
UNIVERSITY OF BRITISH COLUMBIA

School of Kinesiology
KIN 262: Health, Policy and Society (2023W Term 2)

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

Course name: KIN 262 Health, Policy and Society
Credit value: 3.0
Class time: Wednesday 4:00pm – 7:00pm
Class location: BIOL 1000
Prerequisites: Completion of 1st year Kinesiology core courses or equivalent. Consult with KIN Advising office for specific situations.

Course instructor: Dr. Andrea Bundon (she/her) - Messages via Canvas

Teaching Assistants: Jay Banwait – Messages via Canvas
Michelle Cruickshank – Messages via Canvas

COURSE DESCRIPTION AND RATIONALE

This course is part of the core curriculum in the School of Kinesiology. Building on the sociological theories and concepts introduced in KIN 160, 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 and with a focus on the individual experience of health and illness and the social determinants of health. The course includes discussions pertaining to how gender, racialization, aging, chronic illness, (dis)ability and more, shape or constrain health-related experiences and outcomes. 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) explain the tensions between agency and determinism in relation to health, illness, and the social determinants of health.

Specific Learning Objectives

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

1. **Identify** key 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 structure 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.

COURSE STRUCTURE

In person classes: Wednesday, 4pm to 7pm in BIOL 1000

This course is **IN PERSON** with weekly lectures and online asynchronous (on your own schedule) modules and activities. **Both in person and online activities are mandatory** to complete the course.

**** SEE END OF THIS DOCUMENT FOR DETAILED WEEKLY SCHEDULE. ANY CHANGES WILL BE COMMUNICATED VIA CANVAS ANNOUNCEMENTS****

In person lectures and classroom activities are scheduled from **4:00pm to 7:00pm on Wednesdays**. Notes (slides and additional materials) will be posted in advance on Canvas. Recordings will be made of the lectures and posted online afterwards. Students should be aware that in person attendance is strongly encouraged and the course is designed with the understanding that students will make every effort to attend in person. The lecture capture technology occasionally fails and the instructor cannot guarantee that the recordings will always be available. If you are unable to attend, it is your responsibility to review the slides and ask a classmate for notes.

Students who miss multiple in person classes (i.e. for extended illness, family care responsibilities or varsity team travel) should speak to Dr. Bundon as soon as possible to discuss arrangements.

Asynchronous modules and learning activities include readings from the course textbook, short and long videos, podcasts, newspaper articles and a number of ungraded self-tests, polls, and self-guided study questions for students to complete online. **Online content is made available each week on Monday.** Students should aim to complete all module activities **prior to Monday the following week.** Most online activities do not have due dates and are not submitted or graded. However, keeping to the suggested schedule will ensure that you are fully able to participate in classroom discussions and are ‘keeping pace’ with the class. **There are 5 online activities that are graded as complete/incomplete – these are due on Fridays at 5pm.** Details and dates provided below and in the course’s Canvas calendar.

LEARNING MATERIALS

STUDENTS WHO EXPERIENCE ISSUES ACCESSING CONTENT FOR ANY REASON (INCLUDING COST) SHOULD CONTACT DR. BUNDON AS SOON AS POSSIBLE TO EXPLORE ALTERNATIVES.

Textbook: The textbook used for this course is:

Germov, J., & Hornosty, J. (Eds.) (2017). Second opinion: An introduction to health sociology (2nd Canadian ed.). Don Mills, Ontario: Oxford.

This book is available for purchase from the UBC Bookstore or through various online vendors. **As this book has been used for a few years, second copies are also widely available – check with students who have previously taken the course.** eBook edition can be rented from the publisher at <https://www.vitalsource.com/en-ca/products/second-opinion-john-germov-jennie-hornosty-v9780199018147?term=9780199018130>.

**** *It is important that you are referencing the ‘2nd Canadian edition’.* The 1st Canadian version and the American version are not the same content.****

Videos: This course makes extensive use of documentary videos and other short audio/video content. Instructions to find and view the videos will be posted in the Canvas modules. Most of the videos are provided by UBC Library or on public sites on the web.

