I. **OVERVIEW**

The following information will appear in the 2016 - 2017 catalog

RSCR 405—HEALTHCARE LEADERSHIP AND OPERATIONS MANAGEMENT 3 UNITS

54.00 Lecture Hours

** Limitations on Enrollment:** Enrollment limited to students accepted into the Respiratory Care Baccalaureate Degree Program.

Principles, theories and models of leadership and management will prepare students for leadership roles in respiratory care. During the course, students will examine the challenges of decision making, health care access, quality, budget development and cost containment, and the disparities in healthcare reform. Legal and ethical issues are integrated into classroom discussions. Field trips are not required. Not repeatable. (A-F Only) **Transfer:** (CSU)

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   A. Principles of leadership and management

      1. Leadership models/theories
      2. Habits and practices of successful leaders
      3. Determining your own leadership style
      4. Coaching, mentoring, teamwork and analysis of generational gaps
      5. Professionalism
      6. Ethics in Health Care leadership
      7. Conflict

   B. Structure of the Healthcare Organization

      1. Culture
      2. Internal and external environment
      3. Mission, vision, values, strategies, and goals
      4. Profit versus not for profit organizations
      5. Accountable care/affordable care
      6. Regulatory agencies
7. Organizational charts
8. Health information systems

C. Respiratory Care Departments

1. Structure
2. Scope of practice
3. Labor productivity
4. Policy and procedures
5. Protocols
6. Education-competencies
7. Decision making process
8. Communication

D. Budgets, cost centers, ledgers and reports, revenue versus non-revenue departments

1. Metrics and data to measure hospital performance and customer service
2. CPT coding
3. Forecasting
4. Quality assurance
5. Contracts and purchasing

E. Managing multi-department under Pulmonary/Respiratory Services

F. Hiring and retention-working with Human Resources

1. Job descriptions
2. Interviewing
3. Orientations
4. Job performance
5. Disciplinary Processes
6. California Work laws and standard including leaves, ADA

B. ENROLLMENT RESTRICTIONS

1. Limitations on Enrollment

   Enrollment limited to students accepted into the Respiratory Care Baccalaureate Degree Program.
C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lectures utilizing Powerpoint and other multimedia devices.
2. Group study
3. Instructor-led discussions on course topics and case studies

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

   Time spent on coursework in addition to hours of instruction (lecture hours)
   
   A. Weekly reading of assigned course textbook
   B. Weekly evaluation of organizational case studies
   C. Per term research paper and oral presentation
   D. Per term presentation of group project.

2. EVIDENCE OF CRITICAL THINKING

   Assignments require the appropriate level of critical thinking

   Typical Essay Questions:
   
   A. What Joint Commission requirements need to be met for successful completion of a Joint Commission survey?

   1. Develop an action plan

   B. Discuss the importance of communication breakdown between healthcare teams and members of the medical community.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING
A. OBJECTIVES

1. **Required Objectives**
   Upon satisfactory completion of this course, the student will be able to:
   
   a. Recognize and evaluate models of team effectiveness in healthcare.
   
   b. Discuss current management theories and models utilized in the 21st century healthcare facility.
   
   c. Differentiate the concepts of leadership and management.
   
   d. Identify healthcare facility costs centers and formulate a budget for revenue and non-revenue generating departments.
   
   e. Identify stakeholders within the healthcare environment where leadership aptitude in effective communication is required.
   
   f. Identify and compare the primary forces affecting the delivery of healthcare services.
   
   g. Evaluate and discuss the processes involved with hiring and retaining healthcare employees.

