

DESCRIPTION OF THE COURSE OF STUDY

Course code	0912-7LEK-B4.1-M	
Name of the course in	Polish	Socjologia Medycyny
	English	Medical Sociology

1. LOCATION OF THE COURSE OF STUDY WITHIN THE SYSTEM OF STUDIES

1.1. Field of study	medicine
1.2. Mode of study	Full-time
1.3. Level of study	Uniform Master's study
1.4. Profile of study*	General academic
1.5. Specialization*	lack
1.6. Unit running the course of study	Faculty of Medicine and Health Sciences
1.7. Person/s preparing the course description	dr n. med. Renata Stępień
1.8. Person responsible for the course of study	Mgr Aleksander Król
1.9. Contact	aleksander_krol@wp.pl

2. GENERAL CHARACTERISTICS OF THE COURSE OF STUDY

2.1. Affiliation with the module	Behavioral and social sciences with elements of professionalism
2.2. Language of instruction	English
2.3. Semesters in which the course of study is offered	2nd
2.4. Prerequisites*	-----

3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

3.1. Form of classes	Lectures	
3.2. Place of classes	Courses in the teaching rooms of the JKU	
3.3. Form of assessment	Credit with grade	
3.4. Teaching methods	Informative lecture	
3.5. Bibliography	Required reading	1. Crash Course Medical Ethics and Sociology" Papanikitas Andrew; 2. "Psychology and Sociology Applied to Medicine 3e" Abraham Charles
	Further reading	3. "Medical Sociology" Cockerham William

3. OBJECTIVES, SYLLABUS CONTENT AND INTENDED TEACHING OUTCOMES

a. Course objectives (*lecture*)

- C1 The introduction into the social model of health and diseases as well as its function in health policy.
- C2 Teaching theoretical basis in the scope of general sociology and medical sociology in health behavior, social approach to the analysis of the causes and consequences of illness, disability, social pathologies and death against the functioning of the family, local community and society.
- C3 Acquaintance with the knowledge in the field of sociology of institutions and medical professions, in particular the creation of social relations between the doctor and the therapeutic team, the patient and his family.
- C4 Development of a sense of responsibility and involvement in the formation of relationships as well as social behaviors conducive to strengthening health.

b. Detailed syllabus (*lecture*)

1. Introduction into sociology and its relationship with medical sciences. The basic assumptions of sociological theories explaining the impact of social conditions on the health of society and the relationship with the patient.
2. The characteristic of socialization processes and the formation of social attitudes.
3. The elements making up the social group: group size, the value of intragroup, social ties, the internal organization (group structure). Conflict of social roles. Group cohesion.
4. The culture and its influence on health. The components of culture. Health as a value. Cultural determinants of lifestyle and public health.
5. The social role of the family in health and illness. The family as a social group. The family and health behavior. The transformations of the contemporary family and health. The influence of the illness on family functioning.
6. Models explaining the violence in the family and in the institutions, social conditions of the various forms of violence as well as the role of the doctor in the diagnosis.

7. Modern transformation in the approach to health and disease – from biomedical to socio-ecological model of health: objective (medical) and subjective approach to health and disease. The transition from biomedical to the socio-ecological model of health and disease. A positive concept of health (health as a resource/ process). Mandala Health– the model of human ecosystem. The main assumptions of the socio-ecological model of health.
8. Behaviors and attitudes in health and diseases. Health behaviors – definition, classification, determining mechanisms. Attitudes towards both health and disease. The problem of the choice of treatment. Social role of the patient. Basic tools of social influence (authority, commitment and consistency, social proof of rightness, the emotional and rational enhancement) in medical practice.
9. Cultural basis of social life - the concept of culture, cultural components, the impact of culture on social life. Lifestyle and Health.
10. The disease as a social deviance.
11. Diversity and social inequalities against health and disease. Social and health effects of unemployment and poverty. Socio-demographic factors as the determinants of health and disease.
12. Sociological approach to the conditions of the disease. The causes of the disease in the sociological terms. Functional disease. Psychosocial medicine. Polyetiological theories.
13. Social consequences of the disease and disability. Individual consequences, in family and relationships outside the family.
14. Contemporary changes in the approach to people with the disease, old and dying. The quality of life for the chronically ill, disabled and elderly.
15. Social support and its importance in the treatment and rehabilitation. The influence of social support on the condition of physical and mental health. The forms of social support. Received and the expected types as well as sources of social support.
16. The hospital as an institution and as a formal organization. The functions of medical institutions. Dysfunctionality of medical institutions. The models of medical care.
17. The problem of social attitude towards doctor-patient. The models of doctor-patient. Social determinants of the relationship doctor-patient. The causes and consequences of dissatisfaction with a doctor-patient relationship. Partnership model of doctor-patient relationship. The most common barriers of doctor-patient communication. The conflict in the role and the conflict of the roles. Occupational stress and its consequences.

