



**Republic of Iraq**  
**Ministry of Higher Education and Scientific Research**  
**University of Basrah**  
**Al-Zahraa College of Medicine**



- Al-Zahraa College of Medicine
- Semester 5

# **Module Summary**

## **Health and Disease in Society**

## 1 Educational Aims of the Unit

The unit aims to enable students to make progress towards meeting some of the learning outcomes described in Tomorrow's Doctors (2009) relevant to 'The Doctor as a Scholar and Scientist' and 'The Doctor as a Professional'. The specific aim is to enable students to develop an understanding of sociological theory and how this applies to health, illness, health behavior, and financing and public management of healthcare. Much of the knowledge and skills that are learned in this unit will provide the foundations for life-long learning, which will be a requirement in whatever area of medicine you eventually specialize.

The curriculum was obtained from the college of medicine, university of Kufa, which similar to that from college of medicine in Leicester University and Buckingham University.

## 2 Learning Outcomes from Tomorrow's Doctors (2009)

### Outcomes 1: The Doctor as a Scholar and Scientist.

1. Apply social science principles, method and knowledge to medical practice.

- a) Explain normal human behaviour at a societal level.
- b) Discuss sociological concepts of health, illness and disease.
- c) Apply theoretical frameworks of sociology to explain the varied responses of individuals, groups and societies to disease.
- d) Explain sociological factors that contribute to illness, the course of the disease and the success of the treatment- including the issues relating to health inequalities, the links between occupation and health and the effects of poverty and affluence.
- e) Discuss sociological aspects of behavioral change and treatment compliance.

2. Apply to medical practice the principles, method and knowledge of population's health and the improvement of health and healthcare.

- a. Discuss the basic principles of health improvement, including the wider implications of health, health inequalities, health risks and disease surveillance.
- b. Assess how health behaviors and outcomes are affected by the diversity of the patient population.
- c. Describe the measurement methods relevant to the improvement of clinical effectiveness and care.
- d. Discuss the principles underlying the development of health and health service policy, including issues relating to health economics and equity, and clinical guidelines.
- e. Discuss from a global perspective the determinants of health and disease and variations in healthcare delivery and medical practice.
- f. Apply scientific method and approaches to medical research.
- g. Critically appraise the results of relevant diagnostic, prognostic and treatment trials and other qualitative and quantitative studies as reported in the medical and scientific literature.

### Outcomes 2: The Doctor as a Practitioner

- a. The graduate will carry out a consultation with a patient.
- b. Take and record a patient's medical history, including social and family history, talking to relatives where appropriate.

### 3 Teaching and Learning Strategies

Principles will be introduced in formal lectures, and learning will be reinforced in practical classes and facilitator led small group work immediately afterwards. Student will work in the same teams throughout Phase I to encourage team working.

Some concepts will be discussed in more detail in tutorials, and Moodle- based tests and coursework will allow for formative assessment. Students will be provided with workbooks describing structured tasks to direct independent learning throughout the unit, and ongoing use of an e-portfolio will nurture and encourage reflective practice.

### 4 Unit Outline/Syllabus

#### **Session 1: Introduction to the Unit**

Lecture: Introduction

Lecture: Patient Safety and Quality in the NHS

#### **Session 2: Methods and Evidence**

Lecture: Evidence based practice

Group work

Lecture: Introduction to social science research methods

#### **Session 3: Inequalities in Health**

Lecture: Inequalities in Health

Group Work

Lecture: A service for the homeless

#### **Session 4: Lay beliefs about health and illness**

Lecture: Lay beliefs about health and illness

Group work

Lecture: Health promotion

#### **Session 5: Chronic illness; Health related quality of life**

Lecture: Sociological approaches to chronic illness

Lecture: Patient reported outcomes.

Lecture: A Personal perspective on chronic illness

#### **Session 6: NHS Structure and Management**

Lecture: Organization and Management of the NHS

Lecture: A doctor's view of clinical governance

#### **Session 7: Screening**

Lecture: Introduction to screening

Group work

Lecture: Further issues in screening

#### **Session 8: Resource allocation**

Lecture: Resource allocation

Lecture: Introduction to healthcare economics

**Session 9: Patients evaluations of healthcare**

Lecture: Patients evaluation of healthcare and relationships between patients and professionals

Group work

**Session 10: Professions and Professionalism**

Lecture: The medical profession

Group work

**Session 11: Complementary Therapy**

Self directed study

**Session 12: Review session**

## 5 Secondary Learning Outcomes

In addition to meeting the outcomes described in Tomorrow's Doctors, at the completion of the unit students will be able to:

- Appreciate health differences in nearby geographical areas to the University of Buckingham and Milton Keynes.

## 6 Key Texts and/or Other Learning Materials

There is no prescribed textbook for this unit. Instead, most sessions have recommended journal articles, book chapter, or web-based resources.

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