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**Chapter 14 – Health Illness and Medicine: Faculty Lesson Plan**

| **Step 1** | **Before Class:**   * Review the **Gamification Overview** document to familiarize yourself with the 7 activities the students are completing to earn bonus content. * Review the **Chapter 14: Student Worksheet**. * Select a **In the News Blog** to discuss in class. * Review the **Chapter 14 PowerPoint Audio Lecture Transcript** and prepare mini-lectures to fill in the gaps or introduce new content. |
| --- | --- |
| **Step 2** | **During Class:**  Use the **Flipped Classroom Activities** to engage your students. Suggestions include:   * Use the **Points to Ponder** and/or **Class Survey Questions** from the **Student Worksheet** as a lecture launcher for discussion. * Use the module **Discussion Questions** for discussion. discussion. Watch and discuss one or more of the suggested short videos. * Engage the class with a discussion about the **In the News Blog**. * Use your own activities. * Interspersed multiple mini-lectures to maintain a healthy balance of lecture material and activities.   A list of learning objectives, discussion questions, and video suggestions are below. |
| **Step 3** | **Optional:**   * **Classroom Assessment Techniques** (**CATs**). * **Practice Quiz**   An optional third step is to have students complete a CAT and/or a Practice Quiz. Ideas for the CATs are below. The Practice Quiz is not for a grade but instead to access their knowledge of the chapter material. These steps will give you an opportunity to see what concepts need further review. A list of Practice Quiz questions and answers are at the end of this document. Of course, you can also use your own practice quiz questions. |

**Chapter Modules, Learning Objectives and Discussion Questions**

**Module 1:**

**Health, Illness, and Medicine**

* The Social Construction of Health, Illness, and Medicine
* American Health and Lifestyles
* The Sick Role

**Learning Objectives**

14.1.1: Describe how health, illness, and medicine are socially constructed.

14.1.2: Describe the evolution of American health and lifestyles.

14.1.3: Describe the sick role and doctor-patient interactions.

**Video**: “The Big Idea in 4 Minutes – Coming of Age in Aging America” — *Vitalpictures*, 2012, 4:48 — <https://www.youtube.com/watch?v=ZOA1v4-2Fos>

* **Discussion Questions - 14.1.1 Deprofessionalsim**

Discuss how you view physicians in regards to power, status, influence and mystique.

**Module 2:**

**The Structures of Health, Illness, and Medicine**

* Social Demography of Health and Illness
* Basic Structure of Healthcare in the U.S.
* Basic Structure of Healthcare Delivery Systems around the Globe

**Learning Objectives**

14.2.1: Analyze the effects of social class, sex, and race on health and illness.

14.2.2: Discuss the basic structure of the U.S. healthcare delivery system.

14.2.3: Compare and contrast the U.S. and healthcare systems around the globe.

**Video**: “What is Health Equity?” — *Health Equity Institute,* 2014, 3:24 — <https://www.youtube.com/watch?v=ZPVwgnp3dAc>

* **Discussion Questions – 14.2.1 Income Gap Countries**

What structural changes are needed to decrease the differences in life expectancies between the residents of both counties?

**Module 3:**

**Problems with Healthcare**

* Our Unhealthy System
* Why You Can’t Afford to be Sick
* Are Good Doctors Enough?

**Learning Objective**

14.3.1: Examine issues that surround access to healthcare in the United States.

14.3.2: Analyze the reasons behind the high cost of healthcare in the United States.

14.3.3: Understand the quality of the American healthcare system.

**Video:** “WHO: What is People-Centred Care?” — *World Health Organization (WHO),* 2017, 2:35 — <https://www.youtube.com/watch?v=pj-AvTOdk2Q>

* **Discussion Questions - 14.3.1 Healthcare Spending**

In your opinion, why are Americans willing to spend so much on healthcare? What should be done to lower the costs?

* **More Than a Theory Discussion Questions**

Functionalist Theory: How might increasing the number of insured citizens improve the quality of healthcare for all? What additional measures can be implemented to insure the healthcare system works to the best of its ability?

