

School of Human Kinetics
The University of British Columbia
Human Kinetics 261 – Health, Policy, and Society
January 2007
Woodward building (Rm. 5)

Instructor: Dr. Rob VanWynsberghe
Office: Room 156g, Auditorium Annex
Office Phone: (604) 822-3580
Office Hours: W 12:15 – 2:15pm
Email Address: rvanwyns@interchange.ubc.ca
Teaching Assistants:
Shannon Jette (shannonjette@hotmail.com) – office hours
Clare Cayley (cayley@interchange.ubc.ca) – office hours

Course Description

The purpose of this course is to analyze the concept of health in relation to specific policies (programs, legislation, ways of addressing problems) that address the consequences of illness, marginalization, and inactivity on the quality of life and well being of Canadians. The first part of the course traces the evolution of health care and health care policy in Canada (i.e., the Canada Health Act) and the legislation leading up to and following that momentous policy development. We then compare and contrast the similarities and differences between the medical and the social models of health. One question that stretches across the course is where does the health promotion model fit in (i.e., is it is medical, social or both?). One assumption this course argues is that much of what we know about health reflects the medical model of health. This course is a chance to be exposed to social determinants of health (e.g., literacy, housing, poverty, gender). In this course you are going to fulfill course requirements that ask you to reflect on some of the promises and problems inherent in the ways that health, public policy, and society interact with one another. This means that you will be asked to theorize and conceptualize course readings and pose salient questions (e.g., what is meaning of healthful communities? Why is the different between health care and health management? How does research and theory inform health policy?).

Course Design

In general, Mondays and Wednesdays will be reserved for lectures, interactive exercises and documentary films. Fridays are generally reserved for tutorials. Your tutorial will be in either Rm. 5 of the Woodward building or Rms. 405 and 407 of the West Mall Swing Space. On a few occasions and because of guest speakers, tutorials will be cancelled. Pay attention to schedule.

Required Reading

Course Pack of Research Articles. Available at the UBC Bookstore

Learning Outcomes

At the end of this course, students should be able to:

- 1) **Understand** the history and structure of the Canadian health care system.

- 2) **Document** skills related to the critical analysis of course issues.
- 3) **Relate** evaluation criteria to presentations, exams and papers.
- 4) **Acknowledge** the range of positive and negative attitudes, beliefs, and emotions that surround the broad concept of health.
- 5) **Apply** knowledge and research techniques.

Evaluation:

Group Presentation	20%
Mid Term Exam	20%
Research Paper	30%
Final Exam	30%

Due Dates, Expectations, and Grading:

Group Presentation

Tutorials begin on Friday, January 12. Beginning on Friday, January 26 (week#3), 2007, students will organize presentations in tutorial in groups of 5 people. Except for week#6, the presentations will concern issues corresponding to the topics addressed that week in lectures. For example, on Week#5, the group that week will give a presentation that falls under the umbrella of physical activity and healthism. Students will sign up to be part of a group presentation during the first week of tutorials. The presentations will be worth 20% of the final grade (see Appendix 1 for grading template and criteria). Presentations will be 35 to 40 minutes in length. Following the presentation, the presenters will be responsible for answering questions for a minimum of 10 minutes in length.

Mid Term Exam

In week 6 (Monday, February 12, 2007), students will write a mid term exam. This exam will cover all the material covered in weeks 1-5. The structure of the exam will be as follows: 20 multiple choice questions (each worth ½ a mark) and 2 short answer questions (each worth 5 marks). NOTE: presentations will be on the mid-term exam.

