

Subject Description Form

Subject Code	APSS5795														
Subject Title	Integrating Health and Social Care														
Credit Value	3														
Level	5														
Pre-requisite/ Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Individual paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Group presentation</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">35%</td> </tr> <tr> <td>3. Class activities</td> <td style="text-align: center;">15%</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) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Individual paper	50%	0%	2. Group presentation	0%	35%	3. Class activities	15%	0%
100% Continuous Assessment	Individual Assessment	Group Assessment													
1. Individual paper	50%	0%													
2. Group presentation	0%	35%													
3. Class activities	15%	0%													
Objectives	<p>The objectives of this subject are to provide students with conceptual and practice tools for understanding the process of social and healthcare integration, especially during and post COVID-19 pandemic; to introduce students to the health and social care system of Hong Kong; to facilitate students to apply the conceptual tools to analyze clients' problems from an integrated health and social care perspective; to enable students to appreciate the use of co-production and capability approach in building health together with users of social work and human services.</p>														
Intended Learning Outcomes	<p>Upon completion of the subject, students are able to:</p> <ol style="list-style-type: none"> a. apply the socio-ecological approach to map the psychosocial journey of individuals' suffering from health problems; b. critically analyze the health problems of a specific population of their interests in Hong Kong, using the public health and integrated care framework; and c. employ the co-production and capability approach to recommend how they can actively involve service users (a specific group of the choice) in social work practices. 														

**Subject Synopsis/
Indicative Syllabus**

PART I: INTRODUCTION & APPROACHES

Class 1. Introduction

- 1.1. Subject overview and expectations
- 1.2. Key Concepts
 - 1.2.1. Prevention
 - 1.2.2. Multidimensional nature of Health: Physical, Functional and Psychosocial
 - 1.2.3. Investment in Health
- 1.3. The Patient Journey: The case of a terminally ill patient

Readings:

1. WHO (2015). World Report on Aging and Health (Chapter 1 and 2). Retrieved from <https://apps.who.int/iris/handle/10665/186463>
2. Yeoh & Lai (2016). An investment for the celebration of Aging. Retrieved from https://ourhkfoundation.org.hk/sites/default/files/media/pdf/OHKF_20161206_Aging_eng.pdf (Executive Summary)

Class 2. Approaches to Understanding Health

- 2.1. The Socio-Ecological Approach to health
- 2.2. Life course Approach
- 2.3. Public Health Approach to health
- 2.4. Anderson Model of Healthcare Service Utilization

Readings:

1. Andersen, R., & Newman, J. (1973). Societal and individual determinants of medical care utilization in the United States. *The Milbank Memorial Fund Quarterly. Health and Society*, 51(1), 95-124.
2. King, T.E., & Wheeler, M.B. (2016). *Medical management of vulnerable and underserved patients* (2nd ed., McGraw-Hill's Access Medicine). New York, N.Y: McGraw-Hill Education LLC. (Chapter 2)

Class 3. Approaches to Practicing Health and Social Care

- 3.1. Person-centered Care
- 3.2. Integrated Care
- 3.3. Empowerment: Capability approach and Co-production approach
- 3.4. Inclusive design: Changing larger environment for positive health (GuestSpeaker- CUHK medical center (TBC))

Readings:

1. Hirani, S., & Richter, S. (2017). The capability approach: A guiding framework to improve population health and the attainment of the Sustainable Developmental Goals. *Eastern Mediterranean Health Journal*, 23(1), 46-50. doi:10.26719/2017.23.1.46. Retrieved from https://applications.emro.who.int/emhj/v23/01/EMHJ_2017_23_01_46_50.pdf?ua=1&ua=1&ua=1&ua=1
2. Palumbo, R. (2016). Contextualizing co-production of health care: A systematic literature review. *International Journal of Public Sector Management*, 29(1), 72-90.
3. Straussner (2018) *Health Care Review: Integrated Health Care — What Do*

Social Workers Contribute?

Class 4. Hong Kong Health and Social Care System

- 4.1. The medical structure of HK: Dual Track System (Guest Speaker : Hospital Authority (TBC))
- 4.2. Social Welfare Department and community services in HK
- 4.3. Building a resilient healthcare system during COVID-19

Readings: No Readings

Class 5. Universal vs Out of Pocket Payment

- 5.1. Different ways of Financial Healthcare: Pros and Cons
- 5.2. Patients in need of Ultra Expensive Drugs in HK
- 5.3. Vouchers as a funding mechanism for health and social care in HK

Readings:

1. World Health Organization Report (2010) Health systems Financing: The Path to Universal Coverage (Executive Summary). Retrieved from https://apps.who.int/iris/bitstream/handle/10665/44371/9789241564021_eng.pdf;jsessionid=1852154A5180901337ABBABE78B45D74?sequence=1
2. Lai, A.H.Y., Zhuang, K, Yam, C, Ayub, S, & Yeoh, E.K. (2017). Vouchers for Primary Health Care Services in an Ageing World? The Perspectives of Elderly Voucher Recipients in Hong Kong. *Health and Social Care in the Community*, 26(3):374- 382. doi: 10.1111/hsc.12523

Class 6. Successful Aging in Hong Kong

- 6.1. Aging as a population policy – Demographic Dividend
- 6.2. Aging in Hong Kong: A population policy or a health and social policy?
- 6.3. Approaches to Aging City: Life course approach and Investment approach
- 6.4. Inclusive Design for Aging

Readings:

1. Cheng ST., Li L.W., Woo J., Chi I., Fung H.H. (2015) Successful Aging in Asia: A Concerted Effort of the State, the Family, and the Individual. In: Cheng ST., Chi I., Fung H., Li L., Woo J. (eds) *Successful Aging*. Springer, Dordrecht. https://doi.org/10.1007/978-94-017-9331-5_20
2. Chau, McGhee & Woo (2013). Population Aging: Impact of Common Chronic Disease on Health and Social Services. In Woo, J (Ed.), *Aging in Hong Kong: A Comparative Perspective*, p. 157-181. New York: Springer, 2013 How to Cite?DOI: http://dx.doi.org/10.1007/978-1-4419-8354-1_7

Class 7. Homelessness

- 7.1. Homeless in the global and HK context (Guest Speaker: Impact Hong Kong)
- 7.2. Why homelessness?
- 7.3. Health of people who are homeless
- 7.4. Integrating Health and social services for people who are homeless in the community .

Readings:

1. Albert, S. M., & Vicki A. F. (2009). *Public Health and Aging : Maximizing*

	<p>Function and Well-Being, Second Edition, Springer Publishing Company. (Chapter 6).</p> <p>Class 8. Health Disparity in Ethnic Minorities</p> <p>9.1. Racism 9.2. EM & COVID-19: Health Disparity 9.3. Health Status of EM in HK 9.4. Building health in EM: COVID-19 & Beyond (Guest Speaker -Health in Action)</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Dressler, W.M., Oths, S.K., & Gravlee, C.C. (2005). Race and ethnicity in public health research: models to explain health disparities. <i>Annual Review of Anthropology</i> (34)1, 231-252 2. Ford, C. L., & Harawa, N. T. (2010). A new conceptualization of ethnicity for social epidemiologic and health equity research. <i>Social Science & Medicine</i>, 71(2), 251-258. doi:10.1016/j.socscimed.2010.04.008 3. Yaya S, Yeboah H, Charles CH, <i>et al</i> Ethnic and racial disparities in COVID-19-related deaths: counting the trees, hiding the forest. <i>BMJ Global Health</i> 2020;5:e002913. <p>Class 9. Individuals with Stigmatizing Disease: HIV/ AIDS</p> <p>8.1. World Health Organization approach to STD 8.2. The HIV/AIDS epidemic: History, development and current movement 8.3. Stigma, Support and Counseling for individuals with HIV/AIDS (Guest Speakers: AIDS Concern)</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Liyun Wu & Xiaoming Li (2013). Community-based HIV/AIDS interventions to promote psychosocial well-being among people living with HIV/AIDS: a literature review. <i>Health Psychology and Behavioral Medicine: an Open Access Journal</i>, 1:1, 31-46, DOI: 10.1080/21642850.2013.822798 <p>Class 10. Coproduction of Mental Health in the Community</p> <p>10.1. Mental health: Illness vs. Positive 10.2. History of mental health treatment (From institutionalization to Rehab) 10.3. Current approaches to mental health 10.4. Promoting Mental health in post pandemic Hong Kong</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. The New Economics Foundation (2013). Co-production in mental health: A Literature Review. Retrieved from https://b3cdn.net/nefoundation/ca0975b7cd88125c3e_ywm6bp311.pdf <p>Class 11. Group Project Consultation</p> <p>Class 12. Group Presentation</p>
Teaching/Learning	In addition to lectures conducted by the subject teacher, self-reflection exercises, audio-visual materials, simulation games, and demonstration will be used to

