

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	Course description, competencies, outline, syllabus, assignment's list, and Weiss textbook Chapters 1-4 & 6-17.
		<p>2. The course must match at least one of the following descriptions: (check all which may apply):</p>	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</p>	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</p>	Course description, competencies: 1, 2, 3, 4, 5, & 6; outline: I, II, III, & IV; syllabus, assignment's list, and Weiss textbook Chapters 1-4 & 6-17
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."</p>	Course description, competencies: 1, 2, 3, 4, 5, & 6; outline: I, II, III, & IV; syllabus, assignment's list, and Weiss textbook Chapters 1-4 & 6-17

Course Prefix	Number	Title	Designation
SOC	270	The Sociology of Health and Illness	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1. an understanding of the contemporary world outside of the U.S.	The course examines health care approaches from a cross-cultural and global sociological perspective.	Course description, competencies, and outline; syllabus; assignment's list, required Weiss textbook; embedded films within course assignments; primary source readings embedded within course assignments
2c. comparative cultural study	The course competencies and outline focus on health, illness, and healthcare within a global context; the universal characteristics of healthcare systems, institutions and organizations; the positions of healthcare systems, institutions, and organizations; the relationship between culture and healthcare beliefs and practices in a global context; and compares/contrasts healthcare and prevention modalities across cultures and around the globe	The "History & Evolution of Healthcare" assignment chronicles the healthcare characteristics across cultures through the use of specific segments from the following chapters in the the required textbook: Chapters 1, 2, 6, 7, 8, 9, 10, 12, & 16. This assignment addresses course competency #6 and course outline areas #III and #V. The "North American Healthcare Comparison" assignment explores the statuses and roles of healthcare institutions in Canada, Mexico, and the U.S. through the following Chapters in the required textbook: Chapters 14, & 17, along with primary sources embedded in the assignment and embedded films within the assignment. This assignment addresses course competencies #2 & #3 and course outline areas #II. Both the "Article Review" and Complimentary & Alternative Healthcare" assignments explore the relationship between healthcare and prevention modalities across cultures and in a global context using the following

		<p>chapters in the required textbook: Chapters 1 & 11 and through screening of an "Alternative Medicine" film, embedded within the assignments. These assignments are linked and address course competencies #1 & #5 and course outline areas #I, #IV, and #V.</p>
<p>2d. study of the cultural significance on a non-U.S. centered global issue</p>	<p>The course examines the relationship between culture and healthcare beliefs and practices and the treatment and prevention modalities across cultures and in a global context.</p>	<p>In addition to the assignments discussed in #2c, the "Global and National Governmental & NGO's" assignment explores the global health issues discussed in Chapters 3 & 4 in the the required textbook, primary sources in the assignment readings, and in the viewing of the "Cultural Diversity in Healthcare" film, embedded within the assignment. This assignment addresses course competencies #2 & #4 and course outline area #II.</p> <p>The "Health Behavior" assignment examines the socio-cultural elements of health status for patients and practitioners discussed in Chapters 1 & 6, primary source readings, and "Health & Medicine" films, embedded within the assignment. This assignment addresses course competency #1 and outline area #I.</p>



The Sociology of Health and Illness

Course: SOC 270	Lecture 3.0 Credit(s) 3.0 Period(s) 3.0 Load
First Term: 2014 Fall	Course Type: Academic
Final Term: Current	Load Formula: S - Standard Load

Description: Roles of health care providers and patients, various modalities of treatment and prevention, and the history, current status, and future trends in medicine and medical technology, and complementary health approaches from a cross-cultural and global sociological perspective.

Requisites: Prerequisites: None.

MCCCD Official Course Competencies

1. Identify an appropriate sociology approach to the study of health, illness, and healthcare institutions in a global context. (I)
 2. Define the universal characteristics of healthcare systems, institutions and organizations around the world. (II)
 3. Describe the social statuses associated with healthcare systems, institutions and organizations in the developed and developing world, and describe the social roles associated with these statuses. (II)
 4. Describe the relationship between culture and healthcare beliefs and modalities using cross-cultural and global examples. (II)
 5. Compare, and contrast various healthcare and prevention modalities used in various cultures. (IV, V)
 6. Explain the history, current status, and future trends in healthcare delivery and medical technology in the U.S. (III, V)
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MCCCD Official Course Outline