Podcasts: A number of podcasts are used in this course. Direct links to podcasts and relevant episodes will be posted in the Canvas modules. Students can stream the audio online or download using a podcast platform/app to listen offline.

Newspaper articles: Newspaper articles are used to prompt discussions about current topics and debates pertaining to the Canadian healthcare system. Links to articles will be posted in the Canvas modules.

Lecture slides and assignment info: All slides from lectures and information regarding assignments and midterms will be posted on Canvas.

Additional resources may be posted on Canvas throughout the semester.

OFFICE HOURS

To book a meeting with me, check the **Canvas 262 Course Calendar**. Each week I have several slots listed when I am available to meet and you can book them online. If all the appointments are booked, I will add additional time slots (you can email me to let me know the appointments are full and/or I will proactively add more slots as they fill up). The link to join my 'Office Hour Zoom Room' is:

<https://ubc.zoom.us/j/67651299377?pwd=QSsyOFBSMmxqNDERt0dMSEdFMzNBQT09>

Meeting ID: 676 5129 9377
Passcode: 486551

If you prefer to meet in person, you can contact me and we will make arrangements. In person meetings will take place at my office:

Office 156F, Auditorium Annex, 1924 West Mall

******* Meetings with Teaching Assistants should be booked by contacting them via email. Please indicate your preference for online or in person. They will provide you with their availability. *******

ASSESSMENTS OF LEARNING

Students will be evaluated on the following items:

Midterm 1 (4PM Wednesday, February 14 th)	22.5%
Midterm 2 (4PM Wednesday, March 27 th)	22.5%
Online activities (x 5) due Friday, 5PM	5%
#1 Friday, January 26 th	
#2 Friday, February 9 th	
#3 Friday, March 8 th	
#4 Friday, March 22 nd	
#5 Friday, April 5 th	
Written Assignment Proposal (5PM Friday, March 15 th)	5%

Peer Review

submit draft 5PM Tuesday, April 2nd
return feedback 5PM Friday, April 5th

5%

Written Assignment (5PM April 12th)

40%

Students are permitted to use artificial intelligence tools, including generative AI, to gather information, review concepts or to help produce assignments. However, **students are ultimately accountable for the work they submit**, and any content generated or supported by an artificial intelligence tool must **be cited appropriately and include a declaration (copy of template for declaration will be provided with the instructions for each assignment)**.

How to cite: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Use of AI tools is not permitted during midterm exams or any other ‘in class’ assessment.

Failure to declare the use of AI, and how it was used, or use that does not comply with the above will be considered “unauthorized” and treated as Academic Misconduct. (See 3.b below).

Using ChatGPT or similar tools without declaring its use is considered Academic Misconduct under UBC’s policy (3. Academic Misconduct by UBC Students):

- Section 3.b. “use or facilitation of unauthorized means to complete an examination or coursework”
- Section 3.e. “committing plagiarism, namely submitting or presenting the work of another person as one’s own, without appropriate referencing.”

You should be aware that output generated by AI programs may be biased and perpetuate bias, inaccurate, offensive or otherwise problematic. Students are responsible for thinking deeply and critically about any content generated by AI tools.

Midterms (45%)

There are 2 midterms exams for this course (each worth 22.5%) These will be held **on Wednesday, February 14th and Wednesday, March 27th**. The midterms will begin promptly at 4pm and students will have 75 minutes to complete. Midterm 1 covers all material from Weeks 1 - 5 (inclusive), Midterm 2 covers material from Weeks 6 -11. **Key concepts and theories will be**

repeated in across both midterms. **There will be a lecture following each midterm (starting at 5:30)!**

The midterm exam will take the form of multiple-choice, true/false, and long answer questions. All midterms will be conducted IN PERSON.

