

**McMaster University**

**Hlth Age 1AA3: Introduction to Health Studies  
Sept. 6<sup>th</sup> to Dec. 7<sup>th</sup> 2016**

**Tuesdays, Wednesdays and Fridays at 3:30 p.m. – 4:20 p.m.  
Friday class will be dropped the week of Sept. 26<sup>th</sup> however, the Friday class can be re-activated for special presentations and you will be notified in class.**

**Lecture Hall: TSH B128  
Professor G. Voros  
Office: KTH 217 Ext 27897  
Office Hours: Friday 2:00 p.m. – 4:30 p.m. by appointment  
E-mail: [gvoros@mcmaster.ca](mailto:gvoros@mcmaster.ca)**

**Course Description and Objective:**

This course introduces students to the study of health, illness and health care from social, cultural, political and economic perspectives. Its objectives are to encourage students to think critically about relevant health and health care issues. The aim is not to find definitive answers but to develop an informed and open-minded stance. Overall the course is intended to prepare students for higher level courses with the department of Health, Aging and Society.

Given the range of possible topics, the instructor reserves the right to make decisions regarding course content alterations as the term progresses. Students will be encouraged to relate all materials, theories, themes, concepts and issues to their own experiences. Open forums of discussion are encouraged so that students may develop an objective and critical stance given the status of health, aging and society.

**COURSE LEARNING OUTCOMES**

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

1. Think critically about the social determinants of health.
2. Discuss the theoretical approaches to health studies.
2. Analyze and identify the impact of historical and present day values on our everyday health.
3. Research, debate and write a comprehensive paper related to health studies issues.
4. Differentiate and distinguish various systems of health care globally.
5. Articulate a critical stance on health and well-being and evaluate the status of Canadians within this context regarding their hopes and dreams for a healthy future.

## Tutorials

The tutorial slots are as follows, and they will be assigned to you.

T1	Wednesday	12:30 - 1:20 p.m.	KTH 107
T2	Wednesday	8:30 - 9:20 p.m.	KTH B103
T3	Wednesday	12:30 - 1:20 p.m.	KTH B103
T4	Monday	4:30 - 5:20 p.m.	UH B126G
T5	Wednesday	8:30 - 9:20 p.m.	UH B126G
T6	Monday	11:30 - 12:20 p.m.	UH B126G
T7	Monday	3:30 - 4:20 p.m.	UH B126G
T8	Monday	10:30 - 11:20 p.m.	UH B126G
T9	Tuesday	9:30 - 10:20 p.m.	UH 101
T10	Monday	3:30 - 4:20 p.m.	UH 101

## Required Texts and Materials:

1. Custom courseware. Hlth Age 1AA3: Introduction to Health Studies. (2016)
2. Gillett, James. (2011). *A grassroots history of the HIV/AIDS epidemic in North America*. Spokane, Washington: Marquette Books LLC.
3. Gillett, J., Andrews, G.J., Savelli, M., (2016). *Health and society: critical perspectives*. Oxford University Press: Canada.
4. Northey, M., Tepperman, L., & Albanese, P. (2012). *Making sense (6<sup>th</sup> ed.)*. Canada: Alfred A. Knopf.
5. iClickers interactive device – recommended but not mandatory (I will be borrowing iClickers from the library so we will have some at class to share)

In addition:

Avenue to Learn (<http://avenue.mcmaster.ca/>):

Course information will be available through Avenue to Learn i.e. lecture overheads, rubrics for marking presentations/essays, marks, APA citation information not found in the text, and news items will be posted there.

## Course Evaluation: Read all assignments carefully.

1. Online quiz on Avenue - 5%

Please review the Library Module at the following link  
[http://cfl.mcmaster.ca/articulate/blended\\_learning/Sociology%20NEW/player.html](http://cfl.mcmaster.ca/articulate/blended_learning/Sociology%20NEW/player.html)  
before attempting the quiz. As you progress through the quiz, you will encounter other links as well for you to review. You have multiple attempts

to complete the quiz so that you may **score a perfect mark 46/46 to receive the 5 grades allotted to this exercise. No part marks will be distributed.** The deadline for successfully completing the quiz will be Oct. 21<sup>st</sup> 2016.

