1. **Title of the module**

Health, Medicine and Society SOCI8130 (SO813)

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

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|  School of Social Policy, Sociology and Social Research |
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1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

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

20 credits (10 ECTS)

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

Autumn term (Term 1) or Spring term (term 2)

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

None

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

Optional module for the programmes below including where appropriate the year versions

International Social Policy MA

Sociology MA

Methods of Social Research MA

Criminology MA

Also available as an optional module subject to timetabling and programme constraints on other programmes within the School and outside the School

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

8.1 Critically and systematically examine advanced theories, concepts and research in the field of the sociology of health and illness

8.2 demonstrate a critical and systematic understanding of theoretical and practical debates in health policy and social medicine

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

9.1 identify and critically assess a comprehensive range of evidence and arguments

9.2 formulate problems; creatively and systematically hypothesise possible solutions; supporting arguments with evidence,

9.3 recognise the influence of theoretical concepts and perspectives on the questions asked, evidence sought and solutions proposed.

1. **A synopsis of the curriculum**

The module is organised around the general theme of a discussion of current debates in the sociology of health, illness and medicine drawing on both theoretical and empirical research. More specific themes will include: the social construction of health and the changing boundaries between health and illness; medicalisation and the discovering of new mental and physical illnesses ; narratives of illness and identity in the context of chronic illness and disability assessing the value of concepts such as ‘biographical disruption’: the changing structure, nature and regulation of medicine and the explanatory power of the new sociology of professionalism.; the political sociology of medicine which explores the relationship between the state and organised interests such as the pharmaceutical industry; changing approaches of the public /patients to maintaining health and managing illness in the context of a culture of consumption where health and lifestyle might be seen as commodities and maintaining a healthy body keeps control over an uncertain and changing world ; trust, risk and mental health ; consideration of the growth in the use of non-orthodox health care and the development of medical pluralism and a discussion of the relationship between structure and agency in the context of social inequalities in health.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Annandale, E (2014) *The Sociology of Health and Medicine* 2nd edition, Polity, Cambridge

Blaxter M (2007) *Health: Key Concepts*, Polity, Cambridge

Gabe J and Calnan M (2009) *The New Sociology of the Health Service* Routledge, London

Gabe J and Monaghan L (2013) *Key concepts in Medical Sociology*, Sage, Los Angeles

Nettleton S (2013)*The Sociology of Health and Illness*, Polity, Cambridge

White K (2009) *An Introduction to the Sociology of the Health and Illness*,2nd edition, Sage Los Angeles

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 178

Total study hours: 200

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

Coursework - essay (5,000 words) - 100%

13.2 Reassessment methods

100% coursework

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 |  | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |
| **Private Study** | **X** | **X** |  | **X** | **X** | **X** |
| Lectures | **X** | **X** |  | **X** | **X** | **X** |
| Seminars | **X** | **X** |  | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |
| Essay 5000 words | **X** | **X** |  | **X** | **X** | **X** |

1. **Inclusive module design**

The 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 addresses themes, debate, policies and developments which are applicable to international as well as domestic UK contexts.

**FACULTIES SUPPORT OFFICE USE ONLY**

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

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 18/12/2019 | Major | September 2020 | 1, 5, 8, 9, 14, 17 | No |
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