

Module Details	
Module Title	Health in Society
Module Code	SAC6019-B
Academic Year	2021/2
Credits	20
School	School of Social Sciences
FHEQ Level	FHEQ Level 6

Contact Hours	
Type	Hours
Lectures	11
Seminars	22
Directed Study	167

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1

Module Aims
1. To provide a critical framework, allowing you to situate and justify the relevance and importance of social approaches to understanding health and illness. 2. To trace the development and continuing impact of theoretical perspectives in the Sociology of Health and Illness. 3. To use theoretical and social perspectives to inform applied health and healthcare understandings. 4. To identify socio-economic patterns in explanations of health and illness among diverse groups and communities and in international perspective. 5. To consider societal attitudes towards health and responses to illness, and debate the role of social cohesion in promoting health and wellbeing. 6. To critically explore the role of medicine and professionalisation of health and healthcare in society.

Outline Syllabus

Health has traditionally been conceptualised as the domain of health and medical sciences. However, in historical perspective health and illness represent experiences produced and treated in social contexts. Health in Society will progressively unpack the relationship between health, culture and society by exploring the following areas:

- Health and illness in historical perspective
- Public approaches to health and illness
- Medicalisation of health and healthcare
- Sociological understandings of health and illness
- Cultures of health and healthcare
- Socio-economic differences in health
- Diversity in health: gender
- Diversity in health: 'race' and ethnicity
- Diversity in health: disability
- Diversity in health: mental health

Learning Outcomes

Outcome Number	Description
01	Critically assess theoretical and conceptual debates within the sociology of health.
02	Consider the relationship between sociological theory and health practice.
03	Demonstrate knowledge of major debates in the sociology of health and deconstruct related social inequalities.
04	Conceptualise the relationship between medicine, health practice and social organisation.
05	Gain insight into the social issues pertaining to Covid-19.
06	Deconstruct difference in health and care practices in cross-cultural and international perspective
07	Understand and critically evaluate public health policy in order to consider implications for health and care practice.
08	Present informed sociological understandings on health, illness and healthcare and communicate effectively with professionals and other stakeholders.

Learning, Teaching and Assessment Strategy

Lectures will introduce students to key debates in the Sociology of Health and Illness, and more general sociological theories and methodologies that form the bedrock of those debates. An overview of public health structures and healthcare systems in historical and international perspective will be provided to inform contextual understandings. Key social epidemiological trends and ways in which social categories intersect and implicate with health and wellbeing will also be introduced and considered critically.

Health as socially constructed experience is subject to negotiation and situated narratives, as well as global and localised structures and societal influences. Covid-19 highlighted the importance of social organisation and inter-personal relationships in managing disease in everyday settings. Culture is often treated stereotypically as a constant factor influencing health behaviours. Seminars will be used to consolidate knowledge and develop deeper understandings through reflection and co-production of meanings and diverse experiences of health, illness and wellbeing. In the process, subjective and often marginalised realities will be revealed and placed into context.

The private study hours allow students to develop their understanding further, within the structure provided by the course materials and structured reading lists..

Students will complete two coursework assessments; the first formative, the second summative:

1. a reflective (guided/template assisted) journal in which students explore module themes in connection with what they encounter and experience in their own lives.
2. A seen exam. The assessed exam gives students the opportunity to demonstrate their written and analytic skills alongside their empirical and theoretical knowledge of the subject.
3. A one-hour formative mid-semester in-class test will enable students to consolidate early learning and evaluate the academic weaknesses and strengths, drawing on tutor feedback, before attempting the summative assessment.

Mode of Assessment

Type	Method	Description	Weighting
Summative	Long-Time Limited Online Examination	Long time-limited online examination (48 Hrs)	70%
Summative	Coursework - Written	A reflective guided/template assisted journal Written A reflective (guided/template assisted) journal (1500 words)	30%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.