2. Tutorial attendance and participation -15%

Students can receive up to **5%** for **attendance** at all tutorials.

Students who **actively participate in a meta-analytical manner** in tutorials can receive up to another **10%**.

**Students are asked to put all computers and cell phones away during tutorials. Students in violation of this request will be penalized and lose participation grades for negative participation.**

3. Small group tutorial presentation/discussions – 10%

Students will form small groups of 1- 2 (depending on the number of students in the tutorial) and present **researched, analytical arguments** for their position on a topic related to the course. Each group will select a topic from the list of options on pages 14 and 15 [note that many of these broadly relate to the sections in the Gillett (et al) texts, the Gillett text, courseware or lectures]. Each person in the group will present their specific position for approximately 5 - 10 minutes and will be marked individually. Each person must present a position that differs in content from the other person presenting with them. Groups will present their arguments to the entire tutorial during their assigned week. Each group of individual presentations need not be more than 30 minutes long all combined. After all the presentations, the presenters will answer questions from the floor. Specific students in the tutorial will be asked to begin this part of the tutorial discussion with a well thought out set of questions (note this random selection of participants to raise questions is also to count as part of a student's participation grade). The remaining students in the tutorial may then voice their questions.

**Each student presenting must submit an outline of their presentation along with at least three peer-reviewed references used in the presentation (texts or journal articles only and properly referenced APA style) no later than noon the day before their scheduled presentation. It is to be e-mailed to their tutorial leader. If a student fails to meet this requirement, marks will be lost for lateness.**

**Students need not use power point or visual aids.**

#### 4. Draft Paper – 10%

Students who choose to do the same topic for their presentation and present together in tutorial must present their own material and write their own draft paper based on their own individual research. However, you may opt to choose a topic other than what you completed for your presentation/discussion with the approval of your tutorial leader (the list of topics is on pages 14 and 15). The **draft paper** will include your **thesis statement and one or two arguments** supporting your position on the topic (this should be approximately two to two and a half pages excluding the title page and reference page). Your teaching assistant will provide **feedback on content, structure and style**. Students will then have an opportunity to improve their written work based on this feedback prior to handing in the **final and full paper which includes all your arguments/discussion addressing your topic**.

The paper is to have a cover page with the title of the assignment as a running heading with then five spaces and the page number (see Avenue for the template), the title of your topic, your name and ID number, course name and number, instructor's name, tutorial leader's name, tutorial section i.e. Tutorial 4, your name, and the due date. You must also attach a reference page listing at least three peer reviewed references used in the draft paper (texts and journal articles only and properly referenced APA style).

**DUE DATE: Draft paper - the week of Oct. 17<sup>th</sup> – 21<sup>st</sup> during the time specified by your tutorial leader.**

#### 5. Formal Paper- 20%

Building on your draft paper and the comments provided, students will be expected to submit a 5 page '**Formal Paper**' (this is five pages excluding the cover page and bibliography). You will need to **connect your thoughts to the course material, text/courseware and other academic literature. Remember that the paper is to discuss your topic and draw some insightful conclusions.**

You must submit at least **six to eight peer reviewed references** used in the formal paper (texts or journal articles only and properly referenced APA style).

**The paper will be marked on content (analytical depth, coverage/breadth, and range of sources – 50%) structure (organization, logic, flow – 20%) and style (APA style, spelling, grammar - 30%)** This rubric will be discussed in tutorials and a copy will be available on Avenue.

The paper is to be submitted on the due date as specified in the course outline below.

