

Subject Description Form

Subject Code	APSS601											
Subject Title	Health and Social Policy Analysis											
Credit Value	3 (Elective)											
Level	6											
Responsible Staff (Department)	Dr Judy Siu (APSS)											
Pre-requisite / Co-requisite/ Exclusion	<p>Suggested prerequisite: APSS 6402</p> <p>Note: The module requires basic knowledge in social sciences such as sociology and anthropology in the course of policy analysis. Therefore, students are highly recommended to take APSS 6402 Issues of Health Sociology before taking this course, though this prerequisite is not compulsory. Students who lack background in these social sciences subjects should consult the module teacher for necessary make up. Students are also assumed to be familiar with health care system in Hong Kong.</p>											
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">100% Continuous Assessment</th> <th style="width: 30%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Presentation</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Final Paper</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <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 all component(s) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Presentation	30%	--	2. Final Paper	70%	--
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1. Presentation	30%	--										
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Objectives	<p>The aim of this subject is to enable students to develop their ability in critical analysis of social and policy issues with special emphasis on conception of health and care policy. Social policy within this module is seen as an applied subject where students are required to analyse, not simply the effectiveness and appropriateness of social programmes, but most importantly, the way the social values are translated into actions for human betterment in the design and delivery of programmes. It is also one of the objectives of this subject to enable students to critically and skillfully link up micro practice with macro landscapes. The belief is that all social practices, particularly professional practices, should be deeply rooted in the macro social structure; and therefore no micro practice could be perfect itself without knowing the linkages and dynamics between society and individual action.</p>											

<p>Intended Learning Outcomes</p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Critically examine the different socio-cultural factors and their mutual influence in affecting health service, policy, and practice; b. Skillfully apply and appraise theoretical perspectives in analyzing health policies; c. Critically analyze and evaluate various health issues and health policies, and suggest targeted improvement for the policy analyzed according to the socio-cultural landscape; d. Critically appraise the policy process (agenda setting, formulation, implementation, and outcome evaluation) as well as the power relationships among different major stakeholders in affecting policy process through case studies.
<p>Subject Synopsis/ Indicative Syllabus</p>	<ol style="list-style-type: none"> 1. The nature and scope of social policy 2. Health policy making and formulation process models 3. Health policy making process 4. Stakeholders inside health policy making: Who are having more power in the policy making? 5. Overcoming health inequality: social and ethical values in the design and delivery of health policies 6. Distributive logics of health care systems 7. Complexity of health policy with other social policies: How health policy is interacting with other social aspects 8. Health care reform in Hong Kong: Are we moving towards better or worse?
<p>Teaching/Learning Methodology</p>	<p><u>Lecture</u></p> <p>Lectures are used to provide students with the basic and necessary knowledge on the topics listed in the syllabus. To overcome the didactical nature of traditional ways of lecturing, the lectures in this subject are conducted in a more dialogical and interactive manner, and students are encouraged to raise any question or initiate a discussion during the lectures. Students are encouraged to relate the lecture materials with their daily practice and prepare to discuss in lectures.</p> <p><u>Presentation</u></p> <p>Presentation will be conducted by each student in the last two classes. Topics of presentation are based on the final paper of students. Besides the presenting students, all students are expected to participate actively in the discussion after each presentation.</p>

	Special emphasis will be placed on developing critical thinking and analytical ability in social issues and social policies relating to health care.								
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks		% weighting		Intended subject learning outcomes to be assessed (Please tick as appropriate)				
					a	b	c	d	
	1. Presentation		30		✓	✓	✓	✓	
	2. Final paper		70		✓	✓	✓	✓	
	Total		100						
<p>The current assignment methods facilitate independent and active learning for students at doctorate level.</p> <p>Presentation is essential to develop students' analytical ability, verbal communication and presentation skills.</p> <p>In their final papers, students will have a chance to elaborate their arguments in written form, to deepen their analysis, to demonstrate their critical and analytical thinking, and to organize different materials in a systematic and logical manner. Students are encouraged to develop their own perspectives on policy analysis through exposing to a range of theoretical and practical issues relating to health services.</p>									
Student Study Effort Expected	Class contact:								
	▪ Lecture								33 Hrs.
	▪ Presentation								6 Hrs.
	Other student study effort:								
	▪ Pre-lecture reading								10 Hrs.
	▪ Post-lecture revision								10 Hrs.
	▪ Preparation for presentation								30 Hrs.
	▪ Preparation for final paper								45 Hrs.
	Total student study effort								134 Hrs.
Reading List and References	<p>Required readings for every lecture are to be provided by the subject teacher. Besides, the students are recommended to refer to the following reading list for further knowledge.</p> <p>Indicative Reading List:</p>								

