



University of Ottawa
Faculty of Health Sciences
Interdisciplinary School of Health Sciences

HSS3321 B – SOCIOLOGY OF HEALTH
Course Syllabus
Fall 2011

Part 1: Course Information

Course Identification

Course Title:	HSS3321 B - Sociology of Health
Credits:	3
Begins/Ends:	Tuesday, September 6, 2011 / Wednesday, December 7, 2011
Class Schedule:	LEC1 Tuesday 08:30–10:00 Simard Hall (SMD) 425 LEC2 Friday 10:00–11:30 Simard Hall (SMD) 425
Delivery Type:	Classroom, Lectures
Last Day to Withdraw:	Check University calendar at: http://www.registraire.uottawa.ca/Default.aspx?tabid=3894
Course Website:	https://maestro.uottawa.ca/index.asp?LANG=EN

Instructor Information

Professor Name:	Sonia Gulati, PhD, OT Reg. (Ont.)
Office:	43 Templeton, Room 014
To Submit Material:	43 Templeton, Room 113
Phone:	613-897-0521
Fax:	613-562-5632
Email:	sgulat2@uottawa.ca
Availability:	Friday 12:00 – 1:30pm, after class or by appointment
Teaching Assistant:	Name: Brian Heffernan Email: bheff028@uottawa.ca

Course Description

Social determinants of individual and population health and the related factors that shape health and illness in Canada. Examine the effect of poverty, social networks, lifestyle, and community factors on the health of Canadians. Study the impact of the social structure on the Canadian health care system and the examination of the socio-historical context.

Prerequisite: None

Textbook and Course Materials

▪ *Required Readings*

The following textbook is available for purchase at the University of Ottawa Campus Bookstore. Additional readings may be assigned and can be accessed online.

Clarke, J. N. (2008). *Health, Illness, and Medicine in Canada* (5th Ed.). Don Mills, Ontario: Oxford University Press.

▪ *Recommended Readings*

1. Segall, A., & Fries, C. J. (2011). *Pursuing Health and Wellness: Healthy Societies, Healthy People*. Don Mills, Ontario: Oxford University Press.

**This textbook is on reserve at Morisset Library.*

2. Mikkonen, J., & Raphael, D. (2010). *Social Determinants of Health: The Canadian Facts*. Toronto, Ontario: York University School of Health Policy and Management.

**This reading can be accessed at:*

http://www.thecanadianfacts.org/The_Canadian_Facts.pdf

Course Requirements

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Blackboard Vista via Virtual Campus

Course Structure and Virtual Campus

Lecture notes, assignments, notices, and supplemental electronic readings for this course will be posted on Blackboard Vista via Virtual Campus. I intend to post lecture notes on Virtual Campus prior to class. Any modifications to power point slides will also be posted online. Students should visit Virtual Campus on a regular basis for the most current course content. It is the students' responsibility to ensure they are studying from the updated version. I aim to provide my students with comprehensive lecture notes that include references and a bibliography in order to facilitate their learning. However, not all pertinent information is provided on the PowerPoint slides. Students are expected to take ample notes in class and to read the required readings prior to class. Please note that lecture notes are provided to students as a courtesy, not a requirement.

I will use the announcements function on Virtual Campus to communicate with students on a regular basis about the course content, changes to the course schedule, and to respond to questions raised by students.

Please send emails related to this course via the email function on Virtual Campus. I highly recommend that students approach me after class or during office hours to ensure that their questions are answered in detail and to their satisfaction.

To access the course website, you must log into the Virtual Campus at:
<http://maestro.uottawa.ca/indexEN.asp>

The link should bring you to the following webpage (to login, type in your student number and your password):

Virtual Campus

At the University of Ottawa, the Virtual Campus is the one-stop sign-in portal allowing the University community to access online course Web sites as well as other e-learning resources.

Find everything you need to get your computer ready !

