<table>
<thead>
<tr>
<th>1.) DATE: 9/21/17</th>
<th>2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.) COURSE PROPOSED:</td>
<td>Prefix: <strong>SOC</strong> Number: <strong>270</strong> Title: <strong>The Sociology of Health &amp; Illness</strong> Credits: <strong>3</strong></td>
</tr>
<tr>
<td>CROSS LISTED WITH:</td>
<td>Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;</td>
</tr>
<tr>
<td>4.) COMMUNITY COLLEGE INITIATOR: MICHELE MARION PHONE: 602.787.7296</td>
<td></td>
</tr>
<tr>
<td>FAX: <a href="mailto:michele.marion@paradisevalley.edu">michele.marion@paradisevalley.edu</a></td>
<td></td>
</tr>
<tr>
<td>ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.</td>
<td></td>
</tr>
<tr>
<td>MANDATORY REVIEW:</td>
<td></td>
</tr>
<tr>
<td>☐ The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area.</td>
<td></td>
</tr>
<tr>
<td>POLICY: The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.</td>
<td></td>
</tr>
<tr>
<td>AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.</td>
<td></td>
</tr>
<tr>
<td>5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:</td>
<td></td>
</tr>
<tr>
<td>Core Areas: Social-Behavioral Sciences (SB) Awareness Areas: Select awareness area...</td>
<td></td>
</tr>
<tr>
<td>6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.</td>
<td></td>
</tr>
<tr>
<td>7.) documentation required</td>
<td></td>
</tr>
<tr>
<td>☒ Course Description</td>
<td></td>
</tr>
<tr>
<td>☐ Course Syllabus</td>
<td></td>
</tr>
<tr>
<td>☐ Criteria Checklist for the area</td>
<td></td>
</tr>
<tr>
<td>☐ Table of Contents from the textbook required and list of required readings/books</td>
<td></td>
</tr>
<tr>
<td>☐ Description of how course meets criteria as stated in item 6.</td>
<td></td>
</tr>
<tr>
<td>8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:</td>
<td></td>
</tr>
<tr>
<td>☒ DECSOC prefix</td>
<td></td>
</tr>
<tr>
<td>☐ Elective</td>
<td></td>
</tr>
<tr>
<td>Current General Studies designation(s):</td>
<td></td>
</tr>
<tr>
<td>Effective date: 2018 Spring Course Equivalency Guide</td>
<td></td>
</tr>
<tr>
<td>Is this a multi-section course? ☒ yes ☐ no</td>
<td></td>
</tr>
<tr>
<td>Is it governed by a common syllabus? ☒ yes ☐ no</td>
<td></td>
</tr>
<tr>
<td>Chair/Director: OLGA TSoudis, IC CHAIR Chair/Director Signature: By email</td>
<td></td>
</tr>
<tr>
<td>AGSC Action: Date action taken: ☐ Approved ☐ Disapproved</td>
<td></td>
</tr>
<tr>
<td>Effective Date:</td>
<td></td>
</tr>
</tbody>
</table>
Arizona State University Criteria Checklist for

SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[SB] CRITERIA

A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Course content emphasizes the study of social behavior such as that found in:</td>
</tr>
</tbody>
</table>
| ✔️ | ☐ | • ANTHROPOLOGY  
     |     | • ECONOMICS  
     |     | • CULTURAL GEOGRAPHY  
     |     | • HISTORY | Sociology |
|     |    | 3. Course emphasizes: | #3a: Course description, competencies, outline, syllabus, assignment's list, and Weiss textbook--Chapters 1-4 & 6-17 |
| ✔️ | ☐ | a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). | OR |
|     |    | b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). | |
|     |    | 4. Course illustrates use of social and behavioral science perspectives and data. | Course description, competencies, outline, syllabus, assignment's list, and Weiss textbook--Chapters 1-4 & 6-17 |

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily arts, humanities, literary or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
SOC 270  The Sociology of Health and Illness  SB