	<p>Buse, K., Mays, N., & Walt. G. (2005). <i>Making Health Policy</i>. Maidenhead: Open University Press.</p> <p>Dixon, Anna. (2002). Are Medical Saving Accounts a Viable Option for Funding Health Care? <i>Croatian Medical Journal</i> 43, no. 4. Pp 408-416.</p> <p>Dixon, A., Peckham, S. & HO, Po Ying Amy (2007). Informing UK Policy Development on the Regulation of CAM Practitioners: Lessons from Hong Kong? <i>Social Policy & Administration</i>, 41(7), 711-728.</p> <p>Emanuel, Ezekiel J. and Emanuel, Linda L.(1995) “Four Models of the Physician-Patient Relationship” in <i>Ethical Issues in Modern Medicine (4th Edition)</i>, edited by Arras, John D. and Steinbock, Bonnie. Mountain View, Calif.: Mayfield Pub. Co. PP. 67-77.</p> <p>Fitzpatrick, Tony (2005) <i>New Theories of welfare</i>, London: Palgrave Macmillan.</p> <p>Gauld, Robin and Gould, Derek (2002) <i>The Hong Kong Health Sector: Development and Change</i>, Hong Kong: The Chinese University Press.</p> <p>Graham, Hilary (ed.) (2000) <i>Understanding Health Inequalities</i>, UK: Open University Press.</p> <p>Kenny, N. & Giacomini, M. (2005). Wanted: A New Ethics Field for Health Policy Analysis. <i>Health Care Analysis</i> 13(4):247-260.</p> <p>Keleher, H., MacDougall, C., & Murphy, B. (2007). (eds) <i>Understanding Health Promotion</i>. New York: Oxford University Press.</p> <p>Lee, K., Buse, K., & Fustukian, S. (eds.) (2002). <i>Health Policy in a Globalising World</i>. NY: Cambridge University Press.</p> <p>Lee, K.C; Chiu, W.S.; Leung, L.C. and Chan, K.W. (ed.) (1999) <i>New Social Policy</i>, Hong Kong: The Chinese University Press. (in Chinese)</p> <p>Leung, Lai Ching and Chan, Kam Wah (2006) Reflection on risk society from a gender perspective: the SARS experience in Hong Kong, <i>Collection of Women’s Studies</i>, 2006 no.3, pp.19-24. (in Chinese)</p> <p>Mattews, Eric & Russell, Elizabeth (2005). <i>Rationing Medical Care on the basis of age – the moral dimensions</i>. Oxon, U.K.: Radcliffe Publishing Ltd.</p> <p>Naidoo, J. & Wills, J. (2000). <i>Health Promotion – Foundations for Practice</i> 2nd Edition. Edinburgh: Harcourt Publication Ltd.</p> <p>Navarro, Vicente (1986) <i>Crisis, Health and Medicine: a social critique</i>, U.K.: Tavistock Publication.</p>
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	<p>Palmer R. & Short, S.D. (2000) <i>Health Care & Public Policy</i>, 3rd edition, South Yarra: MacMillan Publishers.</p> <p>Phillips, Susan & Patricia Benner (ed.) (1994) <i>The Crisis of Care: Affirming and Restoring Caring Practices in the Helping Professions</i>. Washington D.C.: Georgetown University Press.</p> <p>Porche D.J. (2012). <i>Health Policy: Application for nurses and other healthcare professionals</i>. Sudbury, MA: Jones and Barlett Learning.</p> <p>Purdy, Michael and Banks, David (ed.) (1999) <i>Health and Exclusion: Policy and Practice in Health Provision</i>, UK: Routledge.</p> <p>Teitelbaum J.B., Wilensky S.E. (2017). <i>Essentials of Health Policy and Law</i>. Burlington, MA: Jones and Barlett Learning.</p> <p>Turner, Bryan S. (1995) <i>Medical Power and Social Knowledge</i>, U.K.: Sage Publication, 2nd edition</p> <p>Weiss, Gregory L. and Lonquist, Lynne E. (2009) <i>The Sociology of Health, Healing and Illness</i>, 6th edition, New Jersey: Prentice Hall.</p> <p>Wilkinson, Richard G. (2005). <i>The Impact of Inequality: How to Make Sick Societies Healthier</i>. London: Routledge.</p>
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