

SOCIOLOGY 3G03
Sociology of Health Care

Fall 2015

Lectures: Mon 2:30 – 4:20 & Wed 2:30 – 3:20

Lecture Hall Location: ABB-165

Office Hours: Wednesday 3:30 - 4:30 or by appointment

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Course Description

This course offers students a critical examination of sociological perspectives on the nature, structure and organization of the Canadian health care system. Selected topics will include: a critical analysis of the institutions of family medicine and nursing care, contemporary midwifery, complementary & alternative medicines, long-term institutional care, the pharmaceutical industry and Aboriginal health care to name a few. While we utilize texts and articles from other disciplines (e.g. nursing, medicine) the approach to this course ultimately remains sociological.

Course Learning Objectives

This course addresses three University Undergraduate Degree Level Expectations (see, <http://csl.mcmaster.ca/COU/pdf/Undergraduate%20Degree%20Level%20Expectations.pdf>). First, theoretical perspectives of the structure and organization of health care are multiple and diverse in their conceptualizations and truth claims. Acquiring knowledge of these diverse approaches will expand students' depth and breadth of knowledge of this field of inquiry. Second, there is no single method (sociological and otherwise) that has been accepted as the final or best approach to explaining the complexities of health care in Canada. As such, this course requires that students consider and critically evaluate all competing theoretical and empirical approaches. In so doing, students will gain an awareness of the problematics and limits of knowledge regarding our understanding of the Canadian health care system. Finally, this course will encourage students to discuss theoretical and practical issues in class. Grading for this course will be based on one term paper and two examinations (mid-term and final). In each case, the student's communication skills will be challenged as well as enhanced.

Important Note: Introductory Sociology (1A06) is a prerequisite for this class.

Required Readings

(i) Chappell N & M Penning. 2009. Understanding Health, Health Care and Health Policy in Canada. Oxford University Press: Don Mills.

(ii) Armstrong P & H Armstrong. 2010. Wasting Away. The Undermining of Canadian Health Care. 2nd Edition. Oxford University Press: Don Mills.

Additional required readings will be made available via Avenue to Learn.

Evaluation:

1. Mid-term Examination (30%)

The mid-term examination will cover lectures, required readings, films and guest speakers. The exam will consist of multiple-choice, true & false, short answer & essay questions. **It will be scheduled during class on Oct.21, 2015 in a room to be determined.**

2. Research Paper Proposal (10%)

A proposal for a term paper is a 2-3 page writing plan that lays out the goal, scope and organization of the research paper and identifies some of the sources and methods that will be used. A detailed handout on “How to write a research proposal” and other details will be provided on Avenue to Learn. **The assignment is due Oct. 26, 2015, at the beginning of class.**

3. Research Paper (30%)

Your research paper will build on the topic of your research proposal. It will involve a synthesis and critical analysis of sociological research on a particular topic. A detailed handout on “How to write a research paper” and other details will be provided on Avenue to Learn. **The assignment is due Dec. 7 at the beginning of class.**

4. Final Examination (30%)

The format for the final exam will be the same as that for the mid-term. You will be responsible only for the material covered since the mid-term exam. **The final exam will be scheduled by the registrar.**

Additional Information on Assignments

Assignments must be turned in during the beginning of class. All pages **must be numbered** and have 1" to 1.25" margins on all sides. All text should be double-spaced in an easy-to-read 12-point font. **Failure to adhere to these guidelines will be reflected in the mark for the assignment.**

Academic Dishonesty

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained. In assignments, complete citations are required for all quotes and paraphrases. Consult the required writing style guide for information on how to properly cite the work of others.
2. Improper collaboration in group work. In this course, I encourage students to work together to understand concepts, discuss ideas, study for exams, etc. Improper collaboration would be defined as using the work of others to get out of doing your own work, claiming the work of others as your own, etc.
3. Copying or using unauthorized aids in tests and examinations.

Review of Marks

I will be diligent in marking all assignments fairly and accurately. Nonetheless, occasionally students disagree with the marks they receive. When this occurs, we will be happy to review the mark of any assignment or exam, if the procedure outlined below is followed. ***Please note that when a mark is reviewed, the new mark may be lower than the original.***

To request a review of a mark, write a 1-page memo (on paper, not email) describing in detail the nature of the perceived marking error. Submit this memo, with the original marked assignment to me. You may submit requests for review no sooner than one week and no later than one month after assignments/exams are handed back to the class.

Late Assignments and Absences

The McMaster Student Absence Form (<http://www.mcmaster.ca/msaf>) is a self-reporting tool for undergraduate students to report absences that last up to 3 days. This form allows students to request accommodation for any missed academic work. This tool cannot be used during any final examination period. You may submit a maximum of one Academic Work Missed request per term. It is your responsibility to follow up with your instructor immediately regarding the nature of the accommodation. If you are absent more than 3 classes, exceed 1 request per term, or are absent for a non-medical reason, you must visit the office of the Associate Dean of your Faculty. You may be required to provide supporting documentation. Any disruption this causes to turning in assignments on time, completing exams, and so forth, must be addressed directly with me as soon as possible. **For late assignments without approved excuses, you must make arrangements directly with me to submit the assignment.** Assignments will be marked down 5 percentage points for each day it is late, including weekend days and holidays. **I will NOT accept late papers that are 5 or more days late, and you will be given a mark of 0 for this assignment.**

Accommodations

We are committed to making appropriate accommodations for students' observance of religious holidays. Please contact your instructor as early in the term as possible to make individual arrangements.

