to: [kdwillis@lakeheadu.ca](mailto:kdwillis@lakeheadu.ca) Do not use the D2L e-mail system. In each e-mail you send to the Instructor be sure to indicate your name, the topic of your e-mail, and the course you are enrolled in. See deadline dates below: **NOTE: Minus 8% of mark given per day for late submissions.**

**Policy Brief / Module Review Due Dates:**

Policy Brief / Module 1 = Tuesday July 9, 2019  
Policy Brief / Module 2 = Tuesday July 16, 2019  
Policy Brief / Module 3 = Tuesday July 23, 2019  
Policy Brief / Module 4 = Tuesday July 30, 2019  
Policy Brief / Module 5 = Tuesday August 6, 2019  
Policy Brief / Module 6 = Tuesday August 13, 2019

- As this course officially ends Wed. August 14, no extensions will be provided for policy brief six.  
\* Instructors are required to submit final grades shortly after the course completion date.

**KEY GUIDELINE:** each policy brief should be within the range of 470-500 words (no less, but could be a little more – up to 570 words – no more). NOTE: using Microsoft Word, click “Review” → then click “Word Count” as a way to check the number of words you have.

- A given week’s module / policy brief exercise is valued at 14 percent each ( $\Sigma = 6 \times 14 = 84$  percent of the total course grade). See grading rubric (how you will be graded) below.

**ALL material (all readings) posted in each module to which each graded policy brief / module review is to be based on, must be reviewed** (at least mentioned, even if such be only within two or three [short] sentences). [Note]: **Add citations at the end:** Cite the full references of all the material you have reviewed, for each module reviewed. Include: author(s), year of publication, article title, journal name, volume number, page numbers. **NOTE: citations placed at the end of your review and in-text are not counted as part of your word requirement.** \* Grades are deducted if no or a limited number (not all) citations are reviewed & cited.

While the addition / mention of other material (beyond what is posted to be reviewed), such as different publications and/or attendance at webinars, conferences, etc. are interesting, unfortunately as a brief (for the Review exercises) there is no room for noting different material. The grading rubric for this course requirement is denoted below. **Scores are added in each row (then combined for a total out of 40 possible marks).** From there, using the percentage out of 40 attained, a grade per assignment (out of fourteen) is then determined. **Aside note:**  $\leq$  means less than or equal to.

**Module Summary Review / Policy Brief → Grading Rubric - for SOCI 2509 ADE**

Criteria	Unsatisfactory Score $\leq 5$	Limited Score $\leq 10$	Proficient Score $\leq 15$	Exemplary Score $\leq 20$	Your Score
<b>Critical Analysis</b> ↓ <b>(Understanding of all specific required module readings plus, an ability to join links (common themes) to said readings to answer question given.)</b>  <b>*Note: each module should be reviewed separately. For each review, do not refer to material in other (different) modules. Do not</b>	* Review shows little to no evidence that readings were completed or understood. * Posting are largely personal opinions or feelings, or “I agree,” without supporting statements. * Little to no sources (as provided) are used nor cited. * Little to no linking of readings provided to support policy / action suggested.	* Reviewed posting summarizes basic, correct information, but is limited. * Poor linking of readings provided to support policy / action suggested. * Not all reading resources (as provided) are used. * Data sources <u>not</u> properly cited (as directed by instructor). * Brief has <u>poor</u> , low-range (less than adequate) content from required readings. Much more would have been better.	* Review posting displays understanding of required readings and underlying KEY concepts. * Good links between readings provided to support policy / action suggested. * Most data sources are properly cited. * Overall, an interesting read. * All sources (as provided) are drawn from. * Brief has <u>good</u> , moderate (mid-range) level content from required readings. More would have been better.	* Great links between readings provided to support policy / action suggested. * A very interesting review. * No quotations. * All sources (as provided) are drawn from. * All data sources are properly cited. * Review displays an excellent understanding of ALL required readings and underlying concepts, including correct use of terminology. * Brief has <u>very good</u> (high-range) level content from required readings. Has very adequate content from readings.	Grade <u>    </u> /20

present new material.					
<b>Quality of Writing and Proof Reading.</b>	* Numerous grammatical, spelling or punctuation errors. * Lacks flow of thought. * Style of writing does not elicit reader's interest nor reflect effective communication. * <b>Very poor</b> writing skills.	* Written responses include some grammatical, spelling or punctuation errors that distract the reader. * <b>Poor</b> writing skills.	* Written responses are largely free of grammatical, spelling or punctuation errors. But some errors exist. * Style of writing keeps reader's interest overall, but not entirely. * <b>Good to great</b> writing skills.	* Written responses are fully free of grammatical, spelling or punctuation errors. * Good flow of thought(s). * Style of writing used was / is interesting and informative (a pleasure to read). * <b>Excellent</b> writing skills.	Grade <u>    </u> /20
<b>Your SCORE</b>					/40 = /14

- Modified rubric as originally developed by: Lynn E. Nielsen, Professor of Education, Department of Curriculum and Instruction, University of Northern Iowa, Cedar Falls IA. November 13, 2015.

### **SOCI 2509 ADE – PART TWO: Article Summary Review GUIDE**

Value = 16%

One Article → down to two (full) Pages

#### **Guideline / Instructions**

Please use the bolded text headings below for your synopsis. Review the non-bolded text as a general guide of what to include in your review. Your journal article summary is to be two full pages (double spaced) in length – no more and no less (using a one-inch page margin, and Times New Roman 12 CPI font). Avoid repetition and spelling errors. Do not use quotations.

