

Medicine			
Bachelor	TR-NQF-HE: Level 7	QF-EHEA: Second Cycle	EQF-LLL: Level 7

Course Introduction and Application Information

Course Code:	TIP070		
Course Name:	Social Psychology for Medical Student		
Semester:	Fall Spring		
Course Credits:	<div>ECTS</div> <div>2</div>		
Language of instruction:	Turkish		
Course Condition:			
Does the Course Require Work Experience?:	Yes		
Type of course:	Departmental Elective		
Course Level:	<div>Bachelor</div> <div>TR-NQF-HE:7. Master`s Degree</div> <div>QF-EHEA:Second Cycle</div> <div>EQF-LLL:7. Master`s Degree</div>		
Mode of Delivery:	E-Learning		
Course Coordinator:	Doç. Dr. SİNAN ÇAYA		
Course Lecturer(s):	Sinan Çaya, Ph.D.		
Course Assistants:			

Course Objective and Content

Course Objectives:	Taking the main points of Social Psychology and handling them one by one, in a manner suitable for scholars of medicine.
Course Content:	All possible behavior patterns of the individual within a given group and /or at the work place.

Learning Outcomes

The students who have succeeded in this course;

- 1) He/she defines the discipline of Social Psychology
- 2) He/she provides knowledge about the principles and steps of social research.
- 3) He/she attaches special importance to ethical rules of thumb during an attempted research, enumerating violations of ethics as a lesson encountered in history of science.
- 4) He/she displays his/her knowledge regarding the concept of "attitude".
- 5) He/she verifies his/her awareness on theories related to aggressiveness.
- 6) He/she shows his/her collected set of information about techniques of persuasion.
- 7) He/she recalls registered important experiments and narrates related information.

Course Flow Plan

Week	Subject	Related Preparation
1)	Definition of Social Psychology; the founding fathers ((K. Lewin, Festinger, M. Sherif)	"Dry run" of the slides beforehand
2)	Methods to be followed and possible kinds of investigations in a given research; their strong and weak spots. The dependant and independant variable. Facilitating quantitative work (body-leaf demonstration)	"Dry run" of the slides beforehand
3)	Looking at the invention of smallpox vaccine: Milking-girls being unaffected . Eventual vaccine preparation from cow-smallpox	"Dry run" of the slides beforehand
3)	Looking at the invention of smallpox vaccine: Milking-girls being unaffected . Eventual vaccine preparation from cow-smallpox	"Dry run" of the slides beforehand
4)	Following WWII, a study full of ethical violations in the American town Tuskegee to follow the natural course of syphilis w/o cure. Lessons to be taken from the mentioned study.	"Dry run" of the slides beforehand
5)	Scientific views about the development of "self". What is an attitude? How does it change? (A look at common techniques of convincing people)	"Dry run" of the slides beforehand
6)	Cognitive dissonance, the uneasiness it produces in the mind of the individual and evaluating the resulting dilemma as a remedy. A detailed glance at the ritual persecutions encountered and endured on American campuses in order to get accepted to "elite student clubs".	"Dry run" of the slides beforehand
7)	Communication. The significance of language. Ways of communicating w/o wording.	"Dry run" of

		the slides beforehand
8)	Reviewing all the so-far-accumulated material, in order to reinforce the acquired learning	
9)	Flexibility in face of probabilities of menace or prize-offer; the idea of obedience towards the authority, Milgram's well-known experiment.	"Dry run" of the slides beforehand
10)	Aggressive behavior and helping behavior. Heaps of information regarding the by/stander effects; tragic examples.	"Dry run" of the slides beforehand
11)	Ways known as "fundamental attribution error". Prejudice and their detriments. Minority effect. The strength of the situation and Zimbardo's well-known Stanford experiment.	"Dry run" of the slides beforehand
12)	Miscellaneous definitions, clarifications, examples on culture.	"Dry run" of the slides beforehand
13)	Theories explaining the process of socialization. What are re-socialization and reverse-socialization concepts? Informal as well as formal factors / agencies in the formation of the individual.	"Dry run" of the slides beforehand
14)	The look of Social Psychology onto medical issues. Health situation with respect to social status. Considering the demographic structure of a society from the point of view of health and social development. The case of comparing the problem of overweightness in America and Canada. A table relating health matters to ecological factors	"Dry run" of the slides beforehand
15)	Criminal and deviant behavior patterns. Visual matter through police-camera in 1970s in New York. Tables about penalties. Groupthink, brain storming, group polarization, conformism tendencies within the scope of group-dynamics. Sheriff's 1953- Asch's Cave experiment and its debate.	"Dry run" of the slides beforehand
15)	Criminal and deviant behavior patterns. Visual matter through police-camera in 1970s in New York. Tables about penalties. Groupthink, brain storming, group polarization, conformism tendencies within the scope of group-dynamics. Sheriff's 1953- Asch's Cave experiment and its debate.	"Dry run" of the slides beforehand

