ACKNOWLEDGEMENT

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Code Number</th>
<th>Credit Value</th>
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<tbody>
<tr>
<td>Health, Policy, and Society</td>
<td>KIN 262</td>
<td>3 credits</td>
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<td>(Term 1 – September to December 2021) (Formerly KIN 261)</td>
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Prerequisites: Completion of 1st year kinesiology core courses.

Course Instructor: Dr. Laura Hurd
Email: laura.hurd@ubc.ca
Telephone: (604) 822-4281
Office: Annex Auditorium A, Room 156C, 1924 West Mall
Office Hours: By appointment or during the following sessions:
- Wednesday, September 15 @ 11 AM to 12 PM (Week 2) (drop-in)
- Wednesday, September 29 @ 11 AM to 12 PM (Week 4) (drop-in)
- Wednesday, October 20 @ 11 AM to 12 PM (Week 7) (drop-in)
- Monday, November 1 @ 11 AM to 12 PM (Week 9) (drop-in)
- Wednesday, November 24 @ 11 AM to 12 PM (Week 11) (drop-in)
- Friday, December 3 @ 9 AM to 12 PM (Week 12) (scheduled appts)

Teaching Assistants:
Donna Cumming - donna.cumming@ubc.ca
Georgia Grieve - georgia.grieve@ubc.ca
Jessica Liang – jess.liang@ubc.ca
Catherine Tran - ctran98@student.ubc.ca
Maya Willis-Fry - mayalily@student.ubc.ca

COURSE STRUCTURE

Class Location: Online

Format: Each week there will be:
- a recorded lecture
- an assigned documentary case study
- a worksheet

There will be five synchronous (live) sessions held on Zoom on:
- Wednesday, September 8 @ 11 AM (Week 1)
- Wednesday, September 22 @ 11 AM (Week 3)
Wednesday, October 6 @ 11 AM (Week 5)
Wednesday, October 27 @ 11 AM (Week 8)
Wednesday, December 1 @ 11 AM (Week 12)

There will be discussions in small, assigned groups (Weeks 2 (introductions), 4, 5, 7, 10, and 11).

COURSE DESCRIPTION
This course (previously listed as KIN 261) is part of the core curriculum in the School of Kinesiology. Building on the sociological theories and concepts introduced in KIN 160 (previously listed as KIN 161), the course examines the sociology of health and health policy. Thus, we will explore and analyze the Canadian health care system and current health issues from a sociological perspective, including health professionals, gender, racialization, aging, chronic illness, disability, the pharmaceutical industry, and the environment. The course provides a socio-cultural foundation for students interested in pursuing careers in health care and health-related fields.

LEARNING OUTCOMES
Students taking this course will become familiar with the sociological theories and socio-cultural research related to health and health policy. The goal of the course is to provide students with sufficient knowledge and understanding that they will be able to critically (1) examine health in a social context; (2) use sociological theories to explore topics related to health and illness; and (3) explicate the tensions between agency and determinism in relation to health, illness, and the social determinants of health.

By the end of this course, students will be able to:

1. **Identify** important aspects of the Canadian healthcare system, including the Canada Health Act and key historical moments in the development of contemporary Canadian health policy.

2. **Discuss and explain** the debates between agency and determinism as they relate to individual and population health.

3. **Describe** the social aspects of health and illness, including but not limited to the social determinants of health and the social norms influencing health and illness experiences.

4. **Demonstrate** proficiency in applying sociological concepts to everyday experiences of health and illness.

LEARNING MATERIALS

*Textbook*

The textbook for this course is as follows:

Documentaries
Each week, there will be a documentary case study, which will be available for viewing online. Links to the weekly documentaries can be found on Canvas.

Lecture Notes and Assignment Information
Lecture notes and information about course assignments are all posted on Canvas.

ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Weekly Worksheets</td>
<td>10%</td>
</tr>
<tr>
<td>Online Discussions</td>
<td>10%</td>
</tr>
<tr>
<td>Case Study Analysis</td>
<td>30%</td>
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<tr>
<td>Health News Story Proposal</td>
<td>10%</td>
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<tr>
<td>Health News Story Analysis Paper</td>
<td>40%</td>
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Worksheets - 10%
Students will be complete weekly worksheets that ask them to synthesize materials from the lectures, assigned readings, and documentary case studies. These worksheets will be graded for completion - 1 mark if completed and 0 marks if not fully completed or if submitted late. Worksheets must be completed and submitted via Canvas each Wednesday by 12 PM (lunchtime!) (Pacific Standard Time), with the exception of Week 1 where they will be accepted up until Friday, September 10 @ 12 PM (lunchtime!) (Pacific Standard Time).

Online Discussion Participation - 10%
Each student will be required to do the following:

- Actively participate in the online discussions.
- Thoughtfully lead their assigned online discussion groups once per term.

Case Study Analysis - 30%
This assignment will require that students analyze an assigned case study using course materials. The assignment will be posted on Wednesday, October 6 after the Live Session and must be
completed and submitted on Canvas by Friday, October 15 @ 12 PM (lunchtime!) (Week#6) (Pacific Standard Time).

**Health News Story Proposal - 10%**
Student will write a proposal outlining their plan for their Health News Story Writing Assignment. The proposal will include: a) a separate **title page**; b) a **brief (~150 to 200 word) description** of their plan in which they list the health news story (taken from the approved list) they plan to analyze and the sociological theory and key concept they propose to use plus a rationale for the same; and c) a **references list** (on a separate page) in which they identify their **two** proposed sociological journal articles (formatted in APA and published after 2011) that they will use for the assignment. The proposal must be submitted on Canvas by Wednesday, November 3 @ 12 PM (lunchtime) (Week#9) (Pacific Standard Time).

**Health News Story Paper - 40%**
Building from the proposal, the Health News Story assignment will require that the students analyze a current health news story using their chosen sociological theory and their two sociological journal articles. The paper will be four to six pages in length, not including a title page and references list (formatted in APA), which are also required. The assignment must be submitted on Canvas by Monday, December 6 @ 12 PM (lunchtime) (Week#13) (Pacific Standard Time).

**SCHEDULE OF TOPICS**

*Week#1 – Introduction (September 7 – 10)*
This week we will begin by reviewing the course content and evaluation procedures. The opening remarks will include an examination of the biomedical and social models of health.

*Week#2 – Social Models of Health and Illness (September 13 – 17)*
This week the opening remarks will continue to outline sociological understandings of health and illness by focusing on two particular theories, namely Structural Functionalism and Marxism (Conflict Theory) and beginning to consider the social determinants of health.

*Week #3 – The Canadian Health Care System (September 20 – 24)*
This week we will examine the changing health care system in Canada, with an overview of the historical roots of our current health care system and a consideration of the ongoing debates pertaining to public versus private health care.

*Week#4 – Health Professionals (September 27 – October 1)*
This week we will use the sociological theory Weberianism to consider the experiences of health professionals working in the Canadian health care system.

*Week#5 – Chronic Illness (October 4 – 8)*
This week we will use the sociological theory Symbolic Interactionism to examine how people perceive and experience chronic illness, including chronic pain and mental health issues.

*Week#6 – Case Study Analysis Assignment (October 12 – 15)*
**Week#7 – Gender and Health (March 1 – 5)**
This week we will explore feminist theory and consider the relationships between gender, gender identity, sexual orientation, and health.

**Week 8 – Racialization and Health (October 25 – 29)**
Beginning with an examination of human rights and anti-racism sociological frameworks, this week we will examine the relationships between racialization and health, with a particular focus on new immigrants and refugees.

**Week 9 – Disability (November 1 – 5)**
This week we will focus on the health and social issues facing people with disabilities in Canada, with a particular focus on the social model of disability.

