

Term Information

Effective Term Summer 2023
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Fulfill "Health and Well-Being" GE theme.

What is the rationale for the proposed change(s)?

Respond to new GE requirements.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Sociology
Fiscal Unit/Academic Org Sociology - D0777
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3630
Course Title Medical Sociology
Transcript Abbreviation Medical Sociology
Course Description Sociological analysis of the distribution of disease, and the nature of health care institutions, health professions, and the delivery of health care services.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value Columbus, Mansfield

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Previous Value

Not open to students with credit for 630.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

45.1101

Subsidy Level

Baccalaureate Course

Intended Rank

Junior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- explain the effect of social change on health, illness, and the institution of health care and medicine
- describe the role of stress in physical illness

Previous Value

Content Topic List

- Health, illness, & rise of modern medicine
- Social epidemiology
- Disease and illness
- Social stress and disability
- Health behavior
- Experiencing illness
- Medical profession
- Health care system
- Health care ethics
- Alternative medicine

Sought Concurrence

No

COURSE CHANGE REQUEST
3630 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/31/2022

Attachments

- soc 3630 GE theme proposed syllabus_downey.docx: Proposed syllabus
(Syllabus. Owner: Downey, Douglas B)
- Soc 3630 Proposed GE Theme course autumn 2022 final (1).docx
(GEC Model Curriculum Compliance Stmt. Owner: Downey, Douglas B)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	10/12/2022 11:38 AM	Submitted for Approval
Approved	Downey, Douglas B	10/12/2022 11:38 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/31/2022 01:56 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/31/2022 01:56 PM	ASCCAO Approval

Soc 3630 Medical Sociology 21263

Proposed GE theme Course

Autumn 2022

Columbus, OH 43210

Tue/Thu 12:45-2:05

Instructor: Kim M. Lopez M.A.

Contact Information:

Office: 149 Townshend Hall

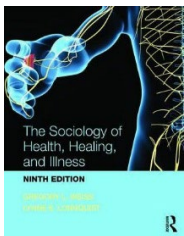
Phone: 614-292-0198

Email: lopez.263@osu.edu

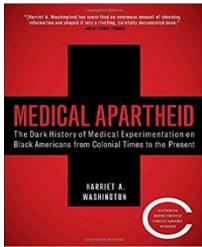
Office hours: Monday/Wednesday 9-10am in person or zoom. Other times by appointment.

Zoom: <https://osu.zoom.us/j/4039651836?pwd=TWpTdDhiRy9kU3QvWVA1VXcvT0k0Zz09>

Required Readings: You may use previous editions, but YOU are responsible for any new material in the 8th edition.



Weiss, G. L. and L. E. Lonnquist. 2017.
The Sociology of Health, Healing, and Illness (9th Ed.). Prentice Hall.
ISBN: 978-0-13-380387-7



Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial times to the Present by Harriet A. Washington
ISBN-13: 978-0767915472
ISBN-10: 076791547X

- is expected that you will have read all assigned materials *before* class time. Please bring your books to class. Any information covered in the assigned readings may be included on the exams.
- Carmen readings assigned.
- Required viewing of on-line video segments and documentaries.

Course Format: Lecture, class discussions, class activities, and videos.

Course Description:

Medical Sociology is the application of sociological analysis of the distribution of disease, and the nature of health care institutions, health professions and the delivery of health care services. The course provides an introduction of the demographic, ecological, social psychological and sociological aspects of health and illness with a special emphasis on the medical and health care institution. Topics covered include: the development of scientific medicine as well the rise and development of health care bureaucracies and their implications for the delivery of health care to social status, age, sex, and race/ethnic groups; examination of the role of stress in health and illness; the examination of health care delivery both within the United States and cross-nationally.

