

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	APSS588														
Subject Title	Social & Cultural Dimensions of Health														
Credit Value	2														
Level	5														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 20%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class participation</td> <td style="text-align: center;">10%</td> <td></td> </tr> <tr> <td>2. Presentation</td> <td></td> <td style="text-align: center;">40%</td> </tr> <tr> <td>3. Written assignment</td> <td></td> <td style="text-align: center;">50%</td> </tr> </tbody> </table> <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>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class participation	10%		2. Presentation		40%	3. Written assignment		50%
100% Continuous Assessment	Individual Assessment	Group Assessment													
1. Class participation	10%														
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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. Critically review and consolidate the different concepts of health and its multidisciplinary nature. b. Identify and 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="485 1093 1497 1536"> <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. Class participation</td> <td>10</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Group presentation</td> <td>40</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Group assignment</td> <td>50</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="4"></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. Class participation	10	✓	✓	✓	✓	2. Group presentation	40	✓	✓	✓	✓	3. Group assignment	50	✓	✓	✓	✓	Total	100 %				
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Student Study Effort Expected	Class contact:																																						
	▪ Lecture		26 Hrs.																																				

	Other student study effort:	
	▪ Pre-reading	20 Hrs.
	▪ Preparation for seminar presentation & written paper	40 - 50 Hrs.
	Total student study effort	86 - 96 Hrs.
References	<p><u>Indicative Reading List</u></p> <p>Adler, N. E., Glymour, M. M., & Fielding, J. (2016). Addressing social determinants of health and health inequalities. <i>Jama</i>, 316(16), 1641-1642.</p> <p>Au, A. (2023). Reassessing the Econometric Measurement of Inequality and Poverty: Toward a Cost-of-Living Approach. <i>Humanities and Social Sciences Communications</i> 10, Article 228. DOI: 10.1057/s41599-023-01738-3</p> <p>Au, A. (2023). How Professionals Cooperate through Conflicts: Networks and Social Face in the Workplace. <i>Cultural Sociology</i> (Online First). DOI: 10.1177/17499755221147073</p> <p>Au, A. (2023). <i>Mental Health in East Asia: Cultural Beliefs, Social Networks, and Mental Health Experiences</i>. New York, NY: Routledge.</p> <p>Barry, A. & Yuill, C. (2002) <i>Understanding Health: A Sociological Introduction</i>. London: Sage.</p> <p>Braveman, P., Egerter, S., & Williams, D. R. (2011). The social determinants of health: coming of age. <i>Annual review of public health</i>, 32, 381-398.</p> <p>Bury, M. & Gabe, J. (2004) <i>The Sociology of Health & Illness: A Reader</i>. London: Routledge.</p> <p>Cockerham W. C. (2017). <i>Medical Sociology</i>, 14th Edition. London: Routledge.</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 Gonzalez, 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>Eyal, G. (2013). For a sociology of expertise: The social origins of the autism epidemic. <i>American Journal of Sociology</i>, 118(4), 863-907.</p> <p>Feldman, R., & Frondorf, E. (2017). <i>Drug wars: How big pharma raises prices and keeps generics off the market</i>. Cambridge University Press.</p> <p>Liu, S. (2018). Boundaries and professions: Toward a processual theory of action. <i>Journal of Professions and Organization</i>, 5(1), 45-57.</p>	

	<p>Louie, P., & Wilkes, R. (2018). Representations of race and skin tone in medical textbook imagery. <i>Social Science & Medicine</i>, 202, 38-42.</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>Obermeyer, Z., Powers, B., Vogeli, C., & Mullainathan, S. (2019). Dissecting racial bias in an algorithm used to manage the health of populations. <i>Science</i>, 366(6464), 447-453.</p> <p>Piketty, T. (2022). <i>A brief history of equality</i>. Harvard University Press.</p> <p>Rosenhan, D. L. (1973). On being sane in insane places. <i>Science</i>, 179(4070), 250-258.</p> <p>Turner, R. J., Wheaton, B., & Lloyd, D. A. (1995). The epidemiology of social stress. <i>American sociological review</i>, 104-125.</p> <p>United Nations Development Programme (UNDP). (2020). <i>China National Human Development Report Special Edition: In Pursuit of a More Sustainable Future for All: China's Historic Transformation over Four Decades of Human Development</i>. New York and Beijing: United Nations Development Programme (UNDP), China Institute for Development Planning at Tsinghua University, and China State Information Center.</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>American Journal of Sociology</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> <i>Journal of Professions and Organization</i> <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></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.