



Syllabus for academic year: 2020/2021														
Training cycle: .....														
Description of the course														
Module/Course	<b>Medical Sociology</b>							Group of detailed education results						
								Group code	Group name					
Faculty	Medicine													
Major	medicine													
Unit realizing the subject	Department of Humanistic Sciences in Medicine													
Specialties	not applicable													
Level of studies	Uniform magister studies <input checked="" type="checkbox"/> 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 <input type="checkbox"/> part-time													
Year of studies	<b>II</b>							<b>Semester</b>	<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 <input type="checkbox"/> with an X														
Number of hours														
Form of education														
	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>														
Direct (contact) education														
Online learning (synchronous)														
Distance learning (asynchronous)														
<b>Summer Semester</b>														

Direct (contact) education																			
Online learning (synchronous)		30																	
Online learning (asynchronous)																			
TOTAL per year:																			
Direct (contact) education																			
Online learning (synchronous)		30																	
Online learning (asynchronous)																			
Educational objectives (max. 6 items) <b>C1.</b> 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>C2.</b> Accepting and demonstrating attitudes supporting socially marginalized people: those from the lower socioeconomic classes or socially stigmatized. <b>C3.</b> Learning basic communication skills to improve doctor- patient therapeutic relationship, understanding presentation, persuasion and manipulation techniques. <b>C4.</b> Understanding the social and cultural determinants of health and disease, with special emphasis on individual lifestyle. <b>C5.</b> 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>							
<b>W 01</b>	<b>D.W1.</b>	Understands the socio-cultural dimension of health and illness, the impact of the social environment (family, social networks) and social inequalities as well as socio-cultural differences on health, as well as the role of social stress in health and self-destructive behavior.					Oral presentation, discussion, written test.					SE							
<b>W 02</b>	<b>D.W2.</b>	Knows social factors influencing health and disease behavior, especially in chronic disease.					Oral presentation, written test, discussion.					SE							



<b>W 04</b>	<b>D.W4.</b>	Knows social attitudes towards the importance of health, illness, disability and socio-cultural barriers, as well as the concept of quality of life conditioned by health.	Discussion, oral presentation	SE
<b>W 06</b>	<b>D.W8.</b>	Knows health care institutions and the social role of the doctor.	Oral presentation, project.	SE
<b>W 07</b>	<b>D.W10.</b>	Understands the role of the family in the treatment process.	Discussion, presentation.	SE
<b>W 08</b>	<b>D.W14.</b>	Knows the principles of health promotion, its tasks, main directions, with emphasis on knowledge of the role of lifestyle.	Discussion.	SE
<b>W 09</b>	<b>D.W19.</b>	Knows the cultural, ethnic and national determinants of human behavior.	Oral presentation, written test, discussion.	SE
<b>U 01</b>	<b>D.U1.</b>	Student considers the patient's subjective needs and expectations arising from socio-cultural conditions.	Discussion, case studies.	SE
<b>U 02</b>	<b>D.U2.</b>	Can recognize signs of unhealthy and self-destructive behavior and responds properly.	Oral presentation, case studies.	SE
<b>U 03</b>	<b>D.U3.</b>	Selects the treatment that minimizes the social consequences for the patient.	Discussion.	SE
<b>U 04</b>	<b>D.U4.</b>	Builds an atmosphere of trust throughout the treatment process.	Project, presentation.	SE
<b>U 05</b>	<b>D.U09.</b>	Provides advice on compliance with therapeutic recommendations and a healthy lifestyle.	Presentation, discussion.	SE
<b>U 06</b>	<b>D.U12.</b>	Can communicate with team, providing constructive feedback and support.	Workshop, discussion.	SE
<b>U 07</b>	<b>D.U17.</b>	Critically examines the socio-medical literature, and draws	Discussion.	SE