Conflict Theory: What social policies might be implemented to correct inequalities in the healthcare system? What are the manifest and latent implications of the Affordable Healthcare Act? Would eliminating this policy result in new or different problems?

Symbolic Interactionism Theory: If you created a questionnaire designed to improve the individuals’ experience as a patient, what questions would you include? Why do you feel it is important to ask those specific questions?

**Module 4:**

**Health and the Sociological Imagination**

* The Vaccination Debate

**Learning Objective**

14.4.1: Explain the link between personal troubles and public health troubles.

**Video:** “Wealthy Parents Saying No to Childhood Vaccinations” — *CBS Evening News*, 2014, 2:16 — <https://www.youtube.com/watch?v=e3-WOVbhpmo>

* **Discussion Questions - 14.4.1 The Private vs. Public Nature of Health**

Your book addresses the public and private nature of child vaccination. What other examples of personal health troubles can become a public health issue? Can and should a society force its members to follow personal health guidelines for the benefit of the well-being of the group?

**Module 5:**

**Changes in Your Healthcare**

* Technology and Privacy
* The Right to Die
* The Future of Healthcare

**Learning Objective**

14.5.1: Evaluate the social changes caused by the use of technology in healthcare.

14.5.2: Assess the social changes associated with physician-assisted suicide.

14.5.3: Predict how traveling for medical treatment may change healthcare.

**Video:** “CNN: 2010: ‘Dr. Death’s’ View on Life” — *CNN*, 2:58, 2:58 — <https://www.youtube.com/watch?v=GSy0OW65Sqw>

* **Discussion Questions – 14.5.1 Medical Tourism**

Would you travel abroad for healthcare? Do you think losing money because patients are going overseas will force hospitals to improve the quality and lower the cost of care at home?

**Class Survey Questions**

**Title:** Longevity Survey

**Overview:** Student take a three-question survey designed to be used with the Opener for Chapter 14. The goal is to get students to begin thinking critically about a topic related to health, illness, and medicine.

1. I want to live to 100 years old.

**☐** not at all **☐** somewhat **☐** completely **☐** don’t know

2. I expect to live to 100 years old.

**☐** not at all **☐** somewhat **☐** completely **☐** don’t know

3. I am living a lifestyle that will increase my odds of living to 100.

**☐** not at all **☐** somewhat **☐** completely **☐** don’t know

**Title:** Health Care

**Overview:** Student takes a three-question survey designed to be used with Chapter 14. The goal is to cause students to begin thinking critically about a topic related to health, illness, and medicine.

1. Should parents have the right to choose whether or not they vaccinate their children?

☐ yes ☐ no ☐ not sure

2. In your opinion should healthcare be a fundamental human right?

☐ yes ☐ no ☐ not sure

3. Should the U.S. have socialized medicine like countries in Europe?

☐ yes ☐ no ☐ not sure

**Classroom Assessment Techniques (CATs)**

These CATs are helpful in assessing students’ knowledge and understanding of the chapter content. Using pieces of paper, have the students write their response to one of the following techniques. Collect and use their responses as the basis for class discussion.

* 1. **Muddiest Point**: A Muddiest Point is a quick monitoring technique. It involves asking students to take a few minutes to write down the most difficult, confusing or “muddiest” terms, concepts, or parts of chapter 3 that they encountered.
  2. **Minute Paper**: Ask students to write a brief response to the following questions:
* What was the most important thing you learned during this chapter or class?
* What important question remains unanswered?
  1. **Directed Paraphrasing:** Ask students to write a laypersons’ "translation" of something they learned in the chapter. Ask them to write their explanation as if they are explaining the key term, concept, or theory to a friend who does not have a sociology background.

**Chapter 14 Practice Quiz and Answers**

**SociologicalYOU** also provides a test bank with objective and subjective questions to construct an exam covering the content in this chapter. Contact [Support@SociologicalYOU.com](mailto:Support@SociologicalYOU.com) to request access to the test bank.

