

In the name of Almighty



## Tabriz University of Medical Sciences

Education Development Office (EDO)-Education Vice Dean Administrative

Faculty of Health (FoH)

Lesson plan for the course of **Medical Sociology** for the **students of Master of Science in Public Health Education & Promotion** at **MSPH** level.

The students' affiliated department name **Health Education and Promotion**

Academic year **97-98** Semester 1<sup>st</sup>  2<sup>ed</sup>  Summer

### 1. The lecturer's specifications

|                                       |  |                          |
|---------------------------------------|--|--------------------------|
| Name & Family name:                   | The affiliated department:   | Academic rank:           |
| Abdolreza Shaghaghi                   | Health Education and Promotion (HEP)   | Professor                |
| The affiliated university:            | The affiliated faculty:  | The faculty room number: |
| Tabriz University of Medical Sciences | Faculty of Health (FoH)  | HEP D - Room No 314      |
| Highest Academic Degree Obtained:     | Field of Study:  | Telephone number:        |
| PhD                                   | Community Health   | 041 33340309             |
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### 2. The course specifications

|  |  |   |  |
|--|--|---|--|
| The course title:                          | English for Academic Purposes  |   |  |
| The course credit: 2 T                     | The course venue: HEP D -Conference room 1   |   |  |
| The course type:                           | Practical <input type="checkbox"/>   | Theoretical <input checked="" type="checkbox"/> | Fieldwork <input type="checkbox"/> Internship <input type="checkbox"/> |
| Prerequisite course:                       | Required <input type="checkbox"/> Not required <input checked="" type="checkbox"/> | The number of course sessions: 16               |  |
| The number of field work/internship hours: | -  |   |  |

### 3. The learners' details:

| Field of study:                     | Expected degree Level: | Number of learners: |
|-------------------------------------|------------------------|---------------------|
| Public Health Education & Promotion | MSc                    | 6                   |

**The course main goal:** to provide students with an in-depth introduction to the major conceptual frameworks of medical sociology and social factors that influence individuals' health and illness.

#### The course objectives:

1. To introduce students major classic and contemporary theories of medical sociology.
2. To expand students' knowledge about social factors that might create and shape health inequalities.
3. To make students' familiar with the connections of medical sociology, the concerns of sociological factors and communities' health issues (bio-psychosocial model of health).
4. To make students' familiar with the concept of social stratification and factors that could deepen health inequalities.
5. To introduce students major philosophical approaches to provide health care for populations.
6. To make students' familiar with the emergent pattern of medicalisation of life in societies.
7. To introduce students with major intercultural issues and challenges that could affect individuals' health in societies.
8. To expand students' knowledge about the concerns of health care provider/receiver relationship in practice settings.
9. To give students a deep knowledge about the causes of social disease, theoretical basis and causations of social deviations and main social pathological phenomena, their manifestations, etiology, consequences and possibilities of prevention.

**Teaching style:** The hybrid style including demonstrating/ delegating and facilitating styles.

**Learners' tasks:** Listing and/or brainstorming, comparing, problem-solving, sharing personal experiences and storytelling, peer tutoring, fishbowl activity, active participation in quescussion.

**The learners' assessment/evaluation method(s):** Formative and summative assessment including assessment of attendance and timekeeping, learner participation in class discussions, giving oral or written feedbacks in class, completing and submitting assignments and final examination.

**The mid/final exams' structure and questions distribution:** The final exam will include at least two open/close ended questions from the topics discussed in the whole semester sessions that determine 12/20 score of the student total grade. The quality and content of the assignments will appoint 5/20 and class activities 3/20 scores of the total grade.

**References:**

1. Coffey A. Education and Social Change (Sociology & Social Change). Buckingham: Open University Press; 2001.
2. Lupton D. Medicine as Culture: Illness, Disease and the Body in Western Societies. London: Sage Publications Ltd; 2003.
3. Moon G, Gillespie R. Society and health: an introduction to social science for health professionals. London: Routledge; 1995.