Here, you are doing a brief. Picture in your mind that your boss has no time whatsoever to review the journal article. It is, therefore, your job to convey in a short amount of space what the key points / aspects are of the reading. **Choose only one journal article, from articles provided.**

**Due Date:** Your journal article review is due: **Friday July 26. Value = 16%**

*Here are the headings you are to include in your journal review:* ↓ Note: avoid excessive spacing.

#### **[1] Title of Article Reviewed**

#### **[2] What This Research is About**

- Summarize what the purpose of the research was and why it is important.
- Why did the researchers do this study?

### **[3] What the Researchers Did**

- Summarize the methods of the research study- make sure that you focus on what methods would be important to the people reading the summary
- Describe the tasks that were included (e.g. survey, game, etc.)
- Explain what data was collected (what variables)

### **[4] What the Researchers Found**

- Summarize the key finding(s) of the study
- Focus on the most important findings for the reader

### **[5] What you Really Need to Know**

- Identify why this research / article is particularly important or significant to society at large.
- Identify who this research is particularly applicable to – government, regulators, operators, policymakers, researchers, treatment providers, general public, etc.
- Provide a few key points about how the research reviewed can (or possibly cannot) be directly applied / used in today's society. Consider - is it practical or too theoretical in orientation?

### **[6] About the Author(s)**

- Briefly introduce the author(s) and where they are employed / who they are affiliated with.
- Reference what the study is based on. This does NOT relate to the article title (you will have already provided this under ***Title of Article***). Instead, here specify a project title, for example, if provided.
- Provide contact information of the main (1st) author (you may need to search the Internet for this, if such data is not provided in the article).

### **[7] Personal Relevance**

- You are also required to briefly comment on the alignment of the article to your current (or potential) research interest(s) in health and/or social services, OR, (alternatively) note the relevance between the article / paper to health and/or social services in Canada in general.
- Keep this section [7] very brief (say, within 25-30 words).

### **[8] Key Words**

At the end of your review, provide 3 to 6 keywords that describe what the article is about. What key words could be used to help someone else find this article?

**[9] Citation (provide a full citation of the article to which you choose).**

Include: author(s), year of publication, article title, journal name, volume number, page numbers.

- Use ASA or MLA format (consistency when formatting is important).

**Journal Article Review Rubric [Part A]**

Once completed, e-mail directly to your course Instructor at: [kdwillis@lakeheadu.ca](mailto:kdwillis@lakeheadu.ca)

**Instructions:** Choose only one journal article provided – as found / denoted only within Modules 3 (as per your course D2L system). **Also refer to the “Article Review Guide”** (as above) for very specific guidance regarding the required format.

- Note: you are also required to very briefly comment (using only 25-35 words approximately) on the alignment of the article to your current (or potential) research interest(s) in health and social services, OR note the relevance between the article / paper to that of the Sociology of Health and Illness in general.

**Objective(s):** This assignment will help develop your ability to critically review, interpret and develop a synopsis of the literature, suitable for the general lay public to understand.

Below is an outline to which to base your summary, followed by a rubric providing more specific information as to how your article review assignment will be assessed:

	Grade Percent	Word Limit	Requirement
Summary of Article	65 %	2 full pages	Provide a brief synopsis of the article (using the “Article Summary Review Guide”. Your review should allow a layperson (with at least a grade 10 education) to help understand the methods, purpose and key findings of the article.
Alignment	5 %	25-35 words only.	Provide / add a short description on the relevance between the article reviewed and <u>your</u> education, research and/or work background; OR the relevance between the article / paper to the sociology of health and illness in general.
Writing and Formatting	30 %		Double spaced, 12 pt. - Times New Roman font. No spelling, punctuation or grammar errors. One inch page margin. Be sure to include your full name. No cover page.  Note: send for grading using Microsoft Word. <u>Do not</u> convert your completed assignment to a PDF.

### Article Review Rubric [Part B]

<b>Summary</b>			
<b>Meets All Expectations (Score = 8 marks)</b>	<b>Meets Most Expectations (Score = 6 to 7 marks)</b>	<b>Meets Some Expectations (Score = 4 to 5 marks)</b>	<b>Requires Significant Rework (Score ≤ 3 marks)</b>
* Summary allows an educated lay person to easily understand the purpose, methods, and key findings of the article / paper.	* Summary allows an expert to understand the purpose, methods, and key findings of the article / paper.	* Summary makes it difficult to understand one or more of the purpose, methods, and/or key findings.	* Summary is difficult to understand.
<b>Added Feedback: Total possible score here = 8</b>			
<b>Writing and Formatting</b>			
<b>Meets All Expectations (Score = 8 marks)</b>	<b>Meets Most Expectations (Score = 6 to 7 marks)</b>	<b>Meets Some Expectations (Score = 4 to 5 marks)</b>	<b>Requires Significant Rework (Score ≤ 3 marks)</b>
* Article is cited correctly using APA or MLA or ASA. * Excellent writing skills. * No grammar issues. * Excellent flow of words. * A joy to read.	* Minor errors in use of APA or MLA or ASA. * Great writing skills. * Great flow of words. * No spelling errors. * Few grammar issues.	* Major errors in use of APA or MLA or ASA. * Good writing skills. * Good flow of words. * A few spelling errors. * Some grammar issues.	* Systemic errors in use of APA or MLA or ASA. * Poorly written. * Many spelling errors. * Poor flow of words. * Many grammar issues.
<b>Added Feedback: Total possible score here = 8</b>			

- Above scores (up to 8 each) are added together and then calculated as a percentage (from a total out of 16).

**NOTE: Minus 8% of mark given per day for late submissions.**