

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" 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. Class Participation</td> <td style="text-align: center;">10 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Written Report</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>3. Quiz</td> <td style="text-align: center;">40 %</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <p>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.</p>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class Participation	10 %	--	2. Written Report	25%	25%	3. Quiz	40 %	--
100% Continuous Assessment	Individual Assessment	Group Assessment													
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Objectives	<p>To enable students to:</p> <ol style="list-style-type: none"> 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 <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> 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 <i>(Note 2)</i>	<ol style="list-style-type: none"> 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 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.																																																				
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<table border="1" data-bbox="443 360 1473 801"> <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>3. Written Report</td> <td>50 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. 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="443 853 1366 913">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="443 954 1458 1084">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.</p> <p data-bbox="443 1122 1417 1283">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="443 1321 1422 1417">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 %	✓	✓	✓				3. Written Report	50 %	✓	✓	✓				4. Quiz	40 %	✓	✓					Total	100 %						
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Student Study Effort Required	Class contact:																																																				
	▪ Lecture					39 Hrs.																																															
	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																																																				

Reading List and References	<p>Recommended Textbook</p> <p>Weitz, Rose (2013) <i>The Sociology of Health, Illness, and Health Care: A Critical Approach, International Edition, 6th Edition</i>. Cengage Learning.</p> <p>Cockerham, William C. (2012) <i>Medical sociology</i> (12th ed), 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</i> (4th ed). N.J.: Prentice Hall.</p> <p>References</p> <p>Brown, Phil (2008) <i>Perspectives in Medical Sociology</i> (4th ed.) Long Grove, Ill.: Waveland Press.</p> <p>Weitz, Rose (2007) <i>The sociology of health, illness, and health care: a critical approach</i> (4th ed.). Calif.: Wadsworth.</p> <p>Conrad, Peter (2005) <i>The Sociology of Health and Illness: Critical Perspectives</i> (7th ed). New York: Worth Publishers.</p> <p>Field, David & Taylor, Steve (1998) <i>Sociological Perspectives on health, Illness and Health Care</i>. Oxford: Blackwell Science.</p> <p>Recommended Academic Journals</p> <p>Journal of Health and Social Behavior Social Science and Medicine Sociology of Health and Illness</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.