Learning Objectives: At the completion of this course, students will be able to:

- Explain the effect of social change on health, illness, and the institution of health care and medicine
- Track the development of scientific medicine and its link to medical practice and health care

- Understand the historic and current impact of diseases on society
- Describe the role of stress in physical illness
- Assess health (and health care) inequalities especially in terms of socioeconomic status, sex, race/ethnicity, age and place
- Uncover the connections among the health care, political, and economic institutions, especially as regards the issue of health care reform
- Appreciate the necessity of interdisciplinary collaboration to address the complex health problems facing the United States and the global community

This course contributes to the following competencies required for the Bachelor of Science Degree in Public Health. Students will enhance their ability to:

1. discuss various approaches/strategies for identification, response and intervention to address and attempt to resolve common public health issues.
2. identify political, cultural, behavioral and socioeconomic factors related to global public health issues.
3. summarize issues of social inequality and environmental justice.
4. communicate ideas and results that solve public health problems.
5. summarize intervention and disease prevention strategies to sustain and improve quality of life.
6. write and communicate applicable case summaries.
7. seek employment for entry-level position and/or apply for advanced education and training in public Health or related discipline.

Please review the BSPH core and specialization competencies addressed by this course at the following link: <http://cph.osu.edu/sites/default/files/students/docs/Program-and-Course-Competencies.pdf>

Please note, a listing of BSPH core and specialization competencies can be found here: <https://cph.osu.edu/students/competencies>

For students who started at OSU AU2022 or later, this course meets the requirements of the “new” GE.

Goals and expected learning outcomes (ELOs) for all themes:

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

This course meets this goal by: requiring engagement with advanced peer-reviewed articles. Students will need to evaluate, synthesize, and critique sociological ideas regarding the the biopsychosocial determinants of health and human behavior in the field of medicine.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

This course meets this goal by: requiring students to identify the connection between changing evidence and knowledge about disease patterns, mortality patterns, social factors contributing to chronic illness and stress through readings and guest presentations. Also, students engage in two activities of self-assessment of their learning during the semester. At the beginning of the semester, students submit their own learning goals for the class content (what they know and what they want to know) and performance (what they know and what they want to know) and mid-semester, they revisit their original assessment with discussion of where they have progressed in their learning and where they want to go from there.

Goals and ELOs for the *Health and Wellbeing* theme:

GOAL 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

ELO 3.2 Identify, reflect on, or apply strategies for promoting health and wellbeing.

This course meets this goal by: (1) engaging in readings and discussions regarding health promotion and advocacy (for self and marginalized communities), (2) considering cultural variation in health practices among patients and practitioners, (3) reflect on the social factors that affect stress, and consider the social factors that influence stress in your own life.

HEALTH AND SAFETY REQUIREMENTS

All students, faculty, and staff are required to comply and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>).

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages <http://oaa.osu.edu/coamfaqs.html>
- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
- *Eight Cardinal Rules of Academic Integrity* (www.nortMedicalApartheidestern.edu/uacc/8cards.html)

Plagiarism: Plagiarism is the act of representing directly or indirectly another person's work as your own. It can involve presenting someone's speech, wholly or partially, as yours, quoting without acknowledging the true source of the quoted material, copying and handing in another person's work with your name on it, and similar infractions. Even indirect quotations, paraphrasing, etc., can be considered plagiarism unless sources are properly cited. Plagiarism will not be tolerated. Student will receive a grade of 0 on that assignment. If you are unsure of what constitutes plagiarism, please check out

these websites: <http://www.plagiarism.org/>

<http://snl.depaul.edu/writing/plagiarism.html>

Unpaid Fees:

Faculty rules specify that students are to have their fees paid by the first day of enrollment for the semester. [Faculty Rule 3335-9-12]. If you have not paid your fees, you will not be allowed to continue attending class until:

1. your fees are paid, OR
2. you have met with a Sociology Advisor and Financial Aid and are working to get your fees paid.

OSU Student Resource Services:

Writing Center: 688-5865
485 Mendenhall Lab
125 S. Oval Mall

Learning Center
2nd Floor, Younkin Success Center
1640 Neil Ave.
688-3967

Students who need help with grief, stress, or other concerns can schedule an appointment to meet with a counselor or speak with a counselor over the phone:

<http://www.ccs.ohio-state.edu/>

Counseling Center

4th Floor, Younkin Success Center
1640 Neil Ave.
292-5766

If a crisis occurs while the center is closed, the following 24-hour services are available by phone:

NetCare Access (276-2273)

OSU Hospital Emergency Department (293-8333)

Suicide Prevention Service (221-5445).