Any student who misses a midterm must contact Dr. Bundon with 48 hours of the midterm regardless of their reason for missing. For students who **miss one midterm** exam due to illness, family emergency, sports team commitments, or other extenuating circumstances, the other midterm will become worth 35% and the written assignment will become worth 50% of the student's final grade. Students who miss **both midterms** must book a meeting with Dr. Bundon to discuss the possibility of make-up exams or other accommodations. **Missing both midterms will result in a failing grade if other arrangements are not made.**

Online activities (5%)

Throughout the term, there will be 5 online activities to complete – these will take the form of quizzes (open book/untimed), short reflections and/or short answer questions. These will be completed and submitted on Canvas and are due **Fridays at 5PM (see above for dates)**. Students are welcome to complete these activities alone or with a classmate (you will be asked when submitting **to list the names of the classmate you worked with or state that you did the work alone**). These activities will be graded for completion – 1 mark if completed and submitted on time, 0 marks if not completed or submitted late. **No extensions or redistribution of grades will be provided for these activities.**

Written Assignment Proposal (5%)

Students will write a proposal outline their plan for their Written Assignment. The proposal will include: a) a **brief (150-250) description of their plan** in which they list the news story they plan to analyze and the sociological theory and key concepts they propose to use plus a rationale for the same, b) a **reference list** in which they identify **at least 3 journal articles published in or after 2018** that address the topic from a sociological perspective that they will use for their assignment. The Written Assignment proposal is due by 5PM **Friday, March 15th** via Canvas. This is intended to support students to get started on the assignment and ensure that the newspaper article they have selected is conducive to writing a strong paper and that they are finding appropriate resources to draw on in writing their paper. **This is a complete/incomplete assignment, and no extensions or make-up assignments will be granted.** Details and instructions will be provided in class and posted in Canvas.

Written Assignment (40%)

The assignment is due **5PM Friday, April 12th** and must be submitted online via Canvas.

The assignment will entail a consideration of the health issue from a sociological perspective. To begin, student will be required to find a **recent news article** (published in 2024). Students will select **one of the 6 sociological theories** (and respective key concepts) presented in the weekly lectures to discuss and analyze the health issue. Additionally, students will utilize and reference a **minimum of three** (published no earlier than 2017) **academic journal articles** that have researched or theorized the topic **from a sociological perspective**. Further details about this assignment, including a grading rubric, will be presented in class and posted on Canvas.

Assignments not submitted online via the course's Canvas page by **5PM Friday, April 12th** will be considered late and subject to mark deductions. **Late Written Assignments** will be accepted with a **penalty of two marks** per day (including weekends) out of the total 40 marks for the assignment, with each day ending/starting at 4PM. Late assignments should still be submitted online via Canvas. **Students who are unable to meet the deadline must contact Dr. Bundon as early as possible to discuss the possibility of an extension.**

Participation in Peer Feedback (5%)

Students will have the opportunity to provide and receive peer feedback in advance of submitting their final Written Assignment. To participate in the peer feedback process, students must submit a draft of their Written Assignment via Canvas. Students will be randomly assigned to provide feedback to their peers. Students will receive 1% for submitting their draft for feedback from others and 2% for each assignment they review for others (up to maximum of 4%). **This is a complete/incomplete assignment, and no extensions or make-up assignments will be granted.** Details and instructions will be provided in class and posted in Canvas.

Procedure for Review of Grades

Occasionally students disagree with the marks they receive. To request a review of a mark the following procedure must be followed. The student should send an email **describing in detail** the nature of the perceived marking error and the basis for the request to review. **This email must be submitted to Dr. Bundon no sooner than 48 hours and no later than one week after receiving their grade on the assignment/exam. ANY EMAILS RECEIVED BEFORE 48 HOURS HAVE PASSED WILL BE DELETED WITHOUT REPLY** (trust me – nothing good comes of an email sent in haste or out of frustration). 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.

OTHER COURSE 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](#). **Some policies specifically relevant to the delivery of this course are listed below.**

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 the Centre for Accessibility without delay (<http://students.ubc.ca/about/access>). Please contact Dr. Bundon early to discuss any accommodation that you require. Dr. Bundon 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 gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, 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. Bundon and the Teaching Assistants your name and pronouns and how you would like these to be used.

Academic Integrity

All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action. It is your responsibility to become familiar with the University of British Columbia's Academic Honesty and Plagiarism Policies, as well as the Student Declaration and the consequences of violating these policies. Students are encouraged to visit: <http://www.calendar.ubc.ca/vancouver/?tree=3,54,111,959>.

