

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Sociology of Health and Illness in Canada  
**CODE NO. :** HTH101 **SEMESTER:** Fall/Winter  
**PROGRAM:** Collaborative Bachelor of Science in Nursing  
**AUTHOR:** Linda Chow  
**DATE:** Sept. 2007 **PREVIOUS OUTLINE DATED:** N/A  
**APPROVED:**

\_\_\_\_\_  
**CHAIR, HEALTH**

\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** None

**HOURS/WEEK:** 3

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*For additional information, please contact the Chair, Health*

*School of Health and Community Services*

*(705) 759-2554, Ext. 2689*

**I. COURSE DESCRIPTION:**

In this course, a sociological perspective will be used to examine a variety of aspects of health, illness, and health care with an emphasis on political, economic, and socio-cultural determinants and consequences in Canada. Attention is given to social epidemiology, health and illness behaviour, the health professions, health care institutions, alternative systems of health services, and contemporary issues of social policy in health care.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

**Ends –in-View**

The purpose of this course is to provide the student with an opportunity to critically explore the social causes and consequences of illness and the social construction of disease and the illness experience. There will be an examination of the distribution of health problems in Canada, Canadian health care policy and practice, and the roles played by consumers and health care professionals. Major theoretical sociological perspectives to health and illness will be explored. Critical sociological concepts and perspectives such as inequality, gender, class, ethnicity, political economy, and social construction will be used in the course to understand how these shape an individual's experience of illness and health care. Social determinants of health and access to care will be explored with attention to issues of diversity such as age, gender, class (social status, social class), region and culture.

**Process**

Classes will provide an opportunity to explore the literature related to socio-cultural aspects of illness and health care in Canada. Students will integrate readings, class discussion, and personal experience and reflections. A seminar format will be used to promote individual and small group work in order to critically examine the course material. Interactive dialogue and experiential learning is the model for participation. It is expected that students will have completed assigned readings in advance of classes. Active participation in learning through discussion is critical.

**III. TOPICS:**

1. Theoretical approaches and models in the sociology of health and illness (eg. political economy and Marxist; Parsonian sociology of health: health care professionals and the sick role; Foucault's sociology of health; feminist approaches)
2. The Canadian health care system: evolution, structure, politics, policy, management, spending and financing, effectiveness, constraints; comparative global examples
3. Socio-cultural definitions and meaning of health and illness; consequences of health/illness beliefs and practices
4. The social production of disease and its distribution in Canadian society Social factors (eg. Age, gender, class, race, ethnicity, region [rural, remote, and northern]) and their relationship to level of health/illness; environmental, and occupational factors; concepts of inequality and disparity
5. The differential distribution of health care: access, availability, delivery, utilization, quality, and satisfaction
6. Personal and socio-cultural meanings of the illness experience; the social construction of diagnosis and illness; illness behaviour and sick role behaviour; cultural socialization and its influence on men and women; impact of politico-social structures; acute versus chronic illness
7. Social, political, economic and cultural factors that shaped the historical development and education of health care professionals
8. Health care as a social institution and social control: formal organizations and institutional practices; decision-making; compliance; patriarchy
9. The role of consumer and minority groups in promoting health and managing illness within current social and political contexts; caregivers and care-giving; complementary and alternative health care; self-help and activism
10. Current trends and issues and moral-ethical implications: Eg. Social implications of advanced health care technology such as related to reproductive technology and childbirth); globalization; privatization; health care reform; rationing of health care

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Bolaria, B., & Dickinson, H. (2002). *Health, illness, and health care in Canada* (3<sup>rd</sup> ed.) Scarborough, ON: Nelson Thomson Learning.

Additional selected readings will be made available or may be accessed using online databases.

Recommended Resources

Conrad, P. *The sociology of health & illness: Critical perspectives* (7<sup>th</sup> ed.). New York, NY: Worth Publishers.

Raphael, D. (2004). *Social determinants of health: Canadian perspectives*. Canadian Scholars Press.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

**Midterm Examination: 30%**

Combination of multiple choice, short answer, and short essay questions.

**Formal Paper: 30%**

Conduct an in-depth analysis of one of the following topics:

1. Select a disease, disorder, or illness and discuss the socio-cultural risk factors such as age, social class, gender, ethnicity, region
2. Discuss one of the following in relation to the socio-cultural experience of diagnosis and the illness experience: cancer, AIDS, TB, mental illness
3. Discuss one of the following using sociological theories and concepts: pain; death and dying; compliance; stigma; intra-familial violence; quality of life; renal dialysis; organ transplant

**Final Examination: 40%**

Combination of multiple choice, short answer, and short essay questions.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## VI. SPECIAL NOTES:

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

### Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

**Communication: Sault College has implemented WebCT/LMS as a tool of communication. The professor will inform students as to how this tool will be used in this course, and students are responsible for using this tool as directed.**

### Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.