Crisis text line: Text HOME to 741741 in the United States.

Personal Crisis Interfering with Course Performance: PLEASE READ THIS CAREFULLY!!!!

Please talk with me if you are experiencing personal or academic challenges that are getting in the way of your success in this course. I am here to listen to anything you want to share and help you find resources to support you. Students (and instructors too!) face periods of stress, overwhelm, mental and physical health issues, relationship, family, and financial challenges. This course is designed to help promote health and wellbeing and reaching out for support is one of those important skills that aid in self care. So, if a life event or circumstance is hindering your ability to do your best in the course then it is essential that you talk with me as soon as possible instead of waiting until near the end of the semester. Together we can work on a strategy to get you back on track. I want you to succeed as best as you can! Also, if you do poorly on the first test, please set up an appointment ASAP to talk so we can focus on ways to improve for the upcoming tests.

advocacy.osu.edu

email: advocacy@osu.edu

Phone: 292-1111

Disability Statement:

This course is offered as an in-person class and lectures will not be recorded. The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, **students seeking to request accommodations (and Covid-19 related accommodations) may do so** through the university's **request process**, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, please make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue."

Title IX:

- Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at
 - <http://titleix.osu.edu>
 - Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

CLASS POLICIES:

Attendance, participation, readings: This is an in-person course and there will be no video recordings of the lectures this semester. Attendance is a part of the experience of learning. Your participation in contributing your ideas and experiences will make this a better learning environment for all. It is your responsibility to come prepared with material read for class. We will not cover all text material in classroom lecture. The information that is not covered is left up to you for your own reading and preparation for quizzes and exams. Some lectures may contain material that may not be found in the assigned readings and may be testable material on an exam, so it is important that you view any online lectures posted. Guest speaker material will be testable as well. Often guest speakers do not provide access to their power points so you will need to take notes. Attendance requires engagement with the course material through in class and online format. If you are absent from class, please make arrangements to get notes and materials from fellow students.

Arriving on time and staying for full class period. Please come to class on time. Coming late to class disrupts the learning of fellow students and my focus as an instructor. If you are going to be late, please contact me. If you have to leave class early I expect that you let me know at the beginning of class as a sign of courtesy. I will be doing sign-in at the end of class period.

Check student email/Carmen: Occasionally I may communicate with the class through group email for changes or updates. It is your responsibility to check your email and keep up with information on Carmen.

Participation in all classes is expected and students are responsible for all readings. Attendance is a part of the experience of learning. Your participation in contributing your ideas and experiences will make this a better learning environment for all. It is your responsibility to come prepared with material read for class. We will not cover all text material in classroom lecture. The information that is not covered is left up to you for your own reading and preparation for quizzes and exams.

Positive classroom behavior is expected to uphold the rights of all students to have a positive learning environment. Together we can build a learning environment founded on mutual respect and trust. Critical thinking is a necessary part of our learning experience and while we may have different viewpoints about the various topics that we will cover (some which will be controversial), it is important that discussion and debate be done in a respectful manner.

Guest speakers: We will have guest speakers from Columbus Public Health and other professionals from the medical community. Guest speaker material will be testable material.

Use of personal communication devices in class: No texting, no web-surfing, no phone calls during class. Phones must be put on vibrate during class time.

If you are found using a smart phone or other electronic device during a quiz, test, or exam you will not be allowed to complete the testing. The matter will be referred to the Committee on Academic Misconduct.

Assignments

■ Three tests (15%)	45 % of course grade
■ Best 6/7 Quizzes:	15% of course grade
■ Course Paper	25% of course grade
■ Best 10/13 in-class discussion/activity	15% of the course grade

Total: 100%

OSU Standard Grading Scheme:

93 A	87 B+	77 C+	67 D+	59 and below E
90 A-	83 B	73 C	63 D	
87 B+	80 B-	70 C-	60 D-	
0 E				

- Exams and homework will be discarded in one year from the end of this term. Questions about grades should be raised immediately so they can be resolved well before this deadline.

