MEDICAL SOCIOLOGY-SYLLABUS

COURSE INFORMATION

Course Number: SYO 3400-RVC (16023)
Term: Spring 2012
Place: Online
Instructor: Katherine Lineberger, PhD

Email: Email is the only appropriate means of contacting the instructor. Please email me only on the course website. I check my university email once daily on weekdays throughout the semester. My general policy for email is to respond only to emails which relate to the course content (e.g. questions/comments related to medical sociology) and questions which cannot be answered by any other available course-related resource (e.g. the FIU Help Desk, the Course Syllabus, Course Online Discussions, the Student Watercooler, etc.). Students are required to check their course-related email daily during the semester and to keep apprised (and respond appropriately and immediately, if necessary), especially, of information emailed by Dr. Lineberger.

Phone: Should you need to speak with me by phone, please email me your phone number and some good times to call you and I will do so as soon as possible (usually within 24 hours).

Office Hours: I hold office hours by appointment only. Should you need to meet with me, please send an email and we will work out a time and place that is good for the both of us. It is also possible for students to meet with me via Adobe Connect Pro.

REQUIRED READINGS


Note: Additional readings are required and available on the course website, within their associated lesson. These readings complement the topics discussed in the course.

There are also several films required which are on reserve at the FIU South Campus library. A list of these films, their call numbers (or URLs if they’re available online) is provided on the source website under “Handouts” in Course Content. Many of these films can also be found on Netflix and Blockbuster, or at other local and university libraries.

INSTRUCTOR’S PHILOSOPHY OF LEARNING MEASUREMENT:

Learning theorists\(^1\) argue that learning and development are not like an assembly-line which can be broken down into discrete steps occurring with machine-time precision, but an organic process that unfolds in complex ways according to its own pace and rhythm. The

\(^1\) Syverson, 2006.
teacher and student are actively searching for and documenting positive evidence of student development across at least five dimensions:

- **Confidence and independence**: We see growth and development when learners’ confidence and independence become congruent with their actual abilities and skills, content knowledge, use of experience, and reflectiveness about their own learning.

- **Knowledge and understanding**: Knowledge and understanding refers to the “content” knowledge gained in particular subject areas. Knowledge and understanding includes what students are learning about the topics; research methods; the theories, concepts, and practices of a discipline; the methods of organizing and presenting our ideas to others, and so on.

- **Skills and strategies**: Skills and strategies represent the “know-how” aspect of learning. When we speak of "performance" or "mastery," we generally mean that learners have developed skills and strategies to apply what they have learned.

- **Use of prior and emerging experience**: The use of prior and emerging experience involves learners’ abilities to draw on their own experience and connect it to their work. A crucial but often unrecognized dimension of learning is the capacity to make use of prior experience as well as emerging experience in new situations. In evaluating the use of prior and emerging experience, we ask what types of experiences the student has had and is having which can contribute to their understanding of the current topic.

- **Critical reflection/thinking**: Critical reflection/thinking refers to the developing awareness of the learner’s own learning process, as well as more analytical approaches to the subject being studied. It involves the development of the learner’s ability to step back and consider a situation critically and analytically, with growing insight into his or her own learning processes, a kind of metacognition.

These five dimensions cannot be "separated out" and treated individually; rather, they are dynamically interwoven.

Students are active in their own learning process, but are often treated by educational systems as if they are passive “receptacles” into which knowledge can be poured and measured. **The overarching goal of the assignments in this course is that students will be actively engaged in demonstrating that they are aware of their own learning process, have retained the course content, and are able to critically apply that content to situations and phenomena in the real world.**

In sum, it is the student’s responsibility to clearly demonstrate their learning (process and content) throughout every aspect of the course.

