

Proposal for Content of a Special Topic Paper

(This form is to fill an existing Special Topic code with content; or to create a new trial paper. If a new paper code for a generic special topic is required, then a Form 3ST must also be completed.)

Name of Department Sociology, Gender & Social Work

Subject Code, Number and Title of New Paper SOCI 204 ST: Sociology of Health

Year of Introduction (Year Proposal Takes Effect) 2019

Special Topic will be taught as a 'one-off'?

Special Topic is a 'tester' paper & may become permanent?

When is the Special Topic to become available?

2019

The number of times the same Special Topic will be offered should be no more than three times, or two years at which point a proposal will need to be made for a named paper using a Form 3 (See Special Topic Guidelines)

Purpose of Special Topic and Expected Duration

(A succinct description of the purpose of the proposal including the introduction of new papers and any consequential amendments such as deletions of existing papers and amendments to schedules. See Special Topic Guidelines.)

To offer a Special Topic paper in Sociology in 2019.

Justification

(Provide a brief rationale for the content of the proposed Special Topic.)

The social aspect of health is an area of growing emphasis and interest at the University of Otago. A Sociology of Health paper fills a gap in Sociology offerings and complements papers being offered in other programmes, particularly ANTH 223/323 Anthropology of Health, by focusing on the macro, lifecourse, and inequalities aspects of health. This approach offers a bridge between Health Sciences approaches and Social Sciences approaches that will be attractive to students in both. Sociology of Health will contribute to multiple new initiatives. It responds to student demand for a course in Sociology of Health and Sociology majors enrolled in SOCI 102, which teaches a unit on the Sociology of Health, have requested that there be higher-level papers available in this topic for the major. These cross-disciplinary synergies between initiatives exemplify the spirit of collaboration that the Division of Humanities is encouraging and supporting going forward.

Qualifications Affected

BA, BAsC

Prescription

(Refer to *Guide to Enrolment* for format. Include proposed subject code, paper number, points value and anticipated EFTS, prerequisites, restrictions, programmes the paper is 'limited to', whether it will be offered on-campus and/or by distance learning, and whether it is to be taught in the 1st and/or 2nd Semester, during the whole year or Summer School. The description of the content should be no longer than 30 words. Refer to the Form 3 *Important Notes* for guidance on title, prescription and prerequisites etc.)

SOCI 204 Special Topic: Sociology of Health

S2 0.15 EFTS OL, OC 18points

This paper examines health and wellbeing from a societal perspective, linking individual experiences to social structure and uncovering health inequalities across the lifecourse.

P (SOCI 101 or 102 or 103) or 54 points

SC Arts and Music

Occurrence Details

Basic details of each occurrence of the paper, each listed separately. Include campus being taught at or from (Dunedin, Christchurch, Wellington, Invercargill, Auckland), teaching period (S1, S2 etc.), indicative start date (for each occurrence – if not standard), indicative end date (for each occurrence – if not standard), teaching method (i.e. on campus or by distance). Refer to the 'Form 3 - Important Notes' for guidance on the definition of an occurrence, teaching period and start/end dates.

Campus Taught From	Teaching Period	Indicative Start Date (if Non-Standard)	Indicative End Date (if Non-Standard)	Teaching Method
Dunedin	S2			On-Campus

Consequential Amendments to Regulations and/or Schedules and/or Other Papers

(All changes to regulations, schedules and the paper rules of related papers (e.g. prerequisites, corequisites, and restrictions) as a result of introducing this paper must be detailed below. It may be useful for both current and proposed forms of words for publication to be provided, with changes or additions in bold or italic type. This includes changes that will need to be made to Schedules, including Schedules A, B and C. Include Calendar page numbers. Changes to the Programme information in the *Guide to Enrolment* are not required. Consequential deletion(s) of papers must also be reported here (in which case a separate Form 5, proposal to delete a paper, does not need to be completed).)

As this is a Special Topic, it will not be scheduled for the Minors in Gender, Sexuality and Health or Medical Anthropology; however, it is anticipated that should this paper proceed to permanent status, consequential amendments will be included in that Form 3.

Academic Consultation with other Departments/other Divisions

(Outline the consultation that has been undertaken with interested parties including other Departments and Divisions. Detail any professional accreditation requirements.)

