1. **Title of the module**

SOCI5090 (SO509) Health, Illness and Medicine

1. **Division or partner institution which will be responsible for management of the module**

Law, Society and Social Justice: School of Social Policy, Sociology and Social Research

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1) and Spring term (term 2)

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional module to the following programmes:

BA Health and Social Care

BA Sociology and associated programmes

BA Social Policy and associated programmes

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 describe and critically analyse the ways in which concepts of health, illness and medicine are constructed and contested;

8.2 demonstrate detailed knowledge of key sociology theories concerning health, illness and medicine;

8.3

8.4 engage with contemporary debates concerning health and illness, about ‘health panics’, the politics of behaviour modification, and new forms of illness;

8.5 demonstrate a high capacity in the application of social science theory and research evidence to understandings of health, illness and medicine.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 organise information in a clear and coherent manner;

9.2 demonstrate critical thinking, analysis and synthesis.

1. **A synopsis of the curriculum**

**‘**Health’, ‘illness’ and ‘medicine’ are not static concepts. Their meaning changes over time, and there is competition and conflict over what they mean. For example, in recent decades, health has come to mean much more the absence of disease. This is the age of healthy eating, sexual health, holistic health, healthy lifestyles and healthy living. The term ‘epidemic’ is no longer used only in relation to contagious disease; we have epidemics of teenage pregnancy, obesity and ‘mental health’. We live in a time when medicine can mean homeopathy or acupuncture, as well as heart surgery and vaccinations. ‘Health’ is also something we seem to worry about, and panic over, including about some things like vaccinations and contraceptive pills that are also part of ‘public health’. Of course, our experience has been reshaped profoundly by global experience of, and responses to, pandemic.. This module draws on sociological ideas that can help us understand, and critically evaluate, what we mean by health, illness and medicine and what the meaning we give to these terms tells us about the society we live in.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Barry, A (2016) *Understanding the Sociology of Health* (4th ed), Los Angeles, Sage
* Gabe, J and Calnan, M (eds) (2009) *The New Sociology of the Health Service, Abingdon, New York, Routledge*
* Gabe, J and Monaghan, L (2013) *Key Concepts in Medical Sociology* (2nd ed.), Los Angeles, Sage
* Lupton, D (2000) *The Imperative of Health: Public Health and the Regulated Body,* London, Sage
* Nettleton, S (2013) *The Sociology of Health and Illness*, Cambridge, Polity, (3rd ed.)
* Wainwright, D (ed) (2008) *A Sociology of Health* London, Sage (core text)
1. **Learning and teaching methods**

Total contact hours: 44

Private study hours: 256

Total study hours: 300

1. **Assessment methods**
	1. Main assessment methods

Essay 1 (2500 words) (35%)

Essay 2 (2500 words) (35%)

Examination, 2 hour (30%)

13.2 Reassessment methods

 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | X | X | X |  | X |  | X |
| Lectures | X | X | X | X | X |  |  |
| Seminars  | X | X | X |  | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay 1  | X | X | X | X | X | X | X |
| Essay 2 | X | X | X | X | X | X | X |
| Examination | X | X | X | X | X | X | X |

1. **Inclusive module design**

The Division/School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The module topics to be analysed are applicable to international contexts. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| January 2006 |  | September 2007 |  |  |
| EPA | Major | September 2021 | 7,8,9,13,14 | No |

Revised FSO Jan 2018