**The paper is to have a cover page with the title of the assignment (Formal Paper), the title of your topic, students name and ID number, instructor's name, tutorial leaders name, tutorial section i.e. Tutorial 4, and the due date (see template on Avenue).**

**DUE DATE: Final Formal Paper is due Nov. 25<sup>th</sup> and to be handed in to me at my office between the hours of 10:00 a.m. to 12:00 noon or 2:30 p.m. to 4:30 p.m. You will sign in verifying that you have formally handed the paper in to me.**

**Late papers will be penalized three (3) grades per day including weekends. The paper must also be copied into the drop box on Avenue for marking. Late submission to the drop box may also be penalized three (3) grades per day including weekends.**

#### 6. Final Exam - 40%

A multiple choice final exam (the exam may include some critical thinking true and false questions) will be written during the exam period as scheduled by the Registrar's office. It will be based on the content of the lectures, videos viewed, and readings for the course. We will be doing example questions throughout the term using the iClickers in preparation for the final exam.

Grades will be based on the McMaster University grading system.

#### Mark Grade

90 -100 A+  
85 - 89 A  
80 - 84 A-  
77 - 79 B+  
73 - 76 B  
70 - 72 B-  
67 - 69 C+  
63 - 66 C  
60 - 62 C-  
57 - 59 D+  
53 - 56 D  
50 - 52 D-  
0 - 49 F

**Please note that the grades will be in keeping with statistical expectations.**

## Lecture Topics and Reading Schedule:

**Sept. 6<sup>th</sup> 7<sup>th</sup> & 9<sup>th</sup>** Course Outline: Introduction to Health Studies And Critical Thinking

Required Readings from the courseware

Jackson, W. (1995). "Key Methodological Approaches in the Social Sciences"

Stone, D. (2002). "Excerpts From Policy Paradox: The Art of Political Decision Making"

Suggested reading for Gillett, Andrews and Savelli text  
Chapter 1 (pgs. 5-7, Pg. 10)

**Sept. 13<sup>th</sup> 14<sup>th</sup> 16<sup>th</sup>** Introduction to Health Studies: Culture, Health and Health Care

Readings from the courseware

Kleinman, A. (1980). "Health Care Systems as Forms of Social and Symbolic Reality: The Cultural Construction of Clinical Reality"

Kleinman, A. (1980). "Inner Structure of Health Care Systems"

Jackson, W. (1995). "Key Methodological Approaches in the Social Sciences"

Stone, D. (2002). "Excerpts From Policy Paradox: The Art of Political Decision Making"

Suggested reading for Gillett, Andrews and Savelli text  
Chapter 2, 3 & 4. Chapter 2 pgs. 22 -24, Chapter 3 pgs. 35 – 49.

**Sept. 20<sup>th</sup> & 21<sup>th</sup>** Culture, Health and Health Care (con't)

Readings from the courseware:

Kleinman, A. (1980). "Health Care Systems as Forms of Social and Symbolic Reality: The Cultural Construction of Clinical Reality"

Kleinman, A. (1980). "Inner Structure of Health Care Systems"

Jackson, W. (1995). "Key Methodological Approaches in the

Social Sciences”

Stone, D. (2002). “Excerpts From Policy Paradox: The Art of Political Decision Making”

Suggested reading for Gillett, Andrews and Savelli text  
Chapter 4, pgs. 66 - 72

**SEPT. 23<sup>RD</sup>**

**FRIDAY CLASS**

**LIBRARY PRESENTATION ON HOW TO ACCESS PEER  
REVIEWED MATERIALS FOR WRITING PAPERS –  
STUDENTS ARE TO ATTEND THIS PRESENTATION**

**Sept. 27<sup>th</sup> & 28<sup>th</sup>**

Historical and Modern Medical Culture

Readings from the courseware:

Davis-Floyd, R.E. (1997). “Gender and Ritual: Giving Birth the American Way”

Suggested reading for Gillett, Andrews and Savelli text  
Chapter 3, pgs. 36 - 49

Assignments: Group 1 and 2 discussions.