In the Division of Humanities all Heads of Department are consulted on a form to introduce a new paper, and are invited to respond only if they wish to raise a concern. For this proposal, all Heads of Department were consulted and the responses were all positive, so no consultation table has been included.

Given the nature of the paper, this proposal has been sent to the Health Sciences and Sciences committees and Div Boards for consultation.

Part (ii)

Learning Outcomes (Aims and Objectives) of Paper

(Learning outcomes (aims/objectives) for individual papers can be described in a range of styles and should indicate what learners are able to do on successful completion of the paper. Outcomes for the paper should also contribute to the Graduate Profile of the programme – *please identify which attributes of the Graduate Profile are achieved by the paper*. See Section 10 of the *Form 1S and Form 1 Important notes for applicants* for further information and a best practice example, or the *Teaching and Learning Plan* at <http://www.otago.ac.nz/staff/>)

The course design should ensure alignment between learning outcomes, teaching and learning methods, and assessment. When considering outcomes, be sure to consider the different domains such as knowledge, skills (generic and subject-specific) and attributes. Note that assessment tasks later in this form will need to be aligned with the outcomes for the paper.)

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

- Relate health to sociological theory and knowledge. (*Research, scholarship, critical thinking*)
- Compare health across social groups. (*Cultural understanding, ethics, interdisciplinary perspective, global perspective*)
- Demonstrate understanding of health sociology through written and oral communication. (*Research, communication, information literacy, self-motivation*)

Paper Outline

(Please provide an outline of the structure and content of lectures, laboratories and tutorials, and a description of the assessment tasks – see also Section 12 of the *Important Notes for Completing Forms*.)

Health and wellbeing are integral to society. They represent an essential aspect of everyday life that is often taken for granted until something goes wrong, making this an ideal topic to be uncovered by sociological theory and research. This paper takes a society-level approach to health and wellbeing by examining conceptualisations of health, health inequalities, and health and wellbeing across the lifecourse. It discusses the health-related implications of current topics such as technology and Big Data. Students of all majors are invited to take this paper. The course is internally-assessed, and for the assessment students will choose a health issue as the focus of a report that will use official statistics and other data to uncover patterns in New Zealand society.

Outline:

Week	Lecture Topic	Tutorial Topic	Assessment
1	<u>Part I: Conceptualising Health</u> Health as a Social Construct: Medicalisation and Individualisation	Introduction	
2	Sociological Theories of Health: From Durkheim and Weber to Parsons and Foucault	Topic Selection	
3	Lifecourse & Ecological Systems: Frameworks of Health	Making an Oral Presentation	
4	Measuring Health: Methods of Social and Medical Research	Consultations	Topic Proposal
5	<u>Part II: Social Context of Health</u> Institutions and Organisations	Finding Health	Presentations

		Data	in Tutorial
6	Technology and Surveillance	Using Health Data	
7	Social Groups, Social Media and 'Wellness' Trends	Visualising Data	
8	<u>Part III: Social Inequalities and Health</u> Inequalities and Health	Data Sharing Workshop	
9	Genders and Sexualities	Journal Discussion	
10	Ethnicity, Nationality and Migration	Report Writing	
11	Wealth/Income and Education	Consultations	Journal
12	<u>Part IV: Lifecourse and Health</u> Birth, Childhood and Adolescence	Consultations	
13	Adulthood and Older Age		Report

Assessment:

<p>Topic Proposal A 150 word proposal indicating the health topic the student will focus on throughout the semester. Students will choose from a list provided by the instructor (i.e. obesity, dementia, mental health, ADHD, infertility, diabetes). This topic will form the basis of the written report, journal, and oral presentation. Due in Week 4.</p>	10%
<p>Written Report A 5,000 word essay on the student's chosen health topic, incorporating a) sociological theory and conceptualisation, b) social inequalities, and c) implications for society. Due at the end of the semester.</p>	50%
<p>Journal A 1,000 word journal containing observations of the health topic in the news and social media along with critical reflections of conceptualisation, measurement, inequalities and societal implications. Entries to be submitted during selected tutorials and the complete journal due in Week 11.</p>	20%
<p>Oral Presentation A 15-minute presentation of the student's chosen health topic, focusing on one aspect (either part a, b, or c of the written report, and using one journal entry as an illustration). This will be assessed by the instructor for clarity of communication. Held during tutorials during Weeks 5-11.</p>	20%