- I. Introduction
 - A. Define `health status` as a social phenomenon
 - B. Identify the sociological variables influencing health status
 - C. Define and describe the `mainstream`/`allopathic` model of healthcare and compare it with the complementary health approaches model
 - D. Examine health and illness in developing nations
 - E. Examine the role of theory in the study of health, illness, and healthcare
- II. Healthcare Systems, Institutions, and Organizations
 - A. U.S. healthcare system model
 - B. Canadian healthcare system model
 - C. Chinese healthcare system model

- D. Other selected models
 - E. Education and training of practitioners
 - F. Problems facing the U.S. healthcare system
 - G. World Health Organization
 - H. Government agencies and non-government organizations (NGO)
 - I. United Nation`s affiliated programs
 - J. Public health schools
- III. Institutionalization of Medicine
- A. Flexner Report
 - B. The 19th Century `marriage` of science and medicine
 - C. Medicalization
 - D. Medical dominance
 - E. Hospitals and nursing homes
 - F. Mental illness: institutionalization and de-institutionalization
 - G. Healthcare technology
- IV. Healthcare and Prevention Modalities
- A. Homecare and hospice
 - B. Drugs
 - C. Surgery
 - D. Exercise (ex. aerobics, weight lifting, Yoga, Chi Kung, meditation)
 - E. Homeopathy
 - F. Herbology
 - G. Chiropractics
 - H. Acupuncture/acupressure
 - I. Other selected healthcare and prevention modalities
- V. Other Selected Topics

Last MCCCCD Governing Board Approval Date: **June 24, 2014**

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.



Course Number:	SOC270
Class Title:	The Sociology of Health & Illness
Class Number:	19434
Days:	Online
Times:	Online
Room:	Online
Credit Hours:	3
Instructor:	Dr. Michele Marion
Telephone:	602.787.7296
E-mail: (Maricopa Email Only)	michele.marion@paradisevalley.edu
Office Hours: (if applicable)	9:00A – 10:00A M,T,W,R (Friday by appt.)
Final Exam Time:	No final exam for this class
Textbook:	Weiss, Gregory L. Lynne E. Lonniquist. 2015. <i>The Sociology of Health, Healing, and Illness</i> 8th edition. Upper Saddle River, NJ. Pearson. ISBN-13: 978.0.13.380387.7
Instructional Hours & Minimum Coursework Expectations:	For this 8-week online class, students should expect to spend at least 15 hours/week outside of class
Third Party Learning Tools: (Canvas, MindTap, Turn-it-in, etc.)	This class will utilize Canvas to enhance instruction. It is recommended that the student download the Canvas app to either a smart phone or tablet.
<u>Student Maricopa E-Mail Policy</u>	Your MEID@maricopa.edu e-mail account is the official form of communication. You are responsible for reading college messages and responding accordingly.

GENERAL EDUCATION ASSESSMENT

Students taking classes in the Behavioral Sciences Division have the opportunity to improve general education skills such as: Oral Communication, Written Communication, Critical Reading, Critical Thinking, Information Literacy, Problem Solving, Technology, Diversity and Global Awareness, and Civic Engagement. These skills are essential for personal, academic, and professional success. The ability to articulate the mastery of these learning outcomes is a highly marketable skill. To learn more about general education learning outcomes and the PVCC process for assessing general education learning outcomes, go to: <https://www.paradisevalley.edu/employees/assessment-learning/general-education-assessment>

COURSE DESCRIPTION Roles of health care providers and patients, various modalities of treatment and prevention, and the history, current status, and future trends in medicine and medical technology, from a cross-cultural sociological perspective. Prerequisites: None.

MCCCD Official Course Competencies

1. Identify an appropriate sociology approach to the study of health, illness, and healthcare institutions in a global context. (I)
2. Define the universal characteristics of healthcare systems, institutions and organizations around the world. (II)
3. Describe the social statuses associated with healthcare systems, institutions and organizations in the developed and developing world, and describe the social roles associated with these statuses. (II)
4. Describe the relationship between culture and healthcare beliefs and modalities using cross-cultural and global examples. (II)
5. Compare, and contrast various healthcare and prevention modalities used in various cultures. (IV, V)
6. Explain the history, current status, and future trends in healthcare delivery and medical technology in the U.S. (III, V)

ASSIGNMENTS & GRADING POLICY

Discussion Board Essays	40 points
Assignments	170 points
CAM Project	90 points
Class total	300 points

- Grades will be posted online in Canvas.
- Course material and assignments may vary to fit the needs of this individual class. Additional readings and writing assignments may be added as the instructor sees the need.
- All assignments and discussion boards must be corrected for spelling and grammar, and number formatted according to the question asked and student's given response. Assignments and discussion boards not corrected for spelling and grammar, and number formatted according to the question asked and student's given response will be docked 50%.
- A student's submitted work is considered final work and ready to be graded by the instructor. No "do overs".