Code	A student, who passed the course	Relation to teaching outcomes
within the scope of KNOWLEDGE:		
W01	knows the current state of knowledge on the social dimension of health and disease, the impact of the social environment (family, networks of social relationships) and social inequality on health and socio-cultural differences and the role of social stress in health and self-destructive behaviour;	D.W1.
W02	knows forms of violence, explanatory models of violence in the family and in institutions, social determinants of various forms of violence and the role of the physician in the its diagnosis;	D.W2.
W03	understands the importance of health, sickness, disability and old age in relation to social attitudes, the social consequences of illness and disability as well as social-cultural barriers; knows the current concept of quality of life in a conditioned state of health;	D.W3.
W04	understands the role of the family in the treatment process	D.W8.
W05	knows the principles of working in a group;	D.W15.
W06	understands cultural, ethnic and national determinants of human behavior;	D.W16.
within the scope of ABILITIES:		
U01	during the therapeutic procedure takes account subjective needs and expectations of the patient resulting from socio-cultural conditions;	D.U1.
U02	detects the signs of unhealthy and self-destructive behavior and properly responds to them;	D.U2.
U03	selects the treatment which minimizes the social consequences for the patient;	D.U3.

4.4. Methods of assessment of the intended teaching outcomes																					
Teaching outcomes (code)	Method of assessment (+/-)																				
	Exam oral/written*			Test*			Project*			Effort in class*			Self-study*			Group work*			Others*		
	Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes		
	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...
W01												+	+					+	+		
W02												+	+					+	+		
W03												+	+					+	+		
W04												+	+					+	+		
W05												+	+					+	+		
W06												+	+					+	+		
...U01												+	+					+	+		
U02												+	+					+	+		
U03												+	+					+	+		

*delete as appropriate

4.5. Criteria of assessment of the intended teaching outcomes		
Form of classes	Grade	Criterion of assessment
lecture (L)	3	Identifies some constraints or obstacles that are accurate along with some that are not accurate. Omits the most significant constraints or obstacles.
	3,5	Accurately identifies the most important constraints or obstacles.
	4	Addresses obstacles or constraints that are not immediately apparent.
	4,5	Accurately describes the relevant constraints or obstacles
	5	Accurately and thoroughly describes the relevant constraints or obstacles

4. BALANCE OF ECTS CREDITS – STUDENT’S WORK INPUT

Category	Student's workload
	Full-time studies
<i>NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/</i>	15
<i>Participation in lectures*</i>	15
<i>Participation in classes, seminars, laboratories*</i>	
<i>Preparation in the exam/final test*</i>	
<i>Others*</i>	
<i>INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/</i>	10
<i>Preparation for the lecture*</i>	
<i>Preparation for the classes, seminars, laboratories*</i>	
<i>Preparation for the exam/test*</i>	10
<i>Gathering materials for the project/Internet query*</i>	
<i>Preparation of multimedia presentation</i>	
<i>Others*</i>	
TOTAL NUMBER OF HOURS	25
ECTS credits for the course of study	1

Accepted for execution (date and signatures of the teachers running the course in the given academic year)

.....