- ▷ You're new to the Virtual Campus? [Getting Started Guide](#) for you!
- ▷ [Test your computer](#). Is it ready for Virtual Campus and Blackboard Vista?
- ▷ [Are you missing a freeware or a plugin](#)
- ▷ [Do you have a computer related problem?](#)

[Frequently Asked Question\(FAQ\)](#)

[Are you having trouble setting up your account?](#)

[Have you forgotten your password?](#)

[You do not have a student/employee number?](#)

Virtual Campus Login

Student or Employee Number or User name

Password

[Teaching and Learning Support Service](#)

Technical Assistance

For any difficulties accessing or using Virtual Campus, call the Centre for Mediated Teaching and Learning at 613-562-5777.

Sessional Dates

Start of the Semester:	6 September
Beginning of classes:	7 September
Thanksgiving Day:	10 October
Reading week:	23-29 October
Last day of classes:	7 December
Exam period:	9-22 December

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Blackboard Vista for corrections or updates to the syllabus. Any changes will be clearly noted in the course announcements or through the Virtual Campus email.

Part 2: Course Objectives

General Learning Objectives

By the end of the course, students will be in a position to better understand the following:

- The social construction of health and illness, and how sociological concepts relate to health
- The social, cultural, historical, political and economic factors that shape individuals' experience of health, wellness, and illness
- The influence of social class, lifestyle, age, gender, and ability on health and illness
- Social inequalities that impact health and well-being
- Exploring health and well-being within the positivistic, post-positivistic, interpretive, and critical research paradigms.
- The structure and organization of the health care system, the nature of health care occupations, and the construction of medical and health care knowledge

Part 3: Topic Outline/Schedule

DATE	TOPICS AND REQUIRED READINGS
September 9	FIRST CLASS – Review Course Syllabus and Housekeeping Items Questionnaire – “Thinking Sociologically about Well-being and Health”
September 13 September 16	LECTURE 1 – Introduction to Sociology of Health: Sociological & Health Concepts, Social Determinants of Health, and Health Inequities Chapter 1: Ways of Thinking Sociologically about Health, Illness and Medicine What Determines Health? http://www.phac-aspc.gc.ca/ph-sp/determinants/index-eng.php#determinants Social Determinants of Health: The Canadian Facts http://www.thecanadianfacts.org/The_Canadian_Facts.pdf (p.5, 7-9)
September 20	LECTURE 2 – Theoretical Perspectives and Conducting Research on Health, Illness, and Medicine Chapter 2: Ways of Studying Health, Illness, and Medicine Sociologically
September 23 September 27	LECTURE 3 – Historical Overview of Health and Illness: Examining Canada in the National and International Context Chapter 3: Disease and Death: Canada in the International and Historical Context

<p>September 30</p>	<p>LECTURE 4 – Role of the Environment, Occupation/Employment, and Education on Health</p> <p>Chapter 4: Environmental and Occupational Health and Illness Chapter 5: Social Inequity, Disease and Death (p. 128-130)</p>
<p>October 4 October 7</p>	<p>LECTURE 5 – Social Inequality, Social Exclusion, Socio-Economic Status & Social Gradient, Poverty, Poor Health, and Disease & Death</p> <p>Chapter 5: Social Inequity, Disease and Death: The Social Determinants of Health</p>
<p>October 11 October 14</p>	<p>LECTURE 6 – Age, Gender, Race/Ethnicity, and Vulnerable Populations – Immigrant & Aboriginal Health</p> <p>Chapter 6: Social Inequity, Disease, and Death in Canada: Age, Gender, Racialization, and Ethnicity</p>
<p>October 18</p>	<p>*MIDTERM EXAM IN CLASS (covers material from lectures 1 to 5) <i>Note: In the event classes are cancelled for any unforeseen reason, the midterm exam will be moved to October 21, 2011 in class.</i></p>
<p>October 21</p>	<p>FILM 1 & DISCUSSION: Title and questions to be posted on Virtual Campus</p>
<p>October 25 & 28</p>	<p>STUDY WEEK – NO CLASS</p>
<p>November 1</p>	<p>LECTURE 7 – The Illness and Disability Experience</p> <p>Chapter 8: The Experience of Being Ill</p>
<p>November 4</p>	<p>LECTURE 8A – Gender and Health Part 1: Reproductive Health and Emergency Contraception</p> <p>Guest Speaker: Dr. Angel Foster, Echo's Endowed Chair of Women's Health Research and Associate Professor, University of Ottawa, Faculty of Health Sciences</p> <p>Readings TBD</p>
<p>November 8</p>	<p>FILM 2 & DISCUSSION: Title and questions to be posted on Virtual Campus</p>
<p>November 11</p>	<p>LECTURE 8B – Gender and Health Part 2: Women's Health</p> <p>Guest Speaker: Prof. Zeina Abou-Rizk, Doctoral Candidate, Population Health, University of Ottawa</p> <p>Readings TBD</p>
<p>November 15 November 18</p>	<p>Lecture 9 – Sociology of Medicine: Historical and Contemporary Reflections on the Social Construction of Medical Knowledge/Practice</p> <p>Chapter 9: Social Construction of Scientific and Medical Knowledge and Practice Chapter 10: Medicalization: The Medical-Moral Mix</p>

