

ZAKŁAD HUMANISTYCZNYCH NAUK LECARSKICH
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Syllabus 2019/2020

Description of the course

Module/Course	Medical Sociology	Group of detailed education results	
		Group code D	Group name Behavioral and Social Sciences
Faculty	Medicine		
Major	medicine		
Specialties	Not applicable		
Level of studies	Uniform magister studies <input checked="" type="checkbox"/> * 1 st degree studies <input type="checkbox"/> 2 nd degree studies <input type="checkbox"/> 3 rd degree studies <input type="checkbox"/> postgraduate studies <input type="checkbox"/>		
Form of studies	<input checked="" type="checkbox"/> full-time <input type="checkbox"/> part-time		
Year of studies	II	Semester	<input type="checkbox"/> Winter <input checked="" type="checkbox"/> Summer
Type of course	<input checked="" type="checkbox"/> obligatory <input type="checkbox"/> limited choice <input type="checkbox"/> free choice / elective		
Course	<input type="checkbox"/> major <input checked="" type="checkbox"/> basic		
Language of instruction	<input type="checkbox"/> Polish <input checked="" type="checkbox"/> English <input type="checkbox"/> other		

* mark with an X

Number of hours

Form of education

Unit teaching the course	Lectures (L)	Seminars (SE)	Auditorium classes (AC)	Major Classes – not clinical (MC)	Clinical Classes (CC)	Laboratory Classes (LC)	Classes in Simulated Conditions (CSC)	Practical Classes with Patient (PCP)	Specialist Classes – magister studies (SCM)	Foreign language Course (FLC)	Physical Education obligatory (PE)	Vocational Practice (VP)	Self-Study (Student's own work)	E-learning (EL)
Winter Semester														
Summer Semester														
Department of humanistic Sciences in Medicine		30												
TOTAL per year: 30														



Department of humanistic Sciences in Medicine		30																	
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Educational objectives (max. 6 items)

C1. Understanding the principles and functioning of communities and social groups; basic mechanisms governing the structural and cultural life of society in terms of both individual and group; disparities and social inequalities; micro- and macrostructure; pathological factors affecting the functioning of the group.

C2. Understanding the rules of functioning of a hospital / health facility as a social institution; mechanisms contributing to functionality and dysfunctionality of medical institutions; the impact of selected social mechanisms on the doctor-patient relationship and the relationship between medical staff.

C3. Accepting and demonstrating attitudes supporting socially marginalized people: those from the lower socioeconomic classes or socially stigmatized.

C4. Learning basic communication skills to improve doctor- patient therapeutic relationship; understanding presentation, persuasion and manipulation techniques.

C5. Understanding the social and cultural determinants of health and disease, with special emphasis on individual lifestyle.

C6. Promoting healthy lifestyle among patients and local communities. Accepting the importance of health as a value in the life of the individual and community.

Education result matrix for module/course in relation to verification methods of the intended education result and the type of class

Number of course education result	Number of major education result	Student who completes the module/course knows/is able to	Methods of verification of intended education results (forming and summarising)	Form of didactic class <i>**enter the abbreviation</i>
W 01	DW1	The student knows the current state of knowledge on the social dimension of health and illness, the impact of the social environment and social inequality on health and socio-cultural differences as well as the role of social stress in health-related behaviors.	Oral presentation, discussion, written test.	SE
W 02	DW3	The student understands the importance of health, sickness, disability and old age in relation to social processes, the social consequences of illness and disability, and socio-cultural barriers and understand the current concept of quality of life.	Oral presentation, discussion.	SE
W03	DW5	Explains the psychosocial consequences of hospitalization and chronic disease.	Discussion, oral presentation, brain storm	SE



W04	DW6	Explains the functioning of medical institutions and the social role of the doctor.	Written test	SE
W05	DW8	Understands the role of the family in the treatment process.	Written test, discussion.	SE
W06	DW12	Student is able to motivate patients to pro-health behaviours, and to inform about adverse prognosis.	Oral presentation, project.	SE
W07	DW15	Improving team work skills.	Project, presentation.	SE
U1	DU1	Takes into account therapeutic needs and expectations of patients in intercultural context.	Discussion, case studies.	SE
U1	DU2	Identifies self-destructive and risky behavior, and responds properly.	Discussion, case studies.	SE
U2	DU3	Selects such treatment that minimizes the social consequences for the patient.	Oral presentation, case studies.	SE
U3	DU4	Builds an atmosphere of trust during the entire treatment process.	Discussion, workshop.	SE
U3	DU8	Gives advice on the best treatment compliance and a healthy lifestyle	Project, presentation.	SE
U4	DU11	Able to communicate with co-workers providing constructive feedback and support.	Project, presentation.	SE
U5	DU17	Critically examines the socio-medical literature, and draws conclusions based on the available literature.	Discussion.	SE