Three tests: will be timed, online tests that may consist of true/false, multiple choice, fill-in-the blank and/or definition, and/or short answer. You will be responsible for text material--both what is covered and not covered in class. Also, guest lectures and carmen readings/videos may be testable material. A study guide will be provided for each test. Tests will be available from 8am-8pm on the Thursday due date.

- Tests and written assignments will be graded and entered to grades book on Carmen within two weeks from date of completion of the test or assignment. (Typically, I have them returned within a week.)

Course Paper: Details for the course paper will be posted on Carmen. All papers must be carefully edited and cited according to APA standards and submitted to turnitin for plagiarism check. Assignment is due at 11:59pm on due date. Rubric for the assignment will be created by instructor with student collaboration. **Students will sign up for only ONE of the assigned topics** areas from the book, *Medical Apartheid*, and complete the assignment with an emphasis on this course material:

(Due **Oct 16th**) (if you chose topic 1-4)

- TOPIC 1 Chapter 1
- TOPIC 2 Chapter 8
- TOPIC 3 Chapter 2
- TOPIC 4 Chapter 4

(Due **Nov 20th**) (If you chose topic 5-8)

- TOPIC 5 Chapter 11
- TOPIC 6 Chapter 13
- TOPIC 7 Chapter 14
- TOPIC 8 Epilogue

Readings and Videos: Students are responsible for reading the chapters assigned from the text, the assigned course book, the discussion board readings, documentaries, video clips. If anyone has difficulty in accessing the videos for the course, please let me know ASAP. The textbook will give more detailed information to the lectures and should be read carefully. Please read and take notes during your reading of *Medical Apartheid*. Keeping up on your reading will help prepare you to engage successfully on the discussion board topics as well as the tests. Discussion board readings and videos will be posted in the module for each week.

In-class Activities: Each week will have at least one activity/discussion in class. Sometimes you will have a video to watch, article to read, action to complete to help you prepare for the in-class discussion. If there is something for you to prepare, it will say, "prompt in description." These activities are not scheduled for a specific day, unless stated, because they flow from the course material of the day. You must be present in class for the activity to earn points. There are no make ups of these activities. I count 10 out of 13 activities so you can miss three without losing points.

Bonus Assignment

BONUS ASSIGNMENT: Everyone will have an opportunity to earn 2% of the course grade. This bonus will be a discussion board that will be posted at the end of the semester for all students who choose to participate.

I DO NOT ROUND UP final grades in this course (even if you are just a fraction away from the next grade) because I offer bonus opportunities during the semester. Please do not ask unless there is a clear error in your grade.

- **Added points on tests:** sometimes tests will include “bonus questions.” For example, if the test is out of 50 and there is one extra bonus point, the test is still graded as 50/50, not 51/50. The bonus point(s) for one test cannot be used on previous tests unless that is expressly designed and stated by the instructor.

Assignments and Exam Policy:

- **Cheating and/or plagiarism on assignments will not be tolerated and will receive a grade of 0 and referred to COAM for review.**
- **All assignments must be completed online and submitted by their respective deadlines.**
- **Tests will be available online during the time designated in the course schedule**

No make up of exam will be permitted unless student unless **ALL** of the following conditions are met:

1. **legitimate excuse/real emergency**
2. **documentation of the emergency (no exceptions)**
3. **I must be informed of the situation as soon as practically possible**

Late paper/assignment policy:

- Papers are considered late if not turned in by deadline set on Carmen. Papers must be submitted via Carmen submission site. No assignments will be accepted through email.
- Deductions for late papers/ assignments: **2 points per day will be deducted from late papers and assignments.**
- Late penalties may be waived at my discretion in cases where the student has a legitimate emergency or illness.
- Papers must be in 12 point, Times New Roman font. Papers must go through Turnitin.
- **One three day “late pass” will be accepted for the written assignment during the semester.** This will allow you to turn in ONE assignment three days late if you have a situation that prevents you from turning in one assignment on time. This applies only to written assignments and does not apply to tests, quizzes, discussion boards, or bonus assignment. You must notify me if you are going to use this pass.