November 22 November 25	<p><i>*DUE NOVEMBER 22, 2011 - GROUP ASSIGNMENT: POSITION PAPER & CREATIVE EXERCISE</i></p> <p>Lecture 10 – Health Care in Canada: The Medical Profession, Health Care System, and Regulated Health Professions</p> <p>Chapter 11: Medical Practitioners, Medicare, and the State (p. 280-292) Chapter 12: The Medical Profession (p. 311-325) Chapter 13: Nurses and Midwives in the Changing Health-Care System (p. 328-340)</p>
November 29	<p>Lecture 11 – Medical-Industrial Complex, Pharmaceutical Industry, and Complementary and Alternative Forms of Care</p> <p>Chapter 14: Complementary and Alternative Medicine Chapter 15: Medical-Industrial Complex (p. 374-393, 397-402)</p>
December 2	FILM 3 & DISCUSSION: Title and questions to be posted on Virtual Campus
December 6	LAST CLASS – Course wrap-up, assignment feedback, and exam review/tips
December 7	COURSES END
December 9-22	FINAL EXAM DATE TO BE DETERMINED (covers all course material)

Part 4: Evaluation Methods and Grading Policy

Evaluation Methods

Students' course grade will be a composite of:

Evaluation Format	Weight	Date
Midterm Examination	25%	October 18, 2011 in class
Group Assignment: Position Paper & Creative Exercise	40%	Due November 22, 2011 via Virtual Campus by the beginning of class
Final Examination	35%	Date to be determined during exam period December 9-22, 2011

- The group position paper and creative exercise are described at the end of this course syllabus.
- The midterm and final exam will cover material from the following: class lectures, discussions and activities; lecture notes; assigned course readings; guest speakers; and films.
- The midterm exam will consist of multiple-choice questions. The final exam is cumulative and will consist of a combination of multiple-choice, true/false, and short-answer questions. Students will be informed in advance about the bonus question on the final exam.
- The midterm and final exams will require memorization of important terms, concepts and theories, and the ability to apply information to case studies and scenarios.

Late Work Policy and Requests for Deferrals

Be sure to pay close attention to deadlines. No makeup assignments or late work will be accepted without a serious and compelling reason and instructor approval. A student who misses an examination without a valid reason and prior permission will receive a grade of zero on that examination. Midterm and final exams can only be deferred under exceptional personal circumstances or for serious medical illnesses. For further information visit:

<http://web5.uottawa.ca/admingov/regulations.html#r36> AND

<http://www.uottawa.ca/health/health-services/policies.html>

It is the student's responsibility to inform the instructor if an exam has been missed, and to provide the professor and department with the required forms and documentation. Exam deferrals must be approved by the program director. Medical related deferrals require written proof from a physician. If you have an exam schedule conflict (i.e., another exam scheduled at the exact same time), you must notify the professor immediately.

It is most beneficial for students to write the exams that have been developed for the entire class. While deferred exams will be equally challenging content-wise, any tips, bonus questions, etc discussed in class do not apply to deferred exams. Deferred exams will be different from the original exam and can cover any aspect of the course. Students should also be aware about the uncertainty associated with the date/time the deferred exam will be administered.

Viewing Grades on Virtual Campus

Marks you receive for graded activities will be posted on the Virtual Campus Grade Book. Click on the "My Grades" link on the left navigation to view your mark. The professor will upload the marks each time an evaluation method has been completed – typically 2 weeks after the activity has been completed.

