



**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:**

**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.

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

1. Adopt a sociological perspective and describe health and health care in Canada.
2. Describe the factors that influence health and the current and actual levels of 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) Distinguish the social structural (macro), institutional (meso) and interpersonal (micro) theoretical perspectives of sociology.
- b) Describe the various socio-cultural definitions of health, illness, disease and care.
- c) Review the evolution of the definition of health and health care in Canada.

- 2) Describe the factors that influence health and the current and actual levels of 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 and that influence its distribution.
- b) Describe the factors that influence the delivery and quality of delivery of health care.
- c) Explore the differences in meanings associated with the experience of illness and health.
- d) Describe the extent of reliance on alternative health care practices and explore the implications of such reliance.

- 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 the education of health care professionals.
- b) Describe the roles of consumer and minority groups in promoting health and in managing illness within various Canadian contexts.
- c) Review health care policies and the emerging goals being undertaken.
- d) Describe the interrelationship of influences from competing economic, political, regional and public contexts.

- 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) Outline the various issues emerging around universal access to health care.

**III. TOPICS:**

1. Theoretical approaches and models in the sociology of health and illness
2. The Canadian health care system: evolution, structure, politics, policy, management, spending and financing, effectiveness, constraints
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:

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

Chappell, N.L. & Penning, M.J. (2009). *Understanding Health, Health Care and Health Policy in Canada: Sociological Perspectives*. Oxford University Press, Canada.

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

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

Tests:	70%
Assignments and class activities:	30%

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%	
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:

### 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.

### 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.

### Disability 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 Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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.

Communication:

The College considers **WebCT/LMS** 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 the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade "C",
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

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. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic 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.

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.