

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"> <thead> <tr> <th>100% Continuous Assessment</th> <th>Individual Assessment</th> <th>Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class Participation</td> <td>10 %</td> <td>--</td> </tr> <tr> <td>2. Written Report</td> <td>25%</td> <td>25%</td> </tr> <tr> <td>3. Quiz</td> <td>40 %</td> <td>--</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 the specific component(s) (standard of passing) if he/she is to pass the subject 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class Participation	10 %	--	2. Written Report	25%	25%	3. Quiz	40 %	--
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Objectives	<p>To enable students to:</p> <ol style="list-style-type: none"> gain an overview of different sociological perspectives in the analysis of various issues associated with healthcare, understand the changing social structures and healthcare systems, particularly their impact on the delivery of services and the professional roles of practitioners, 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"> describe the changing social structures and healthcare systems, particularly their impact on the delivery of services and the professional roles of practitioners; demonstrate an understanding of the social and cultural environment and its consequences for health beliefs, illness behaviors, and health care; use different sociological perspectives in the analysis of various issues associated with healthcare. 														
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> General Introduction: the Relevance of Sociology Social and Cultural Impact on Health Beliefs and Illness Behaviours Social Epidemiology Social Inequality and Health: Material Foundations of Health and Illness 														

<i>(Note 2)</i>	5. From the Sick Role to the Medicalization of Everyday Life 6. Marginalization and Stigmatization: Disability and Mental Illness 7. The Professionalization of Health Care Workers 8. Globalization and Corporatization of Health: The Political Economy of Healthcare Systems																																																				
Teaching/Learning Methodology <i>(Note 3)</i>	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.																																																				
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<table border="1" data-bbox="459 645 1487 1081"> <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 data-bbox="459 1115 1487 1182">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="459 1216 1487 1350">Class Participation The class participation is to help students explore social and ethical aspects of health care, as well as their professional practices with concrete cases. It is used to assess the students' ability to communicate their ideas effectively among the relevance topic.</p> <p data-bbox="459 1384 1487 1552">Written Report The written assignment requires students to critically evaluate the frameworks and theories of health care, and to explore the corresponding implications on specific topic. It is effective for assessing student' ability to apply concepts and analyze theories.</p> <p data-bbox="459 1585 1487 1686">Quiz It is used to assess students' learning at the application and analysis levels, making them adaptable for a wide range of content and learning outcome.</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	Class contact:																																																				
	<ul style="list-style-type: none"> ▪ Lecture 		39 Hrs.																																																		
	Other student study effort:																																																				
	<ul style="list-style-type: none"> ▪ Preparation for written report 		60 Hrs.																																																		
	<ul style="list-style-type: none"> ▪ Preparation for quiz 		40 Hrs.																																																		

	Total student study effort	139 Hrs.
Reading List and References	<p>Recommended Textbook</p> <p>Weitz, R. (2013) <i>The Sociology of Health, Illness, and Health Care: A Critical Approach, International Edition, 6th Edition</i>. Cengage Learning.</p> <p>Cockerham, W. C. (2012) <i>Medical sociology (12th ed)</i>, NJ: Pearson Prentice Hall.</p> <p>Freund, P.E.S., McGuire, M.B., & Podhurst, L.S. (2003) <i>Health, illness, and the social body: A critical sociology (4th ed)</i>. N.J.: Prentice Hall.</p> <p>References</p> <p>Brown, P. (2008) <i>Perspectives in Medical Sociology (4th ed.)</i> Long Grove, Ill.: Waveland Press.</p> <p>Conrad, P. (2005) <i>The Sociology of Health and Illness: Critical Perspectives (7th ed)</i>. New York: Worth Publishers.</p> <p>Field, D. & Taylor, S. (1998) <i>Sociological Perspectives on health, Illness and Health Care</i>. Oxford: Blackwell Science.</p> <p>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.