Sources

Course Notes / Textbooks:	<p>□ Delamater, John D. & Myers, Daniel J. (2011). Social Psychology, seventh edition, Wadsworth publications.</p> <p>□ Myers, David G. (2009). Psychology in Everyday Life, Worth Publishers, NY</p>
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References:	<p>□ Delamater, John D. & Myers, Daniel J. (2011). Social Psychology, seventh edition, Wadsworth publications.</p> <p>□ Myers, David G. (2009). Psychology in Everyday Life, Worth Publishers, NY</p>
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Course - Program Learning Outcome Relationship

Course Learning Outcomes	1	2	3	4	5	6	7
Program Outcomes							
1) The graduate integrates the knowledge, skills, attitudes, and behaviours acquired from basic and clinical sciences, behavioural sciences, and social sciences in the form of competencies and uses them for the provision of rational, effective, safe health care services in accordance with quality standards in the prevention, diagnosis, treatment, follow-up, and rehabilitation processes, and during the process considers protection of both patient's health and healthcare workers health including her/his own.	1	1	1	1	1	1	1
2) The graduate shows a biopsychosocial approach in patient management that considers the sociodemographic and sociocultural background of the individual without discrimination of language, religion, race, and gender.							
3) The graduate prioritizes the protection and development of the health of individuals and society in the provision of health care services.	1	1	1	1	1	1	1
4) The graduate, considering the individual, social, public, and environmental factors affecting health; works towards maintaining and improving the state of health.							
5) In the provision of health care services, the graduate considers both the changes in the physical and socioeconomic environment on a regional and global scale that affect health, as well as the changes in the individual characteristics and behaviours of the people who apply to her/him.							
6) The graduate recognizes the characteristics, needs and expectations of the target population and provides health education to healthy/sick individuals and their relatives and other health care workers.	1	1	2	2	1	2	1
7) While carrying out her/his profession, the graduate fulfils her/his duties and obligations with determined behaviours to provide high-quality health care within the framework of ethical principles, rights and	2	2	2	2	2	2	2

legal responsibilities and good medical practices, considering the integrity, privacy, and dignity of the patient.	1	2	3	4	5	6	7
8) The graduate evaluates and improves her/his own performance in professional practices in terms of emotions, cognitive characteristics, and behaviours.	1	2	2	2	2	3	3
9) The graduate physician advocates improving the provision of health services by considering the concepts of social reliability and social commitment to protect and improve public health.	3	3	3	3	3	3	3
10) To protect and improve health, the graduate physician can plan and carry out service delivery, training and consultancy processes related to individual and community health in cooperation with all components.	3	3	2	2	3	3	3
11) The graduate physician evaluates the impact of health policies and practices on individual and community health indicators and advocates increasing the quality of health services.	2	2	2	2	2	2	2
12) The graduate physician attaches importance to protecting and improving her/his own physical, mental, and social health, and does what is necessary for this.							
13) During the provision of health care, the graduate shows exemplary behaviours and leads within the health team.							
14) The graduate uses the resources cost-effectively, in the planning, implementation, execution, and evaluation processes of the health care services in the health institution she/he manages, for the benefit of the society and in accordance with the legislation.	2	2	2	2	2	2	2
15) The graduate communicates positively within the health team with whom she/he provides health care services, being aware of the duties and obligations of other health workers and shows appropriate behaviours to assume different team roles when necessary.							
16) The graduate works harmoniously and effectively with her/his colleagues and other professional groups in her/his professional practice.	1	1	1	1	1	1	1
17) The graduate communicates effectively with patients, patient relatives, health care workers and other professional groups, institutions, and organizations, including individuals and groups that require a special approach and have different sociocultural characteristics.	2	3	2	3	2	3	3
18) The graduate shows a patient-centred approach in the protection, diagnosis, treatment, follow-up, and rehabilitation processes that involve	3	2	3	2	3	3	3

the patient and patient's caregivers as partners in the decision-making mechanisms.	1	2	3	4	5	6	7
Course Learning Outcomes							
19) When necessary, the graduate plans and implements scientific research for the population she/he serves, and uses the results obtained and/or the results of other research for the benefit of the society.							
20) The graduate reaches the current literature information related to her/his profession, evaluates critically, and applies the principles of evidence-based medicine in the clinical decision-making process.	1	1	1	1	1	1	1
21) The graduate uses information technologies to improve the effectiveness of her/his work in health care, research, and education.							
22) The graduate effectively manages individual study and learning processes and career development.							
23) The graduate demonstrates the ability to acquire, evaluate, integrate new knowledge with existing knowledge, apply it to professional situations, and adapt to changing conditions throughout professional life.	2	2	2	2	2	2	2
24) The graduate chooses the right learning resources to improve the quality of the health care service she/he provides, organizes her/his own learning process.	1	1	1	1	1		1