Research Paper

In week 10 (Monday, March 19, 2006) students will hand in a term paper. The term paper will ask students to define, apply and analyze one of the broad concepts discussed in class (medical, health promotion, non-traditional medicine, health literacy). Specifically, you will describe and discuss in relation to its helping someone achieve their highest potential. The paper is to be 5-6 pages (including references), typed and doubled-spaced and must have 12 point font, one inch margins, and APA referencing. In addition, the paper must have a title page (not included in the page limits). No handwritten papers, faxed papers or e-mail attachments will be accepted. For help with APA referencing, please see the following website: <http://www.library.ubc.ca/home/about/instruct/apastyle.html>. During week #6, there will be presentations given by library and Writing Centre staff regarding proper referencing, research paper writing, and use of the online indexes and databases. Extensions for the paper will only be granted in cases of medical or serious family emergencies (and only with appropriate medical

certificates), and NOT for academic workload. Students must contact the instructor prior to the due date of the paper in order to obtain an extension. Term papers will be handed back during the last week of classes.

Late Papers

Late papers will be penalized **2** marks per day including weekends. Term papers not handed in during class on March 19 will be considered late and will be subject to mark deductions.

Final Exam

Held during the official examination period (date TBA), the final exam will involve multiple-choice, short, and long answer questions pertaining to the material presented in class as well as the weekly readings. The multiple choice and short answer questions will pertain to the materials covered in weeks #7-12. The long essay will cover the material covered in the entire course. Three potential essay exam questions will be distributed on the last day of classes to assist students in preparing for the exam. Only one of these potential essay questions will be on the final exam. Alternative exam dates will ONLY be made for those students experiencing medical or serious family emergencies (and where medical documentation is provided) and not to accommodate holiday travel arrangements. NOTE: class presentations will be on the final exam.

Weekly Topics:

Week#1– Social Models of Health and Illness

This week we will examine the meaning of health, the bio-medical model of health and illness and three social models of health (the conflict theory model, the symbolic interactionist framework and the sociology of the body). During this week, the class will be divided up into three tutorial groups. Within each of the three groups, students will then sign up for a presentation day in the first tutorial.

Readings:

Barry, A. & Yuill, C. (2002). Chapter seven: The sociology of the body. Understanding health: A sociological introduction (pp. 92-110). Thousand Oaks, CA: Sage.

Freund, P. E. S., McGuire, M. B., & Podhurst, L.S. (2003). Chapter one: A sociological perspective on health, illness, and the body. Health, illness, and the social body: A critical sociology (4th ed.) (pp. 1-9). Upper Saddle River, NJ: Prentice-Hall.

Friday- Tutorials

Week #2 – The Canadian Health Care System

This week we will examine the changing health care system in Canada.

Readings:

Dickinson, H. D. & Bolaria, B. S. (2002). The Canadian health care system: Evolution and current status. In B. S. Bolaria and H. D. Dickinson (Eds.), Health, illness and health care in Canada (3rd ed.) (pp. 20-36). Toronto: Nelson Thomson Learning.

Matthews, M. (2004). Medicine as a business. The Mount Sinai Journal of Medicine, 71 (4), 225-230.

WEDNESDAY- Documentary film entitled “Code Blue: Health Care on Life Support: will be shown to the whole group.

FRIDAY- The class will not be divided into discussion groups. Dr. Bob Woollard, head of Family Practice at UBC and physician .will provide a guest lecture on his experiences and insights into the Canadian Health Care system.

Week#3 – Social Distribution of Health and Illness

This week we will look at the social determinants of health (such as socioeconomic status, gender, and age) as well as the social distribution of health and illness within Canada. On Friday, someone from the library will give a presentation concerning the use of abstracts and databases and tips and the conducting of library research.

Readings:

Raphael, D. (2004). Introduction to the social determinants of health. In D. Raphael (Ed.), Social determinants of health: Canadian perspectives (pp. 1-18). Toronto: Canadian Scholars’ Press.

Popay, J., Bennett, S., Thomas, C., Williams, G., Gatrell, A., & Bostock, L. (2003). Beyond ‘beer, fags, egg and chips’? Exploring lay understandings of social inequalities in health. Sociology of Health and Illness, 25 (1), 1-23.

WEDNESDAY- documentary film entitled “Toxic Brew (see http://rmbarry.com/audio_video/media/TBWM_preview_dsl.html for a preview) will be shown to the whole group.

FRIDAY- Tutorial and the first presentation.

