**SYLLABUS**

**Academic year** **2021/2022**

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| **Name of a course / module** | **SOCIOLOGY OF MEDICINE** |
| **Name of a department where course is held** | **Department of Public Health** |
| **E-mail of department** |  |
| **Faculty of** | Medicine with Division of Dentistry and Division of Medical Education in English |
| **Name** **of a field of study** |  |
| **Level of education** | *First degree studies, Uniform master’s degree studies* |
| **Form of study** | full time □ part time □ |
| **Language of instruction** | Polish □ English □ |
| **Type of course** | obligatory □ facultative □ |
| **Year of study / Semester** | I □ II □ III □ IV □ V □ VI □ | 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7 □ 8 □ 10 □11 □ 12 □ |
| **Introductory courses with preliminary requirements** | *getting credit according to recruitement procedure* |
| **Number of didactic hours with specification of forms of conducting classes** | *10 h lecture, 15 h classes* |
| **Assumptions and aims** **of the course** | *The Student should acquire knowledge of: general sociology (including contemporary currents of theoretical, basic and social processes) and sociology of Medicine (including the social role of the doctor and the patient, sociological concepts of health and disease, medical institutions)* *The Student should be able to: recognize the socio-cultural determinants of health, disease and treatment process; to mitigate the social consequences of disease; provide tips for a healthy lifestyle; to communicate with teamwork members.*  |
| **Didactic methods** | *- providing knowledge in a form of a lecture**- consultation ( organized in individual cases)**- discussion**- presentation**- case study**- self study**- study of the literature* |
| **Full name of the person conducting the course** | *Agnieszka Choińska PhD, Bogusława Karczewska PhD* |
| **Full name of the person responsible for teaching** | *Dominik Maślach MD* |

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| **Symbol and number of learning outcomes according to the teaching standards and other learning outcomes** | **Description of directional learning outcomes** | **Form of classes** | **Verification methods for achieving intended learning outcomes**  |
| **Knowledge** |
| D.W1. | (Students are) familiar with the current state of knowledge on the social dimension of health and disease, the impact of the social environment (family, social relationships) and social inequality on health and on the socio-cultural differences and the role of social stress in health and illness behaviour |  | *Summarizing methods:**- written test**Forming methods, e.g.,**- observation of the student's work**- evaluation of the activity in the classroom**- assessment of preparation for classes**- discussion in class**- case study* |
| D.W2. | knowing the forms of violence, models explaining the violence in the family and in institutions, social determinants of various forms of violence and the role of the doctor in the diagnosis of violence |  |
| D.W3. | understanding the importance of health, illness, disability and old age in relation to social attitudes, social consequences of disease and disability, as well as socio-cultural barriers, students are familiar with the current concept of quality of life of genetic health |  |
| D.W5. | understanding the consequences of chronic disease hospitalizations and psycho-social factors |  |
| D.W6. | understanding the functioning of the medical institutions and social role of the doctor |  |
| D.W8. | understanding the role of family in the healing process |  |
| D.W15. | knowing the group work regulations and rules  |  |  |
| D.W16. | understand the cultural, ethnic and national determinants of human behavior | L |  |
| **Skills** |
| D. U1. | in the process of therapeutic proceedings students shall take into account subjective patient needs and expectations arising from socio-cultural determinants |  | *Summarizing methods e.g,.**- realization of a specific task**- project, presentation**Forming methods, e.g.,**- observation of the student's work**- evaluation of the activity in the classroom**- completion of each activity**- assessment of preparation* *for classes**- discussion in class**- case study* |
| D. U3. | can choose the treatment that minimizes the consequences for the patient |  |
| D. U8. | provide advice on compliance with the recommendations and a healthy lifestyle |  |
| D. U9. | identifies the risk factors of violence, recognizes violence and reacts appropriately |  |
| D. U11. | can communicate with co-workers, by providing constructive feedback and support |  |
| **Social competence** |
| K1 | can establish and maintain profound and respectful contact with the sick |  | *Summarizing methods e.g.,**Continuous assessment by teachers (observation)**Forming methods, e.g.,**- observation of the student's work**- discussion in class* |
| K2 | be guided by the good of the patients, putting them in the first place |  |
| K3 | compling with medical confidentiality and patient rights |  |
| K4 | The student consciousness of his/her own limits and ability to permanent further training to |  |

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| **ECTS points** | *Należy podać liczbę punktów ECTS przypisaną przedmiotowi.* |
| **Student Workload** |
| **Form of activity** | **Number of hours to complete the activity** |
| **Classes that require the participation of a teacher** |
| 1. Realization of the course: lectures (according to the curriculum )
 | 10 |
| 1. Realization of the course: classes (according to the curriculum )
 | 15 |
| 1. Realization of the course: seminars; (according to the curriculum)
 | - |
| 1. Realization of the course: electives
 | - |
| 1. Participation in consultation
 | 2 |
|  | Total hours:27 |
| **Student self-study***1 punkt ECTS oznacza 25-30 godzin pracy studenta w różnych formach, takich jak np.:* |
| 1. Preparation for the theoretical and practical classes (realization of projects, documentation, case description etc.)
 | 4 |
| 1. Preparation for tests/credits
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| 1. Preparation for an exam/final test-credit
 | 6 |
|  | Total hours: 10 |

