



**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.

<b>ASU--[SB] CRITERIA</b>					
<b>A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Course description, competencies, outline, syllabus, assignment's list, and Weiss textbook--Chapters 1-4 & 6-17		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; margin-top: 5px;"> <tr> <td style="width: 40%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul> </td> <td style="width: 60%; vertical-align: top; text-align: center;">Sociology</td> </tr> </table>	<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	Sociology	Course description, competencies, outline, syllabus, assignment's list, and Weiss textbook--Chapters 1-4 & 6-17
<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	Sociology				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> <li>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</li> <li style="text-align: center;"><b>OR</b></li> <li>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</li> </ul>	#3a: Course description, competencies, outline, syllabus, assignment's list, and Weiss textbook--Chapters 1-4 & 6-17		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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		
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b>			
		<ul style="list-style-type: none"> <li>• Courses with primarily arts, humanities, literary or philosophical content.</li> <li>• Courses with primarily natural or physical science content.</li> <li>• Courses with predominantly applied orientation for professional skills or training purposes.</li> <li>• Courses emphasizing primarily oral, quantitative, or written skills.</li> </ul>			

Course Prefix	Number	Title	General Studies Designation
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.

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)
#1	The course provides a comprehensive understanding about health, illness, and healing beginning with a historical perspective and moving into the 21 <sup>st</sup> 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.	Course competencies; syllabus; assignment's list; required Weiss textbook Chapters 1-4 & 6-17; embedded films within course assignments; primary source readings embedded within course assignments
#2	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.	Course competencies: #2, 3, 4, & 5; assignments: 1 <sup>st</sup> Amendment, Complimentary & Alternative Medicine, A Tale of Two States, Article Review, A North American Healthcare Comparison, Global and National Governmental & NGOs, and Political Economy; Weiss textbook Chapters 3, 4, 6, 11, 14, & 17; embedded films within course assignments; primary source readings embedded within course assignments
#3a: Sociology	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.	Course competency #1 & 5; assignments: Complimentary & Alternative Medicine, Healthcare Delivery, Case Study, North American Healthcare Comparison, Political Economy, Global and National Governmental & NGOs, Health Behavior, Article Review, A Tale of Two States, and 1 <sup>st</sup> Amendment; Chapters 1, 6, & 11; embedded films within course assignments; primary source readings embedded within course assignments

#4	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.	Course competencies; syllabus; assignments: Complimentary & Alternative Medicine, Healthcare Delivery, Case Study, North American Healthcare Comparison, Political Economy, Global and National Governmental & NGOs, Health Behavior, Article Review, A Tale of Two States, and 1st Amendment; required Weiss textbook Chapters 1-4 & 6-17; embedded films within course assignments; primary source readings embedded within course assignments
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## The Sociology of Health and Illness

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

**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

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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

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- 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

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

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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.
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<b>Course Number:</b>	<b>SOC270</b>
<b>Class Title:</b>	<b>The Sociology of Health &amp; Illness</b>
<b>Class Number:</b>	<b>19434</b>
<b>Days:</b>	<b>Online</b>
<b>Times:</b>	<b>Online</b>
<b>Room:</b>	<b>Online</b>
<b>Credit Hours:</b>	<b>3</b>
<b>Instructor:</b>	<b>Dr. Michele Marion</b>
<b>Telephone:</b>	<b>602.787.7296</b>
<b>E-mail:</b> (Maricopa Email Only)	<b>michele.marion@paradisevalley.edu</b>
<b>Office Hours:</b> (if applicable)	<b>9:00A – 10:00A M,T,W,R (Friday by appt.)</b>
<b>Final Exam Time:</b>	<b>No final exam for this class</b>
<b>Textbook:</b>	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
<b>Instructional Hours &amp; Minimum Coursework Expectations:</b>	For this 8-week online class, students should expect to spend at least 15 hours/week outside of class
<b>Third Party Learning Tools:</b> (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.
<b><u><a href="#">Student Maricopa E-Mail Policy</a></u></b>	<b>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.</b>

