

HON - 3300 - Introduction to Social Medicine

3d. UH Core - Create New Course and add to Core (UGRD only)

1. Course Ownership/Implementation/Justification

Department*	Honors College
Required Approval Steps*	<input type="checkbox"/> Undergraduate Studies Department Committee Review <input checked="" type="checkbox"/> Undergraduate Studies Department Chair/Program Director <input type="checkbox"/> Undergraduate Studies College Curriculum Committee
Will the course be cross-listed with another area?*	<input type="radio"/> Yes <input checked="" type="radio"/> No
If yes, has an agreement with department(s) been reached?	<input type="radio"/> Yes <input checked="" type="radio"/> No
Department(s) and Course(s) that will be cross-listed with this course	
Catalog year of implementation*	<input checked="" type="radio"/> 2016 - 2017 <input type="radio"/> 2017 - 2018
Term(s) Course will be TYPICALLY Offered:*	<input checked="" type="checkbox"/> Fall (including all sessions within term) <input checked="" type="checkbox"/> Spring (including Winter Mini all sessions within term) <input checked="" type="checkbox"/> Summer (including Summer Mini and all sessions within term) <input type="checkbox"/> Contact Your Academic Advisor
Justification(s) for Adding Course*	d. To meet instructional needs of students
Justification - if "other" selected above:	

State the rationale for creating this new course:*

Since it's founding in 2006, the Medicine & Society minor has provided education in the medical humanities and healthcare ethics to meet the instructional needs for students on the prehealth professions track. As the instructional needs of those students have changed, so too must the minor. Standardized tests (the MCAT, for example) and professional school curricular are increasingly demanding knowledge of the area of medical humanities known as 'Social Medicine' – a discipline which studies the effects of historical, social, political, economic, cultural, and global forces on healthcare, ethics, and health policy.

The recent changes to the core curriculum removed several classes on the Medicine & Society minor roster that did 'double duty' as core and/or WID classes and given how squeezed for time our prehealth professions students usually are, it is important that the minor (as a popular prehealth professions minor) reestablishes some overlap with the core curriculum. This is also the reason why the class is offered at the advanced level. Many of our students are arriving to the institutional with credit for lower-level classes and need advanced hours to progress in a timely and efficient manner to their postgraduate goals.

2. Course Catalog Information

**Former Selected
Topics Course
Prefix (Rubric)**

**Former Selected
Topics Course
Code (Number)**

**Former Selected
Topics Course
TOPIC TITLE**

**Instructional
Area/ Course
Prefix*** HON

Course Number*

3300

Long Course Title* Introduction to Social Medicine**Short Course Title (30 character limit)*** Intro to Social Medicine**Instruction Type*** Lecture ONLY**Lecture*** 3**Lab*** 0**Course Credit Level*** Junior**Grade Option*** Letter (A, B, C.....)**Can this course be repeated for credit?*** Yes No**If Yes, how often and/or under what conditions may the course be repeated?****Number of credit hours required of this course in degree plan*** 3.0**Number of course completions (attempts) allowed*** Multiple (no set limit)**Are multiple enrollments allowed for course within a session or term?*** Yes No**CIP Code*** 51.0001.00**Prerequisite(s):***

None

Corequisite(s) None

**Requisite Checks
in PeopleSoft***

- Need to adjust requisite checks already in place - Begin enforcement Fall
- Need to adjust requisite checks already in place - Begin enforcement Spring
- Need to create requisite checks for course - Begin enforcement Fall
- Need to create requisite checks for course - Begin enforcement Spring
- No adjustment required - requisites not being changed
- No requisite check desired for course at this time

**Course
Description***

All health professionals, regardless of specialty, work in settings where social, economic, and political forces powerfully influence who becomes ill, from what, and how likely it is that effective treatment options are both available and can be applied to positive effect in any one patient. This course introduces some core concepts in the field of 'social medicine' that explain why health outcome inequalities exist and what we might do about them in the future.

Course Notes

3. Authorized Degree Program(s)/Impact Study

Is this a required course for any program (degree, certificate, or minor)?* Yes - enter additional information in field below No

If yes, for which program(s)?

Does this change cause a change in any program?* Yes - attach copy of program plan No

If yes, to which program(s)? Minor in Medicine & Society

Does this change force changes in prerequisites for other courses?* Yes - enter additional information in field below No

If yes, which course(s) and is a proposal being submitted to reflect the change?

4. Core Curriculum Information

Learning Outcomes*

1. To understand suffering and medical care as moral processes that express and create what is at stake in lived experience.
2. To analyze the effects of historical, social, political, economic, cultural, and global forces on public health and the institutions of healthcare.
3. To understand how and why inequities exist in access to healthcare based on social class, race, ethnicity, gender, and global relations, and to analyze, critically assess, and develop creative solutions to public policy problems in healthcare.
4. To understand how and why concepts of health, disease, and illness were and are defined differently across various historical periods, social structures, and cultures.
5. To understand and demonstrate in writing how social factors not only influence health and disease, but are in turn altered by health and disease.
6. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency through written exposition and argument.