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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>The course provides a comprehensive understanding about health, illness, and healing beginning with a historical perspective and moving into the 21st Century's policies, practices, and procedures in a global context. Key events and human developments are examined cross-culturally to foster student's understanding of the health, illness, and healing components.</td>
<td>Course competencies; syllabus; assignment's list; required Weiss textbook Chapters 1-4 &amp; 6-17; embedded films within course assignments; primary source readings embedded within course assignments</td>
</tr>
<tr>
<td>#2</td>
<td>The course addresses the health, illness, healing, and the evolution of medicine in a global context. A variety of comparative analysis methods are used with students for examining socio-cultural behaviors to demonstrate how health institutions, policies, practices, procedures, and customs affect illness and healing.</td>
<td>Course competencies: #2, 3, 4, &amp; 5; assignments: 1st Amendment, Complimentary &amp; Alternative Medicine, A Tale of Two States, Article Review, A North American Healthcare Comparison, Global and National Governmental &amp; NGOs, and Political Economy; Weiss textbook Chapters 3, 4, 6, 11, 14, &amp; 17; embedded films within course assignments; primary source readings embedded within course assignments</td>
</tr>
<tr>
<td>#3a: Sociology</td>
<td>The course introduces and applies key sociological theories, applicable to the study of health, illness and healing, so the students may evaluate and interpret health data using sociological perspectives. These perspectives enable students to compare and contrast socio-cultural interactions to establish a global and contextual understanding of health.</td>
<td>Course competency #1 &amp; 5; assignments: Complimentary &amp; Alternative Medicine, Healthcare Delivery, Case Study, North American Healthcare Comparison, Political Economy, Global and National Governmental &amp; NGOs, Health Behavior, Article Review, A Tale of Two States, and 1st Amendment; Chapters 1, 6, &amp;11; embedded films within course assignments; primary source readings embedded within course assignments</td>
</tr>
<tr>
<td>#4</td>
<td>The course uses socio-cultural and behavioral science perspectives and data to study health, illness, and healing institutions, organizations, policies, practices, procedures, and customs in a global context. Students utilize these socio-cultural and behavioral perspectives for analysis and evaluation to acquire an holistic appreciation of health, illness, and healing issues in a global context.</td>
<td>Course competencies; syllabus; assignments: Complimentary &amp; Alternative Medicine, Healthcare Delivery, Case Study, North American Healthcare Comparison, Political Economy, Global and National Governmental &amp; NGOs, Health Behavior, Article Review, A Tale of Two States, and 1st Amendment; required Weiss textbook Chapters 1-4 &amp; 6-17; embedded films within course assignments; primary source readings embedded within course assignments</td>
</tr>
</tbody>
</table>
The Sociology of Health and Illness

Course: SOC 270
Lecture 3.0 Credit(s)  3.0 Period(s)  3.0 Load
Course Type: Academic
Load Formula: S - Standard Load

First Term: 2014 Fall
Final Term: Current

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)

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 MCCCD 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 Information

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>SOC270</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Title:</td>
<td>The Sociology of Health &amp; Illness</td>
</tr>
<tr>
<td>Class Number:</td>
<td>19434</td>
</tr>
<tr>
<td>Days:</td>
<td>Online</td>
</tr>
<tr>
<td>Times:</td>
<td>Online</td>
</tr>
<tr>
<td>Room:</td>
<td>Online</td>
</tr>
<tr>
<td>Credit Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Dr. Michele Marion</td>
</tr>
<tr>
<td>Telephone:</td>
<td>602.787.7296</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:michele.marion@paradisevalley.edu">michele.marion@paradisevalley.edu</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>9:00A – 10:00A M,T,W,R (Friday by appt.)</td>
</tr>
<tr>
<td>Final Exam Time:</td>
<td>No final exam for this class</td>
</tr>
<tr>
<td>Instructional Hours &amp; Minimum Coursework Expectations:</td>
<td>For this 8-week online class, students should expect to spend at least 15 hours/week outside of class</td>
</tr>
<tr>
<td>Third Party Learning Tools: (Canvas, MindTap, Turn-it-in, etc.)</td>
<td>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.</td>
</tr>
<tr>
<td>Student Maricopa E-Mail Policy</td>
<td>Your <a href="mailto:MEID@maricopa.edu">MEID@maricopa.edu</a> e-mail account is the official form of communication. You are responsible for reading college messages and responding accordingly.</td>
</tr>
</tbody>
</table>

### 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](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)

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 MCCCD 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 -- MCCCD 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 -- MCCCD 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](https://www.paradisevalley.edu) for more information.

