

# The Hong Kong Polytechnic University

## Subject Description Form

<b>Subject Code</b>	APSS588														
<b>Subject Title</b>	Social & Cultural Dimensions of Health														
<b>Credit Value</b>	2														
<b>Level</b>	5														
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 20%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class participation</td> <td style="text-align: center;">10%</td> <td></td> </tr> <tr> <td>2. Presentation</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>3. Final term paper</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">25%</td> </tr> </tbody> </table> <p>1. The grade is calculated according to the percentage assigned;</p> <p>2. The completion and submission of all component assignments are required for passing the subject; and</p> <p>3. Student must pass all component(s) if he/she is to pass the subject.</p>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class participation	10%		2. Presentation	20%	20%	3. Final term paper	25%	25%
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<b>Objectives</b>	<p>This subject is a part of medical sociology, and aims to develop students' sociological understanding of how health beliefs, health practices and health conditions are embedded in and influenced by social and cultural factors. It also facilitates students' development of a global outlook and a critical frame of mind, as well as analytical and communicative skills essential for both professional and self-development.</p>														
<b>Subject Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Critically review and consolidate the different concepts of health and its multidisciplinary nature.</li> <li>b. Identify and discuss the impact of cultural systems and social structures on health beliefs, health conditions, and health care systems.</li> <li>c. Critically reflect on the nature and issues concerning the professionalization of health care workers.</li> <li>d. Apply sociological concepts and theories to analyse and reflect on various issues in relation to health-related conditions, beliefs, behaviours and systems.</li> </ol>														

<p><b>Indicative Syllabus</b></p>	<ol style="list-style-type: none"> <li>1. Introduction: Why do I need to study medical sociology? The relevance of sociology in the practice of nursing and healthcare</li> <li>2. Cultural sensitive healthcare: Social and Cultural Impact on Health Beliefs and Illness Behaviours, and the importance of cultural sensitivity and transcultural nursing</li> <li>3. Social Epidemiology</li> <li>4. Social Inequality and Health Inequality: Material Foundations of Health and Illness</li> <li>5. Sick Role, deviance, and stigmatization of the sick</li> <li>6. Medicalisation of everyday life</li> <li>7. The Professionalization of Health Care Workers</li> <li>8. Globalization and Corporatization of Health: The Political Economy of Healthcare Systems</li> </ol>																																		
<p><b>Teaching &amp; Learning Methodology</b></p>	<p><u>Lecture</u> Lectures are delivered by subject teacher, and are used to provide students with the basic and necessary knowledge on topics listed in the syllabus. The lectures in this subject are conducted in a dialogical and interactive manner. Students are required to actively participate in discussions during each lecture.</p> <p><u>Seminar</u> Students are expected to have an active role in leading the seminar. In the seminar, students have to take an initiative to choose a health-related topic for their presentation. They have to make a presentation of a health-related topic of their own choice at the end of the course. The presentation is followed by a discussion where other students will raise questions concerning the presentation. All students are expected to participate actively in all seminar presentations.</p>																																		
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="485 1294 1497 1733"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">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> </tr> </thead> <tbody> <tr> <td>1. Class participation</td> <td>10</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Presentation</td> <td>40</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Final term paper</td> <td>50</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><u>Class Participation</u> 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. Merely presence in the lectures cannot allow you to earn</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Class participation	10	✓	✓	✓	✓	2. Presentation	40	✓	✓	✓	✓	3. Final term paper	50	✓	✓	✓	✓	Total	100 %				
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	<p>points in this assessment, but you have to contribute in the discussion and/or answer my questions to earn participation points.</p> <p><u>Presentation</u></p> <p>Presentation is delivered in a seminar format and students are expected to take an active role in leading the seminar. They are essential to develop students' analytical ability, verbal communication skills and ability to work as a team.</p> <p><u>Term paper</u></p> <p>Students will be assessed by their ability to express their ideas and elaborate their arguments in written form.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lecture	22 Hrs.
	▪ Seminar	4 Hrs.
	Other student study effort:	
	▪ Pre-reading and after-lecture revision	15 Hrs.
	▪ Preparation for seminar presentation	15 Hrs.
	▪ Preparation for final term paper	34 Hrs.
	Total student study effort	90 Hrs.
<b>References</b>	<p><b><u>Indicative Reading List</u></b></p> <p>Adler, N. E., Glymour, M. M., &amp; Fielding, J. (2016). Addressing social determinants of health and health inequalities. <i>JAMA</i>, 316(16), 1641-1642.</p> <p>Barry, A. &amp; Yuill, C. (2002) <i>Understanding Health: A Sociological Introduction</i>. London: Sage.</p> <p>Braveman, P., Egerter, S., &amp; Williams, D. R. (2011). The social determinants of health: coming of age. <i>Annual review of public health</i>, 32, 381-398.</p> <p>Brown, P. (2008) <i>Perspectives in Medical Sociology</i> (4th ed.) Long Grove, Ill.: Waveland Press.</p> <p>Bury, M. &amp; Gabe, J. (2004) <i>The Sociology of Health &amp; Illness: A Reader</i>. London: Routledge.</p> <p>Cockerham, W. C. (2017). <i>Medical Sociology</i>, 14<sup>th</sup> Edition. London: Routledge.</p> <p>Cockerham, W.C. (2010) <i>The New Blackwell Companion to Medical Sociology</i>. Oxford: Blackwell.</p>	

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Davis, J. E. and Gonzalez, A. M. (2016) *To Fix Or To Heal: Patient Care, Public Health, and the Limits of Biomedicine*. London: New York University Press.

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Turner, R. J., Wheaton, B., & Lloyd, D. A. (1995). The epidemiology of social stress. *American sociological review*, 104-125.

Weitz, R. (2013) *The Sociology of Health, Illness, & Health Care: A Critical Approach*, 6<sup>th</sup> ed . Belmont: Wadsworth.

Williams, S.J., Gabe, J. & Calnan, M. (eds.) (2000) *Health, Medicine & Society*. London: Routledge.

**Journals**

*American Journal of Public Health*  
*American Journal of Sociology*  
*British Medical Journal*  
*Disability & Society*  
*International Journal of Health Services*  
*Journal of Advanced Nursing*  
*Journal of Health & Social Behavior*  
*Journal of Professions and Organization*

	<i>Journal of Professional Nursing</i> <i>Qualitative Health Research</i> <i>Social Policy</i> <i>Social Problems</i> <i>Social Science &amp; Medicine</i> <i>Sociology of Health &amp; Illness</i> <i>The Journal of Social Issues</i>
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