Foundational Component Area for which the course is being proposed (select one)*

Social & Behavioral Sciences

Component Area Option (optional)

Component Area Option (b): Writing in the Disciplines

UH Core: Single or Double Category Listing

- List course in BOTH the Foundational Component Area and the Component Area Option
- List course in ONLY the Component Area Option

**Core Objectives
addressed by the
course***

Communication Skills

Critical Thinking

Empirical & Quantitative Skills

Social Responsibility

**Critical Thinking,
if applicable**

Students will be required to write several papers (see syllabus, attached) that demonstrate a critical awareness of the social, cultural, political, economic and global forces influencing health and health outcomes in the U.S. and abroad.

**Communication
Skills, if
applicable**

Students will be required to write several papers (see syllabus, attached) in which they must demonstrate significant competence in: (a) the applying the rules of syntax and grammar; (b) organizing and executing a thesis effectively; and (c) deconstructing and understanding the written arguments of others.

Students will also be required to participate in classroom discussion and to work in groups during the semester to improve their position papers (see syllabus, attached).

**Empirical &
Quantitative
Skills, if
applicable**

Students will learn basic concepts through analysis of case studies that will require mastery of qualitative and some quantitative primary sources. Written papers and the two examinations will measure this competency.

**Teamwork, if
applicable**

**Social
Responsibility, if
applicable**

Students will work all semester on a position paper outlining the causes, consequences and possible remedies for health inequality in their chosen area. The purpose of such a competency is to help those of our students who wish to practice medicine become more humanistic providers, and for all students regardless of career goals to become better advocates for the health of themselves, their families, and their communities.

**Personal
Responsibility, if
applicable**

**Will the syllabus
vary across
multiple section
of the course?***

- Yes
 No

**If yes, list the
assignments that
will be constant
across sections**

5. Supporting Documentation

- Type of Attachments***
- Course Syllabus
 - Degree Plan
 - Memo
 - Other Document(s)

"Other" documents:

6. Additional Information Regarding This Proposal

Contact person for questions about proposal:* ***Other, not listed**

Comments:

Please contact Helen Valier, PhD, Director of the Medicine & Society Program, Honors College about this proposal.

Administrative Use Only

**(Administrative
Use Only)
Proposal ID#**

SYLLABUS PROPOSAL FOR HON 3300H

DEPARTMENT: HON

COURSE NUMBER: 3300

NAME OF COURSE: Introduction to Social Medicine

Course Description

All health professionals, regardless of specialty, work in settings where social, economic, and political forces powerfully influence who becomes ill, from what, and how likely it is that effective treatment options are both available and can be applied to positive effect in any one patient. This course will use a series of case studies to introduce students to the theory and practice of social medicine so that they might (a) recognize and understand how these forces shape the individual and public health in the U.S and globally; and (b) think creatively about how future policy and practice changes might alleviate perennial problems in health outcome inequality in regional, national, and global terms.

Learning Objectives

1. To understand suffering and medical care as moral processes that express and create what is at stake in lived experience.
2. To analyze the effects of historical, social, political, economic, cultural, and global forces on public health and the institutions of healthcare.
3. To understand how and why inequities exist in access to healthcare based on social class, race, ethnicity, gender, and global relations, and to analyze, critically assess, and develop creative solutions to public policy problems in healthcare.
4. To understand how and why concepts of health, disease, and illness were and are defined differently across various historical periods, social structures, and cultures.
5. To understand and demonstrate in writing how social factors not only influence health and disease, but are in turn altered by health and disease.
6. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency through written exposition and argument.

Major Assignments/Exams

- Early semester position proposal = 10%
- Three response papers (each worth 5%) = 15 %
- Midterm examination = 15%

SYLLABUS PROPOSAL FOR HON 3300H

- Late semester position paper = 40%
- Final examination = 20%

Course texts

- Gail Henderson *et al*, *The Social Medicine Reader, Vol. II: Social and Cultural Contributions to Health, Difference, and Inequality*. Duke University Press, 2005. ISBN: 082233593x
- Jonathan Oberlander *et al*, *The Social Medicine Reader, Vol. III: Health Policy, Markets and Medicine*. Duke University Press, 2005. ISBN: 0822335697
- Frank Ward ed., *Wellness vs. Illness: Healthcare Delivery in the U.S.* Cognella, 2015. ISBN: 9781631899645.

List of discussion/lecture topics

- Terminology of social medicine.
- Changes in patterns of disease across time and culture.
- Causes of health disparities in the U.S. and globally.
- The role of health policy in alleviating health disparities.
- The role of humanitarianism efforts in alleviating health disparities
- The role of medical and public health interventions in alleviating health disparities.