**COURSE REQUIREMENTS**

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<th>1. Syllabus, Blackboard, and Component Quiz</th>
<th>Students are required to know every aspect of and requirement noted in the syllabus. Students are also required to review tutorials on Blackboard Learn 9 and its related components (e.g. Adobe Pro Connect, Discussion Boards, etc.). There will be a quiz on the syllabus, Blackboard, and its related components available to students on Monday, January 9 through Wednesday, January 18, 2012 (11:30 PM). Students must pass the quiz with 100% accuracy before gaining access to the remainder of the course materials. <strong>Total possible points = 25.</strong></th>
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<tr>
<td>2. Weekly Online Discussions:</td>
<td>Each week, the instructor will conduct 1 one-hour online discussion related to the current topic. These meetings are conducted using Adobe Connect Pro. Students are required to familiarize themselves with the program and to assure that their computer is “Adobe Friendly.” A tutorial and instructions are available on the course website.</td>
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The first 5-10 minutes of these discussions will be spent addressing “course housework” (e.g. technical or syllabus issues students should be aware of) and the instructor will take questions from attending students about any aspect of the course of concern to them (within reason).

**Students are required to attend and participate substantively in one discussion session every four weeks beginning the week of January 9th for a total of at least four (4) discussions throughout the course of the semester.**

- Substantive participation includes asking critical thinking questions, making pertinent observations, relating the discussion to something encountered in research outside class, etc. Simply attending discussions is not enough to merit points for this requirement. Students’ participation should reflect that they are current with the readings and assignments for the course.

- Days and times will be varied to accommodate a variety of schedules and the schedule of discussions is provided under the course content link (under “Adobe Connect Pro Online Discussions”) on the course website.

- Online discussion grades will be updated approximately once monthly (four times, 25 points possible each grading) throughout the semester. *Total possible points = 100.*

### 3. Review of Unattended Online Discussions:

Each online discussion will be recorded and the recordings will be made available by the end of the next business day for students to review.

- Students are required to review recordings of unattended discussions within one week of their occurrence (e.g. if a discussion takes place on Wednesday, students are responsible for reviewing it by the following Wednesday).

- Discussion recordings are available under the course content link on the course website.

- Blackboard records student access of recordings and students will be graded approximately once monthly (four times during the semester, 25 points possible each grading) according to how many recordings were reviewed in entirety. *Total possible points = 100.*

### 4. Exams:

Students are required to complete three (3) exams for the course. Exams are structured within the following parameters:

- Each exam is comprised of multiple choice and true/false questions. All exam questions relate to the readings, lectures, films, and all other class activities for that section of the course (exams are not cumulative).

- Study guides are not provided for exams. There are crosswords available on the course website and many students find these to be useful study tools, especially for material related to the readings. Students are strongly encouraged to form their own study groups.

- Exams will be made available Wednesday and again on Saturday (from 9 AM-11:30 PM each day) of the week that they are scheduled.

- One hour and fifteen minutes is allotted for each exam. *Exams exceeding the one hour and fifteen minute deadline will be considered late and not accepted.*

- Students are required to download and utilize Respondus Lockdown Browser for taking exams online. The browser and instructions for using it are provided on the course website.

- **Students can login to exams only once and may not navigate away from the exam once logged on (this will result in automatic submission of the exam and it will be graded “as is.”).**

- Students are encouraged to take their exams on a reliable computer and internet connection, to avoid crashes. If anyone questions the reliability of their computer or internet connection, it is highly recommended that they take the exams on one of the computers in a campus computer lab.

- Exams can be found under “Assessments” on the course website.

- If a student encounters a technical problem with an exam, the student must contact the FIU Online Help Desk (available by phone, email, and online chat...
Mon.-Fri. and by email and chat on Sat-Sun.) to seek technical assistance immediately and work with them to resolve the problem. Dr. Lineberger will work with the Help Desk to resolve problems that may be encountered by students.

- If problems are found to be systemic in nature (e.g. Blackboard is down or the FIU Online network is down, etc.), exams will be reset for students. If problems are found to be due to operator error, exams will not be reset.

- There are no makeup exams.