IV. METHODS OF EVALUATION (TYPICAL)

A. **FORMATIVE EVALUATION**

1. Oral Presentation in class and written Research paper on an aspect of Leadership in Respiratory Care (individual)

2. Oral Presentation in class and written Research paper on an aspect of Leadership in Respiratory Care (group)

3. Examination on covered topics

B. **SUMMATIVE EVALUATION**

1. Final Examination covering all topics presented in class and in textbook
RSCR - 405: Healthcare Leadership and Operations Management

Course Learning Outcomes

Upon satisfactory completion of this course, the student should be prepared to:

1. Evaluate the challenges of delivering and maintaining value in healthcare.
2. Analyze and compare organizational management and behavioral theories to current problems within healthcare.
3. Assess the mission, vision, values, culture, and utilization of effective management strategies within the structure of healthcare organizations.
DE Addendum

PREPARED BY: Bonnie Hunt
COURSE PREFIX AND NUMBER: RSCR 405
COURSE TITLE: Healthcare Leadership and Operations Management
EFFECTIVE DATE: 03/23/2016

DISTANCE EDUCATION: MIXED MODALITIES/HYBRID COURSE Some, but not all, class time is replaced by distance education. Students must have access to a computer and the Internet. Course has one or more on-campus meetings.

Describe this hybrid option. Typically, what parts of the course are done face-to-face? Typically, what parts are done online?
Several sections can be done on-line as the material is heavily dependent on outside readings. This is particularly important in the area of regulation and health policy. The areas that will be better suited to the classroom are the presentations, discussions concerning conflict management, team management, and leadership.

METHOD OF INSTRUCTION:
- On Campus Orientation Sessions
- Group Meetings/Review Sessions
- Telephone Contact
- E-mail
- Asynchronous Discussion
- Individual Meetings
- Viewing Text-based Materials
- Viewing video/audio Materials
- Web or Computer-based Activities
- Reading Course Materials
- Other Assigned Readings

CHECK BELOW THE METHODS THAT WILL ENSURE APPROPRIATE INSTRUCTOR/STUDENT CONTACT AS REQUIRED BY TITLE 5:

DESCRIBE HOW THE METHODS SELECTED WILL ALLOW STUDENTS TO MEET THE COURSE LEARNING OUTCOMES OF THE COURSE:
Bonding of students in this cohort will allow for study groups to be formed and group discussions facilitated. The completion of the assignments, activities, and discussion board postings will demonstrate student mastery of the learning goals.

ARE THE METHODS OF EVALUATION DIFFERENT FROM THOSE LISTED ON THE APPROVED COURSE OUTLINE? IF SO, IN WHAT WAYS DO THEY DIFFER?
No
EFFECTIVE DATE: 03/23/2016

DISTANCE EDUCATION: ONLINE COURSE All class time is done online. Students must have access to a computer and the Internet. Course has no on-campus meetings.

METHOD OF INSTRUCTION:
- Asynchronous Discussion
- Viewing video/audio Materials
- Web or Computer-based Activities
- Written Assignments
- Reading Course Materials

CHECK BELOW THE METHODS THAT WILL ENSURE APPROPRIATE INSTRUCTOR/STUDENT CONTACT AS REQUIRED BY TITLE 5:

DESCRIBE HOW THE METHODS SELECTED WILL ALLOW STUDENTS TO MEET THE COURSE LEARNING OUTCOMES OF THE COURSE:
Students will interact with faculty and other students by weekly assignments and required discussion groups. The completion of the assignments and discussion postings will demonstrate student mastery of learning goals.

ARE THE METHODS OF EVALUATION DIFFERENT FROM THOSE LISTED ON THE APPROVED COURSE OUTLINE? IF SO, IN WHAT WAYS DO THEY DIFFER?
no
I. **OVERVIEW**

The following information will appear in the 2017 - 2018 catalog

PHILO 400—MEDICAL AND BIOETHICS

54.00 Lecture Hours

Limitations on Enrollment: Enrollment limited to students accepted into the Respiratory Care Baccalaureate Degree Program.