GRADING SCALE

90 - 100 = A
80 - 89 = B
70 - 79 = C
60 - 69 = D

EXTRA CREDIT POLICY No extra credit is available in this course.

ATTENDANCE POLICY The student must complete the first assignment by its posted due date and time or it will be determined the student is not taking the course and be withdrawn from the course. Assignments and Discussion Board Essays must be submitted in CANVAS by posted due date and time. The student who fails to submit any assignment by its due date/time will be withdrawn from the class.

WITHDRAWAL POLICY Students bear the responsibility of notifying the instructor, and the Office of Admissions and Records, when they wish to discontinue studies in a course.

LATE WORK POLICY No late assignments will be accepted during the course. No make-up assignments, due to official absences, will be accepted during Final Exam week.

CLASSROOM ETIQUETTE Cell phones must be turned off during class instruction. Please arrive on time and listen respectfully while the instructor or other class members are speaking. Taping of lectures is not allowed unless you receive special permission from the instructor. Food and drink are not permitted in the classroom.

FOR YOUR PROTECTION It is your responsibility to SAVE your assignments on your hard drive, CD or travel drive. Keep these copies in a safe place until you have received your final grade.

THE WRITING CENTER Please feel free to utilize the writing center and its tutors, who can assist you with grammar, punctuation, vocabulary, spelling, thesis statements, research papers, and other editing concerns. The tutors cannot write your paper; the point for using their services is to become a better writer. You need to schedule an appointment to work with a tutor in the center. The Writing Center is located in the Learning Support Center.

THE HONORS PROGRAM PVCC offers an Honors Achievement Award to students who have completed 12 credits (numbered 100 or higher) at any MCCCDC college and have a Maricopa Community College GPA of at least 3.25. Benefits of this program include membership in the Honors Program, small class sizes, up to \$500.00 award/semester, special academic opportunities and enrichment, trips, and social events, as well as transcript recognition. Any students who qualify for this award should come to the Honors Center located in K101 – (602)-787-7888.

STUDENTS RIGHTS AND RESPONSIBILITIES Students are responsible to read and understand the District-wide Scholastic Standards found in the current Student Handbook. Pay particular attention to the technology section, 2.5.2 Student Disciplinary Code, Article III, Paragraph 15.

DISABILITY RESOURCE SERVICES Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Resource Center, KSC 119, 602.787.7171.

ATTENDANCE Only persons who are registered for a class at any of the Maricopa Community Colleges may attend that class. Attendance requirements are determined by the course instructor. Students who do not meet the attendance requirement, as determined by the course instructor, may be withdrawn. Students who fail to attend the first scheduled class meeting, or to contact the instructor regarding absence before the first scheduled class meeting will be withdrawn. At the beginning of each course, each faculty member will provide students with written attendance requirements in the syllabus. It is the student's responsibility to consult with the instructor regarding official or unofficial absences. **Absences begin to accumulate with the first scheduled class meeting.** Students bear the responsibility of notifying the Office of Admissions and Records when they discontinue studies in a course or at the college. Please refer to the Withdrawal Procedures.

OFFICIAL ABSENCES -- MCCCDC POLICY Official absences are those that occur when students are involved in an official activity of the college, i.e., field trips, tournaments, athletic events, and present an official absence excuse form. Absences for such events shall not count against the number of absences allowed by an instructor or department. Students who must miss a class for an official reason must obtain an official absence verification card from the appropriate dean or associate dean and present it to the appropriate instructor(s) before the absence. Prior arrangements must be made with each instructor for make-up work. If prior arrangements have been made, the students will not be penalized.

IMPORTANT: Pursuant to Maricopa Community College District policy, an instructor may withdraw students who accumulate unofficial absences in excess of the number of times a class meets each week. The District defines an **OFFICIAL** absence to include **ONLY** the following:

1. Religious Holiday
2. Required Court Appearances
3. Required Military Leave

In the event of the death of an immediate family member (parent, child, sibling, spouse), absences for periods of up to one week will not be counted against the number of absences allowed by an instructor or department. Students should contact instructor(s) as soon as possible to arrange for make-up work. Appropriate documentation will be required (for example, a copy of the obituary or funeral program). In specialized programs that require clinical rotations, this regulation may not apply.