- Individual students will receive their score upon submission of their exam. On the Monday following each exam (once all students have completed the exam) all students will be able to access feedback about right/wrong questions and references to the course material from which each question emerged.

- Each exam is worth 100 points. Total possible points for this assignment = 300

5. Reflections Discussion:

Students are required to post a minimum of once weekly (total 15 entries) to the Reflections Discussion Board. Postings should reflect their growing confidence and independence, knowledge and understanding, skills and strategies, use of prior and emerging experience, and critical reflection/thinking in Medical Sociology. Students are required to post reflections of Medical Sociology that they find in their everyday lives (e.g. You Tube Videos, links to articles and/or websites, pictures, TV commercials, poetry, art, music, etc.) and to discuss how their posting relates to our study of Medical Sociology. Postings will be graded for quantity and quality twice during the semester (at midterm and the end-of-term, 50 pts. each grading)

- Each posting is worth 5 points. Total possible points for this assignment = 100.

**GRADING**

Grades have the following meaning:

- **A-Level Work**: Represents outstanding (“above and beyond”) participation in all course activities; all assigned work completed, with very high quality in all work produced for the course. Evidence of highly significant development across the five dimensions of learning detailed above.

- **B-Level Work**: Represents excellent participation in all course activities; all assigned work completed, with consistently high quality in course work. Evidence of marked development across the five dimensions of learning detailed above.

- **C-Level Work**: Represents good participation in all course activities; minimum required work completed, with generally good quality overall in course work. Evidence of some development across the five dimensions of learning.

- **D-Level Work**: Represents uneven participation in course activities; some gaps in assigned work completed, with inconsistent quality in course work. Evidence of development across the five dimensions of learning is partial or unclear.

- **F-Level Work**: Represents minimal participation in course activities; serious gaps in assigned work completed, or very low quality in course work. Evidence of development is not available.