Explores the application of moral reasoning and ethical theories to issues and situations in medical settings. Special focus on the development of self-reflection, critical thinking and the written and verbal communication of well-reasoned, reflective positions. Topics include: the Hippocratic tradition; virtues of healthcare professionals; paternalism vs. autonomy; informed consent and confidentiality; genetic and reproductive ethics; disability; hospice, death and dying, advance directives; impaired and seriously ill infants; medical error; medical futility and technology; quality and sanctity of life; just allocation of resources. This upper division course is a required course and limited to those in the Respiratory Care B.S. program. Completion of English 101 or the equivalent is recommended. Not repeatable. Field trips might be required. Not repeatable. (A-F Only) Transfer: (CSU) General Education: (CSU-GE: A1, A2, A3, C2, D7)

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   A. Moral reasoning

      1. Identifying an ethical dilemma including consequences of our actions
      2. Argumentation and argument analysis
      3. Argument evaluation: good and bad arguments
      4. Composing moral arguments
      5. Identifying moral motivations
      6. Competing perspectives on moral character
      7. Competing perspectives on stages of moral reasoning

   B. Ethical theories and frameworks

      1. Moral relativism
      2. Moral absolutism
      3. Moral objectivism
4. Moral pluralism
5. Consequentialism
6. Non-consequentialism
7. Egoism
8. Utilitarianism
9. Deontology
10. Virtue ethics
11. Religious-based ethics
12. Non-Western approaches to ethics

C. The Hippocratic tradition and medical ethics

D. Issues in medical ethics

1. Virtues of healthcare providers: beneficence, compassion, non-maleficence
2. Personhood
3. Paternalism and autonomy
4. Informed consent, truth-telling, and confidentiality
5. Genetic and reproductive ethics
6. Disability
7. Hospice, death and dying
8. Advance directives
9. Impaired and seriously ill infants
10. Medical error
11. Medical futility and technology
12. Quality and sanctity of life
13. Legal issues and the law in healthcare
14. Clinical situations in health provider-client relationship
15. Just allocation of resources

B. ENROLLMENT RESTRICTIONS

1. Limitations on Enrollment

   Enrollment limited to students accepted into the Respiratory Care Baccalaureate Degree Program.

C. HOURS AND UNITS
D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture
2. Instructor-led class and group discussion
3. Instructor-led, in-class guided philosophical reflective inquiry on philosophical issues and/or selections in assigned readings
4. Instructor-mediated formal and informal debates on matters of ethical theory and practice

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

A. Short argument analysis and/or argument evaluation homeworks on assigned readings (weekly or bi-weekly)
B. Close reading of assigned readings (daily or weekly)
C. Review class and reading notes (weekly)
D. Study and prepare for exams (bi-weekly)
E. Participate in group problem/project assignments (bi-weekly)
F. Using assigned readings, web, and library resources, research and write at least one major course term paper

2. EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

A. Typical exam questions:

1. Present Aristotle’s conception of “eudaemonia” in his definition of the “good life.” Recently California passed physician-assisted suicide legislation. Evaluate this legislation in light of Aristotle’s conception of eudaemonia.
2. Describe the tensions and differences between paternalism and autonomy. How do these respective positions inform California’s passed physician-assisted suicide legislation?
3. What is your view regarding Higgs' essay, “On Telling Patients the Truth”? Choose and defend a moral theory (i.e., a non-consequentialist (Kant) or consequentialist (Mill) or teleological) in support of your view.
4. Explain how deontological and teleological approaches might differ as to whether treatment should be withheld for an infant born with an Apgar score of 0-2 weighing 450 grams (case study 12 discussed in class).

B. Weekly or Bi-weekly Written Homework Assignments.
1. Paraphrase in your own words paragraph three on page 18 from Kant's "Groundwork on the Metaphysics of Morals" reading. Be sure to capture all of Kant's ideas in that paragraph while restating his ideas in your own words, as you naturally speak. Then respond to his argument in the passage that you have just paraphrased. Do you agree, disagree, or do you need further clarification? Provide at least five distinct reasons for why you agree or disagree. Or explain, in at least two paragraphs, what needs further clarification for you to be able to respond.