Week#4 – Lifestyle and Health Promotion

This week we will examine Health Promotion policy, criticisms of the ‘lifestyle approach’ and similar developments in relation to fitness policy and programs. On Friday, January 27th, groups will meet to begin preparing for their respective presentations.

Readings:

Bercovitz, K. L. (1998). Canada’s active living policy: A critical analysis. Health Promotion International, 13 (4), 319-328.

Smith, C. (2002). Punishment and pleasure: Women, food, and the imprisoned body. The Sociological Review, 50 (2), 197-214.

WEDNESDAY- Documentary film entitled “The Long Walk: will be shown to the whole group.

Friday- Tutorial and second presentation.

Week#5 – Physical Activity and Healthism

This week we will focus on the contradictions represented by increasing rates of physical inactivity and cultural messages pertaining to body work and healthism. Did you know that health journals are discussing the fact that overweight women might be 'breeding obesity?'

Readings:

White, P., Young, K. & Gillett, J. (1995). Bodywork as a moral imperative: Some critical notes of health and fitness. Society and Leisure, 18 (1), 159-182.

Jette, S. (2006). “Fit for Two?”: A critical discourse analysis of *Oxygen* fitness magazine Sociology of Sport Journal, Accepted for Publication.

Note: Shannon Jette will provide the lecture.

WEDNESDAY- Documentary film entitled “The Weight of the World: will be shown to the whole group.

FRIDAY- Tutorial and third presentation.

Week#6 – Mid Term Exam Week Etc...

The mid term exam will be held on Monday, February 12, 2007.

WEDNESDAY - there will be a presentation from someone from the Writing Centre concerning writing research papers and using APA referencing.

FRIDAY- Tutorial and fourth presentation on any topic from weeks 7-12.

Week#7 – Technology, Health, and the Body – the Blurring of Health and Beauty

This week we will examine the blurring of health and physical attractiveness in contemporary society through the example of the cosmetic surgery industry. Specifically, we will discuss the impact of surgical and non-surgical cosmetic interventions on the individual’s perceived health, identity, and well-being.

Readings:

Gimlin, D. (2000). Cosmetic surgery: Beauty as commodity. Qualitative Sociology, 23 (1), 77-98.

Roswell, B., Norris, P., Ryan, K. & Weenick, M. (2000). Assessing and managing risk and uncertainty: Women living with breast implants. Health, Risk and Society, 2 (2), 205-218.

WEDNESDAY- Documentary film entitled “Breast Implants: Bigger for Better: will be shown to the whole group.

FRIDAY- Tutorial and fifth presentation.

Week#8 – Healthy Communities

This week we will explore the healthy communities movement. We will have a dialogue on the issue of the British Columbia Healthy Communities’ (BCHC) in the classroom and address questions that originate in the work that the BCHC is undertaking.

Readings:

Wolff, T. (2003). The Healthy Communities Movement: A Time for Transformation. National Civic Review, 92(2), 95-111

Frank, L. et Al. (2006) Promoting public health through Smart Growth: Building healthier communities through transportation and land use policies and practices. SmartGrowth, BC (www.smartgrowth.bc.ca/downloads/SGBC_Health%20Report%20Final.pdf)

NOTE: Students are asked to download (for either reading or printing) the Frank et al document.

WEDNESDAY – Julie Clark of BC Healthy Communities will make a presentation and conduct an interactive exercise.

FRIDAY- Tutorial and sixth presentation.

Week#9 – Health Literacy – Knowledge and Well-being

This week we will study whether the ability to access, understand, evaluate and share information can promote good health, identity, and well-being across the life-span.

Readings:

Rootman, I., Frankish, J., and Kaszap, M. (2007). Health Literacy: A New Frontier, In O’Neill, M., Dupéré, S., Pederson, A., and Rootman, I. (Eds.), *Health Promotion in Canada: Critical Perspectives*, Toronto: Canadian Scholars’ Press

Rootman I and Ronson, B (2005). Literacy and Health Research in Canada: Where have we been and where should we go? *Canadian Journal of Public Health*, 96:Supplement 2, 62-77, March/April, 2005. <http://www.nlhp.cpha.ca/lithlthe/cover.htm>

WEDNESDAY – Documentary film TBA

FRIDAY- No tutorial. Dr. Irv Rootman will be a guest speaker.

