



## Teaching Guide

Identifying Data					2017/18
<b>Subject (*)</b>	Sociology of Health. Disability and Dependence		<b>Code</b>	653862221	
<b>Study programme</b>	Mestrado Universitario en Asistencia e Investigación Sanitaria (plan 2012)				
Descriptors					
<b>Cycle</b>	<b>Period</b>	<b>Year</b>	<b>Type</b>	<b>Credits</b>	
Official Master's Degree	2nd four-month period	First	Obligatoria	3	
<b>Language</b>	Spanish				
<b>Teaching method</b>	Face-to-face				
<b>Prerequisites</b>					
<b>Department</b>	Socioloxía e Ciencias da Comunicación				
<b>Coordinador</b>	Cotillo Pereira, Alberto	<b>E-mail</b>	a.cotillo@udc.es		
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<b>Web</b>					
<b>General description</b>	<p>The purpose of this course is twofold: to explore the field of health in the broadest sense from the perspective of the social sciences and to discuss core issues of social sciences in the light of the phenomena related to health, disability and dependence. It pretends to systematize and convey the main empirical findings and theoretical and conceptual formulations produced by sociology to examine health, disability and dependence. From a plural and open to different current proposals this subject is intended to provide knowledge to understand not only that processes and phenomena of health, disability and dependence are intrinsically involved in its genesis, development and consequences to culture and society in which populations live and breed, but also that such phenomena and processes constitute and are constructed as socio-cultural realities.</p>				

## Study programme competences / results

Code	Study programme competences / results
A1	Capacidade para elixir e aplicar as metodoloxías de investigación mais adecuadas á investigación proposta.
A2	Capacidade para o deseño experimental e o completo desenvolvemento de proxectos de investigación no ámbito sanitario, desde a formulación da hipótese de investigación ata a comunicación dos resultados.
A3	Adquirir un sentido ético da investigación sanitaria.
A4	Obter un substrato teórico suficiente para comprender o entorno clínico de aplicación das técnicas de investigación.
A5	Adquirir o coñecemento da realidade investigadora nun ámbito concreto das ciencias da saúde.
B1	Capacidade para aplicar o método científico na planificación e o desenvolvemento da investigación sanitaria.
B2	Fluidez e propiedade na comunicación científica oral e escrita.
B3	Compromiso pola calidade do desenvolvemento da actividade investigadora.
B4	Capacidade de análise e de síntese.
B5	Habilidade para manexar distintas fontes de información.
B6	Capacidade para traballar de forma colaborativa en equipos multi e interdisciplinar.
C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C5	Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.
C8	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.

## Learning outcomes

Learning outcomes	Study programme competences / results



Upon successful completion of the course, students will be able to analyze the extent of health through health and quality of life indicators	AR2 AR5	BC1 BC2 BC4 BC5 BC6	CC5
Upon successful completion of the course, students will be able to understand the role of social, political, economic and cultural processes in health and disease.	AR4 AR5		
Upon successful completion of the course, students will be able to critically analyze health and disease in the social sphere from the perspective of the Sociology of Health.	AR4	BC4	CC4 CC6
Upon successful completion of the course, students will be able to understand the processes of health and quality of life as well as new forms of illness.	AR4 AR5	BC4	CC6
Upon successful completion of the course, students will be able to focus the study of the reality of disability and dependence from a social perspective and not as an individual attribute.	AR4	BC4	CC6
Upon successful completion of the course, students will be able to identify to what extent certain kinds of attitudes and beliefs affect the views of individuals and society have on disability.	AR3 AR4	BC4	CC6
Upon successful completion of the course, students will be able to understand the changes that occur in the field of disability and dependence for not understanding it as social exclusion.	AR4	BC4	CC6 CC7
Upon successful completion of the course, students will be able to learn to discover the underlying "bias" on the own analysis methodologies, approaching techniques and research results on disability and dependence.	AR1 AR2 AR4 AR5	BC1 BC3 BC4	CC6 CC8
Upon successful completion of the course, students will be able to understand the role of social language in the definition of disability and dependence.		BC4	CC6