Final grades assigned for this course will be based on the percentage of total marks earned and are assigned as follows:

Letter Grade	Percentage Scale Value	Numerical Value
A+	90-100 %	10
A	85-89 %	9
A-	80-84 %	8
B+	75-79 %	7
B	70-74 %	6
C+	65-69 %	5
C	60-64 %	4
D+	55-59 %	3
D	50-54 %	2
E	40-49 %	1
F	0-39 %	0
ABS	Absent	0
EIN	Failure/Incomplete	0

Passing Grades

At the undergraduate level, the passing grade is usually set at D.

At the Faculty of Education, the passing grade is C.

At the School of Nursing, the passing grade is C+ for six clearly specified courses.

At the Faculty of Engineering, the passing grade is D+ for all level-2000 courses and above.

At the graduate-studies level, the passing grade is C+.

**** Important: Grades are not negotiable.****

Part 5: Academic Fraud and Plagiarism

Students must familiarize themselves with the definitions, regulations and consequences of academic fraud, cheating and plagiarism. Academic dishonesty is a serious offense. If you are unsure about any issues related to academic dishonesty, please make sure to ask.

Academic Fraud – information can be found on the University of Ottawa website at:

<http://web5.uottawa.ca/mcs-smc/academicintegrity/regulation.php> AND

http://www.uottawa.ca/academic/info/regist/crs/0305/home_5_ENG.htm

Academic fraud is an act by a student that may result in a false academic evaluation of that student or of another student. These include:

- Work is not of the student (e.g., academic paper, essay, test, exam, research report)
- Presents research data that has been falsified/concocted
- Attributes a statement of fact or reference to a concocted source
- Submits same piece of work or significant part thereof for more than one course
- Falsifies an academic evaluation, or forges or falsifies an academic record
- Undertakes any other action for the purpose of falsifying an academic evaluation

Possible repercussions of academic fraud:

- Letter written by the dean
- Dossier will go to the faculty committee for review
- Dossier can go to the executive where a decision is made
- Dossier may go to the university committee where a decision is made
- Sanction by the faculty committee can be recommended
- Student may receive a mark of 0 on the work; may receive a mark of 0 for the course; and in extreme circumstances, be expelled from the school

Plagiarism - information can be found on the University of Ottawa website at:

<http://www.uottawa.ca/plagiarism.pdf>

Please don't copy work from other people and pass it off as your own! Reference all information that doesn't come from your own head, even if it's from an email or a conversation you had with someone. If you are using a direct quote, include it in quotation marks and reference the source. Documents to help you understand and avoid plagiarism will be posted on Virtual Campus.

Important Note: Any form of academic dishonesty may be reported to the Interdisciplinary School of Health Sciences.

Part 6: Class Code of Conduct

We strive to maintain a positive learning atmosphere. All individuals are expected to treat one another with respect and courtesy. Students are asked to not engage in general chit-chat or personal conversations during class out of consideration for both the professor and their classmates. Students are expected to attend lectures and participate in class activities. Activities and discussions facilitated in class will form a fundamental part of the course.

Cell phones must be put on silent or turned off during class. Students should not be text-messaging during class. Students should only use laptop computers during class for course-related matters, including accessing lecture notes, taking notes, and accessing websites recommended by the professor. Students must not use their laptops to access their email and social networking sites, including Facebook, etc. Improper use of phones and laptops during class can be very distracting for both the professor and students.

Lectures must not be recorded digitally (i.e., photographed, audio-recorded or video recorded) without approval of the professor.

Part 7: Student Resources

Student Academic Success Service (SASS) - Access Services – Access Service contributes to the creation of an inclusive environment by developing strategies and implementing measures that aim to reduce the barriers to learning for students who have learning disabilities, health, psychiatric or physical conditions. For details visit: <http://www.sass.uottawa.ca/access/>

Mentorship Program – In partnership with the Student Academic Success Services (SASS), the Faculty of Health Sciences Student Mentoring Program aims to motivate student academic, personal and professional excellence, foster a sense of community and promote the inclusion, autonomy and the retention of all students enrolled at the Faculty of Health Sciences. For details visit: <http://www.health.uottawa.ca/asug/stumen.htm>