RELIGIOUS HOLIDAYS -- MCCCDC POLICY

Students shall have the right to observe major religious holidays without penalty or reprisal by any administrator,

faculty member or employee of the Maricopa Community Colleges. Absences for such holidays shall not count against the number of absences allowed by an instructor or department. At least one week before the holiday, students shall submit to their instructor(s) a written statement that includes both the date of the holiday and the reason why class attendance is impossible. Prior arrangements must be made with each instructor for make-up work. If prior arrangements have been made, the student will not be penalized.

PLAGIARISM Plagiarism is a serious offense. It is the unacknowledged use of another's words, ideas, or information. Some common examples of plagiarism are summarizing or paraphrasing source material without documentation, quoting without citations, copying all or parts of another writer's paper, having another person write the paper, or purchasing another writer's paper.

Plagiarism includes recycled papers from previous classes.

Plagiarism also includes use of teacher textbook editions whether they were unintentionally purchased or not.

To avoid plagiarism, students must give a source credit for any ideas or information they have used in an essay, whether they have paraphrased, summarized, or quoted from the source.

A student who plagiarizes is subject to disciplinary probation and suspension (see page 218 of the PVCC Catalog.) *Plagiarism occurrences will result in a zero for that assignment OR a grade of "Y" for the course, if plagiarism occurs a second time on an assignment or on any exam or the capstone project.*

STUDENT CODE OF CONDUCT Students engaging in the following are subject to disciplinary sanctions outlined in the PVCC Catalog, Student Policies Section.

- Acts of Dishonesty; examples include:
 - Plagiarism
 - Furnishing false information
 - Falsifying records related to coursework
 - Forgery, alteration, misuse of any college document
 - Tampering with the election of any college-recognized official
- Disruption or obstruction of teaching, research, administration, disciplinary proceedings, or college activities. An instructor can remove a student from class for disciplinary reasons.
- Physical abuse, verbal abuse, threats, intimidation, harassment, coercion and/or conduct that threatens the health or safety of any person.
- Attempted or actual theft
- Failure to comply with direction of college officials or law enforcement officers
- Unauthorized possession, duplication or use of keys to any college premises
- Violation of federal, state, or local laws on college campus or at college sponsored activities
- Use, possession or distribution of narcotics or other controlled substances
- Use, possession, or distribution of alcoholic beverages, or public intoxication
- Illegal or unauthorized possession of firearms, explosives, weapons, or dangerous chemicals
- Participation in a college demonstration that disrupts the normal operations of the college
- Obstruction of the free flow of pedestrian or vehicular traffic on college premises
- Conduct which is disorderly, lewd or indecent
- Theft or other abuse of computer time
- Abuse of the judicial system

CAMPUS RESOURCES

The majority of services are open 8:00am – 5:00pm. Appointments may be required for some areas. Visit our Web Site at <https://www.paradisevalley.edu> for more information.

Welcome Center <https://www.paradisevalley.edu/students/hours-operation>

Admissions (602) 787-7020 • KSC Building Welcome Center •

<https://www.paradisevalley.edu/students/admissions>

Services include registration, withdrawals, transcript requests, graduation requests, and educational records.

Advisement (602) 787-7060 • KSC Building Welcome Center

<https://www.paradisevalley.edu/students/advisement>

Advisors are available to assist with classes and degree information. Discuss your goals, education history, and interests with the advisor.

Assessment/Testing Center (602) 787-7050 • KSC 228 •

<http://www2.pvc.maricopa.edu/~smith/pvcc/onlineFacultyManual/assessmentTestingCenter.htm>

Services include placement, ESL, instructional, CLEP, and HESI testing. Assessment helps students identify their existing skills and knowledge.

Athletics (602) 787-7173 • L 109 • <https://www.paradisevalley.edu/athletics>

Please visit the link above to learn more about our athletic programs.

Bookstore (602) 787-7120 • KSC 1500 • <http://www.paradisevalleyshop.com>

The Bookstore operated by Follett, sells new and used textbooks, school supplies, greeting cards, gifts, sundries, college clothing, trade books, and educationally priced software.