Contents	
Topic	Sub-topic
LESSON 1. INTRODUCTION TO SOCIOLOGY OF HEALTH, DISABILITY AND DEPENDENCE	The behavior of falling ill. The role of the patient. The response to disease. Social tags.
LESSON 2. HEALTH PROFESSIONS AND INSTITUTIONS	Health professions and institutions. Health and human values. Ethics and health issues: euthanasia, stem cells, bioethics.
LESSON 3. HEALTH AND QUALITY OF LIFE	Health and quality of life. Health and new forms of disease: anorexia, bulimia and vigorexia. Drug addiction and its forms.
LESSON 4. SOCIAL RESEARCH METHODS ON HEALTH	Critical revision of the methods and techniques of social research of health, disability and dependency. Health indicators. Public opinion and health.
LESSON 5. THE MEASUREMENT OF HEALTH, DISABILITY, AND DEPENDENCE	Health, disability and dependency in figures: regional, national, European and international profiles. Social perception of health disability and dependency (attitudes, opinions, judgments and prejudices).
LESSON 6. FAMILY ENVIRONMENT OF DISABILITY AND DEPENDENCE	The family environment. School and employment social integration. Gender, disability and dependence.
LESSON 7. SOCIAL ENVIRONMENT OF DISABILITY AND DEPENDENCE	The social and institutional environment with special reference to networks of support. Dependency and social exclusion.
LESSON 8. DISABILITY AND DEPENDENCE POLICY	Policy and politics (Galician, Spanish and EU) around disability and dependency. Problems of specific groups: women and children abused, long-term unemployed, pensioners and the elderly.
LESSON 9. PUBLIC POLICY	Sociological perspective on Dependency Law with special reference to Galicia. Information society, disability and dependence.

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student's personal work hours	Total hours



Oral presentation	A1 A2 A4 A5 B1 B2 B3 B4	2	14	16
Seminar	A4 B1 B3 B4 C4 C6 C7 C8	5	0	5
Guest lecture / keynote speech	A4 A5 C4 C6 C8	5	0	5
Supervised projects	A1 A2 A4 A5 B1 B3 B4 B5 B6	0	30	30
Directed discussion	A3 A4 B2 B4 C4 C5 C6 C8	3	15	18
Personalized attention		1	0	1

(\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Oral presentation	Presentation in class, in front of peers and the teacher, the supervised projects done by the students.
Seminar	Discussion, participation, preparation of documents and conclusions that have to get all the components of the seminar.
Guest lecture / keynote speech	Basic theoretical explanation and guidance by the teacher.
Supervised projects	Having the guide from teacher, the student improves his(her) independent learning by performing individual or small groups work on specific aspects of the subject. Thus, (s)he develops skills in written and oral argument, methodological skills and reflects the extent of their knowledge.
Directed discussion	Current discussions on relevant issues.

Personalized attention	
Methodologies	Description
Oral presentation	Resolution of doubts and guidance to the study. Monitoring and supervision of supervised works.
Supervised projects	

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Directed discussion	A3 A4 B2 B4 C4 C5 C6 C8	Debates coordinated by the teacher.	15
Oral presentation	A1 A2 A4 A5 B1 B2 B3 B4	Oral presentation by the student of the results of supervised work.	35
Supervised projects	A1 A2 A4 A5 B1 B3 B4 B5 B6	Having the guide from teacher, the student improves his(her) independent learning by performing individual or small groups work on specific aspects of the subject. Thus, (s)he develops skills in written and oral argument, methodological skills and reflects the extent of their knowledge.	50

Assessment comments

Sources of information



<p><b>Basic</b></p>	<ul style="list-style-type: none"> <li>- Andreu, J. et al. (2003). Sociología de la discapacidad. Madrid: Revista del Ministerio de Trabajo y Asuntos Sociales 45, pp. 77-107.</li> <li>- Bowling, A. (1994). La medida de la salud: revisión de las escalas de medida en la calidad de vida. Barcelona: Masson</li> <li>- CERMI (2003). Discapacidad y exclusión social en la Unión Europea. Madrid: CERMI</li> <li>- Cokerman, W.C. (2002). Sociología de la medicina. Madrid: Prentice-Hall</li> <li>- Colectivo IOE (2004). Salud y estilos de vida en España. Madrid: Funcas</li> <li>- Fundación Paideia (1998). Discapacidad y sociedad. Madrid: Morata</li> <li>- Garcés Ferrer, J. (2002). La nueva sostenibilidad social. Bases teóricas del modelo sociosanitario. Barcelona: Ariel</li> <li>- Goffman, E. (1994). Internados: ensayos sobre la situación social de los enfermos mentales. Buenos Aires: Amorrortu</li> <li>- Martínez, L. et al. (2005). Exclusión social y discapacidad. Madrid: Universidad Pontificia de Comillas*Fundación Promi</li> <li>- Rodríguez Cebrero, G. y Codorníu, G. (2002). Modelos de atención sociosanitaria. Una aproximación a los costes de la dependencia. Madrid: Insero</li> <li>- Ruiz Ortega, M. et al. (2003). Las múltiples dimensiones de la discapacidad. Madrid: Escuela Libre Editorial</li> </ul>
<p><b>Complementary</b></p>	

**Recommendations**

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

**Other comments**

Para axudar a conseguir una contorna inmediata sustentable e cumprir o obxectivo estratéxico 9 do I Plan de Sustentabilidade Medio-ambiental Green Campus FCS, todos os traballos documentais que se realicen nesta materia serán entregados a través de Moodle, en formato dixital, sen necesidade de imprimilos. De realizarse en papel: - Non se empregarán plásticos.- Realizaranse impresións a dobre cara.- Empregarase papel reciclado.- Evitarase imprimir borradores.

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.