

Subject Description Form

Subject Code	APSS6402											
Subject Title	Issues in Health Sociology											
Credit Value	3											
Level	6											
Pre-requisite/ Co-requisite/ Exclusion	Nil											
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Presentation</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td style="text-align: center;">Final paper</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">0%</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) (grade D or above) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	Presentation	30%	0%	Final paper	70%	0%
100% Continuous Assessment	Individual Assessment	Group Assessment										
Presentation	30%	0%										
Final paper	70%	0%										
Objectives	<p>The subject aims to sharpen students' understanding of the relationship between health, culture, and society and how they have impact on each other. Special focus is given to the application of sociological concepts and theories to the critical analysis of current trends and issues of health beliefs, health practices, and health policies. It also facilitates students' development of a global outlook and a critical mind, as well as the analytical and communicative skills that are essential for understanding health issues critically.</p>											
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students are able to:</p> <ol style="list-style-type: none"> a. understand the relationship between health, culture, and society, and their mutual impacts on each other; b. critically analyze and evaluate current trends in health related issues both locally and globally; and c. apply sociological concepts and theories to analyse and reflect on various health-related conditions, beliefs, behaviours, and systems 											

<p>Subject Synopsis/ Indicative Syllabus</p> <p><i>(Note 2)</i></p>	<ol style="list-style-type: none"> 1. Choice of remedies and medical systems 2. Sick role 3. The social construction of health, medical knowledge, and illness 4. Health and disease in relation to social class and race 5. Health and disease in relation to gender: the diseased body and regulation of bodies 6. Disease-associated stigma and discrimination 7. Mass media and health representation 8. Health care provider-patient interaction and communication 9. The social construction of health care as professionals 10. McDonaldisation of Health Care
<p>Teaching/Learning Methodology</p> <p><i>(Note 3)</i></p>	<p><u>Lecture</u> Lectures are used to provide students with the basic and necessary knowledge on 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 questions or initiate discussion during the lectures. Students are encouraged to relate the lecture materials with their daily clinical practice and prepare to discuss in lectures.</p> <p><u>Presentation</u> 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>

Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c			
	1. Presentation	30 %	√	√	√			
	2. Final paper	70%	√	√	√			
	Total	100 %						
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Presentation is essential to develop students' analytical ability, verbal communication and presentation skills. The topic of presentation can be related to their final papers.</p> <p>In their final papers, students will be expected to choose a health care-related topic and conduct a critical analysis by using the sociological concepts that they have learnt in class. Students will need 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.</p>								
Student Study Effort Required	Class contact:							
	▪ Lecture		33 Hrs.					
	▪ Presentation		6 Hrs.					
	Other student study effort:							
	▪ Pre-lecture reading		15 Hrs.					
	▪ Post-lecture revision		20 Hrs.					
	▪ Preparation for presentation		30 Hrs.					
	▪ Preparation for final paper		45 Hrs.					
	Total student study effort		149 Hrs.					

**Reading List and
References**

Essential

Cockerham W.C. (2013). Medical Sociology. Pearson Education.

Additional

Albrecht, G.L., Fitzpatrick, R. and Scrimshaw, S.C. (eds.) (1999) The Handbook of Social Studies in Health & Medicine. London: Sage.

Baer H.A. (2001). Biomedicine and alternative healing systems in America: Issues of class, race, ethnicity, & gender. Madison, WI: The University of Wisconsin Press.

Baer H.A, Susser I., Merrill S. (1997). Medical Anthropology and the World System: A Critical Perspective. Bergin and Garvey.

Baum, F. (2002) The New Public Health, 2nd ed. Oxford: Oxford University Press.

Burton, R. Nettleton S., and Burrows, R. (eds.) (1995) The Sociology of Health Promotion. London: Routledge.

Chris, P. (1998) Reconstructing Old Age: New Agendas in Social Theory & Practice. London: Sage.

Dent, M. and Whitehead, S. (eds.) (2002) Managing Professional Identities: Knowledge, Performativity and the 'New' Professional. London: Routledge.

Drache, D. and Sullivan, T. (eds.) (1999) Health Reform: Public Success, Private Failure. London: Routledge.

Edberg, M. (2007). Essentials of Health Behavior: Social and Behavioral Theory in Public Health. Jones and Barlett Publishers.

Exworthy, M. and Halford, S. (eds.) (1999) Professionals and the New Managerialism in the Public Sector. Buckingham: Open University Press.

Fort, M., Mercer, M.A. and Gish, O. (eds.) (2004) Sickness and Wealth: The Corporate Assault on Health. Cambridge, Mass: South End Press.

Frey, R.S. (ed.) (2001) The Environment and Society Reader. Needham Heights, MA: Allyn & Bacon.

Gabe, J. (ed.) (1995) Medicine, Health and Risk. Oxford: Blackwell.

Guttman, N. (2000) Public Health Communication Interventions: Values and Ethical Dilemmas. London: Sage.

Harper, C.L. (2001) Environment and Society: Human Perspectives on Environmental Issues. Upper Saddle River, NJ: Prentice Hall.

	<p>Higginbotham, N., Albrecht, G. and Connor, L. (2001) <i>Health Social Science: A Transdisciplinary and Complexity Perspective</i>. Oxford: Oxford University Press.</p> <p>Katz, S. (2005) <i>Cultural Aging: Life Course, Lifestyle, and Senior Worlds</i>. Peterborough, Ont.: Broadview Press.</p> <p>Kawachi, I. & Kennedy, B.P. (2006) <i>The Health of Nations: Why Inequality is Harmful to Your Health</i>. New York: The New Press.</p> <p>Kleinman A. (1980). <i>Patients and healers in the context of culture: An exploration of the borderland between Anthropology, Medicine, and Psychiatry</i>. Berkeley, CA: University of California Press.</p> <p>Kleinman A. (1988). <i>The illness narratives: suffering, healing & the human condition</i>. Basic Books.</p> <p>Lemelle, A.L., Harrington, C. and LeBlanc, A.J. (eds.) (2000) <i>Readings in the Sociology of AIDS</i>. Upper Saddle River, NJ: Prentice Hall.</p> <p>Moynihan, R. & Cassels, A. (2005) <i>Selling Sickness: How the World's Biggest Pharmaceutical Companies are Turning Us All into Patients</i>. NY: Nation Books.</p> <p>Petryna, A., Lakoff, A. & Kleinman, A. (eds.) (2006) <i>Global Pharmaceuticals: Ethics, Markets, Practices</i>. Durham: Duke University Press.</p> <p>Robbins, R.H. (2005) <i>Global Problems and the Culture of Capitalism</i>. 3rd ed. Boston: Pearson Education.</p> <p>文思慧、梁美儀（合編）（2000）《專業交叉點》。香港：青文書屋。</p> <p>呂宗學（譯）（1998）《馬克思主義看醫療保健》。台北：南方叢書出版社。第 6、9 課。</p> <p>余雲楚 (2017) 《醫學霸權與香港醫療制度》。香港：中華書局。</p> <p>胡幼慧（2001）《新醫療社會學：批判與另類的視角》。台北：心理出版社。</p>
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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.