

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	APSS588			
Subject Title	Social & Cultural Dimensions of Health			
Credit Value	2			
Level	5			
Pre-requisite / Co-requisite/ Exclusion	Nil			
Assessment Methods	100% Continuous Assessment		Individual Assessment	Group Assessment
	1.	Seminar participation	20%	
	2.	Seminar presentation		30%
	3.	Written assignment	50%	
	<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>			
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. Articulate the different concepts of health and its multidisciplinary nature. b. 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: the case of suicide 3. Social inequality and the material foundations of health and illness 4. Aspects of marginalization and stigmatization in health care I: disability and ageing 5. Aspects of marginalization and stigmatization in health care II: gender and mental illness 6. The professionalisation of health care workers 																																							
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="475 1052 1490 1559"> <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. Seminar participation</td> <td>20</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Seminar presentation</td> <td>30</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Written assignment</td> <td>50</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></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. Seminar participation	20	✓	✓	✓	✓	2. Seminar presentation	30	✓	✓	✓	✓	3. Written assignment	50	✓	✓	✓	✓	Total	100 %				
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Student Study Effort Expected	Class contact:																																							
	▪ Lecture					16 Hrs.																																		
	▪ Tutorial/Seminar					10 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>Annandale, E. (1998) <i>The Sociology of Health & Medicine: A Critical Introduction</i>. Cambridge: Polity.</p> <p>Barry, A. & Yuill, C. (2002) <i>Understanding Health: A Sociological Introduction</i>. London: Sage.</p> <p>Bury, M. & Gabe, J. (2004) <i>The Sociology of Health & Illness: A Reader</i>. London: Routledge.</p> <p>Clarke, A. (2001) <i>The Sociology of Healthcare</i>. NY: Pearson Education.</p> <p>Cockerham, W.C. (2012) <i>Medical Sociology</i>, 12th ed. Upper Saddle River, NJ: Pearson.</p> <p>Cockerham, W.C. (2010) <i>The New Blackwell Companion to Medical Sociology</i>. Oxford: Blackwell.</p> <p>Cockerham, W.C. (ed.) (1995) <i>The Sociology of Medicine</i>. Aldershot: Elgar.</p> <p>Conrad, P. (ed.) (2005) <i>The Sociology of Health & Illness: Critical Perspectives</i>, 7th ed. NY: Worth Publishers.</p> <p>Field, D. & Taylor, S. (eds.) (1998) <i>Sociological Perspectives on Health, Illness & Health Care</i>, London: Blackwell Science.</p> <p>Freund, P.E.S., McGuire, M.B. & Podhurst, L.S. (2003) <i>Health, Illness, and the Social Body</i>, 4th ed. Upper Saddle River, New Jersey: Pearson Education.</p> <p>Gabe, J., Bury, M. & Elston, M.A. (2004) <i>Key Concepts in Medical Sociology</i>. London: Sage.</p> <p>Morrall, P. (2001) <i>Sociology & Nursing</i>. London: Routledge.</p> <p>Nettleton, S. (1995) <i>The Sociology of Health & Illness</i>. Cambridge: Polity.</p> <p>Nettleton, S. (2002) <i>The Sociology of Health & Illness Reader</i>. Cambridge: Polity.</p> <p>Scambler, G. (ed.) (2003) <i>Sociology as Applied to Medicine</i>, 5th ed. Edinburgh: Saunders.</p> <p>Scambler, G. (ed.) (2005) <i>Medical Sociology: Major Themes in Health & Social Welfare</i>, 4 volumes. London: Routledge.</p> <p>Taylor, S. & Field, D. (2004) <i>Sociology of Health & Health Care</i>, 3rd ed. Oxford: Blackwell.</p>	

	<p>Turner, B.S. (1995) <i>Medical Power and Social Knowledge</i>, 2nd ed., London: Sage.</p> <p>Weitz, R. (2013) <i>The Sociology of Health, Illness, & Health Care: A Critical Approach</i>, 6th ed . Belmont: Wadsworth.</p> <p>White, K. (2002) <i>An Introduction to the Sociology of Health & Illness</i>. London: Sage.</p> <p>Williams, S.J., Gabe, J. & Calnan, M. (eds.) (2000) <i>Health, Medicine & Society</i>. London: Routledge.</p> <p>胡幼慧（2001）《新醫療社會學：批判與另類的視角》。台北：心理出版社。</p> <p><u>Journals</u></p> <p><i>American Journal of Public Health</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 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.