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<th>POINTS</th>
<th>GRADES</th>
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<tr>
<td>Week</td>
<td>Assignments</td>
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| January 9, 2012      | ● Read: Weitz, Ch 1  
  ● Review Lecture 1  
  ● Online Discussion: 1/10 at 9 AM | ● Syllabus, Blackboard, and Component Quiz available until January 18, 2012 at 11:30 PM  
  ● Attend Online Discussion and/or Review the unattended discussion  
  ● A minimum of one Reflections posting  
  ● Explore the course and its components |
| January 16, 2012     | ● 1/16 Martin Luther King, Jr. Day-No Class  
  ● Read: Weitz, Ch 2; Verbrugge “Pathways of Health & Death”; Corea “The Invisible Epidemic: The Story of Women & AIDS”  
  ● Review Lecture 2  
  ● Online Discussion: 1/18 at 12 PM  
  ● View films: “Fooling with Nature” and “Supersize Me” | ● Syllabus, Blackboard, and Component Quiz due January 18, 2012 at 11:30 PM  
  ● Attend Online Discussion and/or Review the unattended discussion  
  ● A minimum of one Reflections posting |
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<tr>
<th>Date</th>
<th>Read and Review</th>
<th>Attend Online Discussion and/or Review the unattended discussion</th>
<th>Minimum Reflections posting</th>
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| January 23, 2012 | • Read: Weitz, ch 3; Williams & Collins “US Socioeconomic & Racial Differences in Health: Patterns & Explanations”  
• Review Lecture 3  
• Online Discussion: 1/26 at 5:30 PM  
• View film: “Borderline Cases: Environmental Matters at the United States-Mexico Border” | • Attend Online Discussion and/or Review the unattended discussion  
• A minimum of one Reflections posting | |
| January 30, 2012 | • Read: Weitz, Ch 4  
• Review Lecture 4  
• Online Discussion: 1/31 at 9 AM  
• View film: “The Age of AIDS” | • Attend Online Discussion and/or Review the unattended discussion  
• A minimum of one Reflections posting | |
| February 6, 2012 | • Read: Weitz, Ch 5; Mechanic “Conceptions of Health”  
Goldstein “The Origins of the Health Movement”  
• Review Lecture 5  
• Online Discussion: 2/8 at 12 PM  
• View film: “The Medicated Child” | • Attend Online Discussion and/or Review the unattended discussion  
• A minimum of one Reflections posting | |
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<tr>
<th>Date</th>
<th>Read: Weitz, Ch 6; Frank “Seeing Through Pain”; Mairs “The Desert”</th>
<th>Exam 1 will be available on Wednesday, 2/15 (9:00 AM-11:30 PM) and again on Saturday, 2/18 (9:00 AM-11:30 PM). Students can logon to take the exam at any time during these periods.</th>
<th>Attend Online Discussion and/or Review the unattended discussion</th>
<th>A minimum of one Reflections posting</th>
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| February 13, 2012 | Review Lecture 6  
Online Discussion: 2/16 at 5:30 PM  
View film: “Murderball” |                                                                                                   |                                                               |                                      |
| February 20, 2012 | Read: Weitz, Ch 7; Watters “The Americanization of Mental Illness”  
Review Lecture 7  
Online discussion 2/21 at 9 AM  
View film: “The New Asylums” | Attend Online Discussion and/or Review the unattended discussion  
A minimum of one Reflections posting |                                                               |                                      |
| February 27, 2012 | Read: Weitz, Ch 8; Navarro “Why the US Health Care System Does Not Respond to People’s Needs”; Albrecht “The Marketing of Rehabilitation Goods and Services”  
Review Lecture 8  
Online Discussion 2/29 at 12 PM  
View films: “Sicko” and “The High Price of Health” | Attend Online Discussion and/or Review the unattended discussion  
A minimum of one Reflections posting |                                                               |                                      |
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<th>Date</th>
<th>Read/View/Review</th>
<th>Discussion/Exam</th>
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| March 5, 2012    | • Read: Weitz Ch 9; Himmelstein & Woolhandler “The Canadian System”; Iglehart “Japan’s Medical Care System” Akiyama “Twenty Years of Care in Japan”  
• Review Lecture 9  
• Online Discussion: 3/8 at 5:30 PM | • Attend Online Discussion and/or Review the unattended discussion  
• A minimum of one Reflections posting |
| March 12, 2012   | SPRING BREAK-NO CLASS                                |                 |
| March 19, 2012   | • Read: Weitz, Ch 10  
• Review Lecture 10  
• Online Discussion: 3/20 at 9 AM  
• View film: “Choosing Death” | • Attend Online Discussion and/or Review the unattended discussion  
• A minimum of one Reflections posting |
| March 26, 2012   | • Read: Weitz, Ch 11; Diamond “If It’s Not Charted, It Didn’t Happen”  
• Hafferty “Mr. Kilwauski”  
• Levy and Gordon “Stress and Burnout in the Social World of Hospice”  
• Review Lecture 11  
• Online Discussion: 3/28 at 12 PM  
• View films: “The Code of Silence” and “The Magic Bullet” | • Exam 2 will be available on Wednesday, 3/28 (9:00 AM-11:30 PM) and again on Saturday, 3/31 (9:00 AM-11:30 PM). Students can logon to take the exam at any time during these periods.  
• Attend Online Discussion and/or Review the unattended discussion  
• A minimum of one Reflections posting |
| April 2, 2012 | - Read: Weitz, Ch 12  
- Review Lecture 12  
- Online Discussion: 4/4 at 5:30 PM  
- View film: “The Knowledge of Healing” | - Attend Online Discussion and/or Review the unattended discussion  
- A minimum of one Reflections posting |
| April 9, 2012 | - Read: Weitz, Ch 13; Hilfiker “Playing God”; Bosk “Baby Doe Before Regulations”  
- Review Lecture 13  
- Online Discussion 4/12 at 9 AM  
- View films: “The Deadly Deception” and “A Death of One’s Own” | - Attend Online Discussion and/or Review the unattended discussion  
- A minimum of one Reflections posting |
| April 16, 2012 | - Read: *Readings for this lesson relate to health care policy.*  
- Review Lecture 14  
- Online Discussion: 4/17 at 12 PM | - Attend Online Discussion and/or Review the unattended discussion  
- A minimum of one Reflections posting |
| April 23, 2012 | FINAL EXAM WEEK | - Exam 3 will be available on Wednesday, 4/25 (9:00 AM-11:30 PM) and again on Saturday, 4/28 (9:00 AM-11:30 PM). Students can logon to take the exam at any time during these periods. |
**Additional Issues**

