SOC 615 MEDICAL SOCIOLOGY

Associate Professor: Krysia Mossakowski, Ph.D.

Spring 2018: Wednesday 12:00 – 2:30 PM
Classroom: BUSAD C103
My office: Saunders 215
My office phone number: 956-8416
Office Hours: by appointment
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Course Description

This course is an introduction to medical sociology. It is the first course in our medical sociology sequence (SOC 616 Stress and Health, SOC 617 Sociology of Mental Health and Illness, SOC 716 Advanced Medical Sociology). This course covers major paradigms in medical sociology for analyzing the social determinants of health, the political economy of health systems, illness perception and help-seeking, doctor-patient interaction, adaptations to illness, the profession of medicine and medical sociology, and medical ethics, as well as the policy implications of research in medical sociology. Overall, important classic readings, new research, and general reviews of the literature will provide a broad understanding of this specialization within sociology. This is a growing interdisciplinary area of research and medical sociology is one of the largest sections of the American Sociological Association.

Student Learning Outcomes
1. Describe concepts and key findings in the medical sociology research literature.
2. Explain and critique sociological theories about the social causes and consequences of health and illness.
3. Employ critical thinking during class discussions and in weekly reaction papers as well as the final research paper.
4. Write a research paper using American Sociological Association citation style that examines a scholarly research literature and addresses the gaps in our knowledge.
5. Demonstrate clear oral communication skills by articulating your ideas about the readings during class discussion and by explaining readings and your research grant proposal in presentations.

Required Readings are posted on Laulima Note: Literature review Chapters (2010) listed in the course schedule are from Chloe E. Bird, Peter Conrad, Allen M. Fremont,

**Grading** will be based upon the following percentage point distribution:

- Reflection Papers, Class Participation, Directed Class Discussions of Readings: 35%
- Proposal for NIH Grant Application: 20%
- First Draft and Final Draft of NIH Grant Application: 25%
- NIH Grant Research Proposal Presentation: 20%
- **Total:** 100%

Grades for the course will be assigned according to the following percentage scale:

- **A:** 93 – 100%
- **A-:** 90 – 92%
- **B+:** 87 – 89%
- **B:** 83 – 86%
- **B-:** 80 – 82%
- **C+:** 77 – 79%
- **C:** 73 – 76%
- **C-:** 70 – 72%
- **D+:** 67 – 69%
- **D:** 60 – 66%
- **F:** less than 60%

**Weekly Reflection Papers, Class Participation, Directed Class Discussions of Readings (35%)**

For each class, short reflection papers about all of the readings are required (20%). Reflection papers should summarize the readings briefly, address the strengths and limitations of the studies, convey your reaction to the topics, and provide discussion questions for the class. You may choose to have two weeks without handing in a reflection paper. Class participation is based on your attendance and contribution to discussions (5%). You will also do directed class discussion of the readings for the class – summarize readings and present discussion questions (10%).

*Your reflection papers are a fundamental way to begin studying the literature for a comprehensive exam and your dissertation research. Your directed class discussions of the readings are an ideal way to gain teaching experience.*

**Proposal for a National Institutes of Health (NIH) Grant Application (20%), First Draft and Final Draft (25%)**

Your NIH grant application will be on a topic related to medical sociology. You can find NIH funding opportunity announcements (FOAs) ([https://grants.nih.gov/grants/oer.htm](https://grants.nih.gov/grants/oer.htm)) or you can apply to NIH without a relevant FOA. Please meet with me to discuss your ideas before you complete your proposal. Your proposal should include an intriguing and relevant title, project narrative (2 – 3 sentences), specific aims (objectives and hypotheses), an explanation for why the topic will be a new contribution to the literature that warrants funding, proposed data and methods, and a preliminary reference list. You are required to hand in a **first draft** of your grant application earlier in the semester to receive feedback on your progress and help with revisions. The **final draft** of your NIH
grant application is due on the last day of class and will be graded on its quality and the extent to which you have responded to my recommended revisions for your first draft will be taken into account. There should be an introductory paragraph and specific aims on one page (single spaced) followed by a Background section outlining previous research and gaps in the literature, Significance section (relevance of proposed research to public health), Broader Impacts section (description of how your findings will affect other research areas, society, population health etc.), Innovation section (unique features), and Approach section (methodology, data analysis plan, expected results, and your preliminary findings if possible).

*Writing an NIH grant application is for your professional development as a scientist.*

**Presentation (20%)**

During the last two classes, a 10 minute power-point presentation of your proposed project to be considered for grant funding is required.

