Chapter Activities

# Chapter 11: Health Care: An Anatomy of Health and Illness

## Disease Popularity

**Objective:** This activity will allow students to learn about how some diseases become popular sources of charity although they may not be some of the most prevalent.

**Directions:** Assign students a disease or health condition to research. These should be well-known diseases such as diabetes, heart disease, and the like. Have them research the prevalence rates, what population groups are most affected, and how much money is spent on research toward treating or curing the disease. Are there disparities? Why do they think that there are?

## Accuracy in Portrayals of Health and Medicine

**Objective:** Students will learn that portrayals of health care systems are often glamorized and dramatized by the media.

**Directions:** Bring in a video clip from a dramatic medically based television show and a comedy medically based television show. Have the students compare and contrast the portrayals of the doctors, nurses, and administrators in the two types of shows, as well as note the policies and practices that seem common to the two. Then lead a discussion on the ways these portrayals differ from reality. If possible, have actual medical professionals come critique the programs. Finally, discuss the reasons the television industry has chosen to portray medical professionals and medical settings in the ways that it has.

## Medicine Mini-Conference

**Objective:** Students will learn about nonconventional, culturally bound medical treatments.

**Directions:** A week before medicine is discussed in class, break students into groups of six-to-eight students each. Each student in each group will be randomly assigned a different type of medical treatment to research. These can include, among other things, acupuncture, medical massage, chromotherapy, reiki, cupping, rapid eye movement desensitization, hypnosis, polarity/magnetic therapy, psychic surgery, or qigong. Each student should prepare a 1- to 2-page “mini lecture” on the treatment they have been assigned. On the day that medicine is discussed in class, students will reconvene in their groups and take turns presenting their lectures to one another. These lectures should include the basic practices of the treatments, the regions where the treatments are most common, the illnesses they are used to treat, and the theories behind the treatments.

## Affordable Care Act and Socialized Heath Care

**Objective:** Students will compare the characteristics of the Affordable Care Act and Socialized Health Care.

**Directions:** Break the students into small groups of four or five. Create a “health scenario” for each group and have them discuss how a patient might be treated if he or she was covered by the Affordable Care Act and how he or she might be treated in a socialized health care system. Discuss the group’s findings with the class.