**Midterm Break (November 10 – 12)**

**Week#10 – Aging and Health (November 15 – 19)**
This week we will consider the health and social issues facing older adults, with a particular focus on ageism.

**Week#11 – The Pharmaceutical Industry (November 22 – 26)**
This week we will consider the role of the pharmaceutical industry in the commercialization and marketing of health and health care products as well as the medicalization of everyday life.

**Week#12 – Health and the Environment (November 29 – December 3, 2021)**
This week we will use the sociological theories of Post-structuralism/Postmodernism to consider the relationships between our environment, environmental policies and practices, and our health.

**Week#13 – Wrap Up and Review (December 6)**

**UNIVERSITY POLICIES**
UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on the UBC Senate website.

**OTHER COURSE POLICIES**

**Academic Concession**
Students who are unable to attend class or complete assignments due to medical circumstances, family emergencies, or conflicting responsibilities may be eligible and may apply for academic concession through the KIN Advising Office. Please see this link for more details:
https://kin.educ.ubc.ca/undergraduate/bkin/academic-concession/?login. If academic concession is granted, the instructor will provide the student with either a make-up assignment (in the case of missed online discussions) or an extension (for case study analyses, health news story proposals, or health news story papers).

Note: Students are strongly advised to request/apply for academic concession in advance of the missed discussion week or assignment deadline and no later than 48 hours after a missed class. Here is the link to apply: https://kin.educ.ubc.ca/undergraduate/bkin/academic-concession/concession-itw/

**Late Assignments**
Late case study analyses, health news story proposals, and health news story papers will be accepted with a penalty of two marks per day (including weekends) out of the total for the assignment, with each day ending at 5 PM.

**Online Communications**
In this course, and throughout your program, you are expected to communicate in a respectful and professional manner. You may find it helpful to review UBC’s Distance Learning Communicating Online webpage: https://distancelearning.ubc.ca/learner-support/communicating-online-netiquette/?login

**Zoom**
This course will include Zoom sessions. These web conference sessions will give you opportunities to connect with your instructors and other students in real-time online meetings. Be sure to use these sessions to ask any content related questions that you may have. If you are new to Zoom, please see this website: https://support.zoom.us/hc/en-us/categories/200101697

**Academic Accommodation for Students with Disabilities**
The University’s goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles. Students with a disability who wish to have an academic accommodation should contact and register with Centre for Accessibility (https://students.ubc.ca/about-student-services/centre-for-accessibility). Please contact Dr. Hurd early to discuss any accommodations that you require. Dr. Hurd also welcomes feedback and suggestions on how to make this course more widely accessible to students with a disability.

**Inclusivity Statement**
School of Kinesiology courses take place in learning environments that are inclusive of age, ability, class, ethnicity, gender expression, gender identity, race, sexual orientation, etc. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in our classes, course content, discussions and assignments. Please feel welcome to email Dr. Hurd and the Teaching Assistants your name and pronouns and how you would like these to be used.
Learning Analytics
Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the Canvas learning technology, which will enable the instructor to capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to review statistics on course content being accessed to support improvements in the course.

Grading
Occasionally students disagree with the marks they receive. To request a review of a mark the following procedure must be followed. The student should first meet with their assigned Teaching Assistant to clarify any questions they might have about the grading. From there, the student should write approximately one-page typed memo describing in detail the nature of the perceived marking error and the basis for the request to review. This memo must be submitted to the instructor by email. Requests may be submitted for review no sooner than 48 hours, and no later than one week after the assignments are handed back. Please note that when a mark is reviewed, the final re-graded mark may stay the same, be increased, or go down from the originally assigned grade.

Copyright
All materials of this course (worksheets, lectures, lecture slides/PowerPoint presentations, course handouts, assessments, assignment documents, rubrics, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Students outside Canada
During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0 for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: http://academic.ubc.ca/supportresources/freedom-expression