Appendix number 1.5 to The Rector UR Resolution No. *12/2019*

SYLLABUS

 **concerning the cycle of education**  2024-2030

Academic year 2024/2025

1. BASIC INFORMATION CONCERNING THIS SUBJECT

|  |  |
| --- | --- |
| Subject  | Sociology of Medicine  |
| Course code \* | SM/D |
| Faculty of (name of the leading direction) | Medical College of Rzeszow University |
| Department Name | Institute of Medical Sciences /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 | Social and Behavioral Sciences |
| Language | English |
| Coordinator | dr Małgorzata Nagórska |
| First and Last Name of the Teachers | dr Małgorzata Nagórska  |

\* *-* According to the resolutions of Educational Unit

1.1. Forms of classes, number of hours and ECTS

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Semester No. | Lecture  | Exercise  | Conversation  | Laboratory  | Seminar | ZP | Practical | Other  | **Number of points ECTS**  |
| 1 | 30 | - | - | - | - | - | - | - | 2 |

1.2. The form of class activities

 X classes are in the traditional form

 ☐ 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

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| 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

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| --- | --- |
| 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]](#footnote-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 understanding cultural, ethnic and national determinants of human behavior.  | D.W19. |
| 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**

1. **Problems of the lecture**
2. **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. The patient culturally different. | 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

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| --- | --- | --- |
| 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)

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| --- |
| 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

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| --- | --- |
| Number of hours | - |
| Rules and forms of apprenticeship | - |

7. LITERATURE

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| Basic literature: 1. Anthony Giddens. Sociology. Polity Press, 2015.
2. David Tuckett. An introduction to Medical sociology. Tavistock Publication, 2012.
3. Rose Weitz. The Sociology of Health, Illness and health care: critical approach. Centage Learning, 2012.
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|  Supplementary literature: 1. Bashir Qureshi, Transcultural Medicine, Kluwer Academic Publishers. 2013.
2. Larry D. Purnell, Betty J. Paulanka. Transcultural Health Care. A Culturally Competent approach. EA Davis company, 2008.
3. Steve Taylor, David Field (eds.) Sociology of Health and health care. Willey, 2007.
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| Additional information: All materials will be given to student by a teacher. |

Acceptance Unit Manager or authorized person

1. In 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. [↑](#footnote-ref-1)