

Medical Sociology

Educational subject description sheet

Basic information

<p>Department Faculty of Medicine</p> <p>Field of study Medical Program</p> <p>Study level long-cycle master's degree program</p> <p>Study form full-time</p> <p>Education profile general academic</p> <p>Disciplines Medical science</p> <p>Subject related to scientific research Yes</p>		<p>Didactic cycle 2019/20</p> <p>Realization year 2020/21</p> <p>Lecture languages English</p> <p>Block obligatory for passing in the course of studies</p> <p>Mandatory obligatory</p> <p>Examination graded credit</p> <p>Standard group D. Behavioral and social sciences with elements of professionalism</p>	
Subject coordinator	Barbara Woźniak, Tomasz Ocetkiewicz		
Lecturer	Grzegorz Wójcik, Anna Prokop-Dorner, Barbara Woźniak, Agnieszka Król, Tomasz Ocetkiewicz		
Period Semester 3	Examination graded credit	Number of ECTS points 2.0	
	Activities and hours seminar: 30		

Goals

C1	Student knows the current state of knowledge on the topic of the influence of social environment (family, local community, social networks) on the state of health
C2	Student knows the current state of knowledge on the topic of the influence of structural factors tied to social inequality on the state of health
C3	Student knows the current state of knowledge on the topic of socio-cultural differences in behavior tied to gender-related differences in health status
C4	Student understands what it means/the implications of the statement that health, illness, disability are social constructs
C5	Student understands the symbolic meaning of health, illness, disability as regards social attitudes relating to the ill persons, the disabled.
C6	Student knows the current state of knowledge on the subject of the social consequences of illness and medical intervention, and the socio-cultural barriers that make it difficult for the ill.
C7	Student understands what signifies the entry into the sick role for the ill person
C8	Student understands the meaning of verbal and nonverbal communications in the process of communicating with the patient
C9	Student understands the symbolic meaning of informal directives given to the patient
C10	Student understands that the professional role of the physician is a sociocultural construct
C11	Student understands the role of trust as a key element to interaction with patients
C12	Student understands the functioning of medical institutions as social institutions and understands the functioning of total institution
C13	Knows the concept of health-related quality of life (HRQoL)

Subject's learning outcomes

Code	Outcomes in terms of	Effects	Examination methods
Knowledge - Student knows and understands:			
W1	the social dimension of health and disease, the impact of the social environment (family, social networks) and social inequalities and socio-cultural differences on health, and the role of social stress in health and self-destructive behaviors	D.W1	classroom observation, project, test, gap filling test, multiple choice test
W2	social factors influencing behaviour in health and disease, particularly in chronic disease	D.W2	classroom observation, project, test, gap filling test, multiple choice test
W3	forms of violence, models explaining domestic and institutional violence, the social determinants of the various forms of violence and the role of the doctor in recognizing it	D.W3	classroom observation, project, test, gap filling test, multiple choice test
W4	social attitudes towards the importance of health, disease, disability and old age, the social consequences of disease and disability and social and cultural barriers, and the concept of quality of life as determined by the state of health	D.W4	classroom observation, project, test, gap filling test, multiple choice test

W5	the importance of verbal and non-verbal communication in the process of communicating with the patient and the notion of trust in the interaction with the patient	D.W6	classroom observation, project, test, gap filling test, multiple choice test
W6	principles and methods of communication with the patient and his/her family, which are aimed at building empathic, trust-based relationships	D.W5	classroom observation, project, test, gap filling test, multiple choice test
W7	psychosocial consequences of hospitalization and chronic disease	D.W7	classroom observation, project, test, gap filling test, multiple choice test
W8	functioning of health care system entities and social role of a physician	D.W8	classroom observation, project, test, gap filling test, multiple choice test
W9	the role of the patient's family in the treatment process	D.W10	classroom observation, project, test, gap filling test, multiple choice test
W10	cultural, ethnic and national determinants of human behavior	D.W19	classroom observation, project, test, gap filling test, multiple choice test
Skills - Student can:			
U1	take into account the subjective needs and expectations of the patient resulting from socio-cultural conditions in the process of therapeutic management	D.U1	classroom observation, multiple choice test
U2	choose treatment that minimizes the social consequences for the patient	D.U3	classroom observation, multiple choice test
U3	build an atmosphere of trust throughout the entire diagnostic and treatment process	D.U4	classroom observation, multiple choice test
U4	identify signs of anti-health and self-destructive behavior and respond appropriately to them	D.U2	classroom observation, multiple choice test
U5	involve the patient in the therapeutic process	D.U7	classroom observation, multiple choice test
U6	provide advice on therapeutic recommendation compliance and following healthy lifestyle	D.U9	classroom observation, multiple choice test
U7	provide the patient and his or her family with information about unfavorable prognosis	D.U8	classroom observation, multiple choice test
U8	take action to improve the quality of life of patients and prevent it from deteriorating in the future	D.U19	classroom observation, multiple choice test
Social competences - Student is ready to:			
K1	to establish and maintain deep and respectful contact with patients and to show understanding for differences in world views and cultures	O.K1	classroom observation, project, test, gap filling test, multiple choice test
K2	to be guided by the well-being of a patient	O.K2	classroom observation, project, test, gap filling test, multiple choice test

Calculation of ECTS points

Activity form	Activity hours*
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seminar	30
information collection	5
preparation of a project	10
preparation for test	15
Student workload	Hours 60
Workload involving teacher	Hours 30