SOC 3630 Medical Sociology
PROPOSED GE COURSE
Subject to change

Week 1 Aug 23, 25 Introduction to Medical Sociology

READ:

Chapters 1 Chapter 2 THE SOCIOLOGY OF HEALTH, HEALING, AND ILLNESS is covered on your own Introduction and Chapter 1 (MEDICAL APARTHEID)

Assignments Due: Notice: In class activities can happen any day of the week unannounced)

- **In class activity #1**

Social factors and Health Outcomes

Week 2 Aug 30, Sept 1 Social epidemiology: social and cultural factors

READ:

Chapter 3 (THE SOCIOLOGY OF HEALTH, HEALING, AND ILLNESS)

Williams, David. Understanding Racial and ethnic Disparities in Health: Sociological Contributions

Assignments Due: Notice: In class activities can happen any day of the week unannounced)

- **Quiz on MEDICAL APARTHEID intro and chapter 1**
- **In class activity #2**

Week 3 Sept 6, 8 Health variation: Proximate risk factors and Fundamental causes

READ:

Chapter 4 (THE SOCIOLOGY OF HEALTH, HEALING, AND ILLNESS)

Jones, Camara. "Levels of racism: A theoretic frame work and a gardener's tale."

Assignments Due and Guest Speaker: Notice: In class activities can happen any day of the week unannounced)

- **Guest Lecture: Amanda Zabala, Sept 8**
- **Activity #3**

Health Behaviors

Week 4 Sept 13, 15 Social Stress

READ:

Chapter 5 (THE SOCIOLOGY OF HEALTH, HEALING, AND ILLNESS)

Karen A. Kalmakis, Lisa M. Chiodo, Nicole Kent & Jerrold S. Meyer (2020) Adverse childhood experiences, post-traumatic stress disorder symptoms, and self-reported stress among traditional and nontraditional college students

Assignments Due: Notice: In class activities can happen any day of the week unannounced)

- **In class activity #4**

Week 5 Sept 20, 22 Health Behavior

READ:

Chapter 6 (THE SOCIOLOGY OF HEALTH, HEALING, AND ILLNESS)

Chapter 8 (MEDICAL APARTHEID)

Assignments Due: Notice: In class activities can happen any day of the week unannounced)

- **Test #1 Sept 22 (Chapters 1-5) (in class, online, bring laptop)**

Week 6 Sept 27, 29 Health Behaviour and Illness and Disability

READ:

Chapter 6 and Chapter 7 (THE SOCIOLOGY OF HEALTH, HEALING, AND ILLNESS) combined
Assignments Due: Notice: In class activities can happen any day of the week unannounced)

- **Quiz #2 on MEDICAL APARTHEID Ch 8**
- **In class activity #5**

The World of Medical Professionals

Week 7 Oct 4, 6 Doctors, Nurses and the Profession of Medicine and socialization

READ:

Chapter 8 and 9, 10 (THE SOCIOLOGY OF HEALTH, HEALING, AND ILLNESS)
Chapter 2 (MEDICAL APARTHEID)

Donner, Robert. et. al. Problem based learning in American medical education: An overview.
Assignments Due: Notice: In class activities can happen any day of the week unannounced)

- **In class activity #6**
- **Quiz #3 on MEDICAL APARTHEID chapter 2**

Week 8 Oct 11, 13 No class Oct 13th fall break Doctors and profession of medicine/socialization Continued

READ:

Chapter 9/10 continued (THE SOCIOLOGY OF HEALTH, HEALING, AND ILLNESS)
Chapter 4 (MEDICAL APARTHEID)

Richman, Judith, and Joseph Flarity. Gender differences in medical student distress: Contributions of prior socialization and current role-related stress

Sparr, Landy F. The doctor-patient relationship during medical internship: The evolution of dissatisfaction

Assignments Due: Notice: In class activities can happen any day of the week unannounced)

- **Topic 1-4 due Oct 16th 11:59pm**
- **In class activity #7**
- **Quiz #4 on MEDICAL APARTHEID Ch 4**

Week 9 Oct 18, 20 Finish profession of medicine and Begin Topic seeing patients

READ:

Aguirre, Sophia. et. al. COVID-19 Impact on the Doctor-Patient Relationship: Patient Perspectives on Emergency Physician Empathy and Communication

Assignments Due: Notice: In class activities can happen any day of the week unannounced)

In class activity #8

Doctor Patient Relationship

Week 10 Oct 25, 27 Seeing Patients: Doctor-Patient relationship

READ:

Chapter 12 (THE SOCIOLOGY OF HEALTH, HEALING, AND ILLNESS)
Chapter 11 (MEDICAL APARTHEID)

McKinlay, John., Lisa Marceau. When there is not doctor: reasons for the disappearance of primary care physicians during the early 21st century.