LEARNING ANALYTICS

This course will be using the following learning technologies: Canvas (+ extensions and integrated apps) and Mentimeter. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, the instructor intends to use analytics data to:

- View overall class progress and encourage and facilitate in class discussions.
- Track your progress in order to provide you with personalized feedback.
- Review statistics on course content being accessed to support improvements in the course.
- Assess your participation in the course.
- Grade assignments and provide you with personalized feedback.

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WEEKLY SCHEDULE

The topics and assigned readings for each class are listed below, although this may be subject to change. Changes will be communicated in class and on Canvas.

Week 1: January 10th		Introduction
This week we will begin by reviewing the course format and syllabus followed by an introduction to the biomedical model and social model of health.	Chapter 1 – Imagining Health Problems as Social Issues	
	Move Crew	

Week 2: January 17th	Social Models of Health and Illness
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This week will continue the discussion about sociological understandings of health and illness and how social theory/theories can be used to explore health. Two social theories (Structural Functionalism and Marxism) will be introduced.	Chapter 2 – Theorizing Health: Major Theoretical Perspectives in Health Sociology <i>(note - you will return to this chapter many times!)</i>
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Week 3: January 24th The Canadian Health Care System	
This week examines the structure and formation of the Canadian health care system including the historical divide in provincial and federal jurisdiction and the origins of the Canada Health Act.	Chapter 12 – Medicine, Medical Dominance, and Public Health Online activity #1 due (Friday 5pm)

Week 4: January 31st Health Professionals (Working in Healthcare)	
This week we will use the social theory of Weberianism to consider how power, politics and privilege shape the delivery of health care.	Chapter 13 – Power, Politics, and Values: The Canadian Health Care System Chapter 15 – Nursing in the Twenty-First Century

Week 5: February 7th Social determinants of health	
This week we will explore the social production and distribution of health and the concepts of inequality and inequity as they pertain to health.	Chapter 4 – Class, Health Inequality, and Social Justice Online activity #2 due (Friday 5pm)

Week 6: February 14th MIDTERM (Weeks 1- 5) / Living with Chronic Illness	
This week, we will use the sociological theory Symbolic Interactionism to examine the lived experience of chronic illness.	Chapter 9 – The Medicalization of Society Chapter 10 – Constructing Disability and Living with Illness

Week 7: MIDTERM BREAK (Feb 20 – 23)
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Week 8: February 28th Gender and Health	
This week will explore feminist theories and consider the relationships between gender and health.	Chapter 5 – Women’s health in Context: Gender Issues

Week 9: March 6th Racialization and Health	
Beginning with an examination of anti-racism sociological frameworks, this week we will examine the relationships between race, ethnicity and health.	Chapter 6 – Racialization, Ethno-Cultural Diversity, and Health Online activity #3 due (Friday 5pm)
Week 10: March 13th The Environment, Climate Change and Health	
This week we will use the sociological theories of post-structuralism/postmodernism to consider the relationships between our environment, environmental policies and practices, and health.	Chapter 8 – Environmental Links to Health: Making Connections Guest lecture – Liv Yoon Proposal due (Friday 5pm)
Week 11: March 20th Indigenous Peoples and Health	
This week we will focus on the health and social issues facing Indigenous peoples with a particular focus on historical abuse on present day experiences of health.	Chapter 7 – Canada’s Aboriginal People and Health: The Perpetuation of Inequalities Online activity #4 due (Friday 5pm)
Week 12: March 27th MIDTERM (Weeks 6 – 11)/ Aging and Health	
This week will focus on the concept of ageism to explore the health and illness experiences of older adults.	Chapter 11 – Aging, Dying, and Death in the Twenty-First Century
Week 13: April 3rd Disability and Health	
This week we will focus on the health and social issues facing people with disabilities in Canada. We will also discuss medical, social and social relational models of disability.	Chapter 10 – Constructing Disability and Living with Illness (repeat) Submit for peer feedback (Tuesday 5pm) Return peer feedback (Friday 5pm) Online activity #5 due (Friday 5pm)
Week 14: April 10th No class – submit Final Written Assignment (Friday 5pm)	

Version: January 2024