2. Summarize, in two paragraphs, the central argument in the reading regarding "the Hippocratic Oath" and the associated virtues. Think of the strongest reason against the essay. What might it be? Respond to this with your own argument.

C. Final Paper

1. Identify your favored ethical theory and/or framework from one of the following: a) Egoism, b) Emotivism, c) Relativism, d) Utilitarianism, e) Deontology, f) Virtue Ethics, or g) a hybrid approach. Provide the best arguments in favor of your theory followed by the strongest arguments against your theory. Choose one of our case examples discussed in class or the readings and provide your ethical evaluation, employing moral reasoning, for your view. In your conclusion tell me whether your view in the case study is consistent with your moral framework and whether your arguments successfully respond to the strongest counter-arguments against your position.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. OBJECTIVES

1. Required Objectives

   Upon satisfactory completion of this course, the student will be able to:

   a. Interpret and evaluate ethical theories and frameworks.

   b. Apply moral reasoning and ethical theories to specific medical issues and case studies.

   c. Write a well-argued paper on a relevant medical or healthcare issue that includes argument analysis of a target argument, evaluation of the argument, and counter-arguments by students to the target argument.

   d. Communicate in oral and written form one’s views and plausible reasons for one’s view regarding a contemporary medical or healthcare issue.

   e. Critically reflect upon one’s own values and assumptions regarding medical and healthcare issues.
IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION

1. Tests and/or quizzes
2. In-class written exercises
3. Class and group participation and contribution
4. Rough drafts of mid-course or final paper
5. Written homework or essays
6. Surveys

B. SUMMATIVE EVALUATION

1. Midterm exam
2. Final exam
3. Mid-course and/or final paper
4. Group project and/or group presentation
PHILO - 400: Medical and Bioethics

Course Learning Outcomes

Upon satisfactory completion of this course, the student should be prepared to:

1. Explain, interpret, and evaluate, using moral reasoning, different ethical theories and then apply their evaluation therein to contemporary issues in medical ethics.
2. Compare and evaluate competing views, including their own, on important issues in medical ethics to others and relate the compatibility of these positions with broader philosophical commitments (i.e., what is a person, what rights to persons have, what constitutes human flourishing, etc.).
3. Explain and interpret common medical issues such as: the Hippocratic tradition; paternalism and autonomy; informed consent, truth telling, and confidentiality; genetic and reproductive control; death and dying and advance directives; impaired and seriously ill infants; medical error; medical technology; quality and sanctity of life; or just allocation of resources.
4. Craft well-justified, well-organized papers that a) reconstruct arguments contained in a text, b) critically evaluate the plausibility of the premises and inferences, and c) offer their own arguments in response to questionable arguments in the target text.
DE Addendum

PREPARED BY: Bill Anelli
COURSE PREFIX AND NUMBER: PHILO 400
COURSE TITLE: Medical and Bioethics
EFFECTIVE DATE: 05/02/2016

DISTANCE EDUCATION: MIXED MODALITIES/HYBRID COURSE Some, but not all, class time is replaced by distance education. Students must have access to a computer and the Internet. Course has one or more on-campus meetings.

Describe this hybrid option. Typically, what parts of the course are done face-to-face? Typically, what parts are done online?
Hybrid course. 60% face-to-face in the classroom. Parts done face-to-face are synchronous: careful, thoughtful, step-by-step socratic discussions, argument analysis, evaluation, and clarification of key texts, dyad and small group work, short lectures geared to explanation of particularly difficult concepts and/or texts; class discussions; working through case examples. Also exploration and discussion of development of philosophical dispositions. 40% online. Parts done online are asynchronous: close reading, summarization, argument analysis, and explication of texts; formulation, at student's individual pace, of student's own arguments and thinking in response to arguments in the text; preparatory reading, writing, and argument for subsequent face-to-face classroom discussion; asynchronous threaded discussions in relation to text; viewing of web-based videos and presentations that offer contextual background and/or applied ethics examples. Quizzes, self-tests and exams.

