



**I. COURSE DESCRIPTION:**

In this course, a sociological perspective will be used to examine a variety of aspects of health, illness, and health care in Canada. During the course, students will critically explore the social causes and consequences of illness, and will use the concept of social construction to explain an individual's experience of health and health care. Critical exploration will include examination of the distribution of health problems in Canada, Canadian health care policy and practice, and the roles played by technology, the economy and health care professionals. Emphasis will be placed on exploring how social influences like inequality, gender, class, ethnicity, and political economy affect health.

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

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

1. Adopt a sociological perspective and describe health and health care in Canada.
2. Describe the social, cultural and political factors that influence health and health care across Canada.
3. Describe and distinguish features of informal caring and formal care systems in Canada.
4. Describe the future directions of Canada's health and health care.

1) Adopt a sociological perspective and describe health and health care in Canada.

Potential Elements of the Performance:

- a) Adopt a sociological imagination in analysis of health and health care in Canada.
- b) Employ the macro (functionalist and conflict) and micro (critical and social constructionist) theoretical perspectives of sociology as tools of analysis
- c) Describe the various socio-cultural definitions of health, illness, disease and care.
- d) Review the evolution of the definition of health and health care in Canada.

2) Describe the social, cultural and political factors that influence health and health care across Canada.

Potential Elements of the Performance:

- a) Explain disease in terms of social factors that produce it and that influence its distribution. (social epidemiology)
- b) Describe the social, cultural, political and global factors that influence both the distribution of health in Canada and the delivery and quality of health care in Canada.
- c) Examine the dynamic interconnection of the micro, macro and global social contexts of health influences
- d) Explore the differences in meanings associated with the experience of illness and health.

- 3) Describe and distinguish features of informal caring and formal care systems in Canada.

Potential Elements of the Performance:

- a) Describe the social, political, economic and cultural factors that have shaped the development of health care in Canada.
- b) Describe the roles of consumers and minority groups in promoting health and in managing illness within various Canadian contexts.
- c) Describe the interrelationship of influences from competing economic, political, regional and public contexts.
- d) Describe the extent of reliance on alternative health-care practices and explore the implications of such reliance.

- 4) Describe the future directions of Canada's health and health care.

Potential Elements of the Performance:

- a) Outline current trends and debates that are integral to Canada's health care needs.
- b) Explore the implications of globalization, environmental issues and technological advancements on Canada's health and health care.
- c) Review health-care policies and the emerging goals being undertaken.
- d) Outline the various issues emerging around universal access to health care.

**III. TOPICS:**

1. The sociology of health, illness and health care
2. The social sources of disease and death
3. The social determinants of health and illness: age, sex, gender and race/ethnicity
4. Socio-economic inequalities in health
5. Work and family life: the influence of social roles on health and illness
6. The social meanings of illness
7. The body and the pursuit of health
8. The history of health care in Canada
9. Health care settings and technologies

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

Strohschein, Lisa, and Weitz, Rose. (2014). *The sociology of health, illness and health care in Canada: A critical approach*. Canada: Nelson Education Ltd.

Some current event articles will be used.

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

Tests:	50%
Term Assignment:	30%
Class Activities: topic assessments	20%

The following semester grades will be assigned to students:

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

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

**VII. COURSE OUTLINE ADDENDUM:**

1. 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.

2. 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 postsecondary institutions.

3. Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

4. Accessibility Services:

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

5. Communication:

The College considers ***Desire2Learn (D2L)*** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.

6. Academic Dishonesty:

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.

7. Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

9. Recording Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.