Workload Expectations

(For undergraduate study 1 point = 10 hours (except in many Health Sciences papers), e.g. the expected student workload is 180 hours for a 18-point paper, 240 hours for an 24-point paper, and 360 hours for a 36-point paper. For postgraduate students 1 point = 12 hours (except in Health Sciences), e.g. expected student workload is 240 hours for a 20-point paper.

Every paper has a point value that indicates its contribution to the qualification enrolled for (or to any other qualification to which that paper can contribute). These values have been derived on the basis of an equivalent full-time year of enrolment being 120 points.

It is recognised that Divisions may have guidelines for workload (total hours per point) for the undergraduate papers in their Division, including the ratio of contact to non-contact hours. If this is the case please state any differences to the University “norm”.

The required workload for a paper should include provision for lectures (50-minute lectures factored as 1 hour), seminars, tutorials, laboratories, use of computer resource rooms, field work, examinations and tests, preparation and private study. Allocations for each component should be specified in hours and the basis of the allocation given in brackets (suggestions are provided below). A paper that does not include a final examination will normally demand more work of a student during the 13 teaching weeks of a semester.

These workload expectations should be part of the information provided to students at the beginning of the paper.)

(i) Contact hours

	<i>hours</i>	<i>Derivation</i>
Lectures	26	(2 hours x 13)
Tutorials	12	(1 hour x 12)
<i>Sub-total</i>	38	

(ii) Non-contact hours

	<i>hours</i>	<i>Derivation</i>
Private study/Reading	44	(4 hours/week for 11 weeks)
Topic proposal	3	(x1 proposal requiring 3 hours)
Report	60	(x1 report requiring 60 hours)
Journal	15	(x1 journal requiring 15 hours)
Presentation	20	(x1 presentation requiring 20 hours)
<i>Sub-total</i>	142	

(iii) Total number of hours 180

(iv) Evidence of consultation with student body in deriving the above workload expectations.

This workload is similar to other Sociology 200-level papers; should the ST proceed to a Form 3 proposal in the future, additional consultation will be sought.

(v) Impact on semester workloads in relation to existing papers that could be expected to be taken in combination with the paper being introduced.

Not applicable.

Terms Requirements

(Some departments require that a student gain terms before they sit final examinations i.e., fulfil certain specified conditions (e.g. attending classes; completing oral, written and practical work to a satisfactory level). If students are required to gain Terms before being permitted to sit the examination, please give details of these requirements. If there are no Terms Requirements please state this.)

No Terms Requirements.

Assessment Procedures

(Please provide details of the assessment procedures for the new paper. This table should show clear alignment between the main learning outcomes and how they will be taught and assessed.)

Key Learning Outcomes	Teaching and Learning Method	Summative Assessment (Internal or Final Exam)
Relate health to sociological theory and knowledge.	Lectures Readings	Proposal Report Journal
Compare health across social groups.	Lectures Readings Tutorials	Report
Demonstrate understanding of health sociology through written and oral communication.	Tutorials	Report Presentation

(Add more rows if required)

i) Summative (graded) Internal Assessment

Type of Task	Percentage Contribution to Final Grade (figure should align with non-contact hours assigned to these tasks)	Non-contact hours
Topic Proposal	10%	3
Report	50%	60
Journal	20%	15
Presentation	20%	20

(Add more rows if required.)

ii) Formative (non-graded) Internal Assessment (*For more information, see section 8 of the Important Notes for completing Form 3 or Section B of Form 1*)

Type of Task	Type of Feedback
Mind maps	Drawing a schematic organisation of key concepts and associations reveals to learners their understanding of concepts and how concepts fit into their existing knowledge. This exercise will take place during each unit.
Peer-to-peer learning	Students will discuss key issues in small groups as well as online discussion groups. This will take place each week.
Consultation	One-on-one conversation between student and instructor to check understanding of the course material and progress on the assignments. Students will be able to sign up for consultation sessions at three timepoints during the semester, as well as on request.