**Oct. 4<sup>rd</sup> & 5<sup>th</sup>**

Fear and Illness Across Culture; Mental Health

Readings from the courseware:

Boddy, J. (1992). “Comment on the Proposed DSM-IV Criteria for Trance and Possession Disorder”

Ward, M. (1999). “Excerpts from A World Full of Women”

Suggested reading for Gillett, Andrews and Savelli text  
Chapter 4, pgs. 72 -77

Assignments: Group 3 and 4 discussions.

**FALL BREAK – Oct. 10<sup>th</sup> to 14<sup>th</sup> – HAPPY THANKSGIVING**

**Oct. 18<sup>th</sup> & 19<sup>th</sup>** Healing and Healers Across Cultures: Complimentary and Alternative Therapies/Medicine

Reading from courseware:

Kinsley, D.R. (1996). "Healing in Contemporary North American Christianity"

Suggested reading for Gillett, Andrews and Savelli text  
Chapter 11

Assignments: Groups 5 and 6 discussions.

**Daft papers due the week (Oct. 17<sup>th</sup> – 21<sup>st</sup>) and handed in as instructed by your individual tutorial leader**

**Oct. 25<sup>th</sup> & 26<sup>th</sup>** The Canadian Health Care System

Readings from courseware:

Taylor, M.G. (1978). "Chapter One: The 1945 Health Insurance Proposals: Policymaking for Post-war Canada"

Hans-Ulrich Deppe. (2009). "The Nature of Health Care: Commodification versus Solidarity"

Segall, A. & Chappell, N. (2002). "Chapter 3: Social Structure and Health"

Suggested reading for Gillett, Andrews and Savelli text  
Chapters 5, 9 and 10

Assignments: Groups 7 and 8 discussions.

**Nov. 1<sup>st</sup> & 2<sup>nd</sup>** Population and Public Health

Reading in courseware:

Albritton, R. (2009). "Between Obesity and Hunger: The Capitalist Food Industry"

Suggested reading for Gillett, Andrews and Savelli text  
Chapter 10, pgs. 184 - 191

Assignments: Groups 9 and 10 discussions.

**Nov. 8<sup>th</sup> & 9<sup>th</sup>**

Pharmaceuticals and Privatization

Reading from courseware:  
Robinson, J. (2001) "Big Pharma"

Suggested reading for Gillett, Andrews and Savelli text  
Chapter 12

Assignments: Groups 11 and 12 discussions.

**Nov. 15<sup>th</sup> & 16<sup>th</sup>**

Global and International Health

Gillett, James. (2011). *A grassroots history of the HIV/AIDS epidemic in North America*. Spokane, Washington: Marquette Books LLC.

Assignments: Group 13 and 14 discussions.

**Nov. 22<sup>nd</sup> & 23<sup>th</sup>**

Aids and Mobilization: A Private and Public Effort

Text:

Gillett, James. (2011). *A grassroots history of the HIV/AIDS epidemic in North America*. Spokane, Washington: Marquette Books LLC.

Assignments: Group 15 and 16 discussions.

**FORMAL PAPERS DUE: FORMAL PAPERS ARE DUE NOV. 25<sup>th</sup> AND ARE TO BE HANDED INTO ME AT MY OFFICE ON THAT DAY BETWEEN 10:00 A.M. TO 12:00 NOON OR 2:30 P.M. AND 4:30 P.M.**

**Nov. 29<sup>th</sup> & 30<sup>th</sup> & Dec. 2<sup>nd</sup>** Aids and Mobilization: A Private and Public Effort

Text:

Gillett, James. (2011). *A grassroots history of the HIV/AIDS epidemic in North America*. Spokane, Washington: Marquette Books LLC.

### **FRIDAY CLASS REINSTATED TO FACILITATE REVIEW TIME**

Assignments: Group 17 and 18 discussions.