Buxton Library (602) 787-7200 • E Building • <https://www.paradisevalley.edu/library>

The PVCC Library offers a print and media collection of approximately 40,000 items. In addition, the library now has a large collection of ebooks. An online catalog provides indexing to much of the material held by PVCC as well as materials owned by other Maricopa County Community College libraries.

Career Services Center (602) 787-7073 • KSC 1181 • <https://www.paradisevalley.edu/students/career-services>

This office provides job listings on and off campus, assistance in job searches, internships, resumes, cover letters, mock interviews, and Maricopa Career Network for on-line postings.

Computer Commons (602) 787-6760 • E 137 • <https://www.paradisevalley.edu/students/computer-commons>

The Commons has word processing and other software packages for you to use to complete coursework.

Counseling (602) 787-6540 • KSC 1220 • <https://www.paradisevalley.edu/students/counseling>

Free and confidential counseling is available to prospective and currently enrolled students at PVCC. Counselors are available by appointment. Please call or stop by the Counseling Office.

Disability Resources and Services (602) 787-7171 • KSC Building •

<https://www.paradisevalley.edu/students/disability-resources>

This office participates in the Americans with Disabilities Act, which includes reasonable accommodations with access, resources, and support services.

Financial Aid (855) 622-2332 • KSC Building Welcome Center •

<https://www.paradisevalley.edu/students/financial-aid>

Services include financial counseling for students, assistance in completing the financial aid process and information about scholarship programs. Financial aid includes grants, loans, student employment and scholarships.

Learning Support Center (602) 787-7180 • E 180 • <https://www.paradisevalley.edu/students/learning-support-center>

The Learning Support Center provides academic support to students, including drop-in tutoring for most classes, drop-in and appointment writing tutoring for any stage of the writing process in any class, college reading coaching, workshops, and success coaching. Resources for use in the LSC include textbooks, science models, calculators, laptops, and to reserve study rooms.

Public Safety Non-emergencies: (602) 787-7900 **Emergencies: (480) 784-0911**

• KSC 1240 • <https://www.paradisevalley.edu/public-safety>

Provides safety and security measures for the campus. Services include lost and found, emergency assistance, first-aid, parking decals, and photo ID's.

Student Life (602) 787-7240 • KSC 1303 • <https://www.paradisevalley.edu/student-life>

The center encourages students to participate in college and community life. Some activities include honors, leadership training, service learning, student clubs, Student Leadership Council, Emerging Leaders Program and student insurance.

Veteran's Services (602) 787-7045 • K 108 • <https://www.paradisevalley.edu/students/veterans-services>

PVCC provides on-campus services for all veterans and veterans' dependents.

Text Message MEMS Alerts • <https://www.paradisevalley.edu/mems>

All students and employees are enrolled in a text-message ALERT notification system that sends messages with key directives in the event of incidents affecting the health and safety of people on campus/site.

SOC270 Assignment's List

Course Summary:

Date	Details	
Thu Oct 19, 2017	 Article Review	due by 11:59pm
Tue Oct 24, 2017	 History & Evolution of Health care	due by 11:59pm
Thu Oct 26, 2017	 A Tale of Two States	due by 11:59pm
Tue Oct 31, 2017	 Health Behavior	due by 11:59pm
Thu Nov 2, 2017	 Case Study	due by 11:59pm
Tue Nov 7, 2017	 Global and National Governmental & NGOs	due by 11:59pm
Thu Nov 9, 2017	 1st Amendment	due by 11:59pm
Tue Nov 14, 2017	 North American Healthcare Comparison	due by 11:59pm
Thu Nov 16, 2017	 Political Economy	due by 11:59pm
Tue Nov 21, 2017	 Health care Delivery	due by 11:59pm
Thu Nov 30, 2017	 Complimentary & Alternative Healthcare (CAM)	due by 11:59pm

North American Healthcare Comparison

30 points

Purpose: Students will examine the characteristics, social statuses, and social roles of healthcare institutions through North American cross-cultural examples. Competencies #2 & #3.

Complete the following questions:

1. Referencing p. 1250-54 in *The Lancet*, article, available in FILES section of CANVAS, briefly summarize the Four Phases in Latin America’s healthcare history. Identify 1 key point from each phase. (2)

VIEW: “Canada’s Healthcare System Explained” (7:24 minutes), available in the FILES section of CANVAS.

2. Referencing p. 423-4 in your textbook, briefly summarize 2 key points in Canada’s healthcare history. (2)

VIEW: “The Healthcare System of the United States” (7:36 minutes), available in the FILES section of CANVAS.