(Add more rows if required.)

iii) Final Examination

Duration	Percentage Contribution to Final Grade
None	

(If a final examination is worth 50% or less of the final grade it would normally have a 2 hour examination. If the final examination is worth more than 50% of the final grade the examination is 3 hours. If not please provide a brief justification here.)

(If a minimum grade has to be achieved in the final examination to pass the paper as a whole, please state the minimum and provide a brief justification for the requirement here.)

(Will plussage apply to the paper? If so, please supply a justification here.)

Internet-Based Learning

(Please indicate whether teaching and learning in the paper is available in part or as a whole via the Internet by stating which one of the four classifications it falls under)

No Access

is where no part of the paper or course is accessible on line

Web – Supported

is where a paper or course expects students to access limited online materials and resources. Access is optional, as online participation is likely to be a minor component of study.

Web – Enhanced

is where a paper or course expects students to access online materials and resources. Access is expected, as online participation is likely to make a major contribution to study.

Web – Based

is where a paper or course requires students to access the accompanying online materials and resources. Access is required, as online participation is required.

Online Learning Management System used (Choose one)

Blackboard Moodle OceanBrowser Other None

(If you are using Moodle, OceanBrowser or Other, how will this be supported?)

Proposed Timetable

(Timetable Services must be contacted in the early planning of the introduction of the paper. They can provide advice and information and they will need to know your intentions. Timetable allocations are dependent on the availability of suitable teaching space. Also please attach written confirmation from the Timetable Services that requested facilities are available (contact Timetable Services at timetables@otago.ac.nz). Please note that timetable consultation is not required for research only papers or where a paper is taught within departmental facilities to a circumscribed group of students taking no other subjects e.g. 400 level papers.)

When consulting with the Timetable Services, please take into account the following, **and supply the details below:**

- (i) Lectures (for each stream): 2 hours/week for 13 weeks
- (ii) Laboratories (for each stream)
- (iii) Field Trips
- (iv) Tutorials and any other teaching activity: 1 hour/week for 12 weeks
- (v) Identification of possible timetable clashes with other papers that could be expected to be taken in combination with the paper being introduced.

Statement is attached

From: Timetables Admissions and Enrolment
Sent: Tuesday, 22 May 2018 10:19 p.m.
To: Bryndl Hohmann-Marriott
Subject: Special Topic Proposal SOCI204

Tēnā koe Bryndl,

Thank you for the opportunity to comment on the proposal for SOCI204 Special Topic: Sociology of Health be offered in semester 2, 2019.

The proposed times lecture times are Tuesdays 10.00am to 10.50am; to be held in the Department of Sociology, Gender & Social Work room Archway East B11.

When assessing new paper proposals from a timetabling perspective we have two main areas of concern; potential student clashes and venue availability.

Based on the current timetable we do not foresee any significant issues.

Therefore we are happy to add Timetable Services endorsement to this proposal.

Thanks,
Mark

Mark Glover
Kaituitui/Co-ordinator
Kā Ratoka Wātaka /Timetable Services

Part (iii)

Resources:

Confirmation of Availability of Resources

(Please note that resource information regarding the paper being introduced should be provided in Part (iii) and will be considered by each relevant Division. If the academic and/or financial responsibility for the new paper is shared by more than one Division, or the paper resides academically in one Division but is the financial responsibility of another, then Part (iii) should be submitted and will need to be approved by each relevant

Division. You should contact the relevant Divisional Office(s) in case there are any additional requirements regarding information on resources for the new paper. By signing this proposal, signatories are not only approving the academic soundness of the new paper, they are also confirming and approving the capacity for the sustained delivery of the new paper taking into account the consideration of relevant resources including library resources, teaching facilities, equipment and staff (human resources). Consideration should also be given as to where potential students will be drawn from. Is there evidence of demand for the paper? Does the paper align with the strategic direction of the department and division? The proposal should be approved by the Pro-Vice-Chancellor upon the approval by the Divisional Board.)