We are also committed to working with students with disabilities to make individualized accommodations according to your specific needs. All such arrangements must be made through the Student Accessibility Services department. Please drop by the instructor's office hours at the beginning of the term to make individual arrangements and to complete the necessary paperwork. All such arrangements will be kept confidential.

Email

Please consider email equivalent to any other form of written communication. Students who write to their professors and teaching assistants are expected to follow rules of spelling, grammar and punctuation. In addition, please include a proper greeting, such as "**Dear Dr. Shaw,**" and a closing that includes your full name, such as "**Sincerely, Anita Koctail.**" Email failing to meet these standards may be returned unanswered. Email containing questions that can be answered by referring to this syllabus or to Avenue to Learn may not be answered. I do check the separate

Avenue to Learn email, but only intermittently, so please *do not* contact me that way. *All email communication must come from your mcmaster.ca email account.*

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in certain or extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term in order to note any changes.

Sociology Department Policies

The Sociology staff will not date-stamp assignments or monitor the submission or return of papers. Turn in assignments via Avenue to Learn. Students should check the web, the white board and the Undergraduate Bulletin board outside the Sociology office (KTH-627) for notices pertaining to Sociology classes or departmental business (e.g., class scheduling information, location of mailboxes and offices, tutorial information, class cancellations, TA job postings, etc.).

Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

Week No.	TOPICS & READINGS
Week 1 Sept 9 th	Introduction – Overview of course Social Determinants of Health (i) Chappell & Penning pgs. 35-67. (ii) Armstrong & Armstrong pgs. 12 – 18.
Week 2 Sept 14 & 16	Theoretical Approaches to Health & Health Care (i) Chappell & Penning pgs. 1-23. (ii) Armstrong & Armstrong pgs. 18-45.
Week 3 Sept 21 & 23 Discussion of term paper proposal	Canadian health care system – how organized & funded (i) Armstrong & Armstrong pgs. 1-11. (ii) Armstrong & Armstrong pgs. 145-155. Medicare in Canada - Youtube • http://www.youtube.com/watch?v=MpTM9T_lphs&feature=related • http://www.youtube.com/watch?v=NKgaPD7PB0g&feature=related
Week 4 Sept 28 & 30	Organization of Health Care Hospitals (i) Armstrong & Armstrong pgs. 46-52. (i) Chappell & Penning pgs. 144-148. Doctors (iii) Armstrong & Armstrong pgs. 52-56.
Week 5 Oct 5 & 7	Health Care in Crisis (i) Armstrong & Armstrong pgs. 56-86.

	<p>Documentary: Desperately Seeking Doctors in Canada Part 1 http://www.youtube.com/watch?v=MODV9pdViIA Part 2 http://www.youtube.com/watch?v=Upc7AhALkPg Part 3 http://www.youtube.com/watch?v=O_BDCF5c-kM Part 4 http://www.youtube.com/watch?v=hQGq-Phpe-A Part 5 http://www.youtube.com/watch?v=ZDI420pPgOU</p>
Week 6 Oct 12 & 13	MIDTERM RECESS NO CLASSES
Week 7 Oct 19	Review for midterm exam
Oct 21	MIDTERM EXAM ROOM TO BE DETERMINED
Week 8 Oct 26 & 28	<p>Health Care Providers - Doctors (i) Segal, D. A patient so dead: American medical students and their cadavers. (AVE) (ii) Movie: Wit</p>
Proposal due	Discussion of term paper & how to write a paper
Week 9 Nov 2 & 4	<p>Relations between doctors & nurses (i) Stein. (1967) The Doctor-Nurse Game. (AVE)</p> <p>Nurses (i) Chappell & Penning pgs 127-134 (ii) Armstrong & Armstrong pgs 94-108</p>
Week 10 Nov 9 & 11	<p>Formal & Institutionalised Care Long-Term Care (i) Armstrong & Armstrong pgs 87-91 (ii) Chappell & Penning pgs 148-150 Experiencing Formal Care (v) Chappell & Penning pgs 155-166 Home Care (iii) Chappell & Penning pgs 150-154 (iv) Armstrong & Armstrong pgs 91-93; 132-141</p>
Week 11 Nov 16 & 18	<p>The Pharmaceutical Industry (i) Anis, A. Pharmaceutical policies in Canada: another example of federal-provincial discord. (AVE). (ii) Lippman, A. Chapter 5. Trials on Trial. Women and the testing of drugs. (AVE)</p>
Week 12 23 & 25	<p>Midwifery (i) Chappell & Penning pgs 137 - 139 Guest Lecturer: Hamilton Midwives</p>
Week 13 Nov 30 & Dec 2	<p>CAMs – Complementary & Alternative Medicine (i) Chappell & Penning pgs 134-144 (ii) Boon, H. Regulation of complementary/alternative medicine: A Canadian perspective. (AVE)</p>

Week 14 Dec 7	Traditional Indigenous Health Care - Canada (i)Struthers et al., Traditional indigenous healing: Part 1 (AVE)
Term paper due	REVIEW FOR FINAL EXAM