Week#10 - Chronic Illness and Stigma

This week we will examine the lived experience of chronic illness, including mental illness, and stigma.

Readings:

Charmaz, K. (1995). The body, identity, and self: Adapting to impairment. The Sociological Quarterly, 36 (4), 657-680.

Freund, P. E. S., McGuire, M. B., & Podhurst, L.S. (2003). Chapter seven: Experiencing chronic illness, pain, and disability. Health, illness, and the social body: A critical sociology (4th ed.) (pp. 146-167). Upper Saddle River, NJ: Prentice-Hall.

WEDNESDAY- Documentary film entitled “People Say I’m Crazy: will be shown to the whole group.

FRIDAY- Tutorial and seventh presentation.

Week#11 – The Lived Experience of Stress

This week we will look at the relationship between health, masculinity and femininity, life events, and perceived stress.

Readings:

Clarke, J. N. (2000). Chapter seven: Getting sick and going to the doctor. Health, illness, and medicine in Canada (3rd ed.) (pp. 146-168). Don Mills, ON: Oxford University Press.

Riska, E. (2002). From Type A man to the hardy man: Masculinity and health. Sociology of Health and Illness, 24 (3), 347-358.

WEDNESDAY- Documentary film entitled “Mothers of Courage: will be shown to the whole group.

FRIDAY- Tutorial and eight presentation.

Week#12 – Alternative and Complementary Medicine

This week we will discuss alternatives and complements to Western medicine. Please note: there is only one reading for this week.

Reading:

Clarke, J. N. (2000). Chapter 15: Complementary and alternative medicine. Health, illness, and medicine in Canada (3rd ed.) (pp. 343-364). Don Mills, ON: Oxford University Press.

WEDNESDAY- Documentary film entitled “Mothers of Courage: will be shown to the whole group.

FRIDAY- No class: Holiday (Good Friday)

Week#13 – Wrap Up and Review

MONDAY- No class: Holiday (Easter Monday)

WEDNESDAY- Wrap Up and Review

NOTE:Term papers will be handed back this week**

THURSDAY (April 12)- END OF TERM

Appendix 1. Group Presentation Evaluation Criteria:

A. Basic Organization

- i. Introductions?
- ii. Agenda?
- iii. Outcomes?
- iv. Equipment?
- v. Q/A

B. Form

- i. Interesting?
- ii. Engaging?
- iii. Challenging?
- iv. Active?
- v. Enthusiastic?

C. Content

- i. Informative?
- ii. Knowledgeable?
- iii. Relevant?
- iv. Honest and Sincere?
- v. Group Knowledge?

D. Tailoring to the Audience

- i. Interactive?
- ii. Varied?
- iii. Mix of media?
- iv. Props?
- v. Hands on?

Final Grade of Presentation /20

Appendix 2. Research Paper Grading Criteria

A/ Form and Content

Style- Does the proposal read smoothly (counting grammar and spelling, phrasing)?

Logic/Organization- Is there a sequence and a flow between goals, objectives, methods, ideas?

Structure- Does the proposal feature the relevant literature and concepts?

Analysis- Does the proposal merely present an overview of other's ideas or is the product of analyzing patterns and highlighting differences.

Sources/Documentation- Does the proposal draw upon and reference sources that provide incremental improvements in the development of the argument?

B/ Overall Feedback

- Does the proposal demonstrate an understanding of the problem?
- Does the proposal provide a wide enough range of information?
- Did the proposal emphasize clarity?
- Is this proposal likely to lead to research that is utilized?

C/ General Comments

- The most positive elements of this proposal are:
- The strongest criticisms of this proposal are:

D/ Final Grade of Proposal /30