### Subject Description Form

**The Hong Kong Polytechnic University**

**Subject Code**  APSS281  
**Subject Title**  Sociology of Health  
**Credit Value**  3  
**Level**  2  
**Pre-requisite / Co-requisite / Exclusion**  Nil  

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>100%</th>
<th>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>
<td></td>
<td>--</td>
</tr>
<tr>
<td>2. Written Report</td>
<td>25%</td>
<td></td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>3. Quiz</td>
<td>40 %</td>
<td></td>
<td></td>
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</tbody>
</table>

1. The grade is calculated according to the percentage assigned.  
2. The completion and submission of all component assignments are required for passing the subject.

**Objectives**  
To enable students to:  
1. gain an overview of different sociological perspectives in the analysis of various issues associated with healthcare,  
2. understand the changing social structures and healthcare systems, particularly their impact on the delivery of services and the professional roles of practitioners,  
3. deepen their understanding of the social and cultural environment and its consequences for health beliefs, illness behaviours, and health care.

**Intended Learning Outcomes**  
(Note 1)  
Upon completion of the subject, students will be able to:  
1. describe the changing social structures and healthcare systems, particularly their impact on the delivery of services and the professional roles of practitioners;  
2. demonstrate an understanding of the social and cultural environment and its consequences for health beliefs, illness behaviors, and health care;  
3. use different sociological perspectives in the analysis of various issues associated with healthcare.

**Subject Synopsis / Indicative Syllabus**  
(Note 2)  
1. General Introduction: the Relevance of Sociology  
2. Social and Cultural Impact on Health Beliefs and Illness Behaviours  
3. Social Epidemiology  
4. Social Inequality and Health: Material Foundations of Health and Illness  
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  
Teaching/Learning Methodology
(Note 3)

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.

Assessment Methods in Alignment with Intended Learning Outcomes
(Note 4)

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a</td>
<td>b</td>
</tr>
<tr>
<td>1. Class Participation</td>
<td>10 %</td>
<td>✓</td>
</tr>
<tr>
<td>3. Written Report</td>
<td>50 %</td>
<td>✓</td>
</tr>
<tr>
<td>4. Quiz</td>
<td>40 %</td>
<td>✓</td>
</tr>
<tr>
<td>Total</td>
<td>100 %</td>
<td></td>
</tr>
</tbody>
</table>

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

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 effective among the relevance topic.

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.

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.

Student Study Effort Required

<table>
<thead>
<tr>
<th>Class contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
</tr>
<tr>
<td>39 Hrs.</td>
</tr>
</tbody>
</table>

Other student study effort:

| Preparation for written report     |
| 40 Hrs.                            |
| Preparation for quiz               |
| 36 Hrs.                            |

Total student study effort 115 Hrs.

Medium of Instruction

English

Medium of Assessment

English

Revised on June 2016

APSS281 /for the academic year of 2016-17
### Reading List and References

<table>
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<tr>
<th>Recommended Textbook</th>
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</table>

### References


### Recommended Academic Journals

- Journal of Health and Social Behavior
- Social Science and Medicine
- Sociology of Health and Illness

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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.