Assignments Due and guest speakers: Notice: In class activities can happen any day of the week unannounced)

- **Test 2: Oct 25th (chapters 6-10) (in class, online, bring laptop)**
- **Guest speaker: Dr. Tayal and Dr. Barnes Oct 27**
- **Quiz#5 on MEDICAL APARTHEID chapter 11**

Week 11 Nov 1, 3 Seeing Patients: Doctor-Patient relationship

READ:

Chapter12 (THE SOCIOLOGY OF HEALTH, HEALING, AND ILLNESS)

Reed, Darius. Racial Disparities in Healthcare: How Covid-19 ravaged one of the wealthiest African American Counties in the United States.

Assignments Due and Guest Speakers: Notice: In class activities can happen any day of the week unannounced)

- **Guest speaker: Hibo Noor and Brandon Chapman, Columbus Public Health Nov 3**
- **In class activity #9**

Ethics and social implications of Health Care

Week 12 Nov 8, 10 Professional and Ethical issues in the Doctor-Patient Relationship

READ:

Chapter 13 (THE SOCIOLOGY OF HEALTH, HEALING, AND ILLNESS)

Chapter 13 (MEDICAL APARTHEID)

Montesanti, Stephanie R. "Enabling the participation of marginalized populations: case studies from a health service organization in Ontario, Canada"

Assignments Due and Guest Speakers: Notice: In class activities can happen any day of the week unannounced)

- **Quiz #6 on MEDICAL APARTHEID Nov Chapter 13**
- **In class activity #10**
- **Dr. Waterman and Dr. Krakauer Nov 8th**

Week 13 Nov 15, 17 Continue Professional ethical...

READ:

Carmen readings pdfs

Assignments Due: Notice: In class activities can happen any day of the week unannounced)

- **Topics 5-8 due Nov 20th**
- **Quiz # 7 on MEDICAL APARTHEID Chapter 14**
- **In class activity #11**

Week 14 Nov 22, 24 Medical Technology Thanksgiving Holiday No Class Nov 24

READ:

Chapter 16 (THE SOCIOLOGY OF HEALTH, HEALING, AND ILLNESS)

Chapter 14 (MEDICAL APARTHEID)

Assignments Due: Notice: In class activities can happen any day of the week unannounced)

- **In class activity #12**

Week 15 Nov 29, Dec 1 Medical Technology and Health systems

READ:

Chapter 16 (THE SOCIOLOGY OF HEALTH, HEALING, AND ILLNESS)

Online readings/video

Assignments Due: Notice: In class activities can happen any day of the week unannounced)

- **In class activity #13**

Week 16 Dec 6

- **Test 3 on Dec 6 (Chapters 11,12,13,16) (in class online, bring laptop)**

Sociology 3630
Autumn 2022
Instructor: Kim M. Lopez M.A.

I have **read the course syllabus thoroughly** and have discussed with Kim Lopez any concerns, problems, and/or questions I may have regarding all course requirements and grading policies for Sociology 3630

I understand that I am responsible for communicating with Kim Lopez if I need academic assistance or to provide feedback/suggestions. I have read and understand the sections of the OSU Student Handbook concerning academic dishonesty. Knowing that honesty is vital to the well-being of society, I promise to do my part to uphold the highest standards of honesty in Sociology 3630.

I am fully aware of the course grade requirements, assignment deadlines, testing dates and times, and policies.