Academic Writing Help Centre – Visit: <http://www.sass.uottawa.ca/writing/>

Health Services – Visit: <http://www.uottawa.ca/health/>

Counselling Service – Visit: <http://www.sass.uottawa.ca/personal/>

Career Services – Visit: <http://www.sass.uottawa.ca/careers/>

Student Resources Centres – Visit: <http://www.communitylife.uottawa.ca/en/resources.php>

Part 8: Assignment Details

GROUP ASSIGNMENT: POSITION PAPER & CREATIVE EXERCISE

Due Date: Tuesday November 22, 2011 via Virtual Campus by the beginning of class

Description of Group Assignment: Students are responsible for forming groups consisting of 3 to 4 students in order to complete the following two activities: 1) write a 9-10 page position paper, and 2) design a 300 word newspaper or magazine article that reflects their position.

Group Position Paper: All groups are required to choose one of the topics listed below and prepare a position paper on a selected aspect of that topic. Considering the concepts learned in class, papers should be written primarily from a sociology and health perspective. Like a debate, a position paper presents one side of an arguable opinion about an issue. The goal of a position paper is to convince your audience that your opinion is valid and defensible. Ideas that you consider need to be carefully examined in choosing a topic, developing your argument, and organizing your paper. It is very important to ensure that you are addressing all sides of the issue and presenting it in a manner that is easy for your audience to understand. Your job is to take one side of the argument and persuade your audience that you have well-established knowledge of the topic being presented. It is important to support your argument with evidence to ensure the validity of your claims, as well as to refute the counterclaims to show that you are well informed about both sides.

Potential Paper Topics: Paper topics may include the following: Health and Social Inequality; Illness or Disability Experience; Disease and Death; Environmental/Occupational Health; Health Care System; Health Care Occupations; Alternative/Complementary Health Care; Medical-Industrial Complex; etc. To help you select your topic, consider answering the following questions: Is it a real issue with genuine controversy and uncertainty? Can you identify at least two distinctive positions? Are you personally interested in advocating one of these positions? The paper should be inspired by an actual problem or debate that exists in contemporary society in Canada.

Format of Group Paper: The paper should be 9-10 pages double-spaced (excluding the title page, references, tables/figures, and appendices,). Marks will be deducted for papers that are over 10 pages. Papers should be typed using 12-point Times New Roman Font with one-inch margins and page numbers. The title page must include each group member's name and student number, course title, professor's name, title that has been assigned to the paper, and total number of pages in the paper. The paper should be written to an academic audience of fellow students.

Paper Content and Structure: The paper must be structured as follows: (1) the description of the issue (the thesis); (2) the purpose of the paper; (3) the main aspects that will be discussed; (4) the content of the paper; (5) the concluding statements that summarize the main arguments of the paper and that propose a solution to the issue. Below is a sample outline:

- I. Introduction
 - a. Introduce the topic
 - b. Provide background on the topic to explain why it is important
 - c. Assert the thesis (your view of the issue).
- II. Counter Argument
 - a. Summarize the counterclaims
 - b. Provide supporting information for counterclaims
 - c. Refute the counterclaims
 - d. Give evidence for argument
- III. Your Argument – you should provide at least 3 overall points to your argument
 - a. Give your educated and informed opinion
 - b. Provide support or proof using multiple sources
- IV. Conclusion
 - a. Restate your argument
 - b. Provide a plan of action or recommendations but do not introduce new information

References for Paper: Students are expected to use varied references and sources (e.g., course readings; references presented in lecture notes; peer-reviewed journal articles; books; popular press items; statistical and policy documents; documentary films; etc) to support and elaborate on their ideas. A minimum of 10 references is required. Students should use internet sources with caution, and ensure that internet information is from credible sources. Correct references must be cited when referring to lecture material. A list of all references should be included at the end of the paper. Students must use the Publication Manual of the American Psychological Association (APA), Sixth Edition when citing references in-text and for the reference list.