**The course outline**

| <b>Session</b> | <b>Session educational topics</b>   | <b>Educational objectives</b> | <b>Learning domain(s)/taxonomy(ies)*</b>                        |
|----------------|---|-------------------------------|---|
| 1              | Health and illness through the sociological perspectives  | OBJECTIVE 1, 3                | COG: understanding<br>AFECT: organization<br>PSYCHO: perception |
| 2              | Philosophical approaches in health care provision   | OBJECTIVE 5                   | COG: understanding<br>AFECT: organization<br>PSYCHO: perception |
| 3              | Fundamental cause explanation for social disparities in health                                    | OBJECTIVE 2, 4                | COG: understanding<br>AFECT: organization<br>PSYCHO: perception |
| 4              | Sociology of health behavior and health lifestyles/ links between social status and health status | OBJECTIVE 3, 6, 7             | COG: understanding<br>AFECT: organization<br>PSYCHO: perception |
| 5              | Sociological reflections on the health inequalities   | OBJECTIVE 4, 6, 7             | COG: understanding<br>AFECT: organization<br>PSYCHO: perception |
| 6              | Analysis of the idea of social pathology and related theories                                     | OBJECTIVE 3, 4, 7, 9          | COG: understanding<br>AFECT: organization<br>PSYCHO: perception |
| 7              | Theoretical determinants and types of social pathologies  | OBJECTIVE 3, 4, 7, 9          | COG: understanding<br>AFECT: organization<br>PSYCHO: perception |
| 8              | Critical sociological perspectives on addiction   | OBJECTIVE 3, 4, 7, 9          | COG: understanding<br>AFECT: organization<br>PSYCHO: perception |
| 9              | Sociological interventions for drug abuse prevention  | OBJECTIVE 3, 4, 7, 9          | COG: understanding<br>AFECT: organization<br>PSYCHO: perception |

|    |   |                         |   |
|----|---|-------------------------|---|
| 10 | Sociological basis of violence in societies   | OBJECTIVE 3, 4, 7, 9    | COG: understanding<br>AFECT: organization<br>PSYCHO: perception |
| 11 | Child, spouse and elder abuse through the sociological prospective  | OBJECTIVE 3, 4, 7, 9    | COG: understanding<br>AFECT: organization<br>PSYCHO: perception |
| 12 | The public health approach to violence prevention   | OBJECTIVE 3, 4, 7, 9    | COG: understanding<br>AFECT: organization<br>PSYCHO: perception |
| 13 | Changing health care receiver-provider (HCR/HCP) relationships: from HCPs' dominance to countervailing power  | OBJECTIVE 3, 4, 7, 9    | COG: understanding<br>AFECT: organization<br>PSYCHO: perception |
| 14 | Health care crimes and delinquencies  | OBJECTIVE 3, 4, 7, 9    | COG: understanding<br>AFECT: organization<br>PSYCHO: perception |
| 15 | Taboos and social stigma  | OBJECTIVE 1, 3, 4, 7, 9 | COG: understanding<br>AFECT: organization<br>PSYCHO: perception |
| 16 | The sociology of traditional, complementary and alternative medicine  | OBJECTIVE 3, 4, 7, 9    | COG: understanding<br>AFECT: organization<br>PSYCHO: perception |
| 17 | Final examination   | -                       | -   |
| *  | <p><b>Learning domains:</b><br/> Cognitive (COG) including creating, evaluating, analyzing, applying and understanding taxonomies.<br/> Affective (AFECT) including internalizing values, organization, valuing, responding and receiving taxonomies.<br/> Psychomotor (PSYCHO) including origination, adaptation, complex overt response, mechanism, guided response, set and perception taxonomies.</p> |                         |   |

**Please feel free to expand the spaces as required in using the template.**

## STUDENTS' COGNITIVE ABILITIES



ATTENTION 

MEMORY 

REASONING 

COORDINATION 

PERCEPTION 