1. **Extra Credit:** *Individual extra credit assignments are not offered in this course.* However, students can take advantage of extra credit opportunities offered through the “Student Water cooler” and “Ask Dr. Kathy” discussions.
   a. The *Student Water Cooler* discussion is a platform for students to find assistance from one another throughout the course. Students can post questions and answers about technical, syllabus, assignment-related issues, discuss topics of interest that arise, and pool their resources to help each other through the course. This discussion has been used in a variety of creative ways by former classes, including setting up study groups, discussing important issues with like-minded students, and so forth.
   b. The *Ask Dr. Kathy* discussion group is a platform for students to ask the instructor questions which are related to medical sociology (e.g. questions about concepts found in the readings, films, activities, etc.). The instructor will check into the discussion periodically and respond to the most pertinent questions asked.
   c. Students are encouraged utilize the 5 star rating system to rate questions and answers.
   d. Participation in extra credit discussions will be graded four times during the course of the semester (approximately once monthly). Students can earn up to 25 points each grading for participating a minimum of 10 times in one or both of the discussion forums.
   e. Extra credit is not required but will be added to students’ total points earned at the end of the course. *Total possible points = (25 pts. X 4) = 100.*

2. **Missed or Late Assignments:** Under no circumstances will missed or late assignments (including exams) be accepted.

3. **Students with Disabilities:** Students with disabilities should contact me in the first two weeks of class to make arrangements for any accommodations they may need. Please contact the Disability Resource Center on campus to get started with this process. They can be reached at:

   11200 SW 8th Street Miami, FL 33199  
   **Graham Center 190**  
   Phone: (305) 348-3532 • Fax: (305) 348-3850  
   Email: [drcupgl@fiu.edu](mailto:drcupgl@fiu.edu)

4. **Trouble Shooting Issues with the Course:** The tutorials and quizzes related to the syllabus and online learning environment are designed to enable students to answer most questions that might arise throughout the course of the semester.
The professor works closely with FIU Online technical support staff to troubleshoot problems and issues that may arise in the course. Students needing technical support (e.g. Blackboard, its components, problems you may be having with your own computer interfacing with these, etc.) should **immediately** contact FIU Online if these problems relate to your ability to meet course requirements in any way. Depending upon the nature of the problem, this process can sometimes take several days before resolution. Students are expected to be patient and to continue working with technical support until the issue is resolved.

i. The FIU Online Help Desk can be accessed through the help menu at the top of the course home page. The Help Desk can also be contacted by phone at 305-348-3630. Once contacted, the Help Desk will issue a ticket number related to your inquiry. Please make note of this ticket number and the names of anyone you contact and work with the Help Desk to resolve your problem.

ii. If there is a problem with your being able to meet any of the requirements of the course due to technical issues, FIU Online will contact Dr. Lineberger, inform Dr. Lineberger of the problem, and ask for further instruction.

iii. **Students who have technical problems which prevent them from meeting the course requirements and who fail to immediately seek and follow through with technical assistance from the FIU Online Help Desk will not be given special consideration for their problem.**

5. Students are expected, at all times, to maintain the standards of conduct outlined in the *Student Handbook* in all relations and communications with the professor and with other students in the class.