**Dec. 6<sup>th</sup> & 7<sup>th</sup>** Wrap up and review.

**Test and examination ban period – Thursday, Dec. 1<sup>st</sup> to Thursday, Dec. 8<sup>th</sup> 2016. (no tests or exams may be held during class time)**

### **TECHNICAL REQUIREMENTS**

This course will have materials, announcements, grades etc. posted online using Avenue to Learn (aka Avenue) - McMaster's online learning management system. System and software requirements can be found at <http://avenue.mcmaster.ca>

### **Language for Use in Courses With An On-Line Element**

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

## **ACADEMIC INTEGRITY POLICY**

Any students thought to be completing a test in a less than honest fashion will be dealt with in accordance with university procedures under the academic dishonesty rulings. My intention is to present a learning and a testing environment that is fair and equitable to all students.

It is important to note that the university has introduced the Academic Integrity Policy and all students should familiarize themselves with its contents. As of May 1<sup>st</sup> 2003, the Academic Integrity Policy replaces the Senate Resolutions on Academic Dishonesty. Presently, academic dishonesty consists of knowingly acting or failing to act in a way that results or could result in an unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at [http://www.mcmaster.ca/senate/academic/ac\\_integrity.htm](http://www.mcmaster.ca/senate/academic/ac_integrity.htm)

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained
2. Improper collaboration in group work
3. Copying or using unauthorized aids in tests and examinations

## **MISSED EXAMS, COURSE REQUIREMENTS**

Should a student miss a test, or presentation, they must notify the tutorial leader and myself immediately by phone or e-mail. The student must read the information regarding deferred exams/term work. The student absence form on line must be filled out only if the work missed is less than 25% of the student's final overall grade.

**ALL STUDENTS MUST COMPLETE THE MIDTERM WORK. NO ONE MAY MISS THE PRESENTATION OR FAIL TO HAND IN THE DRAFT PAPER OR FORMAL PAPER AND ASSUME THE FINAL EXAM WILL COUNT FOR MORE. THIS IS NOT PERMITTED IN THIS COURSE.**

## **REVIEW OF MARKS**

We are very diligent in marking all work in the course making sure all is fair and accurate. Occasionally students disagree with the marks they receive for an assignment. To have your assignment reviewed, please adhere to the following procedure.

1. Write a one page memo describing in detail the nature of the review.

2. Submit the memo (hard copy) with your marked assignment to your to your teaching assistant.
3. Please make sure to submit your assignment for review no later than one week after receiving your mark and after carefully reviewing the markers comments.
4. Keep in mind that when a mark is reviewed, **the new mark may be lower than the original.**
5. If after this review you continue to dispute the mark, you may submit an appeal to the instructor. Please make sure to submit the one page memo explaining the nature of your disagreement, the original assignment and the written feedback provided by your T.A.

**THE STUDENT CODE OF CONDUCT** is available at the following link:

[judicialaffairs.mcmaster.ca/student\\_code\\_of\\_conduct.html](http://judicialaffairs.mcmaster.ca/student_code_of_conduct.html)

Please note that all students are expected to participate in a professional manner. Failure to do so can result in specific consequences.

### **PODCASTING**

The lectures will be up on podcasts and it will be explained in class how these podcasts will be made available to you. This experimental learning tool is not intended for long distance learning. Anyone using it in this manner is at risk for problems should a podcast not take or a suspension of the experiment be introduced. Should you have problems accessing the podcast once they are posted, you may e-mail [podcast@mcmaster.ca](mailto:podcast@mcmaster.ca), explain the problem you are having and the technicians will help you. Please note that I will not provide notes for podcasts that fail. It is the student's responsibility to make sure they have a full set of lecture notes.

**PART-TIME STUDENTS** who are attending university for the first time are encouraged to speak to me if you have any questions or concerns. I am very willing to see that you are referred to the proper people so that you may be facilitated along your career here at the university.

**The McMaster Association of Part-time Students is located in the McMaster University Student Centre, Room 234. The office may be reached by calling (905) 525-9140, ext. 22021.**

### **ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES**

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-

mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities.