**Module 1**

1. True or False: Every country and all individuals agree the universal definition of health is “a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity” (World Health Organization 2015).

2. Which of the following contribute to the social construction of illness?

a. culture

b. personal experience

c. stakeholder incentives

d. all of these

3. Which of the following is the leading cause of preventable disease and death in the U.S.?

a. smoking

b. cancer

c. obesity

d. accidents

e. infections

4. Which of the following is an example of taking advantage of the sick role?

a. deprofessionalism

b. medicalization

c. playing hooky

d. stigma

**Module 2**

1. True or False: Hispanics have a higher life expectancy than Whites do in the U.S.

2. Which of the following provides health insurance to a larger percentage of Americans?

a. Medicare

b. U.S. military

c. Medicaid

d. employer-based

3. Which of the following countries is ranked the highest in the compiled categories of

quality care, access, efficiency, equity, and healthy lives.

a. Sweden

b. U.S.

c. United Kingdom

d. Germany

4. True or False: Countries with socialized medicine models have extraordinarily long

wait times for doctor appointments and offer rationed services.

**Module 3**

1. True or False: The high cost of American healthcare results in citizens having a quality of care that is far above other nations in the world.

2. The implementation of \_\_\_\_\_ has resulted in a decrease in the number of uninsured Americans.

a. Patient-centered care

b. The Affordable Health Care Act

c. Medicare

d. Coordinated Care

3. \_\_\_\_\_ is/are increasingly being used by doctors and hospitals to coordinate patient care.

a. The Affordable Health Care Act

b. Families

c. Technology

d. Nurses

4. Overcoming language barriers, better meals and cable television are all examples of

\_\_\_\_\_?

a. effective care

b. safe care

c. coordinated care

d. patient-centered care

**Module 4**

1. True or False: Sick role is defined as, abnormal thoughts, behaviors, emotions or

actions that are a threat to the individual or society.

2. Having an immunization rate of 94 percent reduces the likelihood of measles spreading throughout the population because it creates \_\_\_\_\_\_\_\_.

a. health

b. a sick role

c. chronic disease

d. herd immunity

3. All of the following except \_\_\_\_\_\_\_\_\_ is a reason parents choose not to vaccinate their children.

a. They feel the illness is rare or not that bad.

b. They fear the vaccines side effects

c. They feel the pharmaceutical companies have their best interest at heart.

d. They trust the advice of their family and friends more than their doctor.

4. Which of the following fits the demographic profile of parents who are less likely to vaccinate their children?

a. white, college and affluent

b. immigrant, uneducated and poor

c. minority, educated and middle class

d. white, uneducated and working class

**Module 5**

1. True or False: With the ever-increasing use of technology, the healthcare community has done an exemplary job of securing the medical records of patients.

2. Brittany Maynard in notable in the chapter for which of the following reasons?

a. her sick role

b. physician assisted suicide

c. Being a famous gerontologist

d. chronic diseases

3. Low cost, high quality and beautiful destinations are all hallmarks of \_\_\_\_\_.

a. the medical industrial complex

b. health

c. medical sociology

d. medical tourism

**Module 1**

1. False (LO 14.1.1)

2. D (LO 14.1.1)

3. A (LO 14.1.2)

4. C (LO 14.1.3)

**Module 2**

1. True (LO 14.2.1)

2. D (LO 14.2.2)

3. C (LO 14.2.3)

4. False (LO 14.2.3)

**Module 3**

1. False (LO 14.3.2)

2. B (LO 14.3.1)

3. C (LO 14.3.3)

4. D (LO 14.3.3)

**Module 4**

1. False (Health and the Sociological Imagination)

2. D (LO 14.4.1)

3. C (LO 14.4.1)

4. A (LO 14.4.1)

**Module 5**

1. False (LO 14.5.1)

2. B (LO 14.5.2)

3. D (LO 14.5.3)