



Syllabus 2017/2018														
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 st degree studies <input type="checkbox"/> 2 nd degree studies <input type="checkbox"/> 3 rd 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 X 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)
Winter Semester														
Summer Semester														
Department of Humanistic Sciences in Medicine		30												



TOTAL per year: 30												
Educational objectives (max. 6 items)												
<p>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.</p> <p>C2. Accepting and demonstrating attitudes supporting socially marginalized people: those from the lower socioeconomic classes or socially stigmatized (building group rapport).</p> <p>C3. Learning basic communication skills to improve doctor- patient therapeutic relationship ;understanding autopresentation, persuasion and manipulation techniques.</p> <p>C4.Understanding the social and cultural determinants of health and disease, behaviors and attitudes of health with special emphasis on lifestyle of the individual.</p> <p>C5.Accepting and demonstrating the principles of a healthy lifestyle and the need to promote health among patients and the local community. Accepting the importance of health as a value in the life of the individual.</p> <p>C6.Shaping communication skills with a particular emphasis on the subjectivity of the patient.</p>												
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>								
W 01	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	SE								
W 02	DW2	Defines the explanatory models of violence in the family and in institutions, social conditions and forms of violence and the role of the doctor in the diagnosis.	Case study, discussion, oral presentation	SE								
W 03	DW3	The student understands the importance of health, sickness,	Oral presentation,	SE								



		disability and old age in relation to social attitudes, the social consequences of illness and disability, and socio-cultural barriers and understand the current concept of quality of life	discussion	
W 04	DW5	understands the importance of verbal and nonverbal communication process with patients and the concept of trust in the interaction with the patient;	Oral presentation, essay	SE
W 05	D.W6.	The student explains the functioning of medical institutions and the social role of the doctor;	Debate, test	SE
W 06	D.W8.	Understands the role of family in a therapeutic process	Oral presentation, discussion	SE
W 07	D.W12.	Clarifies the motivation of patients to health-promoting behaviors and informing an unsuccessful prognosis;	Group project	SE
U 01	DU1	Takes into account therapeutic needs and expectations of patients	Brain storming, essay	SE
U02	DU3	Selects such treatment that minimizes the social consequences for the patient;	Case study, presentation	SE
U03	DU4	Builds an atmosphere of trust during the entire treatment process;	Workshop, discussion	SE
U 04	DU8	Gives advice on the best treatment compliance and a healthy lifestyle;	Group project	SE
U 05	DU9	Identifies risk factors for violence, recognize violence and responds appropriately;	Test, case study	SE
U 06	DU11	Able to communicate with co-workers providing constructive feedback and support;	Presentation, discussion	SE
U07	DU17	critically examines the socio-medical literature, , and draws conclusions based on the	Discussion	SE



available literature;	
<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: 2 Social competences:</p>	
Student's amount of work (balance of ECTS points)	
Student's workload (class participation, activity, preparation, etc.)	Student Workload (h)
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	
Content of classes (please enter topic words of specific classes divided into their didactic form and remember how it is translated to intended educational effects)	
Lectures	
1.	
2.	
3.	
Seminars	
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. The concept of lifestyle in selected sociological texts (Max Weber, Andrew Siciński, Pierre Bourdieu). Socio - cultural conditions of an individual's life style.	



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 communication and health promotion process. The principles of ethical use of social influence tools.
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.
14. Sex and sexuality. Social changes in the approach to gender and sexuality.
15. Contemporary transformation in the approach to elderly and dying

Practical classes

- 1.
- 2.
- 3.

Other

- 1.
 - 2.
 - 3.
- etc. ...*

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

1. Cockerham William: Medical sociology. Upper Saddle River: Prentice Hall. 2011
- Colgrove, James. (2002) “The McKeown Thesis: A Historical Controversy and Its Enduring Influence”. American Journal of Public Health 92(5): 725-729.

Additional literature and other materials (no more than 3 items)

1. Link, Bruce G. and Jo Phelan. (1995) “Social Conditions as Fundamental Causes of Disease.” Journal of Health and Social Behavior Extra issue: 80-90.
2. Rosehan, D.L. (1973). On being sane in insane places. Science 179 (70): 250-258.



3. Peter Conrad, "Medicalization and Social Control," Annual Review of Sociology 18 (1992): 209-232.	
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) Completed a summer apprentice.	
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) Active class participation and presentation on a chosen topic based on a critical analysis of the literature and research findings; preparation of a project promoting healthy lifestyle or Active class participation and presentation on a chosen topic based on a critical analysis of the literature and the results of scientific research / essay	
Grade:	Criteria (only for courses/modules ending with an examination)
Very Good (5.0)	
Good Plus (4.5)	
Good (4.0)	
Satisfactory Plus (3.5)	
Satisfactory (3.0)	

Name and address of module/course teaching unit, contact: telephone and e-mail address

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ul. Mikulicza-Radeckiego 7,
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Coordinator / Person responsible for module/course, contact: telephone and e-mail address

dr hab. Jarosław Barański

List of persons conducting specific classes: full name, degree/scientific or professional title, discipline, performed profession, form of classes.

dr n. hum. Agata Strządała, socjologia – seminarium

Date of Syllabus development

14.06.2017r.

Syllabus developed by

dr Małgorzata Synowiec-Piłat

Signature of Head of teaching unit

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

Signature of Faculty Dean

Wrocław Medical University
FACULTY OF MEDICINE
VICE DEAN FOR STUDIES IN ENGLISH
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