

# Course Outline (Higher Education)

<b>School:</b>	School of Arts
<b>Course Title:</b>	SOCIOLOGY OF HEALTH AND ILLNESS
<b>Course ID:</b>	SOCIO3200
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(BAXDC1003 or SOCIO1001 or SOSCI1002) (At least 30 credit points from BASOC or SOCIO or SOSCI subject-area at 2000-2999 level)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(SOCIO2200)
<b>ASCED:</b>	090301

## **Description of the Course:**

Health and illness are culturally salient topics, both within Australia and globally. This course provides an advanced-level sociological perspective on how the experience of health and illness are culturally constructed. In doing so, it will explore a range of issues relevant to understanding health and illness including the construction of medicine as a social institution, the cultural conditions that shape health and illness regionally and globally. This course will also examine the social patterning of health and illness including political and economic constraints, lay and expert health knowledge, the monitoring and surveillance of health and illness and the role of new technologies in health and health care.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## **Work Experience:**

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

**Program Level:**

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Appraise an array of issues in the sociology of health and illness at an advanced level
- K2.** Critically examine how health and illness are cultural constructed
- K3.** Analytically assess the conceptual and theoretical frameworks for understanding the social structure of determinants of health and illness at an advanced level.

#### Skills:

- S1.** Critically review and contextualise personal experiences of health and illness
- S2.** Critique at an advanced level relevant key approaches, issues and debates regarding the nature and production of health and illness in contemporary societies
- S3.** Analyse key themes, theories and debate relevant to the sociology of health and illness.

#### Application of knowledge and skills:

- A1.** Apply advanced critical thinking skills to key debates regarding health and illness
- A2.** Employ sociological theories to analyse health and illness in contemporary society
- A3.** Identify significant links and tensions between issues, debates, concepts and perspectives relating to health and illness.

#### Course Content:

Topics may include:

- Defining health, illness and disease
- Theoretical approaches the health and illness
- Contemporary medicine
- Diagnosis and medicalization
- Health, individualization and risk
- Inequality and health
- Gender and health
- Health and the market
- Mental health
- Place and health
- Politics, power and health
- New technologies and health
- Addiction and substance abuse.

#### Values:

- V1.** Professional autonomy and accountability in the field of social science
- V2.** Importance of building a sociological understanding of contemporary societies
- V3.** Understanding social issues and critically negotiating diverse public policies

**V4.** Developing a sociological imagination in writing and understanding the need for argument

**V5.** Critical evaluation of contemporary and historical sociological theories and methods.

### Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, S1, S2, S3, A1, A2, A3	AT1, AT2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	N/A	N/A
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K3, S2, A1, A2	AT1, AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S1, A1	AT1, AT2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	A1, A2, A3	AT2

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K3, S1, S2, A1, A3	Research and writing skills, construction of an informed and substantiated argument, using relevant evidence.	Critical review	20-40%
K1, K2, K3, S2, S3, A1, A2	Student develop skills in independent research and analysis of key resources and the construction of an informed and substantiated argument.	Research essay	60-80%

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)

