

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	APSS281														
Subject Title	Sociology of Health														
Credit Value	3														
Level	2														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class Participation</td> <td style="text-align: center;">10 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Written Report</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>3. Quiz</td> <td style="text-align: center;">40 %</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class Participation	10 %	--	2. Written Report	25%	25%	3. Quiz	40 %	--
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<ul style="list-style-type: none"> • the grade is calculated according to the percentage assigned; • the completion and submission of all component assignments are required for passing the subject; and • student must pass the specific component(s) (standard of passing) if he/she is to pass the subject 															
Objectives															
<p>To enable students to:</p> <ol style="list-style-type: none"> 1. gain an overview of different sociological perspectives in the analysis of various issues associated with healthcare, 2. understand the changing social structures and healthcare systems, particularly their impact on the delivery of services and the professional roles of practitioners, 3. deepen their understanding of the social and cultural environment and its consequences for health beliefs, illness behaviours, and health care. 															
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. describe the changing social structures and healthcare systems, particularly their impact on the delivery of services and the professional roles of practitioners; b. demonstrate an understanding of the social and cultural environment and its consequences for health beliefs, illness behaviors, and health care; c. use different sociological perspectives in the analysis of various issues associated with healthcare. 														
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Introduction: Why do I need to study medical sociology? The Relevance of Sociology in the practice of nursing and healthcare 2. Cultural sensitive healthcare: Social and Cultural Impact on Health Beliefs and Illness Behaviours 														

<p>(Note 2)</p>	<ol style="list-style-type: none"> 3. Social Epidemiology 4. Social Inequality and Health Inequality: Material Foundations of Health and Illness 5. Social and cultural determinants of health 6. Sick Role, deviance, and stigmatisation 7. Marginalization and Stigmatization of the Sick: Disability and Mental Illness 8. Medicalisation of everyday life 9. The Professionalization of Health Care Workers 10. Globalization and Corporatization of Health: The Political Economy of Healthcare Systems 																																																				
<p>Teaching/Learning Methodology</p> <p>(Note 3)</p>	<p>The subject is delivered by interactive lectures in which basic sociological concepts, theories and arguments related to the healthcare issues will be covered. It is used to introduce sociological approach to the topic area, and to stimulate students to think critically about various healthcare issues. Students are required to actively participate in discussions during each lecture.</p>																																																				
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p>(Note 4)</p>	<table border="1" data-bbox="456 840 1473 1279"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Class Participation</td> <td>10 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Written Report</td> <td>50 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Quiz</td> <td>40 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Class Participation Class participation is a basic component. Students are not only expected to attend every lecture, but they are expected to bring their critical thinking and reflexivity into every lecture to contribute to the class discussion. It is used to assess the students' ability to communicate their ideas effectively and to apply the sociological concepts in understanding healthcare.</p> <p>Written Report The written report requires students to apply and appraise critically the sociological frameworks and theories of health care, and to explore the corresponding implications on specific topic. It is used to assess students' ability to apply concepts and theories of medical sociology in the study of healthcare.</p> <p>Quiz It is used to assess students' knowledge and understanding of the key concepts of medical sociology. The quiz requires students' thorough understanding and application of the concepts of medical sociology in solving problems.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Class Participation	10 %	✓	✓	✓				2. Written Report	50 %	✓	✓	✓				3. Quiz	40 %	✓	✓	✓				Total	100 %						
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Student Study Effort Required	▪ Lecture	39 Hrs.
	Other student study effort:	
	▪ Preparation for written report	60 Hrs.
	▪ Preparation for quiz	40 Hrs.
	Total student study effort	139 Hrs.
Reading List and References	<p>Recommended Textbook</p> <p>Cockerham, W. C. (2012) Medical sociology (12th ed). NJ: Pearson Prentice Hall. Freund, P.E.S., McGuire, M.B., & Podhurst, L.S. (2003) Health, illness, and the social body: A critical sociology (4th ed). N.J.: Prentice Hall. Weitz, R. (2013) The Sociology of Health, Illness, and Health Care: A Critical Approach, International Edition, 6th Edition. Cengage Learning.</p> <p>Other Reference Books</p> <p>Brown, P. (2008) Perspectives in Medical Sociology (4th ed.) Long Grove, Ill.: Waveland Press. Conrad, P. (2005) The Sociology of Health and Illness: Critical Perspectives (7th ed). New York: Worth Publishers. Field, D. & Taylor, S. (1998) Sociological Perspectives on health, Illness and Health Care. Oxford: Blackwell Science. Morrall, P. (2001) <i>Sociology & Nursing</i>. London: Routledge.</p> <p>Recommended Academic Journals</p> <p>Journal of Health and Social Behavior Social Science and Medicine Sociology of Health and Illness Qualitative Health Research</p>	

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.