

SYLLABUS
concerning the cycle of education 2020-2026
Academic year ...2020/2021.....

1. BASIC INFORMATION CONCERNING THIS SUBJECT

Subject	Sociology of Medicine
Course code *	SM/D
Faculty of (name of the leading direction)	Institute of Medical Sciences
Department Name	Department of Social Sciences
Field of study	Medicine
level of education	Uniform master's degree
Profile	General academic
Form of study	Full-time / part-time
Year and semester	1st year 1st semester
Type of course	Required
Language	English
Coordinator	Małgorzata Nagórska PhD
First and Last Name of the Teachers	Małgorzata Nagórska Phd

* - According to the resolutions of Educational Unit

1.1. Forms of classes, number of hours and ECTS

Semester No.	Lecture	Exercise	Conversation	Laboratory	Seminar	Z P	Praktical	Other	Number of points ECTS
1	30	-	-	-	-	-	-	-	2

1.2. The form of class activities

X classes are in the traditional form

X classes are implemented using methods and techniques of distance learning

1.3 Examination Forms (exam, credit with grade or credit without grade)

Credit with grade.

2. BASIC REQUIREMENTS

Ground knowledge from Sociology in the scope of the secondary school.

3. OBJECTIVES, OUTCOMES, AND PROGRAM CONTENT USED IN TEACHING METHODS

3.1 Objectives of this course

C1	In terms of knowledge: Mastering the basics of knowledge in the field of general sociology and the sociology of medicine, sociological aspects of health and disease, training practical skills regarding socio-cultural differences in the approach to health and disease.
C2	Preparing the student in the field of skills to: Developing team-work skills, making decisions and representing group interests on the forum.
C3	Shaping the student's attitude to: Education of openness and sensitivity to social and health issues in society.

3.2 OUTCOMES FOR THE COURSE

EK (the effect of education)	The content of learning outcomes defined for the class (module)	Reference to directional effects ¹
EK_01	The student knows the current state of knowledge on the social dimension of health and disease, the impact of social environment (family, social relations network) and social inequalities on health and socio-cultural differences and the role of social stress in health and self-destructive behaviors.	D.W1.
EK_02	The student knows social factors influencing behaviors in health and disease, especially in chronic disease.	D.W2.
EK_03	The student knows forms of violence, models explaining violence in the family and in institutions, social determinants of various forms of violence and the role of the doctor in recognizing it.	D.W3.
EK_04	The student understands the importance of health, illness, disability and old age in relation to social attitudes, social consequences of illness and disability as well as socio-cultural barriers and knows the current concept of quality of life conditioned by the state of health.	D.W4.
EK_05	The student understands the psychosocial consequences of hospitalization and chronic illness.	D.W7.
EK_06	The student understands cultural, ethnic and national determinants of human behavior.	D.W19.

¹In the case of a path of education leading to obtaining teaching qualifications, also take into account the learning outcomes of the standards of education preparing for the teaching profession.

EK_07	The student takes into account in the process of therapeutic treatment the subjective needs and expectations of the patient resulting from socio-cultural condition.	D.U 1.
EK_08	The student is able to notice the signs of anti-health and self-destructive behaviors and react to them properly.	D.U 2.
EK_09	The student is able to identify risk factors for violence, recognize violence and respond appropriately.	D.U10.

3.3 CONTENT CURRICULUM

A. Problems of the lecture

B. Problems of auditorium, seminar, laboratory and practical classes

Course contents	Hours
Sociology as a science: subject, theories and research methods. The development of the sociology of medicine in Poland and in the world.	3
Family as a social group. The role of the family group in shaping health and illness as well as health behaviors.	3
The process of socialization. Health as a socio-cultural value. A culturally different patient.	3
Methods and techniques of social research in medical sciences.	3
Sociological concepts of health and disease.	3
Hospital as a social institution. Models of hospital care. Selected problems of medical professions.	3
Social stress and health. Suicide as a social problem.	3
Socio-medical indicators of health. The concept of the quality of life in medicine	3
The concept of disability and aging, death and dying. Stigmatization and social exclusion. Social support.	3
Selected social pathologies and their impact on the health of the individual and family	3

3.4 Didactic methods

Lecture with multimedia presentation.

Ex: Lecture: problem lecture, lecture with multimedia presentation, distance learning methods

Exercises: text analysis with discussion, project method (research, implementation, practical project), group work (task solving, discussion), didactic games, distance learning methods

Laboratory: performing experiments, designing experiments.

4. METHODS AND EVALUATION CRITERIA

4.1 Methods of verification of learning outcomes

Symbol of effect	Methods of assessment of learning outcomes (Eg.: tests, oral exams, written exams, project reports, observations during classes)	Form of classes
EK_01	written test of knowledge	lecture
EK_02	written test of knowledge	lecture
EK_03	written test of knowledge	lecture
EK_04	written test of knowledge	lecture
EK_06	written test of knowledge	lecture
EK_07	written test of knowledge	lecture
EK_08	written test of knowledge	lecture
EK_09	written test of knowledge	lecture

4.2 Conditions for completing the course (evaluation criteria)

A positive grade can be obtained only on the condition that each of the learning outcomes has been passed.

Conditions for obtaining credit with a grade from lectures:

1. Participation in lectures.
2. Positive assessment for written test of knowledge.

Knowledge assessment:

Final test written test:

5.0 - has knowledge of the content of education at the level of 90-100%

4.5 - has knowledge of the content of education at the level of 80-89%

4.0 - has knowledge of the content of education at the level of 70-79%

3.5 - has knowledge of the content of education at the level of 66-69%

3.0 - has knowledge of the content of education at the level of 60-65%

2.0 - has knowledge of the educational content below 60%

5. Total student workload required to achieve the desired result in hours and ECTS credits

Activity	The average number of hours to complete the activity
Contact hours (with the teacher) resulting from the study schedule of classes	30
Contact hours (with the teacher) participation in the consultations, exams	10
Non-contact hours - student's own work (preparation for classes, exam, writing a paper, etc.)	10
SUM OF HOURS	50
TOTAL NUMBER OF ECTS	2

** It should be taken into account that 1 ECTS point corresponds to 25-30 hours of total student workload.*

6. TRAINING PRACTICES IN THE SUBJECT

NUMBER OF HOURS	-
RULES AND FORMS OF APPRENTICESHIP	-

7. LITERATURE

Basic literature:

1. Anthony Giddens. Sociology. Polity Press, 2015.
2. Steve Taylor, David Field (eds.) Sociology of Health and health care. Willey, 2007.
3. David Tuckett. An introduction to Medical sociology. Tavistock Publication, 2012.
4. Rose Weitz. The Sociology of Health, Illness and health care: critical approach. Centage Learning, 2012.
5. Bashir Qureshi, Transcultural Medicine, Kluwer Academic Publishers. 2013.
6. Larry D. Purnell, Betty J. Paulanka. Transcultural Health Care. A Culturally Competent approach. EA Davis company, 2008.

Additional information: All materials will be given to student by a teacher.

Acceptance Unit Manager or authorized person