METHOD OF INSTRUCTION:
- On Campus Orientation Sessions
- Group Meetings/Review Sessions
- Telephone Contact
- E-mail
- Asynchronous Discussion
- Individual Meetings
- Viewing Text-based Materials
- Viewing video/audio Materials
- Listening to audio-only materials
- Web or Computer-based Activities
- Written Assignments
- Community Activities
- Reading Course Materials
- Other Assigned Readings
- Quizzes, Exams, and Surveys
- Field Trips
- Other - Describe:

CHECK BELOW THE METHODS THAT WILL ENSURE APPROPRIATE INSTRUCTOR/STUDENT CONTACT AS REQUIRED BY TITLE 5:

DESCRIBE HOW THE METHODS SELECTED WILL ALLOW STUDENTS TO MEET THE COURSE LEARNING OUTCOMES OF THE COURSE:
The course goals emphasize comprehension, analysis, reflection, and evaluation of difficult philosophical texts and application therein to common situations found in medical environments. The course goals aim to improve students' critical thinking, writing, argument skills as well as acquisition of philosophical dispositions. The methods above facilitate these goals via close feedback from instructor and other students.
ARE THE METHODS OF EVALUATION DIFFERENT FROM THOSE LISTED ON THE APPROVED COURSE OUTLINE?  
IF SO, IN WHAT WAYS DO THEY DIFFER?  
No.

DE Addendum

PREPARED BY: Bill Anelli  
COURSE PREFIX AND NUMBER: PHILO 400  
COURSE TITLE: Medical and Bioethics  
EFFECTIVE DATE: 05/02/2016

DISTANCE EDUCATION: ONLINE COURSE All class time is done online. Students must have access to a computer and the Internet. Course has no on-campus meetings.

METHOD OF INSTRUCTION:
- Telephone Contact
- E-mail
- Synchronous Chat
- Asynchronous Discussion
- Viewing Text-based Materials
- Viewing video/audio Materials
- Listening to audio-only materials
- Web or Computer-based Activities
- Written Assignments
- Community Activities
- Reading Course Materials
- Other Assigned Readings
- Quizzes, Exams, and Surveys
- Group Projects

CHECK BELOW THE METHODS THAT WILL ENSURE APPROPRIATE INSTRUCTOR/STUDENT CONTACT AS REQUIRED BY TITLE 5:

DESCRIBE HOW THE METHODS SELECTED WILL ALLOW STUDENTS TO MEET THE COURSE LEARNING OUTCOMES OF THE COURSE:
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ARE THE METHODS OF EVALUATION DIFFERENT FROM THOSE LISTED ON THE APPROVED COURSE OUTLINE?  
IF SO, IN WHAT WAYS DO THEY DIFFER?  
No.
I. **OVERVIEW**

The following information will appear in the 2016 - 2017 catalog

SOCIO 400—MEDICAL SOCIOLOGY: HEALTH AND DIVERSITY 3 UNITS

54.00 Lecture Hours

**Prerequisite:** Satisfactory completion of ENGL 101 or qualification by the MJC assessment process.

**Limitations on Enrollment:** Enrollment limited to students who are admitted into the Respiratory Care Baccalaureate Degree program.

Advanced critical analysis of the ethos of contemporary western medicine. In particular critical examination of disparity in medical access, care, and provision within ethnic groups is unpacked. Determinants of health and illness contemporary theories, reconfiguring the body, the distinction between disease and illness, the sick roll- socio-economics of disease and care, medicalization theory, feminist theory and health (women’s embodiment of disease), - labeling theory, healing roles, emotional labor, and power dimensions within the health care system are examined within the framework of our stratified and multicultural society are critically measured. Field trips might be required. Not repeatable. (A-F Only)

Transfer: (CSU) General Education: (CSU-GE: D0)