Methodology	facilitate classroom teaching. A small group of students will organize discussion, case studies or debates among their fellow classmates.																																
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<table border="1" data-bbox="421 282 1358 763"> <thead> <tr> <th data-bbox="421 282 778 461" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="778 282 935 461" rowspan="2">% weighting</th> <th colspan="3" data-bbox="935 282 1358 389">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th data-bbox="935 389 1075 461">a</th> <th data-bbox="1075 389 1216 461">b</th> <th data-bbox="1216 389 1358 461">c</th> </tr> </thead> <tbody> <tr> <td data-bbox="421 461 778 539">1. Individual paper</td> <td data-bbox="778 461 935 539">50 %</td> <td data-bbox="935 461 1075 539">√</td> <td data-bbox="1075 461 1216 539">√</td> <td data-bbox="1216 461 1358 539">√</td> </tr> <tr> <td data-bbox="421 539 778 618">2. Group presentation</td> <td data-bbox="778 539 935 618">35 %</td> <td data-bbox="935 539 1075 618">√</td> <td data-bbox="1075 539 1216 618">√</td> <td data-bbox="1216 539 1358 618">√</td> </tr> <tr> <td data-bbox="421 618 778 696">3. Class activities</td> <td data-bbox="778 618 935 696">15 %</td> <td data-bbox="935 618 1075 696">√</td> <td data-bbox="1075 618 1216 696">√</td> <td data-bbox="1216 618 1358 696">√</td> </tr> <tr> <td data-bbox="421 696 778 763">Total</td> <td data-bbox="778 696 935 763">100 %</td> <td data-bbox="935 696 1075 763"></td> <td data-bbox="1075 696 1216 763"></td> <td data-bbox="1216 696 1358 763"></td> </tr> </tbody> </table> <p data-bbox="421 804 1426 875">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol data-bbox="469 920 1461 2087" style="list-style-type: none"> <li data-bbox="469 920 1461 1554"> <p data-bbox="517 920 1461 1061">1. Individual paper includes one reflection paper and one Op-eds. Both requires students to consolidate their thoughts and understanding of the current debates and discussions about integrating health and social care in human services, details are:</p> <ol data-bbox="517 1061 1461 1554" style="list-style-type: none"> <li data-bbox="517 1061 1461 1330">1.1. Reflection paper (25%) Jan 25th 2022. Students need to pick a population of their interests and write about their understanding and feelings about the health of this particular population group in Hong Kong. The paper shall include an interview with a person from this population group, the identification of one of his/her health problems, map his/her patient journey, and how can you as a social worker improve their well-being; <li data-bbox="517 1330 1461 1554">1.2. Written paper on the student population of interests (25%) March 29th 2022. This paper aims to support the students in utilizing the frameworks and theories in class and existing literatures in understanding the risks and enabling factors affecting their population of interests. Students will have to propose an innovative solution targeted at the one health problem they identified in paper. <li data-bbox="469 1599 1461 1740">2. Participation through class activities is an idea creation, data collection, thinking and writing exercise for students to critically appraise the outcomes and processes of the integrating health and social care in human services; <li data-bbox="469 1785 1461 2087">3. The group presentation encourages students to explore and explain issues related to integrating health and social care in good depth, and facilitate the learning and discussion. Group project topics include: <ul data-bbox="564 1897 1075 2087" style="list-style-type: none"> <li data-bbox="564 1897 884 1935">• Older People /Aging <li data-bbox="564 1935 836 1973">• Ethnic Minorities <li data-bbox="564 1973 900 2011">• People with disability <li data-bbox="564 2011 1027 2049">• People with stigmatizing disease <li data-bbox="564 2049 1075 2087">• People with mental health problems 					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			a	b	c	1. Individual paper	50 %	√	√	√	2. Group presentation	35 %	√	√	√	3. Class activities	15 %	√	√	√	Total	100 %			
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed																															
		a	b	c																													
1. Individual paper	50 %	√	√	√																													
2. Group presentation	35 %	√	√	√																													
3. Class activities	15 %	√	√	√																													
Total	100 %																																

	<ul style="list-style-type: none"> • Carers of people with special needs <p>Presentation Outline:</p> <ul style="list-style-type: none"> • Scope and significance of <u>one</u> health problems facing the target population • Identify <u>one</u> health care utilization problem stem from the health problem your team identified • Theory application and literature review: Anderson Model • Recommendation: Social Innovation with reference to the capability and co-production approach
Student Study Effort Required	Class contact:
	<ul style="list-style-type: none"> ▪ Lecture (39 hours)
	Other student study effort:
	<ul style="list-style-type: none"> ▪ Preparation for term paper (40 Hours) ▪ Reading (50 hours)
	Total student study effort (129 hours)
Reading List and References	<p><u>Essential</u></p> <ol style="list-style-type: none"> 1. Albert, S. M., & Vicki A. F. (2009). Public Health and Aging : Maximizing Function and Well-Being, Second Edition, Springer Publishing Company. (Chapter 6). 2. Andersen, R., & Newman, J. (1973). Societal and individual determinants of medical care utilization in the United States. The Milbank Memorial Fund Quarterly. Health and Society, 51(1), 95-124. 3. Chau, McGhee & Woo (2013). Population Aging: Impact of Common Chronic Disease on Health and Social Services. In Woo, J (Ed.), Aging in Hong Kong: A Comparative Perspective, p. 157-181. New York: Springer, 2013 How to Cite?DOI: http://dx.doi.org/10.1007/978-1-4419-8354-1_7 4. Cheng ST., Li L.W., Woo J., Chi I., Fung H.H. (2015) Successful Aging in Asia: A Concerted Effort of the State, the Family, and the Individual. In: Cheng ST., Chi I., Fung H., Li L., Woo J. (eds) Successful Aging. Springer, Dordrecht. https://doi.org/10.1007/978-94-017-9331-5_20 5. Dressler, W.M., Oths, S.K., & Gravlee, C.C. (2005). Race and ethnicity in public health research: models to explain health disparities. Annual Review of Anthropology (34)1, 231-252 6. Ford, C. L., & Harawa, N. T. (2010). A new conceptualization of ethnicity for social epidemiologic and health equity research. Social Science & Medicine, 71(2), 251-258. doi:10.1016/j.socscimed.2010.04.008 7. Hirani, S., & Richter, S. (2017). The capability approach: A guiding framework to improve population health and the attainment of the Sustainable Developmental Goals. Eastern Mediterranean Health Journal, 23(1), 46-50. doi:10.26719/2017.23.1.46. Retrieved from https://applications.emro.who.int/emhj/v23/01/EMHJ_2017_23_01_46_50.pdf?ua=1&ua=1&ua=1&ua=1

