|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **UNIVERSITY OF EAST SARAJEVO**  Faculty of Medicine | | | | | | | | | | |  | | |
| ***Study program:medicine*** | | | | | | | | | | |
| Integrated academic studies | | | | | | I study year | | | | |
| **Full subject title** | | | MEDICINE AND SOCIETY | | | | | | | | | | | | | |
| **Department** | | | Department for general education subjects, Faculty of Medicine in Foca | | | | | | | | | | | | | |
| **Subject code** | | | | | | **Subject status** | | | | | **Semester** | | | **ECTS** | | |
|
| МЕ-01-1-004-1 | | | | | | compulsory | | | | | I | | | 4 | | |
| **Professor/ -s** | | Full professor Snezana Marjanovic,MD PhD; Full professor Valentina Sokolovska, PhD; full prof. Siniša Ristič, asistant professor Vekoslav Mitrovic, PhD | | | | | | | | | | | | | | |
| **Associate/ -s** | |  | | | | | | | | | | | | | | |
| **Number of lectures/ teaching workload (per week)** | | | | | | | **Individual student workload (in hours per semester)** | | | | | | | | **Coefficient of student workload So[[1]](#footnote-1)** | |
| **L** | **E** | | | **SP** | | | **L** | | | **E** | | **SP** | | | **So** | |
| 4 | 0 | | | 0 | | | 4\*15\*1 | | | 0\*15\*1 | | 0\*15\*1 | | | 1 | |
| total teaching workload (in hours, per semester)  4\*15+0\*15+0\*15=60 | | | | | | | | total student workload (in hours, per semester)  4\*15\*1+0\*15\*1+0\*15\*1=60 | | | | | | | | |
| Total subject workload (teaching + student):: 60+60=120 hours per semester | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | 1. To familiarize students with sociological and medical knowledge, necessary for understanding causative and consequential relationships of disease and human health, to familiarize them with the basics of bioethics, including counter-intersections within the same, and to point them to other socially important challenges they will encounter in medical practice . 2. To acknowledge the assessment of the health status of the population and to propose preventive measures for certain categories of population. | | | | | | | | | | | | | | |
| **Preconditions** | | No preconditions for listening the subject and taking the exam | | | | | | | | | | | | | | |
| **Teaching methods** | | Lectures, seminar papers, consultations | | | | | | | | | | | | | | |
| **Subject content per week** | | **Lectures:**  1. The concept of sociology and its subject definition. Basic phases of sociological research.      Methods and techniques of research in sociology.  2. Culture (symbols and society, symbol systems, cultural variations, culture and media).  Social structure (basic elements, types, levels and power of the social structure)  3. Socialization (process, phases and socialization agents). Social control (the problem of social order, deviance).  4. Meetings (focused meetings: rituals, forms of speech, body language, emotions, roles). Social groups (primary and secondary groups, group dynamics: leadership, cliques, expectations, virtual groups)  5. Organizations (forms of formal organization, internal dynamics of organizations, organizational culture. Profession.  6. Gender stratification (sex and gender). Relation and family. Population and demography.  7. The concept of moral, morality, ethics and deontology. History of biomedical ethics, oaths and codes. Ethical attitude of nurses towards a patient, towards another health worker, to himself and to the community.  8. Ethical attitude of nurses in certain disciplines of nursing and medicine.Great and eternal ethical issues and dilemmas (euthanasia, medical secret, artificial abortion).Medical deontology and medical law  .9. Humanistic theory - Maslow's hierarchy of needs and its application and benefit in nursing. Conceptual system Florence Nightingale (personality, environment, health, care). Virginia Henderson's Humanistic Conceptual System (Personality, Environment, Health, Care and 14 Basic Needs).  10 Dorothea Orem's Self Care Theory Adaptation conceptual system Callista Roy (personality, environment, health, nursing procedures and objective). [King's theory of goal attainment](https://www.ncbi.nlm.nih.gov/pubmed/1538850)  11. Jean Watson - Philosophy and Nutrition. The theory of Betty Neuman. Erikson's theory of personality development and its application and benefit in nursing. Piaget's theory of cognitive development and its application and benefit in nursing.  12. Definition, goal, task and field of work of social medicine. Health and Health Care. The natural course of the disease and prevention measures.  13. Health service, health workers and associates. Health legislation.  14. Assessment of the health status of the population. Social diseases.  15. Health education. Health protection of certain categories of population. | | | | | | | | | | | | | | |
| **Compulsory literature** | | | | | | | | | | | | | | | | |
| **Author/s** | | | | | **Publication title, Publisher** | | | | | | | | **Year** | | **Pages (from-to)** | |
| Giddens Anthony | | | | | Sociology (sixth edition).Cambidge,Policy Network | | | | | | | | 2009 | |  | |
| Edge R and Groves J | | | | | Ethics of health care. A guide for clinical practice. Nelson Education | | | | | | | | 2005 | |  | |
| Momoh P | | | | | World Medical Association. Medical ethics manual | | | | | | | | 2006 | |  | |
|  | | | | |  | | | | | | | |  | |  | |
| **Additional literature** | | | | | | | | | | | | | | | | |
| **Author/s** | | | | | **Publication title, Publisher** | | | | | | | | **Year** | | **Pages (from-to)** | |
|  | | | | |  | | | | | | | |  | |  | |
|  | | | | |  | | | | | | | |  | |  | |
| **Student responsibilities, types of student assessment and grading** | | **Grading policy** | | | | | | | | | | | | **Points** | | **Percentage** |
| Pre-exam activities | | | | | | | | | | | | | | |
| lecture/exercise attendance | | | | | | | | | | | | 20 | | 20% |
| Seminar paper | | | | | | | | | | | | 10 | | 10% |
| test | | | | | | | | | | | | 20 | | 20% |
| Final exam | | | | | | | | | | | | | | |
| test | | | | | | | | | | | | 50 | | 50% |
| TOTAL | | | | | | | | | | | | 100 | | 100 % |
| **Certification date** | | December 13 th 2018 | | | | | | | | | | | | | | |

Responsible Person of the Faculty

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Coefficient of student workload So is calculated as it follows:

   а) for the study programs not going through the licensing process: So = (total workload in semester for all the subjects 900 hrs – total teaching workload L+E in semester for all the subjects 870 hrs)/ total teaching workload L+E in semester for all the subjects \_\_\_\_\_ hrs = \_\_\_\_. Consult form content and its explanation.

   b) for the study programs going through the licencing process, it is necessary to use form content and its explanation. [↑](#footnote-ref-1)