### 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
<b>Class total</b>	<b>300 points</b>

- 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	 <a href="#">Article Review</a>	due by 11:59pm
Tue Oct 24, 2017	 <a href="#">History &amp; Evolution of Health care</a>	due by 11:59pm
Thu Oct 26, 2017	 <a href="#">A Tale of Two States</a>	due by 11:59pm
Tue Oct 31, 2017	 <a href="#">Health Behavior</a>	due by 11:59pm
Thu Nov 2, 2017	 <a href="#">Case Study</a>	due by 11:59pm
Tue Nov 7, 2017	 <a href="#">Global and National Governmental &amp; NGOs</a>	due by 11:59pm
Thu Nov 9, 2017	 <a href="#">1st Amendment</a>	due by 11:59pm
Tue Nov 14, 2017	 <a href="#">North American Healthcare Comparison</a>	due by 11:59pm
Thu Nov 16, 2017	 <a href="#">Political Economy</a>	due by 11:59pm
Tue Nov 21, 2017	 <a href="#">Health care Delivery</a>	due by 11:59pm
Thu Nov 30, 2017	 <a href="#">Complimentary &amp; Alternative Healthcare (CAM)</a>	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:**

<b>Mexico Public Healthcare (4 options)</b>	<b>Mexico Private Healthcare</b>
<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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# Contents

PREFACE ix

**CHAPTER ONE** \*  
**A BRIEF INTRODUCTION TO THE SOCIOLOGY OF HEALTH**

Definition of Medical Sociology	1	Summary
Historical Development of Medical Sociology	2	Health on th
Sociology's Contribution to Understanding Health, Healing, And Illness	6	Discussion (
The Role of the Medical Sociologist in the Twenty-First Century	9	References

**CHAPTER TWO**  
**THE DEVELOPMENT OF SCIENTIFIC MEDICINE** 13 \*

A Brief History of Medicine	14	Perspective:
Early Humans	14	Authorit
The Egyptian Civilization	15	Summary
Greek and Roman Societies	16	Health on t
The Medieval Era	19	Discussion
Medicine in the Renaissance	20	References
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	Disability
The Epidemiological Transition	36	Summary
Life Expectancy and Mortality	40	Health on t
Infant Mortality	46	Discussion
Maternal Mortality	50	References
Morbidity	52	

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PREFACE ix

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

---

Definition of Medical Sociology	1	Summary	10
Historical Development of Medical Sociology	2	Health on the Internet	11
Sociology's Contribution to Understanding Health, Healing, And Illness	6	Discussion Questions	11
The Role of the Medical Sociologist in the Twenty-First Century	9	References	11

**CHAPTER TWO**  
THE DEVELOPMENT OF SCIENTIFIC MEDICINE 13 \*

---

A Brief History of Medicine	14	Perspectives on the Ascendancy of Medical Authority	31
Early Humans	14	Summary	33
The Egyptian Civilization	15	Health on the Internet	33
Greek and Roman Societies	16	Discussion Question	33
The Medieval Era	19	References	34
Medicine in the Renaissance	20		
Medicine From 1600 to 1900	21		
The Ascendancy of Medical Authority in America	25		

**CHAPTER THREE** 00  
SOCIAL EPIDEMIOLOGY 35

---

The Work of the Epidemiologist	35	Disability	57
The Epidemiological Transition	36	Summary	60
Life Expectancy and Mortality	40	Health on the Internet	60
Infant Mortality	46	Discussion Cases	60
Maternal Mortality	50	References	61
Morbidity	52		

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iv Contents

**CHAPTER FOUR**

**SOCIETY, DISEASE, AND ILLNESS 64**

---

The Social Etiology of Disease 64	HIV/AIDS 79
The Interrelationship of Proximate Risk Factors and Fundamental Causes: The Case of Developing Countries 66	Alzheimer's Disease 85
The Influence of Genetic Transmission on Disease and Illness 68	Mental Illness 87
Cardiovascular Diseases 70	Summary 91
Cancer 75	Health on the Internet 92
	Discussion Case 92
	References 93