8. King, T.E., & Wheeler, M.B. (2016). Medical management of vulnerable and underserved patients (2nd ed., McGraw-Hill's AccessMedicine). New York, N.Y: McGraw-Hill Education LLC. (Chapter 2)
9. Lai, A.H.Y., Zhuang, K, Yam, C, Ayub, S, & Yeoh, E.K. (2017). Vouchers for Primary Health Care Services in an Ageing World? The Perspectives of Elderly Voucher Recipients in Hong Kong. *Health and Social Care in the Community*, 26(3):374- 382. doi: 10.1111/hsc.12523
10. Liyun Wu & Xiaoming Li (2013). Community-based HIV/AIDS interventions to promote psychosocial well-being among people living with HIV/AIDS: a literature review. *Health Psychology and Behavioral Medicine: an Open Access Journal*, 1:1, 31-46, DOI: 10.1080/21642850.2013.822798
11. Palumbo, R. (2016). Contextualizing co-production of health care: A systematic literature review. *International Journal of Public Sector Management*, 29(1), 72-90.
12. Straussner (2018) Health Care Review: Integrated Health Care — What Do Social Workers Contribute?
13. Straussner (2018) Health Care Review: Integrated Health Care — What Do Social Workers Contribute?
14. The New Economics Foundation (2013). Co-production in mental health: A Literature Review. Retrieved from https://b.3cdn.net/nefoundation/ca0975b7cd88125c3e_ywm6bp311.pdf
15. World Health Organization Report (2010) Health systems financing: The Path to Universal Coverage (Executive Summary).
16. World Health Organization Report (2015). World Report on Aging and Health.
17. Yaya S, Yeboah H, Charles CH, et al Ethnic and racial disparities in COVID-19-related deaths: counting the trees, hiding the forest. *BMJ Global Health* 2020;5:e002913.
18. Yeoh & Lai (2016). An investment for the celebration of Aging. Retrieved from https://ourhkfoundation.org.hk/sites/default/files/media/pdf/OHKF_20161206_Aging_eng.pdf

Supplementary

1. Liechty (2011). Health Literacy: Critical opportunities for social work leadership in Healthcare and Research.
2. Baggott, R. (2010). *Public health: Policy and politics*. London: MacMillan.
3. Beddoe, L., & Deeney, C. (2016). Discovering health social work in New Zealand in its published work: Implications for the profession. *Aotearoa New Zealand Social Work*, 24(1), 41-55.
4. Beder, J. (2013). *Hospital social work: The interface of medicine and caring*. New York: Routledge.
5. Christ, G., Messner, C., & Behar, L. (Eds.). (2015). *Handbook of oncology social work: Psychosocial care for people with cancer*. Oxford University Press.
6. Cockerham, W. C. (Ed.). (2016). *The new Blackwell companion to medical sociology*. John Wiley & Sons.
7. Davidson, K. (2014). *Social work in health care: A handbook for practice*. Routledge. MacDonald, J.J. (2013). *Primary health care:*

	<p><i>Medicine in its place</i>. London: Earthscan Publications Ltd.</p> <ol style="list-style-type: none">9. McCoyd, J. L., & Kerson, T. S. (2016). <i>Social work in health settings: Practice in context</i>. Routledge.10. Shelby, R. D., Aronstein, D. M., & Thompson, B. J. (2014). <i>HIV and social work: A practitioner's guide</i>. Routledge.11. White, K. (2016). <i>An introduction to the sociology of health and illness</i>. Sage.
--	--