PRINT NAME: _____ Student's signature _____ Date _____

-

Proposed GE Theme course: Sociology 3630: Medical Sociology

Health & Wellbeing

Briefly describe how this course connects to or exemplifies the concept of this Theme (Health & Wellbeing)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

Sociology 3630: Medical Sociology Medical Sociology is the application of sociological analysis of the distribution of disease, and the nature of health care institutions, health professions and the delivery of health care services. The course provides an introduction of the demographic, ecological, social psychological and sociological aspects of health and illness with a special emphasis on medical and health care institutions. While addressing the macro issues impacting health and health care, particular focus is paid to micro interactions between patients and medical professionals, identifying marginalized and underserved in health care systems. All students, as consumers of healthcare in various ways, see themselves and their communities’ health and wellbeing represented in this course.

Connect this course to the Goals and ELOs shared by *all* Themes

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

ELO 1.1 Engage in critical and logical thinking.

This fundamental skill is evident in the learning goals of the course which require engagement with course material through a sociological lens that explores the biopsychosocial determinants of health and human behavior in the field of medicine. The students gain an understanding of the structural and cultural framework of medicine as an institution, as art, profession, and discipline. This understanding of medicine also pays critical attention to historical context. In this course we rely on two major texts that contribute to this examination. Weiss, G. L. and L. E. Lonquist. 2017. *The Sociology of Health, Healing, and Illness* provides a grounding in medical sociology topics and Harriette Washington’s work, *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial times to the Present*, provides historical exploration of the development and professionalization of scientific medicine in relation to the treatment of Black and African American people from slavery to modern day. This provides a critical examination of the intertwining of racism and social class in the evolving medical field.

The course is set up in four sections, each of which builds on students’ growing knowledge of medical history and the professionalization of medicine. Each section provides an opportunity to delve deeper into the biopsychosocial understanding of health and those who are charged with providing care. In the first section (Social Factors and Health Outcomes), students explore social determinants of health and health disparities and inequalities. This section addresses health behaviors. The second section (The World of Medical Professionals) describes the socialization process of doctors and nurses and medical school training evolution. The third section (Doctor-Patient Relationship) offers discussion on models of doctor engagement styles with patients and the shift from doctor-patient to medical home where patients’ care is seen as a

team care. Finally, the fourth section (Ethics and Social Implications of Health Care) examines the impact of technology, politics, personal choice, and legislation on the delivery of medical care.

The emphasis on critical thinking is a part of course assignments: there are three assignment types utilized both in person and online. Online “discussion boards” employ a read, write, and engage with others format that requires students to read supplemental materials, or watch documentary/news clips, and respond to questions related to the material that elicit their personal perspective on and evaluation of the course material. These online discussion boards have supplemental readings and videos that engage students in current medical issues. The in-class activities assignments employ “think, pair, share” responses to instructor’s prompts that provide an opportunity to engage with fellow students on the week’s reading and lecture material. For example, students examine their own zip codes to see patterns of inequality and disparities chronic health issues, infant mortality, and medical infrastructure. The third assignment for this course, requires the student to select a topic (i.e., history of birth control, experimentation involving children) from *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial times to the Present*, and discuss the topic as it connects with course theories and concepts. The course also has 5-7 guest speakers from both public health, family medicine, and palliative care.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.

Students will engage with critical readings of material that will help develop a nuanced understanding of medical care and health and illness from an interdisciplinary perspective, stressing personal health and well-being, drawing from intersectional and cultural issues in the field of contemporary medical sociology, medical anthropology, social psychology, health behavior. Throughout the course, students are challenged to move beyond a proximate understanding of health behaviors and outcomes to include contributions to illness from a fundamental perspective, i.e., how social context and social factors impact health. The first part of the course compares sociological perspectives on individual health and health systems (symbolic interaction, conflict theory, functionalism) and students become familiar with the works of Talcott Parsons, Eliot Freidson, Howard Becker, and Renee Fox, as major contributors to the field of medical sociology. In the second half of the course, we focus more on current studies on interpersonal interactions between health providers and patients which will expose students to contemporary scholars of health with relation to race, gender, and class, such as Dr. David Williams and Dr. Camara Jones.

Goal 2: Successful students will integrate approaches to the theme by making connection to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in the future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences.