Course - Learning Outcome Relationship

No Effect	1 Lowest	2 Average	3 Highest

	Program Outcomes	Level of Contribution
1)	The graduate integrates the knowledge, skills, attitudes, and behaviours acquired from basic and clinical sciences, behavioural sciences, and social sciences in the form of competencies and uses them for the provision of rational, effective, safe health care services in accordance with quality standards in the prevention, diagnosis, treatment, follow-up, and rehabilitation processes, and during the process considers protection of both patient's health and healthcare workers health including her/his own.	2
2)	The graduate shows a biopsychosocial approach in patient management that considers the sociodemographic and sociocultural background of the individual without discrimination of language, religion, race, and gender.	
3)	The graduate prioritizes the protection and development of the health of individuals and society in the provision of health care services.	2

4)	The graduate, considering the individual, social, public, and environmental factors affecting health; works towards maintaining and improving the state of health.	2
5)	In the provision of health care services, the graduate considers both the changes in the physical and socioeconomic environment on a regional and global scale that affect health, as well as the changes in the individual characteristics and behaviours of the people who apply to her/him.	2
6)	The graduate recognizes the characteristics, needs and expectations of the target population and provides health education to healthy/sick individuals and their relatives and other health care workers.	2
7)	While carrying out her/his profession, the graduate fulfils her/his duties and obligations with determined behaviours to provide high-quality health care within the framework of ethical principles, rights and legal responsibilities and good medical practices, considering the integrity, privacy, and dignity of the patient.	2
8)	The graduate evaluates and improves her/his own performance in professional practices in terms of emotions, cognitive characteristics, and behaviours.	2
9)	The graduate physician advocates improving the provision of health services by considering the concepts of social reliability and social commitment to protect and improve public health.	2
10)	To protect and improve health, the graduate physician can plan and carry out service delivery, training and consultancy processes related to individual and community health in cooperation with all components.	2
11)	The graduate physician evaluates the impact of health policies and practices on individual and community health indicators and advocates increasing the quality of health services.	2
12)	The graduate physician attaches importance to protecting and improving her/his own physical, mental, and social health, and does what is necessary for this.	
13)	During the provision of health care, the graduate shows exemplary behaviours and leads within the health team.	
14)	The graduate uses the resources cost-effectively, in the planning, implementation, execution, and evaluation processes of the health care services in the health institution she/he manages, for the benefit of the society and in accordance with the legislation.	2
15)	The graduate communicates positively within the health team with whom she/he provides health care services, being aware of the duties and obligations of other health workers and shows appropriate behaviours to assume different team roles when necessary.	2
16)	The graduate works harmoniously and effectively with her/his colleagues and other	2

	professional groups in her/his professional practice.	
17)	The graduate communicates effectively with patients, patient relatives, health care workers and other professional groups, institutions, and organizations, including individuals and groups that require a special approach and have different sociocultural characteristics.	2
18)	The graduate shows a patient-centred approach in the protection, diagnosis, treatment, follow-up, and rehabilitation processes that involve the patient and patient's caregivers as partners in the decision-making mechanisms.	2
19)	When necessary, the graduate plans and implements scientific research for the population she/he serves, and uses the results obtained and/or the results of other research for the benefit of the society.	
20)	The graduate reaches the current literature information related to her/his profession, evaluates critically, and applies the principles of evidence-based medicine in the clinical decision-making process.	1
21)	The graduate uses information technologies to improve the effectiveness of her/his work in health care, research, and education.	1
22)	The graduate effectively manages individual study and learning processes and career development.	1
23)	The graduate demonstrates the ability to acquire, evaluate, integrate new knowledge with existing knowledge, apply it to professional situations, and adapt to changing conditions throughout professional life.	1
24)	The graduate chooses the right learning resources to improve the quality of the health care service she/he provides, organizes her/his own learning process.	1

Assessment & Grading

Semester Requirements	Number of Activities	Level of Contribution
Homework Assignments	1	% 50
Final	1	% 50
total		% 100
PERCENTAGE OF SEMESTER WORK		% 50
PERCENTAGE OF FINAL WORK		% 50
total		% 100

Workload and ECTS Credit Calculation

Activities	Number of Activities	Preparation for the Activity	Spent for the Activity Itself	Completing the Activity Requirements	Workload
Course Hours	2	0		15	30
Study Hours Out of Class	1	0	1	1	2
Presentations / Seminar	1	1	2	4	7
Final	1	2	2	1	5
Total Workload					44