** L - lecture; SE - seminar; AC – auditorium classes; MC – major classes (non-clinical); CC – clinical classes; LC – laboratory classes; SCM – specialist classes (magister studies); CSC – classes in simulated conditions; FLC – foreign language course; PCP practical classes with patient; PE – physical education (obligatory); VP – vocational practice; SS – self-study, EL – E-learning .

Please mark on scale 1-5 how the above effects place your classes in the following categories:
communication of knowledge, skills or forming attitudes:

Knowledge: 5

Skills: 4

Student's amount of work (balance of ECTS points)

Student's workload

(class participation, activity, preparation, etc.)

Student Workload (h)

1. Contact hours:

30

2. Student's own work (self-study):

9



Total student's workload	39
ECTS points for module/course	1,5
Comments	
Content of classes (please enter topic words of specific classes divided into their didactic form and remember how it is translated to intended educational effects)	
Lectures 1. 2. 3.	
Seminars 1. Introduction to (Medical) Sociology. What is sociology as a discipline? What are the advantages of studying sociology for students and practicing physicians. Social conditions of the development of medical sociology . 2. Small and large social structures: elements that make up a group; group size, the intra-group social ties, internal organization (group structure). The conflict of social roles. Group consistency. 3. Culture and its impact on social life. Social determinants of health and disease. What is culture. Culture as an integration of society. Social norms and values. Health as a value. Knowledge and health and disease. Attitudes toward health and disease. 4. Contemporary changes in the approach to health and illness - from biomedical to the socio-ecological model of health. Objective and subjective approaches to health and disease. Socio-ecological approach to medicine. Health prevention and promotion. 5. Behaviors and attitudes in health and illness. Health behavior as one of the category lifestyle of the individual. Health behavior and illness. Attitudes towards symptoms of the disease. The problem of the choice of treatment. Selected social mechanisms explaining unhealthy behavior: the process of socialization, types of reactions of social influence (conformism), cognitive dissonance. Social role of the patient. 6. Lifestyle and health. Socio - cultural conditions of an individual's life style. Ethnicity and health issues. 7. Illness as deviance. Communication with the socially stigmatized patient. The sick-role. Social determinants of violence. The role of the physician in the diagnosis of various forms of violence. 8. Differentiation and social inequalities and health and disease. Health and social consequences of unemployment and poverty. The many faces of social exclusion: illness, disability, poverty, homelessness, old age. 9. Role of the family in health and illness. The family as a social group. Family and health behaviors. The transformations of the modern family and health. The impact of the disease on the functioning of the family. Explanatory models of violence in the family and in institutions, social conditions of violence and the role of the doctor in the diagnosis. 10. Doctor-patient communication. Social determinants of physician-patient relationship. Causes and consequences of dissatisfaction with the doctor-patient relationship. Partnership model of doctor-patient relationship. The most common barriers to doctor – patient communication. 11. Basic tools of social influence and their use in medical practice. The use of social influence tools (authority, commitment, liking, social proof) in order to improve relations and doctor-patient communication and health promotion process. The principles of ethical use of social influence tools. 12. Functionality and dysfunctionality of medical institutions. The concept of a social institution. Functions medical institutions in modern society. The concept of	



