

## Liverpool John Moores University

Title: POWER & INEQUALITY IN HEALTH  
Status: Definitive  
Code: **6004SOCIO** (114776)  
Version Start Date: 01-08-2011

Owning School/Faculty: Humanities and Social Science  
Teaching School/Faculty: Humanities and Social Science

Team	Leader
Helen Churchill	Y

**Academic Level:** FHEQ6  
**Credit Value:** 12.00  
**Total Delivered Hours:** 26.00

**Total Learning Hours:** 120  
**Private Study:** 94

### Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	6.000
Online	12.000
Practical	2.000
Seminar	6.000

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS2	2,000 word essay	100.0	
Presentation	AS1	Presentation (individual or group) (approx 5 mins per student) (1000 word equivalence)	30.0	

### Aims

1. To facilitate an examination and understanding of aspects of ideology, power and inequality as they relate to health and health care provision.
2. To focus not only on health care provision but also on the individual's experience of health and illness.

## Learning Outcomes

After completing the module the student should be able to:

- 1 Critically evaluate the relationship between ideology and the provision of health care.
- 2 Critically assess issues of power and inequality in relation to health.
- 3 Demonstrate a critical awareness of the values and cultural implications of views, beliefs and ideologies based on differences in social, sexual and ethnic/racial identity.
- 4 Critically analyse the social relations and power structures involved in doctor-patient relationships.

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Essay	1	4
Presentation	2	3

## Outline Syllabus

1. *Inequalities in Health.*
2. *The history of the development of medical knowledge and the emergence of the bio-medical model.*
3. *The problems and dilemmas of providing health care systems and proposed solutions (historically and within current debate).*
4. *Competing theoretical perspectives on the rise of the 'experts' and the development of health professions.*
5. *Medical power and Lay knowledge.*
6. *Challenges to medical power/autonomy.*
7. *The doctor-patient relationship - models, micro and macro level analyses, feminist critiques.*

## Learning Activities

Lectures  
Student-led seminars  
Private study and guided reading

## References

<b>Course Material</b>	Book
<b>Author</b>	Annandale, E. (ed).

<b>Publishing Year</b>	2004
<b>Title</b>	Medical Work, Medical Knowledge & Health Care: A Sociology of Health & Illness Reader
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Oxford, Blackwell.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Foucault, M.
<b>Publishing Year</b>	2003
<b>Title</b>	The Birth of the Clinic: An archaeology of medical perception
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	London, Routledge.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Graham, H. (ed).
<b>Publishing Year</b>	2000
<b>Title</b>	Understanding Health Inequalities
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Milton Keynes, Open University Press.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Lupton, D.
<b>Publishing Year</b>	2003
<b>Title</b>	Medicine as Culture: Illness, Disease and the Body in Western Societies.
<b>Subtitle</b>	
<b>Edition</b>	2nd Edition.
<b>Publisher</b>	London, Sage.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Seale, C. Pattison, S. & Davey, B. (eds).
<b>Publishing Year</b>	2001
<b>Title</b>	Medical Knowledge: Doubt & Certainty
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Buckingham, Open University Press.
<b>ISBN</b>	

<b>Course Material</b>	Book
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<b>Author</b>	Turner, B.
<b>Publishing Year</b>	1995
<b>Title</b>	Medical Power & Social Knowledge
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	London, Sage.
<b>ISBN</b>	

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### Notes

The module aims to facilitate an examination and understanding of aspects of ideology, power and equality as they relate to health care provision.