**CHAPTER FIVE**

**SOCIAL STRESS 96**

---

Definition of Stress 96	The Role of Social Class, Race, Sexual Orientation, and Gender in Social Stress 108
Historical Development of the Stress Concept 96	Summary 115
A Model of Social Stress 97	Health on the Internet 115
Stressors 98	Discussion Case 116
Appraisal of Stressors 103	References 116
Mediators of Stress: Coping and Social Support 104	
Stress Outcomes 107	

**CHAPTER SIX**

**HEALTH BEHAVIOR 120**

---

The Concept of Health 120	Summary 139
Health Behavior 122	Health on the Internet 140
Describing Individual Health Behaviors 122	Discussion Cases 140
Explaining Health Behavior 126	References 142

**CHAPTER SEVEN**

**EXPERIENCING ILLNESS AND DISABILITY 145**

---

Stages of Illness Experience 145	Experiencing Chronic Illness, Impairment, and Disability 162
Stage 1: Symptom Experience 145	Summary 167
Stage 2: Assumption of the Sick Role; Illness as Deviance 148	Health on the Internet 167
Stage 3: Medical Care Contact/Self-Care 153	Discussion Questions 167
Stage 4: Dependent-Patient Role 162	References 169

**CHAPTER EIGHT**

**PHYSICIANS AND THE PROFESSION OF MEDICINE 172**

---

The Profession of Medicine 172	Physician In
The Social Control of Medicine 178	Physician
The Number, Composition, and Distribution of Physicians in the United States 185	Summary
Female Physicians 189	Health on th
Physician Satisfaction and Dissatisfaction 192	Discussion C
	References

**CHAPTER NINE**

**MEDICAL EDUCATION AND THE SOCIALIZATION OF PHYSICIANS 200**

---

The History of Medical Education 198	Future Dire
Modern Medical Education 200	Summary
The Medical School Experience: Attitude and Value Acquisition 208	Health on th
The Medical School Experience: Stress 212	Discussion C
The Medical School Experience: Career Choices 214	References

**CHAPTER TEN**

**NURSES, MID-LEVEL HEALTH CARE PRACTITIONERS, AND THE FUTURE OF HEALTH CARE 224**

---

Evolution of Nonphysician Health Care Practitioners 221	The Changi
Nurses and the Field of Nursing 224	Workers
Mid-Level Health Care Practitioners 233	Summary
Allied Health Workers 236	Health on t
The Health Care Team 237	Discussion
Relationships Among Health Care Workers 239	References

**CHAPTER ELEVEN**

**COMPLEMENTARY AND ALTERNATIVE MEDICINE 246**

---

The Meaning of Complementary and Alternative Medicine 246	Ethnic Foll
Scientific Medicine and Alternative Healing 247	Summary
Complementary and Alternative Healers 249	Health on t
Chiropractic 253	Discussion
Acupuncture 257	References

	HIV/AIDS	79
ctors and	Alzheimer's Disease	85
eloping	Mental Illness	87
	Summary	91
Disease	Health on the Internet	92
	Discussion Case	92
	References	93

	The Role of Social Class, Race, Sexual Orientation, and Gender in Social Stress	108
pt 96	Summary	115
	Health on the Internet	115
	Discussion Case	116
	References	116

	Summary	139
	Health on the Internet	140
22	Discussion Cases	140
	References	142

ABILITY	145
---------	-----

	Experiencing Chronic Illness, Impairment, and Disability	162
	Summary	167
	Health on the Internet	167
153	Discussion Questions	167
	References	169

## CHAPTER EIGHT

### PHYSICIANS AND THE PROFESSION OF MEDICINE 172

The Profession of Medicine	172	Physician Impairment: Stresses and Strains of the Physician Role	193
The Social Control of Medicine	178	Summary	194
The Number, Composition, and Distribution of Physicians in the United States	185	Health on the Internet	194
Female Physicians	189	Discussion Case	195
Physician Satisfaction and Dissatisfaction	192	References	195