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

**A. COURSE CONTENT**

1. **Required Content:**

   Concepts and Theories

   A. Zola's Medicalization- increasing influence on medicine in our lives
   B. Parson's Sick role- how patients socialize and conceptualize new role
   C. Luke's - power and authority
   D. Bio-western medical-centrism
   E. Wellness vs. health definitions and concepts
   F. WHO and WB globalized wellness
   G. Argots in medicine
   H. Ethnocentrism and cultural relativism as health markers
   I. Gender and emotional labor
   J. Social policy and reality
   K. Health care and socio-politics

   Communities and Culture
A. Anglo-centric medicine and historical influence on socialization of power in care-setting
B. Culture and healing as a definition
C. African American mid-Wives and wet nurses
D. Access and quality of service (class based)
E. Southeast Asians- herbalism
F. Latin American- curanderismo

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**
   Satisfactory completion of ENGL 101 or qualification by the MJC assessment process.

2. **Limitations on Enrollment**
   Enrollment limited to students who are admitted into the Respiratory Care Baccalaureate Degree program. and.

3. **Requisite Skills**
   Before entering the course, the student will be able to:
   
   A. Critical thinking and analysis through clear and strategic writing.

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

1. Lecture
2. Discussions
3. Online threaded discussion forums
4. Guest speakers
5. Media Presentations

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   Time spent on coursework in addition to hours of instruction (lecture hours)
   
   A. Each week will have assigned readings relative to module and unit topics. Each reading will be from 10-30 pages in length.
B. Each week will have 250-500 word threaded posts based on connect from class or reacquired readings. Each post will have an interactive reply provision.

C. One 1500 word persuasive essay on a prompt of the students choosing, confirmed with the instructor. This is a fully referenced (APA) collegial and scholarly submission.

D. Weekly unit work on formative student driven research portfolios.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   
   A. Typical exam essay question: The body is often studied as a cultural representation of social life. Discuss this sociological tradition, considers the ways in which the body enters into political discourse as a representation of power, and how power is exercised over the body.

   B. Typical threaded discussion prompt: List and analyze three ways in which the life course differs from life-cycles and the intervention of health care provision in each area.

   C. Typical reflexive group project prompt: Examine the consequences of health care provision within an emotional labor context, consider using a dramaturgical perspective for personal analysis of your real lived experience within the profession.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING
   
   A. OBJECTIVES
      
      1. Required Objectives
         Upon satisfactory completion of this course, the student will be able to:

            a. Evaluate social, economic, and political factors that shape health, sickness and disease, particularly within ethnic and class markers.

            b. Analyze core positions in contemporary social and political debates in health and social policy.

            c. Synthesize key concepts in sociology and their relevance for understanding the experience of ethnicity medicine health and illness.

      2. Recommended Objectives
         Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:

            a. Evaluate how the experience of illness and disability influences the self (as a concept) and relationships with others.

            b. Synthesize how cultural meanings associated with health and illness and how social and cultural factors influence patient-provider interactions.

IV. METHODS OF EVALUATION (TYPICAL)
A. **FORMATIVE EVALUATION**
   1. Student based research portfolio project
   2. Instructor evaluation of student reflection and discussion (In class)
   3. Topic specific discussion prompts

B. **SUMMATIVE EVALUATION**
   1. Case presentation/group analysis
   2. Research/persuasive essay (1500 words)
Upon satisfactory completion of this course, the student should be prepared to:

1. Contrast various theoretical, historical and sociological ideologies in the health care field and medical practice.
2. Evaluate the impact of social inequality and social change within the role and function of health care, medical practice and services.
3. Analyze the intersection among socio-economic indicators (i.e. race/ethnicity, class gender, etc.) on health care access and quality of provision.
4. Differentiate and compare the elements, phases, processes and functions of roles and status within the patient/care provider spectrum.
5. Synthesize the lived experience of disability, disease and or illness with the impact of sudden traumatic life-change.
DE Addendum

PREPARED BY: Kurt Olson
COURSE PREFIX AND NUMBER: SOCIO 400
COURSE TITLE: Medical Sociology: Health and Diversity
EFFECTIVE DATE: 05/02/2016

DISTANCE EDUCATION: ONLINE COURSE All class time is done online. Students must have access to a computer and the Internet. Course has no on-campus meetings.

