

Medical Sociology

Educational subject description sheet

Basic information

Department Faculty of Medicine Field of study Medical Program Study level long-cycle master's degree program Study form full-time Education profile general academic Disciplines Medical science Subject related to scientific research Yes		Didactic cycle 2016/17 Realization year 2017/18 Lecture languages English Block obligatory for passing in the course of studies Mandatory obligatory Examination graded credit Standard group D. Behavioral and social sciences with elements of professionalism
Subject coordinator	Barbara Woźniak	
Lecturer	Grzegorz Wójcik, Anna Prokop-Dorner, Barbara Woźniak, Tomasz Ocetkiewicz	

Period Semester 3	Examination graded credit Activities and hours lecture: 4, seminar: 26	Number of ECTS points 2.0
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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	written examination, classroom observation, oral answer, project, test, gap filling test
W2	social factors influencing behaviour in health and disease, particularly in chronic disease	D.W2	written examination, classroom observation, oral answer, project, test, gap filling 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	written examination, classroom observation, project, test, gap filling 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	written examination, classroom observation, project, test, gap filling 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	written examination, classroom observation, project, test, gap filling 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	written examination, classroom observation, project, test, gap filling test
W7	psychosocial consequences of hospitalization and chronic disease	D.W7	written examination, classroom observation, project, test, gap filling test
W8	functioning of health care system entities and social role of a physician	D.W8	written examination, classroom observation, project, test, gap filling test
W9	the role of the patient's family in the treatment process	D.W10	written examination, classroom observation, project, test, gap filling test
W10	cultural, ethnic and national determinants of human behavior	D.W19	written examination, classroom observation, project, test, gap filling 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
U2	choose treatment that minimizes the social consequences for the patient	D.U3	classroom observation
U3	build an atmosphere of trust throughout the entire diagnostic and treatment process	D.U4	classroom observation
U4	identify signs of anti-health and self-destructive behavior and respond appropriately to them	D.U2	classroom observation
U5	involve the patient in the therapeutic process	D.U7	classroom observation
U6	provide advice on therapeutic recommendation compliance and following healthy lifestyle	D.U9	classroom observation
U7	provide the patient and his or her family with information about unfavorable prognosis	D.U8	classroom observation
U8	take action to improve the quality of life of patients and prevent it from deteriorating in the future	D.U19	classroom observation
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
K2	to be guided by the well-being of a patient	O.K2	classroom observation, project, test, gap filling test

Calculation of ECTS points

Activity form	Activity hours*
lecture	4
information collection	5
preparation of a project	10
preparation for test	15
seminar	26
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. 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, W7, W9, U1, U2, U3, K1	seminar
9.	Medical care system – new challenges. The theory of institution. Hospital as a total institution. 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.	W5, W6, W8, U3, K1, K2	seminar, lecture

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
lecture	project	A group project to be prepared by groups of 3 persons. Each group sign up for one of the topics given. The task is to analyse one of the topics referring to sociological knowledge (from the course) and empirical data: scientific reports or articles, other gathered materials (body of media articles; internet forums; interviews, etc.). The project should contain: • Identification of the key problems that you would like to discuss (within the analyzed topic) (1 p.) • A short general description of the problem (1 p.) • Characteristics of the project materials gathered by the group (1 p.) • Findings from the analysis conducted by the group (1 p.) • The possible solutions of the identified problem (good practices; institutional solutions, non-governmental initiatives, group ideas) (1 p.)

Activities	Examination methods	Credit conditions
seminar	written examination, classroom observation, oral answer, test, gap filling test	<p>Credit conditions: 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; to be prepared in groups of 2 students. Each presentation should consist of: a. theoretical part – based on theoretical, sociological text provided by lecturer (approx. 20 min.) b. empirical part – based on research: each person in the couple finds one article illustrating the theoretical part and presents it to the group (10 minutes per person) c. conclusions + questions for discussion – each presenting group prepares 4 questions (two questions concerning the theoretical part of the presentation and one from each of two research-based parts) Presentation is scored (12 points). Assessment of PP presentation: 5 p. – adequate summary of terms in the given article; 4 p. – additional sources, e.g. adequate data from other research illustrating article's terms; 2 p. – critical, subjective thoughts concerning presented topic in conclusion part, critical thinking questions to the rest of the group 1 p. – presentation skills (e.g. presenting in own words, not reading slides), visual traits of presentation, overall preparation to presentation 3. Active participation in seminars (synchronous e-learning) (max. 8 points) and a group project (asynchronous e-learning): (max. 5 points) 4. Written final exam (max. 50 points): the exam will have form of test consisting of single-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 terms, phenomena and theories presented in articles for students' presentations). Student's evaluation: Student may achieve maximum 75 points from the whole course: (1) PP presentation - max. 12 p. (2) Active participation during seminars and group project - max. 13 p. (3) Final exam - max. 50 p. In order to pass the course, student has to achieve 60% of the maximum points. Grading: 45 p. – 50,5 p. – 3,0 51 p. – 56,5 p. – 3,5 57 p. – 62,5 p. – 4,0 63 p. – 68,5 p. – 4,5 69 p. – 75 p. – 5,0</p>

Entry requirements

No prerequisites

Literature

Obligatory

1. Cockerham C. William (2012), Medical Sociology, 14th edition, Routledge: New York

Optional

1. Handbook of Medical Sociology (2010). Ch. E. Bird, P. Conrad, A. M. Fremont, S. Timmermans (eds.), Vanderbilt University Press: Nashville
2. The New Blackwell Companion to Medical Sociology (2010). W. C. Cockerham (ed.), Blackwell Publishing: Malden, Oxford, Chichester
3. Sociology as Applied to Health and Medicine, (2013) G. Scambler (ed.), 7 th edition, Palgrave: London

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.U8	provide the patient and his or her family with information about unfavorable prognosis
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D.W10	the role of the patient's family in the treatment process
D.W19	cultural, ethnic and national determinants of human behavior
O.K1	to establish and maintain deep and respectful contact with patients and to show understanding for differences in world views and cultures
O.K2	to be guided by the well-being of a patient