

COURSE SYLLABUS

| | | | |
|---|--|---|---------------------------|
| Course Title: | Sociology of Mental Health & Illness | Date submitted: | Fall 2017 (AAC: 17-53) |
| Department: | Social Sciences | | |
| Curriculum: | Sociology | | |
| Course Descriptors: Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system. | Course Code: (eg. ACC 101) SOC*257 | Prerequisites: | |
| | Course Type: D/L A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio | C- or better in Composition (ENG*101) AND C- or better in Principles of Sociology (SOC*101) | |
| | Elective Type: G/LAS/SS | | |
| | AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science | | |
| | Credit Hours: 3 | Corequisites: | |
| | Developmental: (yes/no) No | None | |
| | Lecture: 3 | | |
| | Clinical: 0 | | |
| | Lab: 0 | | |
| | Studio 0 | | |
| Contact Hours: | Other: 0 | Other Requirements: | |
| TOTAL: 3 | None | | |
| Class Maximum: 35 | | | |
| Semesters Offered: | | | |
| Ability Based Education (ABE) Statement: | At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability. | | |
| Catalog Course Description: | Examines mental health & illness from a sociological perspective and considers how the organization of social life, including socioeconomic status, marital status, age, and community ties affects psychological states. This course critically examines how the definitions of both mental health and mental illness reflect the normative ideologies of the broader dominant culture, how these definitions change within the sociopolitical and historical context, and to what degree mental illness is socially constructed. Prerequisites: C- or better in Composition (ENG*101) AND C- or better in Principles of Sociology (SOC*101) | | |

| | |
|---|---|
| <p>Topical Outline: List course content in outline format.</p> | <ol style="list-style-type: none"> 1. Defining Mental Health & Illness 2. The Medical Model: Biological & Psychological Perspectives 3. Social Causes of Psychological Distress 4. Socioeconomic Status, Gender, Race/Ethnicity 5. Social Roles 6. Social Constructs of Mental Health & Illness 7. Labelling Theory 8. Stigma 9. Medicalization of Deviant Behavior and Mental Illness 10. Historical Perspective 11. Direct-to-Consumer Advertising 12. The Mental Health System |
| <p>Outcomes: Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p> | <p>COURSE: Upon successful completion of this course, the student will be able to do the following:</p> <ol style="list-style-type: none"> 1. demonstrate an understanding of mental health within a socio-economic, political, cultural, and historical context 2. analyze and demonstrate the influence of the dominant culture on individual behaviors 3. demonstrate an understanding of sociological theories as they apply to the topic <hr/> <p>PROGRAM: None</p> <hr/> <p>COMPETENCIES FULFILLED:</p> <p>Social Phenomena - Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.</p> <p>Demonstrates: Accurately and sufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions.</p> <p>Does Not Demonstrate: Inaccurately or insufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions.</p> <p>Ethical Dimensions (embedded) - Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.</p> <p>Demonstrates: Identifies and reflects critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.</p> <p>Does Not Demonstrate: Does not sufficiently identify or reflect critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.</p> |
| <p>Evaluation: List how the above outcomes will be assessed.</p> | <p>Assessment will be based on the following criteria:</p> <ol style="list-style-type: none"> 1. exams 2. written assignments |

| | |
|---|--|
| Instructional Resources: List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course. | Required: N/A Desired: |
| | Tausig, M., Michello, J., & Subedi, S. (2003) <i>A Sociology of Mental Illness</i> (2 nd Ed.). Prentice Hall. Ancillary materials will be provided |