	<b>conclusions based on the available literature.</b>		
<p>** 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 .</p>			
<p>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 Social competences: 5</p>			
<p><b>Student's amount of work (balance of ECTS points): 1,5</b></p>			
<b>Student's workload</b> (class participation, activity, preparation, etc.)		<b>Student Workload (h)</b>	
1. Contact hours:			
2. Online learning hours (e-learning):		30	
3. Student's own work (self-study):		9	
Total student's workload		39	
<b>ECTS points for module/course</b>		1,5	
Comments			
<p><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)</p>			
<p><b>Seminars</b></p> <ol style="list-style-type: none"> <li>1. Introduction to the sociology of medicine as a subdiscipline of general sociology What is sociology? Benefits of sociology for students and practicing physicians. Social conditions for the development of sociology of medicine.</li> <li>2. Basic concepts and concepts in sociology (society, social group, social stratification, social roles, types of social structures, stigmatization, socialization).</li> <li>3. Definitions of health and disease and their transformation, biomedical model of medicine, holistic model of health, socio-environmental model of health, medicalization of society.</li> <li>4. The social role of the sick person, disease as a social deviation. Functionalist concept of health. The social role of a doctor.</li> <li>5. Impact of social and economic inequalities on health. Social marginalization.</li> <li>6. Lifestyle and health.</li> <li>7. Cultural concepts of gender and their impact on a healthy situation.</li> <li>8. Impact of culture and ethnicity on health status.</li> </ol>			



9. Family and health and illness.

10. Social interactions and epidemics. Basic tools of social influence

11. Social integration and health (Roseto effect).

12. Migration and health issues.

13. Social support in the treatment process. Patient support groups.

14. Issues of an aging society and demographic changes.

15. Health care institutions. Violence in society and its prevention.

**Basic literature** (list according to importance, no more than 3 items)

1. Sarah Nettleton, 2013, *The Sociology of Health and Illness*, Cambridge.
2. William Little, Ron McGivern, *Chapter 19. Health and Medicine*, [in] *Introduction to Sociology*.  
<https://opentextbc.ca/introductiontosociology/chapter/chapter19-health-and-medicine/>
3. Malcolm Gladwell, 2009, *The Roseto Mystery*, [w] *Outliers*, New York

**Additional literature:** (nie więcej niż 3 pozycje)

1. Peter Conrad, "Medicalization and Social Control," *Annual Review of Sociology* 18 (1992): 209-232.
2. Peter Conrad<sup>1</sup> and Kristin K. Barke, 2010, *The Social Construction of Illness: Key Insights and Policy Implications*, [in] *Journal of Health and Social Behavior*, 51(S) S67 –S79.  
[http://hsb.sagepub.com/content/51/1\\_suppl/S67.full.pdf+html](http://hsb.sagepub.com/content/51/1_suppl/S67.full.pdf+html)
3. İlhan İlkilic, Hakan, Ertin. Rainer Bromer, 2014, *Health, Culture and the Human Body*, Istanbul

Didactic resources requirements (e.g. laboratory, multimedia projector, other...)  
multimedia projector

Preliminary conditions (minimum requirements to be met by the student before starting the module/course)

Passing the first year and taking summer student internship.

Conditions to receive credit for the course (specify the form 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)

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).

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 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).



<b>Grade:</b>	<b>Criteria</b> (only for courses/modules ending with an examination)
Very Good (5.0)	Very good mastering of the topics covered in seminars: grade of at least 95% in the open-question test, presentation, 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, 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, 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, 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, and active participation. Fulfilling basic, simple tasks.
	<b>Criteria</b> (only for courses/modules ending with e credit)
Credit	Does not apply to the Faculty of Medicine

<b>Grade:</b>	<b>Criteria</b> (examination evaluation criteria)
Very Good (5.0)	
Good Plus (4.5)	
Good (4.0)	
Satisfactory Plus (3.5)	
Satisfactory (3.0)	
Unit realizing the subject	<b>Department of Humanistic Sciences in Medicine</b>
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Person responsible for module	<b>dr hab. Jarosław Barański</b>
Coordinator	
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List of persons conducting specific classes				
Full name	Degree/scientific or professional title	Discipline	Performed profession	Form of classes
Agata Strządała	PhD	Sciences about health, Cultural studies	Academic teacher	SE

Date of Syllabus development

30.09.2020

Syllabus developed by

dr Agata Strządała

Signature of Head of teaching unit

Signature of Faculty Dean

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Uniwersytet Medyczny we Wrocławiu  
ZAKŁAD HUMANISTYCZNYCH  
NAUK LEKARSKICH  
.....  
kierownik  
dr hab. Jarosław Barański