**The Student Accommodation Services office is located in the McMaster University Student Accessibility Centre, Room B107. The Centre provides counseling services, academic skills assistance and services for students with special needs.**

If you require this information in an alternate/accessible format, please contact me at [gvoros@mcmaster.ca](mailto:gvoros@mcmaster.ca) or at 905 525 9140 ext 27897.

## **FACULTY OF SOCIAL SCIENCES E-MAIL COMMUNICATION POLICY**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

**THE STUDENT SUCCESS CENTER is to help students be their best selves. They are located in Gilmour Hall Room 110. They will help students as they make choices, learn from experience and develop/improve skills that will prepare them for future success upon graduation. The management team consists of Gisela Oliveria (Career and Employment) ext. 24799 or [oliveig@mcmaster.ca](mailto:oliveig@mcmaster.ca) and Ann Andree Wiebe (Academic Skill Advisor) ext. 27453 or [andreewa@mcmaster.ca](mailto:andreewa@mcmaster.ca) Should you need their assistance, do not hesitate to contact them for the appropriate mentorship you require.**

Welcome to 1AA3! I look forward to working with you this term. If you should need any questions answered, please do not hesitate to call me at home (905) 637-2787 and I will be happy to discuss them. If you need to see me, I am at class at least a fifteen minutes before lecture, and I am usually available after

class as well. I also have regular office hours on Fridays from 2:00 p.m. until 4:30 p.m. If the time frames mentioned do not fit your schedule, we can make an appointment for another time slot. My office extension is 27897 or you may e-mail me at gvoros@mcmaster.ca **When you write your e-mail please include your full name, student number and the course code for the class you are attending. You must make an appointment for a meeting.** I will be checking my e-mail regularly and try to respond within 24 hours. Again, welcome to 1AA3!

## APPENDIX ONE

### Tutorial Presentation/Discussion and Formal Paper Topics

- A. Health and health care are culturally relative and this cultural relativity can play a positive role in the wellness of the society.
- B. Health and health care are not always positively impacted by cultural practices. In fact, certain cultural practices can undermine the positive potential of good formal bio-medical medicine, which contributes to the wellness in society.
- C. We all have a moral responsibility for our own health and behaviour and we should be held accountable.
- D. The state should take full responsibility for our health, whatever our behaviours.
- E. Media/television based health information or medicine is useful.
- F. Media/television based health information or medicine is misleading and not helpful.
- G. Complementary/alternative medicine (popular sector and folk sector) should be formally provided as part of mainstream health care.
- H. Complementary/alternative medicine (popular sector and folk sector) should always be privately funded on the part of the individual who decides they want to try an alternative source.
- I. Health care is a commodity best allocated by markets as socialized medicine is not sustainable.
- J. Health care is socially necessary, so it is best allocated/provided by governments.
- K. There is nothing wrong with big pharmaceutical companies as they have the public's best interests in mind and are making strides to facilitate wellness.
- L. There is everything wrong with big pharmaceutical companies as they prove to have only their profits in mind and social wellness is marginalized.

- M. Health care systems and policy should specialize and prioritize for minority and disadvantaged groups in order to ensure inclusive wellness in society.
- N. No one group should be a larger focus of attention and resources than another in the health care systems and policy.
  
- O. Global health should be of great concern to Canadians.
- P. Global health should not be of great concern to Canadians (we have enough problems).
  
- Q. Stigma related to health issues is no longer a problem in our society.
- R. Stigma related to health issues is still a huge problem in our society.
  
- S. Marihuana should be legalized in Canada
- T. Marihuana should not be legalized in Canada
  
- U. Canadian's should have the right to choose to end their lives if they are suffering from incurable disease or illness. Euthanasia should be legalized.
- V. Canadian's should not have the right to choose to end their lives if they are suffering from incurable disease or illness. Euthanasia should not be legalized.
  
- W. Safe injection sites for drug addicts should be provided for and sponsored by the state.
- X. Safe injection sites for drug addicts should not be provided for and sponsored by the state.
  
- Y. Medical tourism is a positive for overall health and well-being.
- Z. Medical tourism is a negative for overall health and well-being.