METHOD OF INSTRUCTION:
- On Campus Orientation Sessions
- Group Meetings/Review Sessions
- Telephone Contact
- E-mail
- Synchronous Chat
- Asynchronous Discussion
- Individual Meetings
- Viewing Text-based Materials
- Viewing video/audio Materials
- Listening to audio-only materials
- Web or Computer-based Activities
- Written Assignments
- Community Activities
- Reading Course Materials
- Other Assigned Readings
- Quizzes, Exams, and Surveys
- Field Trips
- Group Projects
- Other - Describe: Wikipages- collaborative Group Work- Google Docs- Research group work.

CHECK BELOW THE METHODS THAT WILL ENSURE APPROPRIATE INSTRUCTOR/STUDENT CONTACT AS REQUIRED BY TITLE 5:

DESCRIBE HOW THE METHODS SELECTED WILL ALLOW STUDENTS TO MEET THE COURSE LEARNING OUTCOMES OF THE COURSE:
The methods listed assist in data gathering, information dissemination, guidance and feedback from the instructor and in the monitoring of group work which is designed to directly facilitate the learning outcomes set forth in this class.

ARE THE METHODS OF EVALUATION DIFFERENT FROM THOSE LISTED ON THE APPROVED COURSE OUTLINE?
IF SO, IN WHAT WAYS DO THEY DIFFER?
All assessments are similar in procedure and protocol to face to face classes.
EFFECTIVE DATE: 05/02/2016

DISTANCE EDUCATION: MIXED MODALITIES/HYBRID COURSE Some, but not all, class time is replaced by distance education. Students must have access to a computer and the Internet. Course has one or more on-campus meetings.

Describe this hybrid option. Typically, what parts of the course are done face-to-face? Typically, what parts are done online? Term paper mechanics, topic development, citation instruction, peer discussion, instructor guidance, handouts including example essays, are all centrally located in an online shell environment. Also term paper portfolio work and development will take place online. This will constitute 40-50% of the course. The rest of the class, discussion, presentations, lecture and testing will take place in a face to face format, this will constitute 50-60% of the course time and workload.

METHOD OF INSTRUCTION:

- On Campus Orientation Sessions
- Group Meetings/Review Sessions
- E-mail
- Asynchronous Discussion
- Individual Meetings
- Viewing Text-based Materials
- Viewing video/audio Materials
- Listening to audio-only materials
- Web or Computer-based Activities
- Written Assignments
- Reading Course Materials
- Other Assigned Readings
- Quizzes, Exams, and Surveys

CHECK BELOW THE METHODS THAT WILL ENSURE APPROPRIATE INSTRUCTOR/STUDENT CONTACT AS REQUIRED BY TITLE 5:

DESCRIBE HOW THE METHODS SELECTED WILL ALLOW STUDENTS TO MEET THE COURSE LEARNING OUTCOMES OF THE COURSE:

Asynchronous discussion assists in helping students Evaluate the impact of social inequality and social change of the role and function of health care, medical practice and services, through the use of instructor initiated discussion prompts. Assigned readings both paper and online focus on the analysis of the intersection among socio-economic indicators (i.e. race/ethnicity, class, gender,) on health care access and quality of provision. Text, video and audio material assist students in the process of differentiating and comparing the elements, phases, processes and functions of roles and status within the patient/care provider spectrum.

ARE THE METHODS OF EVALUATION DIFFERENT FROM THOSE LISTED ON THE APPROVED COURSE OUTLINE? IF SO, IN WHAT WAYS DO THEY DIFFER?

The evaluation process does not differ from the original course outline.