**Welcome Center** [https://www.paradisevalley.edu/students/hours-operation](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](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](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](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:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thu Oct 19, 2017</td>
<td>Article Review</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Tue Oct 24, 2017</td>
<td>History &amp; Evolution of Health care</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Thu Oct 26, 2017</td>
<td>A Tale of Two States</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Tue Oct 31, 2017</td>
<td>Health Behavior</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Thu Nov 2, 2017</td>
<td>Case Study</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Tue Nov 7, 2017</td>
<td>Global and National Governmental &amp; NGOs</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Thu Nov 9, 2017</td>
<td>1st Amendment</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Tue Nov 14, 2017</td>
<td>North American Healthcare Comparison</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Thu Nov 16, 2017</td>
<td>Political Economy</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Tue Nov 21, 2017</td>
<td>Health care Delivery</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Thu Nov 30, 2017</td>
<td>Complimentary &amp; Alternative Healthcare (CAM)</td>
<td>11:59pm</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Mexico Public Healthcare (4 options)</th>
<th>Mexico Private Healthcare</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISSSTE (gov’t workers), IMSS (corporate workers), and Pemex (for oil corporation employees) established in 1987</td>
<td>Funded from individual payees</td>
</tr>
<tr>
<td>Funded by collected income tax</td>
<td>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</td>
</tr>
<tr>
<td>Coverage for: government/corporate/Pemex employees, their families, and gov’t, corporate, and Pemex retirees and their families.</td>
<td></td>
</tr>
</tbody>
</table>

Seguro Popular—established in 2004
Funded by federal and state governments with a small individual contribution based
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)


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)
Required Materials/Resources:


Partners, I. V. (Director). (2014). Health System in Mexico [Motion Picture].


Contents

PREFACE ix

CHAPTER ONE
A BRIEF INTRODUCTION TO THE SOCIOLOGY OF HEALTH

Definition of Medical Sociology 1
Historical Development of Medical Sociology 2
Sociology’s Contribution to Understanding Health, Healing, And Illness 6
The Role of the Medical Sociologist in the Twenty-First Century 9

CHAPTER TWO
THE DEVELOPMENT OF SCIENTIFIC MEDICINE 13

A Brief History of Medicine 14
Early Humans 14
The Egyptian Civilization 15
Greek and Roman Societies 16
The Medieval Era 19
Medicine in the Renaissance 20
Medicine From 1600 to 1900 21
The Ascendancy of Medical Authority in America 25

CHAPTER THREE
SOCIAL EPIDEMIOLOGY 35

The Work of the Epidemiologist 35
The Epidemiological Transition 36
Life Expectancy and Mortality 40
Infant Mortality 46
Maternal Mortality 50
Morbidity 52
# Contents

### PREFACE ix

### CHAPTER ONE

**A BRIEF INTRODUCTION TO THE SOCIOLOGY OF HEALTH, HEALING, AND ILLNESS 1**

- Definition of Medical Sociology 1
- Historical Development of Medical Sociology 2
- Sociology's Contribution to Understanding Health, Healing, and Illness 6
- The Role of the Medical Sociologist in the Twenty-First Century 9

### CHAPTER TWO

**THE DEVELOPMENT OF SCIENTIFIC MEDICINE 13**

- A Brief History of Medicine 14
- Early Humans 14
- The Egyptian Civilization 15
- Greek and Roman Societies 16
- The Medieval Era 18
- Medicine in the Renaissance 20
- Medicine From 1600 to 1900 21
- The Ascendancy of Medical Authority in America 25

### CHAPTER THREE

**SOCIAL EPIDEMIOLOGY 35**

- The Work of the Epidemiologist 35
- The Epidemiological Transition 36
- Life Expectancy and Mortality 40
- Infant Mortality 46
- Maternal Mortality 50
- Morbidity 52

### Summary 10

- Health on the Internet 11
- Discussion Questions 11
- References 11

### Perspectives on the Ascendancy of Medical Authority 31

- Summary 33
- Health on the Internet 33
- Discussion Questions 33
- References 34

### Disability 57

- Summary 60
- Health on the Internet 60
- Discussion Questions 60
- References 61

---

*Cover Image: PIXOLOGICSTUDIO/ Getty Images*

*Digital Media Project Manager: Tina Gagliastro*

*Digital Media Project Management: Learning Mate Solutions, Ltd./ Lynn Cohen*

*Full-Service Project Management and Composition: Cengage® Publisher Services*

*Printer/Binder: RR Donnelley / STP*

*Cover Printer: Crawford GT 31*

*Text Font: Times LT Std*

*Sources and reproduced, with permission, in this textbook appear on*

*© 2013 by Cengage Learning Inc. All rights reserved. Printed in the United States of America. This should be obtained from the publisher prior to any prohibited reproduction, in or by any means, electronic, mechanical, photocopying, recording, or this work, please submit a written request to Pearson Education, Inc., 10 River Street, New Jersey 07458 or you may fax your request to 201-236-9006.*

*To distinguish their products are claimed as trademarks. Where those aware of a trademark claim, the designations have been printed in initial caps.*

*—United States. 3. Medical care—United States.*

*201-001-406*

*ISBN-10: 0-13-380337-2*

CHAPTER TWELVE
THE PHYSICIAN–PATIENT RELATIONSHIP: BACKGROUND AND MODELS 273

Models of The Physician–Patient Relationship 273
Key Dimensions of the Physician–Patient Relationship 275
The Current Move to Patient-Centered Care 283
The Influence of Social Class, Race, and Symptomology on The Physician–Patient Relationship 286
The Influence of Gender on the Physician–Patient Relationship 287
Patient Satisfaction With Physicians 291
Patient Compliance With Medical Regimens 293
Summary 294
Health on the Internet 295
Discussion Case 295
References 296

CHAPTER THIRTEEN
PROFESSIONAL AND ETHICAL OBLIGATIONS OF PHYSICIANS IN THE PHYSICIAN–PATIENT RELATIONSHIP 301

The Approach of Medical Ethics 301
Truth-Telling as an Issue 302
Confidentiality as an Issue 306
Obligation to Treat Patients With Highly Contagious Diseases 312
Summary 316
Health on the Internet 317
Discussion Cases 317
References 318

CHAPTER FOURTEEN
THE HEALTH CARE SYSTEM OF THE UNITED STATES 321

Rating the U.S. Health Care System 321
The U.S. Health Care System 322
The Financing of Health Care in the United States 331
Explanations for the High Cost of American Medicine 334
America’s Uninsured Population 340
Historical Efforts to Reform the Health Care System 344
Health Care Reform of 2010: The Patient Protection and Affordable Care Act 346
Summary 356
Health on the Internet 356
Discussion Case 357
References 357

CHAPTER FIFTEEN
HEALTH CARE DELIVERY 359

Hospitals 359
Freestanding Ambulatory and Surgical Sites 371
Nursing Homes 375
Hospices 377
Home Health Care 380
Summary 381
Health Care on the Internet 382
Discussion Case 382
References 392
CHAPTER SIXTEEN
THE SOCIAL IMPLICATIONS OF ADVANCED HEALTH CARE TECHNOLOGY

Societal Control of Technology 384
Health Care Technology 385
The Right to Refuse or Demand Advanced Health Care Technology 391
Organ Donation and Transplantation 398

Assisted Procreation 404
Summary 409
Health on the Internet 409
Discussion Case 410
References 410

CHAPTER SEVENTEEN
COMPARATIVE HEALTH CARE SYSTEMS 413

Major Influences on Health Care Systems 413
Health Care Services in Developing Countries 415
Types of Health Care Systems 417
China 420
Canada 423
Great Britain 427
Russia 430

Common Challenges to Health Care Systems Around the World 433
Summary 434
Health on the Internet 434
Discussion Questions 434
References 435

PHOTO CREDITS 437

NAME INDEX 440

SUBJECT INDEX 447