

Subject Description Form

| Subject Code | APSS6402 | | | | | | | | | | | |
|---|--|------------------|--|----------------------------|-----------------------|------------------|-----------------|------|--|----------------|------|--|
| Subject Title | Issues in Health Sociology | | | | | | | | | | | |
| Credit Value | 3 | | | | | | | | | | | |
| Level | 6 | | | | | | | | | | | |
| 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 style="text-align: center;">1. Presentation</td> <td style="text-align: center;">30 %</td> <td></td> </tr> <tr> <td style="text-align: center;">2. Final Paper</td> <td style="text-align: center;">70 %</td> <td></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 | | | 100% Continuous Assessment | Individual Assessment | Group Assessment | 1. Presentation | 30 % | | 2. Final Paper | 70 % | |
| 100% Continuous Assessment | Individual Assessment | Group Assessment | | | | | | | | | | |
| 1. Presentation | 30 % | | | | | | | | | | | |
| 2. Final Paper | 70 % | | | | | | | | | | | |
| Objectives | <p>The subject aims to sharpen students' understanding of the relationship between health and society and how they impact on each other. Special focus is given to the application of sociological concepts and theories to the analysis of current trends and issues of health beliefs, health practices and health policies. 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> | | | | | | | | | | | |
| 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"> a. understand the relationship between health and society and their mutual impacts on each other; b. analyze and evaluate current trends in health related issues both locally and globally; and c. apply sociological concepts and theories to analyse and reflect on various issues in relation to health related conditions, beliefs, behaviours and systems. | | | | | | | | | | | |
| Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i> | <ol style="list-style-type: none"> 1. Health: private troubles or public issues? 2. Global problems of health 3. Aging population and ageism 4. Globalization, capitalism, and the health care industry 5. Health promotion and the regulation of bodies 6. Managerialism and consumerism in health 7. Professionalism and the medical division of labour 8. Sick role | | | | | | | | | | | |

| | 9. Disease-associated stigma and discrimination | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|---|---|---|---|----------------|-----------------------------------|-------------|--|--|--|--|--|--|---|---|---|---|---|--|-----------------|------|---|---|---|--|--|--|----------------|------|---|---|---|--|--|--|-------|-------|--|--|--|--|--|--|
| Teaching/Learning Methodology <i>(Note 3)</i> | <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. <u>Presentation</u> Presentation topics are based on the final paper of students, who will then have to make a presentation of a topic of their own choice at the end of the semester. All students are expected to participate actively in the presentation. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i> | <table border="1"> <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. Presentation</td> <td>30 %</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Final Paper</td> <td>70 %</td> <td>√</td> <td>√</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> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Presentation is essential to develop students' analytical ability and verbal communication and presentation skills.</p> <p>In their term papers, students will have a chance to elaborate their arguments in written form, to deepen their analysis, and to organize the material in a systematic and logical manner. It is the most appropriate assessment method for subjects of this nature.</p> | | | | | | | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | a | b | c | d | e | | 1. Presentation | 30 % | √ | √ | √ | | | | 2. Final Paper | 70 % | √ | √ | √ | | | | Total | 100 % | | | | | | |
| Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | e | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Presentation | 30 % | √ | √ | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Final Paper | 70 % | √ | √ | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Study Effort Expected | Class contact: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ▪ Lecture | | | | | | 39 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Other student study effort: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ▪ Pre-reading | | | | | | 37 - 47 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ▪ Preparation for presentation & final paper | | | | | | 56 - 75 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Total student study effort | | | | | | 132 - 161 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Medium of Instruction | English | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | |
|------------------------------------|--|
| Medium of Assessment | English |
| Reading List and References | <p>Indicative Reading List:</p> <p>Albrecht, G.L., Fitzpatrick, R. and Scrimshaw, S.C. (eds.) (1999) <i>The Handbook of Social Studies in Health & Medicine</i>. London: Sage.</p> <p>Baum, F. (2002) <i>The New Public Health</i>, 2nd ed. Oxford: Oxford University Press.</p> <p>Burton, R. Nettleton S., and Burrows, R. (eds.) (1995) <i>The Sociology of Health Promotion</i>. London: Routledge.</p> <p>Chris, P. (1998) <i>Reconstructing Old Age: New Agendas in Social Theory & Practice</i>. London: Sage.</p> <p>Dent, M. and Whitehead, S. (eds.) (2002) <i>Managing Professional Identities: Knowledge, Performativity and the 'New' Professional</i>. London: Routledge.</p> <p>Drache, D. and Sullivan, T. (eds.) (1999) <i>Health Reform: Public Success, Private Failure</i>. London: Routledge.</p> <p>Exworthy, M. and Halford, S. (eds.) (1999) <i>Professionals and the New Managerialism in the Public Sector</i>. Buckingham: Open University Press.</p> <p>Fort, M., Mercer, M.A. and Gish, O. (eds.) (2004) <i>Sickness and Wealth: The Corporate Assault on Health</i>. Cambridge, Mass: South End Press.</p> <p>Frey, R.S. (ed.) (2001) <i>The Environment and Society Reader</i>. Needham Heights, MA: Allyn & Bacon.</p> <p>Gabe, J. (ed.) (1995) <i>Medicine, Health and Risk</i>. Oxford: Blackwell.</p> <p>Guttman, N. (2000) <i>Public Health Communication Interventions: Values and Ethical Dilemmas</i>. London: Sage.</p> <p>Harper, C.L. (2001) <i>Environment and Society: Human Perspectives on Environmental Issues</i>. Upper Saddle River, NJ: Prentice Hall.</p> <p>Higginbotham, N., Albrecht, G. and Connor, L. (2001) <i>Health Social Science: A Transdisciplinary and Complexity Perspective</i>. Oxford: Oxford University Press.</p> <p>Katz, S. (2005) <i>Cultural Aging: Life Course, Lifestyle, and Senior Worlds</i>. Peterborough, Ont.: Broadview Press.</p> <p>Kawachi, I. & Kennedy, B.P. (2006) <i>The Health of Nations: Why Inequality is Harmful to Your Health</i>. New York: The New Press.</p> <p>Lemelle, A.L., Harrington, C. and LeBlanc, A.J. (eds.) (2000) <i>Readings in the Sociology of AIDS</i>. Upper Saddle River, NJ: Prentice Hall.</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>Petryna, A., Lakoff, A. & Kleinman, A. (eds.) (2006) <i>Global Pharmaceuticals: Ethics, Markets, Practices</i>. Durham: Duke University Press.</p> |

| | |
|--|--|
| | <p>Robbins, R.H. (2005) <i>Global Problems and the Culture of Capitalism</i>. 3rd ed. Boston: Pearson Education.</p> <p>文思慧、梁美儀（合編）（2000）《專業交叉點》。香港：青文書屋。</p> <p>呂宗學（譯）（1998）《馬克思主義看醫療保健》。台北：南方叢書出版社。第6、9課。</p> <p>余雲楚 (2013) 〈醫保計劃：沒有靈魂的公共醫療改革政策〉。羅金義、鄭宇碩（合編），《留給梁振英的棋局：通析曾蔭權時代》。香港：香港城市大學出版社。頁:141-162。</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> |
|--|--|

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.