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| **Course contents:** *proszę wpisać hasłowo tematykę poszczególnych zajęć, pamiętając, aby przekładała się ona na zamierzone efekty kształcenia* |
| **Learning outcomes** **(symbol and number)** | **Topics** |
|  | **Lectures** |
| **D.W1.** familiar with the current state of knowledge on the social dimension of health and disease, the impact of the social environment (family, social relationships) and social inequality on health and on the socio-cultural differences and the role of social stress in health and illness behaviour | 1. Sociology as a scientific discipline: theories and research methods |
| **D.W1.** familiar with the current state of knowledge on the social dimension of health and disease, the impact of the social environment (family, social relationships) and social inequality on health and on the socio-cultural differences and the role of social stress in health and illness behaviour | 2. Development of medical sociology in Poland and all over the world |
| **D.W3.** understanding the importance of health, illness, disability and old age in relation to social attitudes, social consequences of disease and disability, as well as socio-cultural barriers, students are familiar with the current concept of quality of life of genetic health**D.W16.** understanding thecultural, ethnical and national conditions of man’s behavior; | 3. Biological and cultural bases of social life |
| **D.W1.** familiar with the current state of knowledge on the social dimension of health and disease, the impact of the social environment (family, social relationships) and social inequality on health and on the socio-cultural differences and the role of social stress in health and illness behaviour**D. W6.** understand the functioning of the medical institutions and social role of the doctor**D.W15.** knowing the group work regulation and rules | 4. Micro-and macro social structures. The phenomenon of social interaction |
| **D.W1.** familiar with the current state of knowledge on the social dimension of health and disease, the impact of the social environment (family, social relationships) and social inequality on health and on the socio-cultural differences and the role of social stress in health and illness behaviour**D.W8.** understanding the role of family in the healing process | 5. The role of the family in the context of health and disease  |
|  | **Classis** |
| **D.W1.** familiar with the current state of knowledge on the social dimension of health and disease, the impact of the social environment (family, social relationships) and social inequality on health and on the socio-cultural differences and the role of social stress in health and illness behaviour | 1. Health and illness as social phenomena. Social inequalities and health
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| **D.W6.** understand the functioning of the medical institutions and social role of the doctor**K3** comply with medical confidentiality and patient rights**K4** it has consciousness of its own limits and ability to permanent further training to | 1. Social determinants of medical profession. Sociological perspective on doctor –patient relationship
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| **D.U1.** shall take into account in the process of therapeutic proceedings subjective patient needs and expectations arising from socio-cultural determinants**D.U3.** can choose the treatment that minimizes the consequences for the patient**K1** can establish and maintain profound and respectful contact with the sick**K2** be guided by the good of the patients, putting them in the first place |  |
| **D.W6.** understand the functioning of the medical institutions and social role of the doctor**K2** be guided by the good of the patient, putting them in the first place**K3** comply with medical confidentiality and patient rights | 1. Social aspect of medical institutions. Unconventional medical treatment in sociological view
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| **D.W1.** familiar with the current state of knowledge on the social dimension of health and disease, the impact of the social environment (family, social relationships) and social inequality on health and on the socio-cultural differences and the role of social stress in health and illness behaviour**D.W16.** understanding the cultural, ethnic and national determinants of human behavior**D.U8.** provide advice on compliance with the recommendations and a healthy lifestyle | 1. Social determinants of health behaviour. Selected social pathology
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| **D.W3** understanding the importance of health, illness, disability and old age in relation to social attitudes, social consequences of disease and disability, as well as socio-cultural barriers, students are familiar with the current concept of quality of life of genetic health  | 1. Sociological perspective on disability. Social aspect of individual and population ageing.
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| **Obligatory textbook:** *(1-2 pozycje)* |
| Cockerham W.C., Medical Sociology, Twelfth Edition, Prentice Hall 2012Giddens A., Sociology, Seventh Edition, Polity 2013 |
| **Optional textbook:** *(1-2 pozycje)* |
| Barry A. M., Yuill Ch., Understanding the Sociology of Health, Third Edition, SAGE 2012Weiss G.L., LOnnquist L.E., The Sociology of Health Healing , and Illness, Seventh Edition, Prentice Hall 2012 |

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| **Criteria for assessing the achieved learning outcomes and the form and conditions for receiving credit:**  |
| For passing the course the student must complete a minimum of 60% of the points with tests of knowledge and skills and to demonstrate relevant competence. In the case of a single absence from the classroom or the long absence excused the student is required to pass the absence of another group or individually in time of the lecturer consultation. |

31.I.2022 Agnieszka Choińska PhD; Bogusława Karczewska PhD

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*(date and signature of the person preparing the syllabus)*

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 *Department where the course is held)*