*A graduate level presentation will enhance your professional development because it is excellent practice for conference presentations, the job market, and teaching.*

**This class is a safe environment (Title IX):** The University of Hawai‘i is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. If you or someone you know is experiencing any of these, we have staff and resources on campus to support and assist you and can also direct you to resources in the community.

As a faculty member, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

To remain anonymous and speak with someone confidentially, Mānoa Confidential Resources include: University Health Services (808) 956-8965, East-West Road; Counseling (808) 956-7927, QLC 312; Office of Gender Equity (808) 956-9977, QLC 210; LGBT Student Services (808) 956-9250, QLC 211; PAU Violence Program (808) 956-8059, QLC 211; Student Parents at Mānoa (808) 956-8059, QLC 211; and the Women’s Center (808) 956-8059, QLC 211.

To report an incident, contact the Title IX Coordinator (808) 956-2299, Dr. Dee Uwono, email t9uhm@hawaii.edu, Hawai‘i Hall 124 and please see http://www.manoa.hawaii.edu/titleix/; or contact Public Safety (Campus Security) (808) 956-6911; or in an emergency, call 911.
**ADA Statement:** If you have a disability for which you will need accommodations in this class, please let me know as soon as possible. Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Liliuokalani Center for Student Services. If you do not have an ADA-documented disability, but there is something, which I can do to assist you in the classroom, please speak to me, and I will try to work with you in any way I can.

- Civility and respect for others are guiding principles in this class. Health issues are sensitive topics, therefore during in-class discussions you need to be respectful of others.

Also, plagiarism and any other form of academic dishonesty will not be tolerated. Please read our student conduct code [http://www.studentaffairs.manoa.hawaii.edu/policies/conduct_code/](http://www.studentaffairs.manoa.hawaii.edu/policies/conduct_code/) and for more information on plagiarism see: [http://wts.indiana.edu/pamphlets/plagiarism.shtml](http://wts.indiana.edu/pamphlets/plagiarism.shtml)

**Course Schedule and Required Readings**

* The readings listed below should be done for the class date assigned. This schedule may be subject to change depending on the progress of this class.

**January 10**

**Aloha: Introduction to syllabus and each other**


**January 17**

**The Social Determinants of Health: How Important is Socioeconomic Status?**


Ross, Catherine and John Mirowsky. (2010) (Chapter 3), “Why Education is the Key to Socioeconomic Differentials in Health.”

“Race, Socioeconomic Position, and Physical Health: A Descriptive Analysis.” *Journal of Health and Social Behavior* 58(1) 23–36.

**January 24**

**Examining Genetics and Biomarkers to Advance our Understanding of the Social Determinants of Health**


Lee, Chioun, Christopher L. Coe1, and Carol D. Ryff. 2017. “Social Disadvantage, Severe Child Abuse, and Biological Profiles in Adulthood.” *Journal of Health and Social Behavior* 58(3) 371–386


**January 31**

**National Institutes of Health Grant Applications** (no reflection paper required)

[https://grants.nih.gov/grants/planning_application.htm](https://grants.nih.gov/grants/planning_application.htm)

**February 7**

**The Role of the Social Stress Process in Health and Mental Health Disparities**


February 14  

**A Life Course Perspective of Social Determinants of Health**


Brown, Tyson H., Liana J. Richardson, Taylor W. Hargrove, and Courtney S. Thomas. 2016. “Using Multiple-hierarchy Stratification and Life Course Approaches to Understand Health Inequalities: The Intersecting Consequences of Race, Gender, SES, and Age.” *Journal of Health and Social Behavior* 57(2) 200–222


February 21  

**Gender/Sex Differences in Physical Health, Mental Health, and Health Care**

Chapter 4 (2010). “Understanding Gender and Health.”

Chapter 14 (2010) “Gender and Health Care.”


February 28  

**The Influence of Race and Ethnicity on Health**

Contributions.” *Journal of Health and Social Behavior* 51(S) S15–S27.

Chapter 6 (2010). “Race, Social Contexts, and Health.”

Chapter 7 (2010). “The Latino Health Paradox: Looking at the Intersection of Sociology and Health”


**March 7**

**The Sick Role**


**March 14**

**The Social Construction of Illness**


Chapter 9 “The Social Construction of illness.”

**March 21**

**Self-rated Health and the Illness Experience**


Chapter 10 “The Patient’s Experience of Illness.”

March 28  Spring Break

April 4  Health Care Utilization


April 11  Doctor-Patient Interaction and Policy Implications of Medical Sociology


**April 18**

**The Profession of Medical Sociology, The Profession of Medicine, and Medical Ethics**


**April 25**

**Presentations**

**May 2**

**Presentations**