

Health and Society I (D000064)

Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

Course size	<i>(nominal values; actual values may depend on programme)</i>		
Credits 6.0	Study time 180 h	Contact hrs	45.0 h

Course offerings and teaching methods in academic year 2020-2021

B (semester 1)	Dutch	Gent	lecture: plenary exercises	1.25 h
			PDE tutorial	1.25 h
			lecture	26.25 h
			seminar: coached exercises	1.25 h
			self-reliant study activities	2.5 h

Lecturers in academic year 2020-2021

Willems, Sara	GE39	lecturer-in-charge
Deforche, Benedicte	GE39	co-lecturer
De Maesschalck, Stéphanie	GE39	co-lecturer
Devisch, Ignaas	GE39	co-lecturer
Vervaeet, Myriam	GE34	co-lecturer

Offered in the following programmes in 2020-2021

Bachelor of Science in Medicine	crdts	offering
	6	B

Teaching languages

Dutch

Keywords

society, health promotion, psychology, sociology, antropology, diversity, human rights

Position of the course

Next to a biological dimension, there is also a psychological and social dimension of health. As a physician-to-be it is important to have a clear insight into psychosocial aspects and the societal context, in other words the broader picture of a medical profession (family physician, specialist, researcher, public health). 'Health and Society I' is the first part of the psychosocial continuum.

Contents

In part I the human being as an individu is put in the centre. Basic concepts of psychology are handled, with special attention to learning and thinking processes and basic neurological processes.

Humans do not act individually but also in interaction with others. Therefore, part II focuses on the broader societal context in which people interact.

Basic concepts of medical sociology like illness, health, medicalization... are discussed. Special attention goes to health differences by focussing on some diversity variables like social groups (man-woman, socioeconomic groups...) and (contextual) determinants of health and strategies on how they can be influenced.

In part III, medical antropology and human rights, basic concepts regarding culture, human rights, acculturalisation, and their influence on health and illness are discussed. Generic competences to deal with diversity in the medical context are addressed and applied in cases. Finally, the connection between health and migration is discussed.

Initial competences

End terms of higher secondary education

Final competences

- 1 To know the concepts: emotion, behaviour and cognition
- 2 To explain the concept personality
- 3 To define the relation between emotion, behaviour and cognition
- 4 To explain the process of thinking: memory, perception, attention and interpretation
- 5 To explain the learning processes, including the learning paradigms
- 6 To identify the executive functions
- 7 To describe a complaint from a psychological context
- 8 To explain the differentiation between observation and interpretation of a complaint
- 9 To derive influencing factors in the way a patient perceives and presents a complaint
- 10 To explain health behaviour
- 11 To know some basic concept of health promotion
- 12 To discuss the strategies that can lead to behavioural and/or environmental changes
- 13 To explain the relation of health and illness and the broad societal context
- 14 To explain the effects and interactions of contextual and societal factors (ex. ethnicity, religion, socioeconomic and psychosocial context...) on the development, perception and the course of a disease and recovery
- 15 To identify the factors in society that have an impact on human functioning
- 16 To explain the phenomenon socio-economic health differences (history, definity, epidemiology)
- 17 To demonstrate strategies to handle and reduce social inequity in health
- 18 To estimate which pitfalls are involved with the various strategies to handle and reduce social inequality in health
- 19 To show an unprejudiced attitude towards patients, regardless of their sex, race, stage of life, social and economical status, education, culture, sexual inclination and philosophy of life;
- 20 To reflect on the own ideas, reductions, prejudices and stereotypes and their impact on the generic competences to deal with diversity.
- 21 Discussing the concept of "migration" and its impact on different domains of life.
- 22 To define the concept of "culture" and the meaning of medical anthropology.
- 23 To explain the impact of diversity on the professionalism of the physician
- 24 To know the pitfalls of essentialism, reduction and prejudices
- 25 To apply the knowledge on effects and interactions of cultural and societal factors on disease and recovery
- 26 To have thought for the further development of necessary general competences to deal with diversity
- 27 To discuss the influence of health care on public health in a global perspective
- 28 To work as a team
- 29 To be able to convey messages, concerning content and communication, in a well-considered way
- 30 To aim equality, in which responsibility taken by the patient is stimulated
- 31 Acknowledge the historical and current importance of the Universal Declaration of Human Rights.
- 32 To consider our own approach and clinical consultation on the basis of the ethical reference framework of the Universal Declaration of Human Rights.
- 33 Critically approaching, and if necessary, acting against violation of human rights by third parties, organisations and/or countries.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Lecture, PDE tutorial, self-reliant study activities, lecture: plenary exercises, seminar: coached exercises

Extra information on the teaching methods

discussion groups

Learning materials and price

All didactic material (slides, articles, illustrations...) will be made available by the teachers on ufora.ugent.be.

References

Course content-related study coaching

Chairman of the Unit-commission: Prof. dr. N.Vandenoortgate
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e-mail: nele.vandenoortgate@ugent.be

Evaluation methods

end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Written examination with open questions, written examination with multiple choice questions

Examination methods in case of periodic evaluation during the second examination period

Written examination with open questions, written examination with multiple choice questions

Examination methods in case of permanent evaluation

Participation, assignment

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible in modified form

Extra information on the examination methods

continuous evaluation (first session):

- determinants of health
 - go through the learning path
 - independent assignment (to be submitted via the Ufora tool 'assignments')
 - participation in (online) group discussion
 - group score 'participation & depth of group discussion'
- health and migration: learning path

continuous evaluation (second session):

- assessment of 2 assignments
 - determinants of health
 - health and migration

end-of-term evaluation (first and second session):

- written exam: essay questions and MCQ

Calculation of the examination mark

The end result is the weighted average of the different parts of the course.

end-of-term evaluation: 170/200 points

the end of term evaluation consists of MCQ questions (standard setting is applied) and open questions.

continuous assessment: 30/200 points

the continuous assessment includes:

- Going through the learning paths 'determinants of health' and 'health and migration' (via progress tracking on ufora.ugent.be)
- an evaluation of an independent workpiece,
- group score 'participation & depth of group discussion social inequality in health' (or replacement assignment if legally absent)

A student who doesn't take part at the different elements of continuous assessment can no longer pass the course. If the final score was a mark of 10 or more out of 20, this will be reduced to the highest non-passable result (9/20).