Group Creative Exercise – Newspaper OR Magazine Article: Students should assume that they have been approached by a newspaper or magazine in order to present their position. Each group must design an article, which is restricted to a standard sheet of paper (8.5 x 11 inches with one inch margins) with a maximum of 300 words on the page. You can use any type and size of font, any referencing style, and any illustrations for this component of the assignment. Groups should think about the most pertinent ideas that they want to highlight in their article. The newspaper or magazine article should appear like an actual article. It is recommended that students review actual newspaper and magazine articles as an example. The creative exercise should be viewed as a separate component that goes with the assignment (i.e., you do not need to mention your newspaper or magazine article in your position paper; simply attach it at the end of your position paper).

Grading of Group Assignment: The assignment will be marked out of 100 points. Each student's mark will be a composite of the following: 1) each group member will receive the same mark on the written component, which will consist of a mark out of 90 points; and 2) each student must provide a participation mark for each group member; this mark will be unique to each student, and will be translated to a mark out of 10 points.

Evaluation Forms: Students must review the following forms: "Group Position Paper & Creative Exercise – Evaluation Form" and "Group Position Paper & Creative Exercise – Peer Participation Mark". These forms will be posted in MS WORD format on Virtual Campus so that students can easily fill them in. These forms must be submitted with the assignment.

Submission Guidelines: Groups must submit one copy of the assignment, including the evaluation form, as a single MS WORD document electronically via Virtual Campus by the beginning of class on the due date. Students who are not familiar with electronic submission of assignments via Virtual Campus are urged to consult with the Virtual Campus help desk in advance.

Late Assignments: 10% will be deducted per day for late assignments; after 3 days, all group members will receive a mark of zero.

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Group Position Paper & Creative Exercise – Evaluation Form

Group Member Names	Assignment /90	Participation /10	TOTAL /100
1.			
2.			
3.			
4.			

***NOTE:** Each group must submit one copy of the assignment with one copy of this evaluation form by the due date via Virtual Campus. Decide in advance who will be responsible for this task. Any problems that result in the assignment being late will result in the entire group being penalized.

POSITION PAPER:

1. **Title Page** (e.g., includes the each group member’s name & student number, course title, professor’s name, title that has been assigned to the paper, and total number of pages in the report)
2. **Introduction** (e.g., description of the issue; provide background on the topic to explain why it is important; assert the thesis/your view on the issue; main aspects to be discussed; etc) / **10**
3. **Your Argument** (e.g., give your educated and informed opinion; clear presentation of position you have taken on the issue and why; provide at least 3 overall distinct points to your argument; provide support or proof using multiple sources; etc) / **20**
4. **Counter Argument(s)** (e.g., summarize the counterclaims; provide supporting information for counterclaims; refute the counterclaims and give evidence for your argument; etc) / **20**
5. **Conclusion** (e.g., concluding statements that summarize the main arguments; propose solution to the issue; provide a plan of action or recommendations; etc) / **10**
6. **References** (e.g., proper integration of references; varied references; minimum of 10 references; list of all references; citing references using APA referencing style; etc) / **5**
7. **Format** (e.g., formatting guidelines; length; etc) / **5**
8. **Organization and Presentation** (e.g., grammar; spelling; flow; sub-headings; appropriate use of figures/tables/appendices; etc) / **5**

CREATIVE EXERCISE – NEWSPAPER OR MAGAZINE ARTICLE:

9. **Content** (e.g., conciseness; clarity; use of titles/quotes/sub-headings; references; etc) / **10**
10. **Appearance and Format** (e.g., visually appealing; formatting guidelines; grammar; etc) / **5**

GROUP ASSIGNMENT / 90

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Group Position Paper & Creative Exercise – Peer Participation Mark

STUDENT:

Student ID Number:

Group Members Being Evaluated
1.
2.
3.

***NOTE:** Each group must evaluate the participation of its members. Each group member must complete and submit a hardcopy of this form by the due date in class. Do not evaluate yourself. If any group member fails to submit this completed form, the assignment will be considered late.

Use the following scale to rate each member of your group (no half marks).

The group member's overall contribution to this assignment was:					
0	1	2	3	4	5
None	Minimal	Adequate	Good	Very Good	Excellent

Group Member 1 Name:

/ 5

Comments:

Group Member 2 Name:

/ 5

Comments:

Group Member 3 Name:

/ 5

Comments: