

THE UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
HLSC 2700/SOCI 2700 – Health and Society
Course Outline – Fall,2012
Thursday 18:00 – 20:50 AH116
Sept. 6 – Nov. 29, 2012

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Course Description:

This course will introduce sociological perspectives on health, wellness, illness and disease. Sociological perspectives will be contrasted with dominant models of health evident within the Canadian health care system. An intersectional perspective will be applied to consider how differences in health (at both individual and population levels) are socially constructed by intersecting sources of inequality within society. Sociological perspectives are applied to address current issues in population health and health care reform. This course will promote the development of a sociological imagination—seeking to move beyond simply describing social problems to identifying strategies for social change—to promote the salutogenic factors and social conditions required to support healthy people and healthy societies.

Approach to Learning:

Classes are 2 hours and 45 minutes, once per week. The primary format of instruction will be lecture; however, class and group discussions will be included as a regular component of the course. Other methods of instruction included web-based resources in Moodle, guest lectures, videos and class handouts. Students are expected to check Moodle regularly for discussion questions and resources. Students are responsible for information provided through all formats.

Prerequisite:

Sociology 1000 or a previous course (3.0 credit hours) in sociology.

Course Learning Outcomes:

Students will be able to:

1. Define health, wellness, illness and disease from sociological (e.g., structural functionalism, conflict, symbolic interactionism, and feminist) and health perspectives (e.g. biomedical, behavioural, and socioenvironmental).
2. Describe how social location and social inequalities (e.g., by social class, gender, ethnicity, or age) intersect to impact health.
3. Describe and apply course concepts (e.g., medicalization, professionalization, and commodification).
4. Compare and contrast the formal health care systems in Canada and the United States.
5. Describe the rise of medical pluralism and alternative health care belief systems in Canada.
6. Apply sociological and health perspectives to describe health issues within the context of Canadian society and identify strategies to reduce health inequalities.

Required Text:

Segall & Fries (2011). *Pursuing health and wellness: Healthy societies, healthy people*. Toronto: Oxford University Press.

Optional Text:

Raphael, D., (Ed.). (2010). *Staying Alive: Critical perspectives on health, illness and health care* (2nd Ed). Toronto: Canadian Scholars' Press Inc.

*PowerPoint slides from course lectures, optional readings and resources are available in Moodle.

Course Requirements:

Group Facilitation	Classes 4 - 12	15%
Mid-term Exam	Class 7	20%
Outline of Paper	Class 8	5%
Individual or Group Paper	Class 10	25%
Final Exam	Class 13 (in class)	20%
Participation		15%

Guidelines for Assignments:

Group Facilitation Assignment (15%)

Each base group will be assigned to facilitate one class discussion based on the weekly readings listed in the course outline. For this assignment students will work in small groups (their base-group) to prepare and facilitate a 30-minute in-class discussion session on a selected topic (see assigned date and topics posted in Moodle). This group assignment is divided into three parts: Part 1: Preparation, Part 2: Facilitation and Part 3: Peer Evaluation.

Part 1: Preparation (5 marks)

- Review the required reading for the date and topic assigned to your base group (see the course outline and Moodle).
- Each student will independently complete a review of scholarly literature and identify at least one additional scholarly reading (e.g., journal article or an electronic book chapter from sociological or health literature) to share with the group. The group then selects one (1) reading to share with the class.
- Post a reference list in Moodle two (2) days prior to your base-group's facilitated discussion:
 - a reference list in APA 6th Edition format (*Each group member must identify one scholarly reference for the reference list – note the names of group members to follow each reference)
 - a student or a group failing to submit their scholarly reference(s) by the deadline will receive a score of zero (0/2 marks) on this part of the assignment.
- Post the following in Moodle at least two (2) days prior to your base-group's facilitated discussion:
 - 1 scholarly reading to share with the class
 - 1 additional learning resource (e.g., a short video clip, web-based resource, or a one-page case study)
 - 3 discussion questions based on the readings
 - delayed posting of these requirements will result in a deduction of 1 mark per day (/3 marks)

Part 2: Facilitation (10 marks)

- Introduce the topic in class (5 minutes max)
- Be prepared to answer questions and stimulate debate.
- Circulate among other base-groups to support their discussion (15 minutes).
- Invite base groups to report a few summary comments to the class (5 minutes).

Part 3: Peer Evaluation (percentage of the group mark)

- Complete the peer evaluation form to rate the contribution of each of your base group members (do not rate yourself). Peer evaluations are used to evaluate individual marks. At the bottom of your peer evaluation form, list your own contributions to the assignment. Peer-evaluation forms must be submitted to the instructor by the end of class after completing your group facilitation (see Marking Criteria for Peer Evaluation and Peer Evaluation Form). Delayed submission of peer evaluation forms will result in a deduction of 1 mark per day (individual deduction).

Mid-term Exam (20%)

The mid-term exam will include a combination of multiple-choice and short answer questions covering material presented in class, from readings, guest speakers, Moodle resources and other course material.

Group or Individual Paper (5% Outline and 25% Paper)

The purpose of this small group (2-3 students) or individual assignment is to integrate course concepts and apply these to the analysis of a Canadian health, wellness or illness issue. Consider this issue from two perspectives: a) from one sociological perspective and b) from one model of health. Follow the guidelines for formatting a paper and citing your references using the APA 6th Edition (see the APA format example at the following link: <http://supp.apa.org/style/PM6E-Corrected-Sample-Papers.pdf>). If you choose to submit a group paper, list the contributions of each group member in an Appendix to the paper. *The 5% deduction applies for late submission of the outline or the paper.

Outline of the Paper (5%)

- (a) Groups or individuals confirm their topic with the instructor during *Class 6*.
- (b) Submit an outline of the paper for review (upload in Moodle) prior to *Class 8*.

Provide a short 1-2 page summary outlining your topic, two perspectives, and a few key points. Provide three scholarly references.

Paper (25%)

- c) Submit the final paper prior to the start of *Class 10* (upload in Moodle). See the marking guide attached.

Structure of the Paper

The paper should include the following components:

- (a) Title Page
 - Include a title, course #, student ID#, instructor name, date, a running header and page numbers.
- (b) Introduction
 - Introduce your selected issue, the perspectives taken, key points and a thesis statement
- (c) Background
 - Describe a Canadian health, wellness or illness issue (What is known about this issue? Who is most affected? Are there any known health inequalities or health inequities for sub-populations?).
 - Briefly describe two (2) perspectives (e.g., one sociological perspective and one health model).
- (d) Discussion
 - Describe the intersection of two sources of social inequality (by social class, gender, or ethnicity).
 - Review and discuss this issue from two perspectives (as above).
 - Would this issue be viewed as a matter of personal responsibility, professional responsibility, public responsibility or a shared responsibility from these two perspectives?
- (e) Implications & Conclusions
 - Provide a short summary of key points from your discussion.
 - What are some of the strategies for addressing this issue based on each perspective?
 - What are some of the recommendations for health and social policy based on each perspective?
- (f) References
 - Cite at least six (6) scholarly references (including sociology and health references).
 - Cite at least one (1) grey literature reference to provide statistics on this health, wellness or illness issue.

See the attached marking criteria for the paper. Students completing a group paper will receive a mark based on the group mark and peer evaluation ratings on their contributions to the assignment (see the Marking Criteria for Peer Evaluation and the Peer Evaluation Form).

Final Exam (20%)

The test will consist of multiple-choice, short- and long-answer questions covering material presented in class, including course readings, lectures, discussions, and other resource material provided in class and in Moodle. The final in-class exam will be a non-cumulative exam focused on the second half of the course.

Participation Mark (15%)

The purpose of the participation mark is to encourage student accountability for cooperative and group-based learning and to encourage regular attendance in class. All students are expected to participate in class, to respond to i-clicker questions, to take part in group discussions (base-groups) and to participation in a group facilitation assignment.

iClicker Participation (10%)

Students will be invited to answer several i-Clicker questions during each class. To receive iClicker credit for a given class, students must be present in class (one absence is allowed without deduction) and respond to at least 75% of iClicker questions posed in a class using an iClicker registered under his or her name ([link to register](#)).

Base Group Participation (5%)

Base groups will be selected or assigned by the end of the second class and the names of group members will be posted in Moodle. Each base group will be required to facilitate one class discussion during the term (see Group Discussion Facilitation Assignment). Before each class; complete weekly required reading(s). Before facilitated discussion sessions, review the posted reading and discussion questions. Peer evaluation (by group members) will be included in the calculation of a final participation mark (see peer evaluation marking guide).

Classroom Etiquette:

Students are expected to attend all classes, be prepared for discussions and to stay for the duration of class. If you are unable to attend, need to come late or leave early, please notify the instructor in advance. Please show respect for the ideas of others and avoid dominating classroom or base-group discussions. Turn cell phones to silent and refrain from using portable electronic devices (other than iClickers) unless related to course activities. Laptops may be used for course-related work/activities.

General Instructions for Assignments:

- Students are responsible for completing all course requirements as scheduled.
- A request for an extension must be discussed with the instructor 24 hours prior to the due date.
- Notify your instructor of a legitimate absence from an exam or the facilitation assignment within 24 hours of an absence (supporting document may be requested). Rescheduling an exam is at the discretion of the instructor.
- Unless otherwise specified, late assignments will be deducted 5% of the total mark per day (per Faculty of Health Sciences policy).
- Scholarly references include journal articles, books or scholarly grey literature reports with citations listed (e.g., Statistics Canada reports). Websites and Wikipedia are not accepted as scholarly references for assignments in this course.
- Submit an electronic copy (post in Moodle) of assignments by specified due dates.
- Utilize the American Psychological Association's (APA) 6th edition format for assignments in this course. See: <http://www.uleth.ca/lib/guides/research/display.asp?PageID=1> Review the APA Tutorial on-line or see the APA Manual available in the library. If you need assistance, please speak to the instructor or consult a librarian.
- The instructor will return the mid-term exam and assignment materials in class, or see your instructor during office hours.

Grading Breakdown:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

It is expected that university students are familiar with correct spelling and grammar rules. If you feel that you need help in these areas, you are strongly advised to obtain and use dictionaries, and/or to take advantage of university resources set up to assist students with writing. Further, students are referred to The University of Lethbridge Calendar for 2010-11 regarding academic offences.

Plagiarism Statement:

Students are referred to *The University of Lethbridge Calendar* regarding academic offenses. Specifically:

1. Plagiarism

- a. No student shall represent the words or ideas of another person as his or her own. This regulation will affect any academic assignment or other component of any course or program of study, whether the plagiarized material constitutes a part or the entirety of the work submitted.
- b. Upon submission of evidence that the student has represented another person's words or ideas as his or her own, the student shall bear the burden of proving that there was no intent to deceive.

2. Cheating

- a. In the course of an examination, no student shall obtain or attempt to obtain information from another student or other unauthorized source, or give or attempt to give information to another student, or knowingly possess, use or attempt to use any unauthorized material.
- b. No student shall represent or attempt to represent oneself as another or have or attempt to have oneself represented by another in the taking of an examination, preparation of a paper or other evaluated activity.

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students are required to submit electronic copies of their work for this course.

Accommodations for Students with a Disability:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Counselling Services/Students with Disabilities Resource Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Disabilities Resource Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

Class Schedule (Tentative)

Class & Date	Topic	Required Reading	Activities/Additional Materials
Class 1 Sept. 6	Course introduction Health & Sociological Models (Paradigms) The Sociological Imagination, Structural Functionalism	Review of Course Outline <u>Textbook: Segall & Fries:</u> Chapter 1 p 1-27. Chapter 2 p. 28-33.	<u>Moodle</u> See posted readings & resources for each class. <u>Discussion:</u> What is the meaning of health? What are the social structures of society?
Class 2 Sept. 13	Conflict Paradigms Symbolic Interactionist Lay Beliefs, Social Support & Informal Care & Lifestyles	<u>Textbook: Segall & Fries:</u> Chapter 2 p.34-42. Chapter 9 p. 233-270.	<u>Activity:</u> Confirm Discussion Groups (Base Groups) <u>Discussion:</u> Why does it matter how people feel about health and illness?
Class 3 Sept. 20	Feminist Paradigms Sociology of the Body Social Construction	<u>Textbook: Segall & Fries:</u> Chapter 2 p. 44-55. <u>Optional Reading</u> Bourgeault, I. L. (2010). Chapter 2. In T. Bryant, D. Raphael & M. Rioux. Staying Alive. p. 41 – 63	<u>Discussion:</u> What is social construction? How would feminists and sociology of the body perspectives differ?
Class 4 Sept. 27	Measuring Health and Wellbeing Personal Health versus Population Health The Biomedical Model	<u>Textbook: Segall & Fries:</u> Chapter 3 p. 57-90. Chapter 10 p. 280-288	<u>Moodle:</u> Resources on Wellbeing <u>Discussion:</u> What is the meaning of good health? What are the dimensions of wellbeing?
Class 5 Oct. 4	The Factors that Shape Health & Wellness Determinants of Health Status, Good Health & Ill Health	<u>Textbook: Segall & Fries:</u> Chapter 4 98-118. <u>Required reading in Moodle:</u> Mikkonen & Raphael (2010). Social determinants of health: The Canadian facts. p. 6-11	<u>Moodle:</u> Raphael (2004). The Toronto Charter for a healthy Canada. <u>Discussion:</u> a) What are the social determinants of health? b) How do they interact to influence health? Moodle: Study Guide for Midterm
Class 6 Oct. 11	Inequalities & Health Disparities: Socioeconomic Status (SES) or Social Class (Conflict & Structural Functionalist Perspectives)	<u>Textbook: Segall & Fries:</u> Chapter 5 (119-144) <u>Optional Reading:</u> Bryant, T (2010). Chapter 9 Politics, public policy and health inequalities. In T. Bryant, D. Raphael & M. Rioux (2010). Staying Alive. p. 239–262.	<u>Video:</u> Unnatural Causes <u>Moodle:</u> Web links <u>Discussion:</u> How can socially patterned differences in health be explained by SES? <u>Activity:</u> Identify a topic for Individual or Group Paper
Class 7 Oct. 18	Mid-term Exam	Exam: In-class (90 min.)	
Class 7 Oct. 18	Inequalities & Health Disparities: Gender (Feminist Perspective) Medical Dominance & Medicalization	<u>Textbook: Segall & Fries:</u> Chapter 6 p. 145-165. Chapter 10 p. 288-294.	<u>Discussion:</u> Agency versus structure: Women as active agents or passive victims of patriarchy and biomedical dominance?

Class & Date	Topic	Required Reading	Activities/Additional Materials
Class 8 Oct. 15	Inequalities & Health Disparities: Ethnicity	<u>Textbook: Segall & Fries:</u> Chapter 7 p. 166-194.	<u>Guest Speaker:</u> TBA
Class 9 Nov. 1	An Intersectional Model Explaining Medicalization (Conflict and Sociology of the Body Perspectives)	<u>Textbook: Segall & Fries:</u> Chapter 8 p. 195-229. Chapter 10 p. 288-294	<u>Group Discussion:</u> a) What are the benefits/limitations of the intersectional model? b) Medicalization or de-medicalization?
Class 10 Nov. 8	Sick People or Sick Societies? Politics, Public Policy & Health Inequities	<u>Required Review:</u> <u>Wilkinson & Pickett:</u> The Spirit Level - resources	<u>Video:</u> Wilkinson & Pickett <u>Moodle:</u> Resources <u>Discussion:</u> Sick People or Sick societies?
Class 11 Nov. 15	The Canadian & American Health (Illness) Care Systems Achieving Healthy Futures	<u>Required Reading:</u> McDaniel & Chappell, Health care in regression p. 123-132. (See Moodle) <u>Textbook: Segall & Fries:</u> Chapter 12 p. 335-365	<u>Guest Lecture:</u> TBA <u>Discussion:</u> a) How and why do the Canadian and US health (illness) care systems differ? b) Is it possible to close the gap on health disparities in a generation? Moodle: Study Guide for Final
Class 12 Nov. 22	Medical Pluralism & Complimentary & Alternative Medicine (CAM) Review for final	<u>Textbook: Segall & Fries:</u> Chapter 11 (312-329)	<u>Guest Speaker:</u> TBA <u>Discussion:</u> a) Why is there a trend toward increased medical pluralism in Canada and the US?
Class 13 Nov. 29	Final Exam		In Class Final Exam 2hrs 45 min.

*See Optional Reading List posted in Moodle for full citations in APA format and supplementary reading. This reading list may be of assistance for course assignments.

Marking Criteria for Peer Evaluation - Participation

Peer Evaluation Form – Participation

Your Student ID #: _____ Date: _____

Provide a copy of this peer evaluation form for each assignment (Check one):

- Mid-term – Base-Group/In-Class Discussions
- Group Paper
- Final – Base-Group/In-Class Discussions

Group members _____

Group member ratings:

- 1) Team Member's Name: _____ total score _____ (/50)
 - a) Preparation: _____ (/10) b) Contribution: _____ (/10)
 - c) Respect: _____ (/10) d) Flexibility: _____ (/10)
 - e) Dedication: _____ (/10)
- 2) Team Member's Name: _____ total score _____ (/50)
 - a) Preparation: _____ (/10) b) Contribution: _____ (/10)
 - d) Respect: _____ (/10) d) Flexibility: _____ (/10)
 - e) Dedication: _____
- 3) Team Member's Name: _____ total score _____ (/50)
 - a) Preparation: _____ (/10) b) Contribution: _____ (/10)
 - e) Respect: _____ (/10) d) Flexibility: _____ (/10)
 - e) Dedication: _____
- 4) Team Member's Name: _____ total score _____ (/50)
 - a) Preparation: _____ (/10) b) Contribution: _____ (/10)
 - f) Respect: _____ (/10) d) Flexibility: _____ (/10)
 - e) Dedication: _____ (/10)
- 5) Team Member's Name: _____ total score _____ (/50)
 - a) Preparation: _____ (/10) b) Contribution: _____ (/10)
 - g) Respect: _____ (/10) d) Flexibility: _____ (/10)
 - e) Dedication: _____ (/10)

For Base Group Participation, each individual group member will receive a percentage of the participation mark based on their participation rating score at mid-term and final ratings (e.g., a participation rating score of 50/50 at mid-term and at final evaluation = $5/5 + 5/5 = 10/10$)

For the **Group Facilitation** assignment and **Group Paper**, each individual group member will receive a percentage of the group mark based on their participation rating score (e.g., a participation rating score of 50/50 = 100% of the group mark, and a score of 25/50 = 50% of the group mark).

Marking Criteria Group Facilitation Assignment

Group # _____ Date: _____

Topic: _____

Group Members _____

Part 1 Preparation (5 marks) – Group Mark

_____ Email the instructor two (2) days prior to your base-group's facilitated discussion

_____ **a reference list** in APA 6th Edition format (1 mark)

_____ with at least **one reference per group member** (1 mark)

_____ a student or a group failing to submit their scholarly reference(s) by the deadline will receive a score of zero (0/2 marks) on this part of the assignment.

_____ Post the following in Moodle two (2) days prior to your base-group's facilitated discussion:

_____ **1 additional scholarly reading** (1 mark)

_____ **1 additional learning resource** (e.g., a short video clip, web-based resource, or a 1 page case study) (1 mark)

_____ **3 discussion questions** based on the readings (1 mark)

_____ *Delayed posting of these requirements will result in a deduction of 1 mark per day (/3 marks – group mark)*

Part 2 Facilitation (10 marks) - Group Mark (each group member participates)

_____ **Introduce the topic** in class (5 minutes max) (3 marks)

_____ Be prepared to **answer questions and stimulate debate** (3 marks).

_____ Circulate among other base-groups to **support their discussion** (15 minutes) (2 marks).

_____ **Invite** base-groups to report **a few summary comments** (5 minutes) (2 marks).

Part 3 Peer Evaluation (Individuals will received a percentage of the Group Mark based on their peer rating scores – see Peer Evaluation Criteria)

_____ Complete the peer evaluation forms to rate the contribution of each of your base-group members (do not rate yourself).

_____ At the bottom of your peer evaluation form, list your own contributions to the assignment.

_____ Peer-evaluation forms must be submitted to the instructor by the end of class after completing your group facilitation

_____ Peer Evaluation Ratings **submitted on time**

_____ *Delayed submission of peer evaluation rates will result in a deduction of 1 mark per day (individual mark deduction)*

_____ Total Score – Group Mark (less deductions) (15% of final mark)

Marking Guide for Individual or Group Paper

Name Individual _____ or Group Members: _____

Topic: _____

	Poor/Failing			Outstanding/Excellent
<p>Organization and Development of Ideas</p> <p>/20%</p>	<p><input type="checkbox"/> Introduction does not provide direction for the paper</p> <p><input type="checkbox"/> Logical connections between health issue and social factors not evident, vague or unclear.</p> <p><input type="checkbox"/> Issue vague and unclear.</p>	<p><input type="checkbox"/> Introduction provides direction for the paper, but framework not applied throughout the paper.</p> <p><input type="checkbox"/> Logical connections between health issue and social factors often unclear.</p> <p><input type="checkbox"/> Issue presented superficially.</p>	<p><input type="checkbox"/> Organizational framework (overview) identified and applied, although framework may not always be fully developed.</p> <p><input type="checkbox"/> Logical connection between health issue and social factors sometimes unclear.</p> <p><input type="checkbox"/> Issue clearly presented however lacks critical analysis.</p>	<p><input type="checkbox"/> Organizational framework (overview) identified and developed throughout paper.</p> <p><input type="checkbox"/> Logical connections between health issue and social factors clearly identified.</p> <p><input type="checkbox"/> Issue clearly presented with a critical analysis.</p>
<p>Support for ideas and Arguments</p> <p>/30%</p>	<p><input type="checkbox"/> Minimal scholarly references (references do not meet specified requirements).</p> <p><input type="checkbox"/> References do not provide support for social analysis of health issue.</p> <p><input type="checkbox"/> Incorporates a sociological paradigm and/or alternate perspective in the paper, but not both.</p> <p><input type="checkbox"/> Lack of clear application of the paradigm and analysis</p>	<p><input type="checkbox"/> Incorporates limited range of scholarly references (sociology or health references but not both).</p> <p><input type="checkbox"/> Minimal supportive evidence for social analysis of health issue</p> <p><input type="checkbox"/> Incorporates sociological paradigms and/or alternate perspective in the paper. Some errors in application of the paradigm to analysis</p>	<p><input type="checkbox"/> Incorporates an adequate range of scholarly references (including Canadian sociological and health references).</p> <p><input type="checkbox"/> Supportive evidence presented for social analysis of health issue.</p> <p><input type="checkbox"/> Incorporates a sociological paradigms and/or alternate perspective and provides appropriate analysis</p>	<p><input type="checkbox"/> Incorporates a broad range of scholarly references (including Canadian sociological and health references and exceeds requirements).</p> <p><input type="checkbox"/> Supportive evidence integrated with original expression of ideas for social analysis of health issue.</p> <p><input type="checkbox"/> Incorporates a sociological paradigms and/or alternate perspectives and provides an insightful analysis</p>
<p>Synthesis of ideas and depth of argument</p> <p>/40%</p>	<p><input type="checkbox"/> Rationale for health issue choice is missing.</p> <p><input type="checkbox"/> Summary of the literature predominates.</p> <p><input type="checkbox"/> Minimal social analysis of health issue and limited development of conclusions and arguments</p> <p><input type="checkbox"/> Lacks connection between health issue and social factors.</p>	<p><input type="checkbox"/> Rationale for health issue choice is vague</p> <p><input type="checkbox"/> Inconsistent examination of the issue. Some areas examined in depth, other aspects receive superficial examination.</p> <p><input type="checkbox"/> Explanation of key points and conclusions occasionally lacking.</p>	<p><input type="checkbox"/> Rationale for health issue choice is present but not fully developed.</p> <p><input type="checkbox"/> Adequate analysis and examination of the issue. May not be viewed from multiple perspectives.</p> <p><input type="checkbox"/> Adequate explanation of key points and conclusions</p>	<p><input type="checkbox"/> Rationale for health issue choice is well developed.</p> <p><input type="checkbox"/> Thorough analysis and examination of the issue from multiple perspectives.</p> <p><input type="checkbox"/> Elaboration of key points, arguments, and conclusions.</p>
<p>Expression of Ideas</p> <p>/10%</p>	<p><input type="checkbox"/> Grammatical and spelling errors interfere with expression of ideas.</p> <p><input type="checkbox"/> Multiple and repeated errors in APA format.</p> <p><input type="checkbox"/> Expression of ideas frequently unclear and confusing.</p>	<p><input type="checkbox"/> Significant grammatical errors including incomplete sentence structure, poor usage of terms, colloquial expressions and spelling errors.</p> <p><input type="checkbox"/> Significant APA format errors.</p> <p><input type="checkbox"/> Inconsistent clarity, wordiness or duplication. Flow of logic is unclear at times.</p>	<p><input type="checkbox"/> Minor grammatical errors, colloquial expressions and occasional spelling errors.</p> <p><input type="checkbox"/> Minor APA format errors.</p> <p><input type="checkbox"/> Generally clear, succinct and logical expression of ideas.</p>	<p><input type="checkbox"/> No grammatical or spelling errors.</p> <p><input type="checkbox"/> No APA format errors.</p> <p><input type="checkbox"/> Logical, succinct development of ideas.</p>

COMMENTS

Organization
Support –
Synthesis –
Expression –

FINAL GRADE = /100 (Grade will be computed to be worth 30% of the term mark.)