UNIVERSITY OF MICHIGAN-FLINT
COURSE CHANGE REQUEST for GenEd Distribution

** This change is not effective for registration or publication until this request has been reviewed by the Provost. **

Change Effective for Term: Fall 2010
School/College: School of Health Professions and Studies
Department: Health Sciences and Administration (HSA)

Subject: HCR
Course Number: 368
Check here for NO CHANGE: ☐

☐ INACTIVATE Course ☐ INACTIVATE Crosslisting(s)

INSTRUCTIONS: Only where a change is requested, please complete the Requested Change column below; leave other lines blank. Add separate page(s) if space provided is not sufficient for your response.

AS CURRENTLY OFFERED

1. Title: Sociology of Health and Illness
2. Credit Hours: (3)
3. Repeat Status: (see CURRENT Course Description below)
4. Crosslisting(s): SOC 368.
5. GE Distribution: ☒ H ☒ W

REQUESTED CHANGE

to:

- Total ____ -or- Variable ____ to ____
- Max of ____ credits -or- ______
- FYE First Year Experience
- CAP Capstone
- H Humanities
- S Social Science
- GB Global Studies
- F Fine Arts
- HW Health & Well Being
- FQ Finance & Quant Lit
- N Nat Science and/or NL Nat Sci Lab
- T Technology

6. CURRENT Course Description:
Sociological view of health, illness, and the delivery of medical care. Social and social-psychological factors involved in being ill; social relationships and organizations associated with medical treatment; roles of providers and patients; and national health care systems.

7. NEW Course Description (as it should appear in the Catalog):

REQUESTED BY:

[Signature]
Date: 10-20-09

DEPARTMENT CHAIR

REVIEWED BY:

Catalog Editor
Date

Provost
Date

Catalog Coordinator (Registrar’s Office)
Date

Dean
Date

Dean of Crosslist(s) or Prerequisite(s)
Date

GECAC
Date

(Catalog Course Change Request Form for GenEd Dist.doc Revised 7/22/09)
Course Title: Sociology of Health and Illness
Department: HSA  Course Prefix: HCR  Course Number: 368

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Outcome: Demonstrate the ability to think critically</th>
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<tr>
<td>Narrative:</td>
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This course addresses the application of sociological theory and concepts to an understanding of the health care arena. Students are required to compare and contrast conflicting viewpoints; (e.g., Is “coining” child abuse in the U.S.? and to think carefully about course content, by questioning concepts; sick role. |

| Assessment tools: |
Assessment tools include written assignments assessed by instructor for evidence of critical thinking |

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<th>No. 5</th>
<th>Learning Outcome: Produce competent written work</th>
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<td>Narrative:</td>
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Students complete several writing assignments which are graded using a writing rubric. Paper topics include the sick role, patient-provider relationships, role of culture in health, and use of non-medical providers. |

| Assessment tools: |
Assessment tools include evaluated written assignments with writing skill and course knowledge assessed. |

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<th>No. 8</th>
<th>Learning Outcome: Demonstrate knowledge of social structure and process</th>
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<td>Narrative:</td>
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Students examine the diversity of health behavior, health care organizations, patient and provider roles from a socio-cultural perspective; and the process of socialization of physicians and the health care professionals. Comparison with non-Western cultures is included in course materials. |

| Assessment tools: |
Assessment tools include evaluated written assignments and exams |

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<th>No. 9</th>
<th>Learning Outcome: Demonstrate knowledge of health and well-being</th>
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<td>Narrative:</td>
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Students are expected to analyze the sociological theories that pertain to the health care industry; e.g., conflict theory, organizational theories to understand the dynamics that impact decision making and organizational hierarchy in health care organizations. Assumptions underlying practices of the medical model are identified and discussed. |

| Assessment tools: |
Assessment tools include evaluated written assignments, text knowledge evaluated in exams and discussion |

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<th>No. 10</th>
<th>Learning Outcome: Use multiple perspectives and methodologies to analyze real or hypothetical problems</th>
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<td>Narrative:</td>
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Key course concepts are used and applied to real problems (e.g., use of midwives; sick role (did students’ experience fit this model?)). Variables, including demographic variables are discussed as they examine illness distribution in population, responses to illness, as well as theories of social stratification. |

| Assessment tools: |
Assessment tools include evaluated written assignments, text knowledge evaluated in exams and discussion |