## CHAPTER NINE \*

### MEDICAL EDUCATION AND THE SOCIALIZATION OF PHYSICIANS 198

The History of Medical Education	198	Future Directions in U.S. Medical Education	215
Modern Medical Education	200	Summary	217
The Medical School Experience: Attitude and Value Acquisition	208	Health on the Internet	217
The Medical School Experience: Stress	212	Discussion Case	217
The Medical School Experience: Career Choices	214	References	218

## CHAPTER TEN \*

### NURSES, MID-LEVEL HEALTH CARE PRACTITIONERS, AND ALLIED HEALTH WORKERS 221

Evolution of Nonphysician Health Care Practitioners	221	The Changing Environment Among Health Care Workers	242
Nurses and the Field of Nursing	224	Summary	242
Mid-Level Health Care Practitioners	233	Health on the Internet	242
Allied Health Workers	236	Discussion Question	243
The Health Care Team	237	References	243
Relationships Among Health Care Workers	239		

## CHAPTER ELEVEN A

### COMPLEMENTARY AND ALTERNATIVE MEDICINE 246

The Meaning of Complementary and Alternative Medicine	246	Ethnic Folk Healing	265
Scientific Medicine and Alternative Healing	247	Summary	269
Complementary and Alternative Healers	249	Health on the Internet	270
Chiropractic	253	Discussion Case	270
Acupuncture	257	References	271
Spiritual Healing and Christian Science	261		

vi Contents

**CHAPTER TWELVE**

**THE PHYSICIAN-PATIENT RELATIONSHIP: BACKGROUND AND MODELS 273**

---

Models of The Physician-Patient Relationship 273	The Influence of Gender on the Physician-Patient Relationship 287
Key Dimensions of the Physician-Patient Relationship 275	Patient Satisfaction With Physicians 291
The Current Move to Patient-Centered Care 283	Patient Compliance With Medical Regimens 293
The Influence of Social Class, Race, and Symptomology on The Physician-Patient Relationship 286	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	Summary 316
Truth-Telling as an Issue 302	Health on the Internet 317
Confidentiality as an Issue 306	Discussion Cases 317
Obligation to Treat Patients With Highly Contagious Diseases 312	References 318

**CHAPTER FOURTEEN**

**THE HEALTH CARE SYSTEM OF THE UNITED STATES 321**

---

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

**CHAPTER FIFTEEN**

**HEALTH CARE DELIVERY 359**

---

Hospitals 359	Summary 381
Freestanding Ambulatory and Surgical Sites 371	Health Care on the Internet 382
Nursing Homes 375	Discussion Case 382
Hospices 377	References 382
Home Health Care 380	

**CHAPTER SIX  
THE SOCIAL IM**

Societal Control  
Health Care Tech  
The Right to Ref  
Care Technol  
Organ Donation

**CHAPTER SEV  
COMPARATIVI**

Major Influences  
Health Care Serv  
Types of Health  
China 420  
Canada 423  
Great Britain 4  
Russia 430

PHOTO CREDI

NAME INDEX

SUBJECT INDI

CHAPTER SIXTEEN ✱

THE SOCIAL IMPLICATIONS OF ADVANCED HEALTH CARE TECHNOLOGY 384

---

Societal Control of Technology	384	Assisted Procreation	404
Health Care Technology	385	Summary	409
The Right to Refuse or Demand Advanced Health Care Technology	391	Health on the Internet	409
Organ Donation and Transplantation	398	Discussion Case	410
		References	410

CHAPTER SEVENTEEN □

COMPARATIVE HEALTH CARE SYSTEMS 413

---

Major Influences on Health Care Systems	413	Common Challenges to Health Care Systems Around the World	433
Health Care Services in Developing Countries	415	Summary	434
Types of Health Care Systems	417	Health on the Internet	434
China	420	Discussion Questions	434
Canada	423	References	435
Great Britain	427		
Russia	430		

PHOTO CREDITS 437

NAME INDEX 440

SUBJECT INDEX 447

ician-Patient  
291  
gimens 293

lth Care  
tient Protection