Guest lecture professionals in epidemiology, the office of minority health through Columbus Public Health, family medicine, and palliative care, provide direct connection with course material (readings and assignments) and direction for personal exploration. These experiences help students make content connections with their other courses of interest and identify opportunities for networking with experts in the field.

Students *identify* the connection between changing evidence and knowledge about disease patterns, mortality patterns, social factors contributing to chronic illness and stress through readings and guest presentations. Seasoned professionals in the field provide students a deeper look into the systems that manage individual and community health (outreach, medical care, and end-of-life care). Students *describe* their understanding of course concepts and themes given by guest lecturers through *synthesizing* material across weekly readings, and by sharing their professional and personal experiences that illustrate course material.

For example, in the section on Social Factors and Health Outcomes, an epidemiologist from Columbus Public Health provides a guest lecture on infant mortality in Columbus. Students will already understand the proximate and distal factors that increase infant mortality; however, the guest speaker provides in-depth

discussion of the issue of racial disparity in infant mortality locally and nationally. Students prepare questions before the lecture that will guide some of the discussion based on their own discipline or major, and then students engage in small group exercises with the speaker(s) to discuss strategies for reduction of infant mortality. Post guest lecture, students demonstrate synthesis of content in a reflection writing assignment which requires them to discuss course material, pertinent material from the guest speaker, and how it expands upon previously held knowledge about the topic and how it challenges their own personal view of the topic.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

The course assignments are designed to engage students in reflection. The syllabus states: "Course assignments are designed for you to learn basic course material, practice summarizing key concepts, and reflect on your own perspective, the perspectives of others, and your reactions to the material." Students learn foundational material concepts through lectures, readings, and documentaries.

Students engage in two activities of self-assessment of their learning during the semester. At the beginning of the semester, students submit their own learning goals for the class content (what they know and what they want to know) and performance (what they know and what they want to know) and mid-semester, they revisit their original assessment with discussion of where they have progressed in their learning and where they want to go from there.

Throughout the semester there are 13 In-class activities/discussions that prompt students to engage with classmates during lecture. These exercises provide an opportunity to gauge their growth about the topics presented and enhances their articulation of course content with fellow classmates.

Students are given the opportunity to revise course papers for improvement in performance and grade (in response to feedback). At the end of the semester, students share their "Aha!" moments in readings, assignments, and lectures in discussion board format. They can see the how their classmates' view course content and evaluate their own learning about health behavior, disparities in care, inequality and bias, and changing nature of health systems as a result of taking this course.

Goals and ELOs unique to Health & Wellbeing

...Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

The course examines individual and group health behavior, and relationships with health providers in the context of US healthcare system. This includes specific discussions about health promotion and advocacy-particularly within marginalized communities (income, gender/orientation, race, ethnicity). A second focus is on the cultural variation in health practices by both patients and their practitioners. This includes discussions about social construction of health and mental health within healthcare.

ELO 3.2 Identify, reflect on, or apply strategies for promoting health and wellbeing.

The design of the course provides students the opportunity to apply strategies for achieving and maintaining their own and others' health and wellbeing. First, students identify both aspects of health and wellbeing: personal agency and social constraints in personal/group health behavior of chronic conditions and mental health conditions. What can I do in the context that I am in?"

One course activity that directly addresses *identify, reflect, and apply strategies* is self-assessment of stress. This is both an in-group discussion and an individually written reflection submitted online. Students compare, contrast, and critiques both the Homes and Rahe stress inventory scale and the student stress inventory. Students explore what constitutes stress? What are the social factors that might mitigate or exacerbate stress response? They do their own stress inventory and explore what they can do in the context they are in. Students do not often break down their stress into discrete

A second activity that meets the health and wellbeing component of the GE is sharpening advocacy skills (for self and others) for underacknowledged health needs. In a collaboration activity, students will examine local community resources needed to address some of the health/mental health needs of groups that students represent (Black, Indigenous, People of Color, Asian and Pacific Islander, LGBTQ+). Letters to local representatives will highlight the gaps in services. Readings such as "Enabling the participation of marginalized populations: case studies from a health service organization in Ontario, Canada" by Stephanie R. Montesanti will help frame the perspective of active engagement in advocacy.