Library Resources (Please identify the initial library purchases and the ongoing annual requirements. You should include all monographs, serials and electronic databases. Written confirmation from your library contact is required and should be attached:

Commerce, Humanities, Sciences and Health Sciences (Dunedin campus)

Marilyn Fordyce, Information Resources Manager (extn 8923, marilyn.fordyce@otago.ac.nz)

Health Sciences Christchurch

Marg Walker, Health Sciences Librarian, Canterbury Medical Library (extn 364 0505, marg.walker@otago.ac.nz)

Health Sciences Wellington

Kareen Carter, Medical Librarian, Wellington Medical Library (1 04 385 5348, email kareen.carter@otago.ac.nz)



Library Impact Statement attached

Laboratories/ IT/Other physical resources

(Attach details of any additional costs for laboratory, IT or other resources related to teaching. If new staff are required, will there be a need for additional office or research space (see also Staffing Workload)?)

Equipment

(Attach details of any major new equipment required for the paper including computers.)

Staffing Workload

(Attach details of the impact introduction of this paper will have on the workload of the Department. You should address the following issues: Will any new staff be required? If so what percentage of their time will this paper require? Will any new tutors be required? If no new staff are required, how will the workload of the Department be managed in order to meet the increased responsibilities of the paper, i.e., is the teaching of the new paper in place of or in addition to present commitments? Does the new paper require administrative or technical support in addition to the responsibilities of the academic staff? What impact, including benefits or synergies, will the introduction of this paper have on research in the Department?)

This paper will be part of the staff member's normal teaching contribution and will not require additional staffing or resources. The normal division of teaching in the programme includes co-teaching and special topics, which are rotated among instructors. The topic develops the staff member's area of research expertise and cross-divisional collaboration.

Staff Member Responsible for Drafting Proposal

(Please give the name and contact details of the staff member who drafted the proposal if different from the Head of Department)

Dr Bryndl Hohmann-Marriott

bryndl.hohmann-marriott@otago.ac.nz

University of Otago Library
Library Impact Statement
For new or changing courses and programmes

Name of Division/School/Department: Sociology, Gender & Social Work: Division of Humanities

Title of New Paper/Programme: Sociology of Health

Course code: SOCI204 ST

Year & Semester of Introduction: 2019

Staff member responsible for drafting: Dr Bryndl Hohmann-Marriott

Email: bryndl.hohmann-marriott@otago.ac.nz

Distance Course Code:

Predicted enrolment: 40

Ext: 479-8753

Resources (print & electronic): *(What are the needs? Does the existing collection support the introduction of the course/programme? What (if any) additional resources are required?)*

This special topic is complimentary to papers already taught in Sociology and Anthropology; as such, the library has developed a good collection in the areas of Sociology, Health and Medical Anthropology.

The library continues to keep abreast of new publications in this area, and along with recommendations from staff from the Department of Sociology, Gender & Social Work, this paper can be supported by the Library's normal collection development processes. Relevant monographs include; Understanding health inequalities in Aotearoa New Zealand; Health and society in Aotearoa New Zealand; The New Blackwell Companion to Medical Sociology; and The sociology of healthcare safety and quality.

The Library provides access to a significant number of quality databases, eBooks and journals online. There is no expectation that new journal or database subscriptions would be required for this paper. Relevant serials include; Health, Risk & Society; Sociology of health & illness; Social Science & Medicine; New Zealand Sociology and Health Sociology Review. Supplementary readings for this paper will be made available via eReserve on Blackboard. The Library's discovery tool Library Search / Ketu aggregates access to its print and electronic collections. Databases such as ProQuest Social Sciences, IBSS: International Bibliography of the Social Sciences, and Social Theory as well as health science focussed databases such as Web of Science, Medline and PubMed will be relevant to this course. The Library's Sociology Subject Guide provides a launching point to multiple resource formats and information sources. Access to resources from other collections is provided via the Flexible Delivery Service.

Summary: *(of impact on Library Services)*

The introduction of the Special Topic paper SOCI 304 will not create any Library resourcing issues. The library is well resourced in the subject area, and will purchase any additional monographs as required from existing collection development resources, in consultation with academic staff. Subject Librarians are available to support the development of the students' information literacy skills; the introduction of this paper will have minimal impact on their workload.

Form completed by: Lisa Chisholm

Position: Subject Librarian

Date: 07-05-2018