<p>bureaucracy. Dysfunctional bureaucratic institutions (e.g. hospital).</p> <p>13. Social support and its importance in the treatment and rehabilitation. The impact of social support. The state of physical and mental health. Social forms of support. "Patient to patient" movement.</p> <p>14. Sex and sexuality. Social changes in the approach to gender and sexuality.</p> <p>15. Migrations and health issues. Social networks and epidemics.</p> <p>16. Challenges of aging societies. Contemporary transformation in the approach to elderly and dying.</p>
<p>Practical classes</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p>Other</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>etc. ...</p>
<p>Basic literature (list according to importance, no more than 3 items)</p> <p>1. Sarah Nettleton, 2013, <i>The Sociology of Health and Illness</i>, Cambridge.</p> <p>2. William Little, Ron McGivern, <i>Chapter 19. Health and Medicine</i>, [in] <i>Introduction to Sociology</i>. https://opentextbc.ca/introductiontosociology/chapter/chapter19-health-and-medicine/</p> <p>3. İlhan İlkilic, Hakan, Ertin. Rainer Bromer, 2014, <i>Health, Culture and the Human Body</i>, Istanbul.</p> <p>Additional literature and other materials (no more than 3 items)</p> <p>1. Peter Conrad, "Medicalization and Social Control," <i>Annual Review of Sociology</i> 18 (1992): 209-232.</p> <p>2. Peter Conrad¹ and Kristin K. Barke, 2010, <i>The Social Construction of Illness: Key Insights and Policy Implications</i>, [in] <i>Journal of Health and Social Behavior</i>, 51(S) S67 –S79. http://hsb.sagepub.com/content/51/1_suppl/S67.full.pdf+html</p>
<p>Didactic resources requirements (e.g. laboratory, multimedia projector, other...) multimedia projector</p>
<p>Preliminary conditions (minimum requirements to be met by the student before starting the module/course) Passing the first year and taking summer student internship.</p>
<p>Conditions to receive credit for the course (specify the form, criteria and conditions of receiving credit for classes included in the module/course, admission terms to final theoretical or practical examination, its form and requirements to be met by the student to pass it and criteria for specific grades).</p>
<p>All student's absences and seminars cancelled due to Rektor's/Dean's Day must be made up for in a form of essay, presentation or oral account (as indicated by a teacher).</p> <p>The final grade is a sum of a grade in the written test (5 open questions requiring defining, explaining, analysing, and problem-solving: 40% of the final grade), active participation in the classes (taking part</p>



in discussion, exercises, workshop, and team work: 20% of the final grade) and a group (4-5 students) presentation on chosen topic (40% of the final grade).

Grade:	Criteria for course
Very Good (5.0)	Very good mastering of the topics covered in seminars: grade of at least 90% in the open-question test, presentation (or project) and active participation. Fluent and creative problem-solving.
Good Plus (4.5)	Very good mastering of the topics covered in seminars: grade of at least 85% in the open-question test, presentation (or project) and active participation. Fluent problem-solving.
Good (4.0)	Good mastering of the topics covered in seminars: grade of at least 75% in the open-question test, presentation (or project) and active participation. Fulfilling most of the tasks.
Satisfactory Plus (3.5)	Good mastering of the topics covered in seminars: grade of at least 70% in the open-question test, presentation (or project) and active participation. Fulfilling basic, simple tasks.
Satisfactory (3.0)	Sufficient mastering of the topics covered in seminars: grade of at least 60% in the open-question test, presentation (or project) and active participation. Fulfilling basic, simple tasks.

Grade:	Criteria for exam (if applicable)
Very Good (5.0)	
Good Plus (4.5)	
Good (4.0)	
Satisfactory Plus (3.5)	
Satisfactory (3.0)	

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Address	Mikulicza - Radeckiego 7 50-368 Wrocław
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Person responsible for course:	dr hab. Jarosław Barański
Phone	71 784 14 96
E-mail	jaroslaw.baranski@umed.wroc.pl



<i>List of persons conducting specific classes:</i>	<i>degree/scientific or professional title</i>	<i>Discipline</i>	<i>Performer profession</i>	<i>Form of classes</i>
Agata Strządała	PhD	Sciences about health, Cultural studies	Academic teacher	SE

Date of Syllabus development

29.06.2019

Syllabus developed by

dr Małgorzata Synowiec-Piłat

dr Agata Strządała

Signature of Head of teaching unit

University of Medicine in Wrocław
ZARŁAD DOKTORÓW I SZYBNIKÓW
NAUK LECARSKICH
kierownik
dr hab. Jarosław Barański



Signature of Faculty Dean

Wrocław medical University
FACULTY OF MEDICINE
VICE-DEAN FOR STUDIES IN ENGLISH
Prof. Andrzej Hendrich, PhD

