



Syllabus 2018/2019														
Description of the course														
Module/Course	Medical Sociology										Group of detailed education results			
											Group code	Group name		
											D	Behavioral and Social Sciences		
Faculty	Medicine													
Major	medicine													
Specialties	Not applicable													
Level of studies	Uniform magister studies X * 1 <sup>st</sup> degree studies <input type="checkbox"/> 2 <sup>nd</sup> degree studies <input type="checkbox"/> 3 <sup>rd</sup> degree studies <input type="checkbox"/> postgraduate studies <input type="checkbox"/>													
Form of studies	X full-time X part-time													
Year of studies	II					Semester		<input type="checkbox"/> Winter <input checked="" type="checkbox"/> Summer						
Type of course	X obligatory <input type="checkbox"/> limited choice <input type="checkbox"/> free choice / elective													
Course	<input type="checkbox"/> major X basic													
Language of instruction	<input type="checkbox"/> Polish X English <input type="checkbox"/> other													
* mark <input type="checkbox"/> 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)
<b>Winter Semester</b>														
<b>Summer Semester</b>														
Department of humanistic Sciences in Medicine		30											9	
<b>TOTAL per year: 39</b>														



<b>Educational objectives (max. 6 items)</b>																	
<p><b>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.</b></p> <p><b>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.</b></p> <p><b>C3. Accepting and demonstrating attitudes supporting socially marginalized people: those from the lower socioeconomic classes or socially stigmatized.</b></p> <p><b>C4. Learning basic communication skills to improve doctor- patient therapeutic relationship; understanding presentation, persuasion and manipulation techniques.</b></p> <p><b>C5. Understanding the social and cultural determinants of health and disease, with special emphasis on individual lifestyle.</b></p> <p><b>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.</b></p>																	
<b>Education result matrix for module/course in relation to verification methods of the intended education result and the type of class</b>																	
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>													
<b>W 01</b>	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													
<b>W 02</b>	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													
<b>W03</b>	DW5	Explains the psychosocial consequences of hospitalization and chronic disease.	Discussion, oral presentation, brain storm	SE													
<b>W04</b>	<b>DW6</b>	Explains the functioning of	Written test	SE													



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

Forming attitudes: 5

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

<b>Student's workload</b>	<b>Student Workload (h)</b>
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(class participation, activity, preparation, etc.)

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	
<b>Content of classes</b> (please enter topic words of specific classes divided into their didactic form and remember how it is translated to intended educational effects)	
<b>Lectures</b>	
1.	
2.	
3.	
<b>Seminars</b>	
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. Functionality and dysfunctionality of medical institutions. The concept of a social institution. Functions medical institutions in modern society. The concept of bureaucracy. Dysfunctional bureaucratic institutions (e.g. hospital).	
12. 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	



<p>communication and health promotion process. The principles of ethical use of social influence tools.</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><b>Practical classes</b></p> <p>1.</p> <p>2.</p> <p>3.</p>
<p><b>Other</b></p> <p>1.</p> <p>2.</p> <p>3.</p> <p>etc. ...</p>
<p><b>Basic literature</b> (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>. <a href="https://opentextbc.ca/introductiontosociology/chapter/chapter19-health-and-medicine/">https://opentextbc.ca/introductiontosociology/chapter/chapter19-health-and-medicine/</a></p> <p>3. İlhan İlkilic, Hakan, Ertin. Rainer Bromer, 2014, <i>Health, Culture and the Human Body</i>, Istanbul.</p>
<p><b>Additional literature and other materials</b> (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 Conrad<sup>1</sup> 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. <a href="http://hsb.sagepub.com/content/51/1_suppl/S67.full.pdf+html">http://hsb.sagepub.com/content/51/1_suppl/S67.full.pdf+html</a></p>
<p><b>Didactic resources requirements</b> (e.g. laboratory, multimedia projector, other...) <b>multimedia projector</b></p>
<p><b>Preliminary conditions</b> (minimum requirements to be met by the student before starting the module/course) Not applicable.</p>
<p><b>Conditions to receive credit for the course</b> (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). <b>Each absence must be made up, including rector's days or dean's hours.</b></p>
<p><b>Attendance</b> (maximum 2 absences permissible, but every missing class must be made up including the Rector's and Dean's Days), and active participation (taking part in discussion, exercises, workshop, and team work) (20% of the final grade). <b>Positive grade in the written test</b> (5 open questions requiring defining, explaining, analysing, and problem -solving (40% of the final grade). <b>Preparation of one presentation on chosen topic</b> (40% of the final grade), or preparation of group</p>



<b>project promoting healthy lifestyle (40% of the final grade).</b>	
<b>Grade:</b>	<b>Criteria for course</b>
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.
<b>Grade:</b>	<b>Criteria for exam (if applicable)</b>
Very Good (5.0)	
Good Plus (4.5)	
Good (4.0)	
Satisfactory Plus (3.5)	
Satisfactory (3.0)	

<b>Name of unit teaching course:</b>	<b>Department of Humanistic Sciences in Medicine</b>
<b>Address</b>	Mikulicza - Radeckiego 7 50-368 Wrocław
<b>Phone</b>	71 784 14 96, 71 784 01 02
<b>E-mail</b>	sekretariatzhnl@umed.wroc.pl

<b>Person responsible for course:</b>	<b>dr hab. Jarosław Barański</b>
<b>Phone</b>	71 784 14 96
<b>E-mail</b>	<a href="mailto:jaroslaw.baranski@umed.wroc.pl">jaroslaw.baranski@umed.wroc.pl</a>



<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>
<b>Agata Strządała</b>	PhD	History, cultural studies	Academic teacher	SE

**Date of Syllabus development**

29.06.2018

**Syllabus developed by**

dr Małgorzata Synowiec-Piłat

dr Agata Strządała

**Signature of Head of teaching unit**

Uniwerytet Medyczny we Wrocławiu  
ZAKŁAD HUMANISTYCZNYCH  
NAUK LEKARSKICH  
Kliniczne  
dr hab. Jarosław Barański

**Signature of Faculty Dean**

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



Sl. No.	Name of the person	Address	Phone No.	Remarks

Signature of the reporter

Date of the report

Page No.

Name of the organization

Address

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Signature of the reporter

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