

## Subject Description Form

<b>Subject Code</b>	APSS4533											
<b>Subject Title</b>	Health and Society											
<b>Credit Value</b>	3											
<b>Level</b>	4											
<b>Pre-requisite / Co-requisite/ Exclusion</b>	<u>Pre-requisite</u> : APSS3230 Theories of Social Policy <u>Exclusion</u> : APSS4522 Health Policy											
<b>Assessment Methods</b>	<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. Presentation</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Final term paper</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The grade is calculated according to the percentage assigned;</li> <li>The completion and submission of all component assignments are required for passing the subject; and</li> <li>Student must pass the specific component(s) (standard of passing) if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Presentation	40%	--	2. Final term paper	60%	--
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<b>Objectives</b>	<p>The subject aims to:</p> <ol style="list-style-type: none"> <li>1. Introduce students about the relationship between health and a society's social and cultural value system</li> <li>2. Sensitize students about how the concepts of health and health structure of a society is to be correlated with political, social, cultural, and economic factors of a society</li> <li>3. deepen students' understanding of the social and cultural environment and its consequences for health beliefs, illness behaviours, and health care.</li> </ol>											
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Show a thorough understanding on the individual, social and cultural determinants of health</li> <li>b. demonstrate an understanding of the social and cultural environment and its consequences for health beliefs, illness behaviors, and health care</li> <li>c. use different sociological perspectives in the analysis of various issues associated with healthcare</li> </ol>											

<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. The social construction of health, medical knowledge, and illness</li> <li>2. Health inequality: health and disease in relation to social class and race</li> <li>3. Health and disease in relation to gender: the diseased body and regulation of bodies</li> <li>4. Medicalization and social control on health and bodies</li> <li>5. Disease-associated stigma and discrimination</li> <li>6. Complexity of health policy with other social policies</li> <li>7. Choice of remedies and medical systems</li> <li>8. Sick role</li> <li>9. The social construction of health care as professionals</li> <li>10. McDonaldization of health care</li> </ol>																																												
<b>Teaching/Learning Methodology</b>	<p>A mixture of formal lectures and interactive presentations will be adopted in this subject. Active learning is emphasized. Students are expected to participate actively in class and in presentation. Students should plan and take responsibility for self-study, including the reading of books, articles, and reports relevant to the subject to prepare for the class and presentation.</p>																																												
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="445 949 1469 1274"> <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></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Presentation</td> <td>40 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Final term paper</td> <td>60%</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>In this subject, students have to work in a final term paper and present their findings in the form of presentations. The presentation and final term paper topics are of students' choice, and should be related to socio-cultural aspects of health in Hong Kong. The assessment criteria include the appropriate application of theories and concepts, and critical thinking and analytical skills.</p> <p>The assessment methods are appropriate in assessing the intended learning outcomes of this subject.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c				1. Presentation	40 %	✓	✓	✓				2. Final term paper	60%	✓	✓	✓				Total	100 %						
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<b>Student Study Effort Expected</b>	Class contact:																																												
	<ul style="list-style-type: none"> <li>▪ Lectures</li> </ul>		36 Hrs.																																										
	<ul style="list-style-type: none"> <li>▪ Presentations</li> </ul>		3 Hrs.																																										
	Other student study effort:																																												
	<ul style="list-style-type: none"> <li>▪ Post-lecture revision</li> </ul>		15 Hrs.																																										

	<ul style="list-style-type: none"> <li>▪ Preparation for presentation</li> </ul>	25 Hrs.
	<ul style="list-style-type: none"> <li>▪ Preparation for final term paper</li> </ul>	40 Hrs.
	Total student study effort	119 Hrs.
<b>Reading List and References</b>	<p><u>Essential</u></p> <p>Baer, H.A, Susser, I., and Merrill, S. (1997). <i>Medical Anthropology and the World System: A Critical Perspective</i>. Bergin and Garvey.</p> <p>Cockerham, W.C. (2013). <i>Medical Sociology</i>. Pearson Education.</p> <p>Gabe, J.; Bury, M., &amp; Elston, M.N. (2004). <i>Key concepts in medical sociology</i>. London: Sage.</p> <p>Weitz, R. (2017). 7th Edition. <i>The Sociology of Health, Illness, and Health Care – A Critical Approach</i>. Boston, USA: Cengage Learning.</p> <p><u>Supplementary</u></p> <p>Chan, C.Y.Z. (Ed.) (2009). <i>Health issues in Chinese contexts</i>. New York: Nova Science Publishers.</p> <p>Gauld, R., &amp; Gould, D. (2002). <i>The Hong Kong health sector: Development and change</i>. Hong Kong: Chinese University Press.</p> <p>Kelleher, D., Gabe, J., &amp; Williams, G. (Eds.) (2006). <i>Challenging medicine</i>. (2<sup>nd</sup> Ed.). London; New York: Routledge.</p> <p>Leung, G.M., &amp; Bacon-Shone, J. (Eds.) (2006). <i>Hong Kong's health system: reflections, perspectives and visions</i>. Hong Kong: Hong Kong University Press.</p> <p>Mahon, A., Walshe, K., &amp; Chambers, N. (Eds.) (2009). <i>A reader in health policy and management</i>. Maidenhead: McGraw Hill/Open University Press.</p> <p>McDonnell, O., Lohan, M., Hyde, A., &amp; Porter, S. (2009). <i>Social theory, health &amp; health care</i>. New York: Palgrave Macmillan.</p>	