3. Referencing p. 334-344 in your text, what are the two primary issues the US healthcare system faces? Why are these issues important for the future of the US healthcare system? (2)

VIEW: “Health System in Mexico” (3:30 minutes), available in the FILES section of CANVAS.

And read the following chart:

Mexico Public Healthcare (4 options)	Mexico Private Healthcare
<i>ISSSTE</i> (gov’t workers), <i>IMSS</i> (corporate workers), and <i>Pemex</i> (for oil corporation employees) established in 1987	
Funded by collected income tax	Funded from individual payees
Coverage for: government/corporate/ <i>Pemex</i> employees, their families, and gov’t, corporate, and <i>Pemex</i> retirees and their families.	Coverage for: individuals and employees (usually with wealth) who seek faster service with specialist doctors or in the use of complimentary/alternative medical (CAM) practices
<i>Seguro Popular</i> —established in 2004	
Funded by federal and state governments with a small individual contribution based	

upon income and house size.	
Coverage for: self-employed or cash workers	
30% of Mexico's population is still without healthcare coverage due to poverty, illiteracy, and lack of doctors/nurses in rural areas	

-- Dr. Teresa Hernandez. University of Guanajuato. 7.26.17.

4. Referencing p. 2 in *The World Bank Report* article, available in FILES section of CANVAS, the film, and the above chart, describe specifically how Mexico's healthcare system is organized? (2)
5. Referencing p. 321-2, p. 414 (box), p. 423-7 in your text, and the films screened previously, state two examples contrasting the healthcare organization of Canada and the US. (2)
6. Reflecting on the organization of Canada's, Mexico's, and the US healthcare organization, whose system appears best? Why specifically? (2)
7. Referencing p. 17-8 in *The World Bank Report*, the film screened previously, and the above chart, describe specifically the accessibility of Mexico's healthcare system. (2)
8. Referencing p. 321-2, p. 414 (box), p. 423-7 in your text, and the films screened previously, state two examples contrasting the accessibility of healthcare between Canada and the US. (2)
9. Reflecting on the accessibility of Canada's, Mexico's, and the US healthcare whose system appears best? Why specifically? (2)

Read the following statement: Traditional medicine in Mexico is not covered by any of the 4 public healthcare options and is considered a private expense and personal choice.

10. Referencing *Neurogastroenterology & Motility* p.1379-80 and *Ethnopharmacology* p. 146 (abstract) & p. 150-57 articles, available in FILES section of CANVAS, what complementary and alternative healthcare practices and procedures are commonly used to augment/supplement allopathic practices and procedures in Mexico, i.e., midwifery, *curandero/curandera*, homeopathic, etc.? (2)

Read the following passage: Mexico is the second most popular country in the world for medical tourism (Thailand is the most popular). In 2016, Mexico hosted 1.1 million medical tourists. The cost savings on various medical procedures ranges from 35% to 80% in comparison to the same procedure in the United States. The most common procedures are: cardiac, dental, and ophthalmology. The most popular states in Mexico

that host the majority of medical tourists are Baja California, Chihuahua, Sonora, Guanajuato, Jalisco, and Nuevo Leon. The high quality of care, current exchange rate, and cost-savings on the procedures are the main attractions for the medical tourist. Many of the medical procedures completed in Mexico are able to be billed directly to insurance agency, depending on the United States healthcare insurance company. --Dr. Teresa Hernandez. University of Guanajuato. 7.26.17.

11. Referencing the "Discussion" section in the *BMC Health Services Research*, article, available in FILES section of CANVAS, how is Mexico's healthcare system being impacted by medical tourists from other countries? (1)
12. Referencing p. 10 & p.14-18 in *The World Bank Report* article, available in FILES section of CANVAS, describe specifically Mexico's healthcare performance? (2)
13. Referencing p. 321-2, p. 414 (box), p. 423-7 in your text, and films screened previously, state two examples contrasting the healthcare performance of Canada and the US. (2)
14. Reflecting on the performance of Canada's, Mexico's, and the US healthcare whose system appears best? Why specifically? (2)
15. Reflecting on all the components of this assignment, identify two specific issues Canada, Mexico, and the US are all facing in providing healthcare in North America. Why specifically do you feel these issues will be important to address for all residents in North America? (2)
16. Referencing p. 7 in the textbook, how do you see the sociological theory of structural functionalism represented in the healthcare systems of Canada, Mexico, and the US? (1)

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