* hour means 45 minutes

Study content

No.	Course content	Subject's learning outcomes	Activities
1.	The role of Medical Sociology in medicine. Sociological concepts of health and illness. Psychosocial dimensions of subjective health. Illness and sickness role. Symbolic meaning of illness. Psychosocial indicators of health (well-being).	W2, U1	seminar
2.	Sociology of the body. Cultural and social determinants of health and health-related behaviors. Social network, social ties, social capital. Relations between social network and health.	W1, W10, W2, U1, U4, K1	seminar
3.	Social inequalities in health; (gender, age, socio-economic status, ethnic minorities). Role of social network (ties) in health status (scales measuring social support and ties).	W1, U4, K1	seminar
4.	Family and health. The role of the family in creation of health lifestyle. Functions of the family (social support). Early experience during family life and health outcomes in adulthood.	W1, W4, U1, U5, U6, U7	seminar
5.	Domestic violence. The impact of domestic abuse on health. Domestic violence and children. Domestic violence and the elderly. Female victims of violence.	W3	seminar
6.	Psychosocial consequences of chronic disease (changes in family, work activity, social participation). Disability as a social construct. Stigma. Social determinants of adaptation to new health conditions (psychological and social barriers).	W4, U2, U8	seminar
7.	Health related quality of life (concept, psychosocial indicators). Functional status and health-related quality of life in patients with chronic conditions (cardiovascular patients, oncological patients, older people). Scales measuring different dimensions of quality of life.	W4, U8	seminar

8.	Communication between physician and patient (types of questions, language). Patient satisfaction with the medical interview and medical care. Patient in the hospital. Internal environment of the hospital. Formal roles and interpersonal relations. Hospital as a social system. Hospitalization as a stressful life event. Decision-making process in seeking professional help. Professional role of the physician. Feminization of medical profession. Job stress in medical profession.	W5, W6, W7, W9, U1, U2, U3, K1	seminar
9.	Patient-physician interactions. Parson's model of sick role and physician's role. Types of patient-physician relationships. Paternalistic approach vs mutual cooperation. Process of communication (the role of verbal and nonverbal communication). Patient satisfaction.	W5, W6, U3, K1, K2	seminar
10.	Medical care system - new challenges (organ transplantation; people's attitudes toward receiving and donating organs). The theory of institution. Hospital as a total institution.	W8	seminar

Course advanced

Teaching methods:

case study, textual analysis, discussion, educational film, case study method, group work, lecture with multimedia presentation

Activities	Examination methods	Credit conditions
seminar	classroom observation, project, test, gap filling test, multiple choice test	<p>1. Attendance on each class - absence is available only because of illness and should be confirmed by an appropriate medical leave. Each absence requires an oral/written credit the person leading classes. 2. Power Point presentation - prepared and presented by each student based on the article delivered. Presentation should last approx. 25 minutes. 3. Active participation during seminars. 4. Written final exam: the exam will have form of test consisting of multiple-choice questions, filling gaps, true/false questions as well as open questions with short answer. The exam will check the sociological knowledge acquired during course (comprising both terms and theories presented during classes as well as concepts in articles for students' presentations). Students will receive list of terms and issues which will be required on final exam. Student's evaluation: Student may achieve maximum 60 points from the whole course: 1. PP presentation - max. 15 p. (25%) 2. Active participation during seminars - max. 15 p. (25%) 3. Final exam - max. 30 p. (50%). In order to pass the course, student has to achieve 36 p., i.e. 60% of the maximum points. Assessment of PP presentation (max. 15 p.): 5 p. - adequate summary of terms in the given article; 3 p. - additional sources, e.g. adequate data from other research illustrating article's terms; 4 p. - presentation skills (e.g. presenting by own words, not reading slides), visual traits of presentation, overall preparation to presentation 3 p. - critical, subjective thoughts concerning presented topic in conclusion part, critical thinking questions to the rest of the group. Grading: 36 - 40 (60% - 67%) - 3,0; 40,5 - 44,5 (68% - 74%) - 3,5; 45 - 49 (75% - 82%) - 4,0; 49,5 - 53,5 (83% - 89%) - 4,5; 54 - 60 (90% - 100%) - 5,0</p>

Additional info

Entry requirements

No prerequisites

Literature

Obligatory

1. Understanding the Sociology of Health, A.M. Barry, C. Yuill (2016) 4th ed. SAGE Publications Ltd: London
2. Sociology as Applied to Health and Medicine, (2018) G. Scambler (ed.), 7 th edition, Palgrave: London

Optional

1. Cockerham C. William (2017), Medical Sociology, 14th edition, Routledge: New York (copies of the selected chapters will be provided to students by course coordinator at the beginning of the semester)
2. Handbook of the Sociology of Mental Health (2013), 2nd ed., C. Aneshensel, J. Phelan, A. Bierman (eds.) Springer Netherlands (copies of the selected chapters will be provided to students by course coordinator at the beginning of the semester)

Standard effects

Code	Content
D.U1	take into account the subjective needs and expectations of the patient resulting from socio-cultural conditions in the process of therapeutic management
D.U2	identify signs of anti-health and self-destructive behavior and respond appropriately to them
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D.W4	social attitudes towards the importance of health, disease, disability and old age, the social consequences of disease and disability and social and cultural barriers, and the concept of quality of life as determined by the state of health
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