

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	APSS588		
Subject Title	Social & Cultural Dimensions of Health		
Credit Value	2		
Level	5		
Pre-requisite / Co-requisite/ Exclusion	Nil		
Assessment Methods	100% Continuous Assessment		Individual Assessment
			Group Assessment
	1.	Seminar participation	20%
	2.	Seminar presentation	15%
	3.	Written assignment	25%
	<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.</p> <p>3. In order to pass the subject, students must pass the writing component assessment, i.e. attain a minimum grade D for written assignment.</p>		
Objectives	<p>This subject 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>		
Subject Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Articulate the different concepts of health and its multidisciplinary nature. b. Discuss the impact of cultural systems and social structures on health beliefs, health conditions, and health care systems. c. Critically reflect on the nature and issues concerning the professionalization of health care workers. d. Apply sociological concepts and theories to analyse and reflect on various issues in relation to health-related conditions, beliefs, behaviours and systems. 		

Indicative Syllabus	<ol style="list-style-type: none"> 1. Cultural impacts on health and illness, and the importance of cultural sensitivity and transcultural nursing in the age of globalization 2. The interplay of individual and social factors on health 3. Aspects of marginalization and stigmatization in health care 4. Social inequality and the material foundations of health and illness 5. The professionalization of health care workers 6. Globalization and corporatization of health: the social, cultural and political economy of healthcare systems 																																							
Teaching & Learning Methodology	<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 any question or initiate a discussion during the lectures.</p> <p><u>Seminar</u> Seminar topics of analytical and sometimes controversial nature are given to students at the beginning of the semester, who will then have to make a presentation of a topic of their own choice towards the end of the semester. The presentation is followed by a group discussion where other students will raise questions concerning the presentation. All students are expected to participate actively in all seminar presentations.</p>																																							
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="475 1016 1490 1525"> <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. Seminar participation</td> <td>20</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Seminar presentation</td> <td>30</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Written assignment</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>Seminar presentation and participation</u> They are essential to develop students' analytical ability, verbal communication skills and ability to work as a team.</p> <p><u>Term paper</u> Students will be assessed by their ability to express their ideas and elaborate their arguments in written form.</p>						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Seminar participation	20	✓	✓	✓	✓	2. Seminar presentation	30	✓	✓	✓	✓	3. Written assignment	50	✓	✓	✓	✓	Total	100 %				
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Total	100 %																																							
Student Study Effort Expected	Class contact:																																							
	▪ Lecture		16 Hrs.																																					
	▪ Tutorial/Seminar		10 Hrs.																																					

	Other student study effort:	
	▪ Pre-reading	20 Hrs.
	▪ Preparation for seminar presentation & written paper	40 - 50 Hrs.
	Total student study effort	
References	<p><u>Indicative Reading List</u></p> <p>Barry, A. & Yuill, C. (2002) <i>Understanding Health: A Sociological Introduction</i>. London: Sage.</p> <p>Bury, M. & Gabe, J. (2004) <i>The Sociology of Health & Illness: A Reader</i>. London: Routledge.</p> <p>Cockerham, W.C. (2012) <i>Medical Sociology</i>, 12th ed. Upper Saddle River, NJ: Pearson.</p> <p>Cockerham, W.C. (2010) <i>The New Blackwell Companion to Medical Sociology</i>. Oxford: Blackwell.</p> <p>Conrad, P. (ed.) (2005) <i>The Sociology of Health & Illness: Critical Perspectives</i>, 7th ed. NY: Worth Publishers.</p> <p>Davis, J. E. and Gonzalex, A. M. (2016) <i>To Fix Or To Heal: Patient Care, Public Health, and the Limits of Biomedicine</i>. London: New York University Press.</p> <p>Freund, P.E.S., McGuire, M.B. & Podhurst, L.S. (2003) <i>Health, Illness, and the Social Body</i>, 4th ed. Upper Saddle River, New Jersey: Pearson Education.</p> <p>Hahn, A. (1995) <i>Sickness and Healing: An Anthropological Perspective</i>. New Haven: Yale University Press.</p> <p>Morrall, P. (2001) <i>Sociology & Nursing</i>. London: Routledge.</p> <p>Scambler, G. (ed.) (2005) <i>Medical Sociology: Major Themes in Health & Social Welfare</i>, 4 volumes. London: Routledge.</p> <p>Turner, B.S. (1995) <i>Medical Power and Social Knowledge</i>, 2nd ed., London: Sage.</p> <p>Weitz, R. (2013) <i>The Sociology of Health, Illness, & Health Care: A Critical Approach</i>, 6th ed . Belmont: Wadsworth.</p> <p>Williams, S.J., Gabe, J. & Calnan, M. (eds.) (2000) <i>Health, Medicine & Society</i>. London: Routledge.</p> <p><u>Journals</u></p> <p><i>American Journal of Public Health</i> <i>British Medical Journal</i> <i>Disability & Society</i> <i>International Journal of Health Services</i> <i>Journal of Advanced Nursing</i> <i>Journal of Health & Social Behavior</i></p>	

	<i>Journal of Professional Nursing</i> <i>Social Policy</i> <i>Social Problems</i> <i>Social Science & Medicine</i> <i>Sociology of Health & Illness</i> <i>The Journal of Social Issues</i>
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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.