

Subject Description Form

| Subject Code | APSS601 | | | | | | | | | | | |
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| Subject Title | Health and Social Policy Analysis | | | | | | | | | | | |
| Credit Value | 3 (Elective) | | | | | | | | | | | |
| Level | 6 | | | | | | | | | | | |
| Pre-requisite / Co-requisite/ Exclusion | <p>Nil</p> <p>Note: The module requires basic knowledge in social sciences such as sociology and philosophy in the course of policy analysis. Students who lack background in these social science subjects should consult the module teacher for necessary make up. Students are also assumed to be familiar with health care system in Hong Kong.</p> | | | | | | | | | | | |
| Assessment Methods | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">100% Continuous Assessment</th> <th style="width: 30%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Presentation</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Final Paper</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">--</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; and Student must pass all component(s) if he/she is to pass 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 aim of this subject is to enable students to develop their ability in critical analysis of social issues with special emphasis on conception of health and health policy. Social policy within this module is seen as an applied subject where students are required to analyze, not simply the effectiveness and appropriateness of social programs, but most importantly, the way social values are translated into actions for human betterment. It is also one of the objectives of this subject to enable students to link micro practice to macro issues. The belief is that all social practices, particularly professional practices, are deeply rooted with the macro social structure; and therefore no micro practice could perfect itself without knowing the links and dynamics between society and individual action.</p> | | | | | | | | | | | |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. to identify the significant socio-cultural factors affecting health service, policy, and practice; b. to delineate various theoretical perspectives in analyzing health policy and health issues; c. to analyze and evaluate various health issues and health policy critically, and be able to develop and defend their own position; and | | | | | | | | | | | |

| | d. to appraise the policy process (agenda setting, formulation, implementation & outcome evaluation) as well as the power relationships among major stakeholders through local or international case studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Subject Synopsis/ Indicative Syllabus | <ol style="list-style-type: none"> 1. The nature and scope of social policy 2. Health policy making and formulation process models 3. Health policy making process models 4. Distributive logics of health care systems 5. Complexity of health policy with other social policies 6. Health care reform in Hong Kong | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teaching/Learning Methodology | <p><u>Lecture</u></p> <p>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. Students are encouraged to relate the lecture materials with their daily practice and prepare to discuss in lectures.</p> <p><u>Presentation</u></p> <p>Presentation will be conducted by each student in the last two classes. Topics of presentation are based on the final paper of students. Besides the presenting students, all students are expected to participate actively in the discussion after each presentation.</p> <p>Special emphasis will be placed on developing critical thinking and analytical ability in social issues and social policies relating to health care.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Methods in Alignment with Intended Learning Outcomes | <table border="1"> <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. Presentation</td> <td>30</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> </tr> <tr> <td>Total</td> <td>100</td> <td colspan="4"></td> </tr> </tbody> </table> <p>The current assignment methods facilitate independent and active learning for students at doctorate level.</p> <p>Presentation is essential to develop students' analytical ability, verbal communication and presentation skills.</p> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | a | b | c | d | 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 | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Presentation | 30 | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Final paper | 70 | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>In their final papers, students will have a chance to elaborate their arguments in written form, to deepen their analysis, to demonstrate their critical and analytical thinking, and to organize different materials in a systematic and logical manner. Students are encouraged to develop their own perspectives on policy analysis through exposing to a range of theoretical and practical issues relating to health services.</p> | |
| Student Study Effort Expected | Class contact: | |
| | ▪ Lecture | 39 Hrs. |
| | Other student study effort: | |
| | ▪ Pre-lecture reading | 22 Hrs. |
| | ▪ Post-lecture revision | 26 Hrs. |
| | ▪ Preparation for presentation | 30 Hrs. |
| | ▪ Preparation for final paper | 45 Hrs. |
| | Total student study effort | 162 Hrs. |
| Reading List and References | <p>Indicative Reading List: Buse, K., Mays, N., & Walt. G. (2005). <i>Making Health Policy</i>. Maidenhead: Open University Press.</p> <p>Dixon, Anna. (2002). Are Medical Saving Accounts a Viable Option for Funding Health Care? <i>Croatian Medical Journal</i> 43, no. 4. Pp 408-416.</p> <p>Dixon, A., Peckham, S. & HO, Po Ying Amy (2007). Informing UK Policy Development on the Regulation of CAM Practitioners: Lessons from Hong Kong? <i>Social Policy & Administration</i>, 41(7), 711-728.</p> <p>Emanuel, Ezekiel J. and Emanuel, Linda L.(1995) “Four Models of the Physician-Patient Relationship” in <i>Ethical Issues in Modern Medicine (4th Edition)</i>, edited by Arras, John D. and Steinbock, Bonnie. Mountain View, Calif.: Mayfield Pub. Co. PP. 67-77.</p> <p>Fitzpatrick, Tony (2005) <i>New Theories of welfare</i>, London: Palgrave Macmillan.</p> <p>Gauld, Robin and Gould, Derek (2002) <i>The Hong Kong Health Sector: Development and Change</i>, Hong Kong: The Chinese University Press.</p> <p>Graham, Hilary (ed.) (2000) <i>Understanding Health Inequalities</i>, UK: Open University Press.</p> <p>Kenny, N. & Giacomini, M. (2005). Wanted: A New Ethics Field for Health Policy Analysis. <i>Health Care Analysis</i> 13(4):247-260.</p> | |

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| | <p>Keleher, H., MacDougall, C., & Murphy, B. (2007). (eds) <i>Understanding Health Promotion</i>. New York: Oxford University Press.</p> <p>Lee, K., Buse, K., & Fustukian, S. (eds.) (2002). <i>Health Policy in a Globalising World</i>. NY: Cambridge University Press.</p> <p>Lee, K.C; Chiu, W.S.; Leung, L.C. and Chan, K.W. (ed.) (1999) <i>New Social Policy</i>, Hong Kong: The Chinese University Press. (in Chinese)</p> <p>Leung, Lai Ching and Chan, Kam Wah (2006) Reflection on risk society from a gender perspective: the SARS experience in Hong Kong, <i>Collection of Women's Studies</i>, 2006 no.3, pp.19-24. (in Chinese)</p> <p>Mattews, Eric & Russell, Elizabeth (2005). <i>Rationing Medical Care on the basis of age – the moral dimensions</i>. Oxon, U.K.: Radcliffe Publishing Ltd.</p> <p>Naidoo, J. & Wills, J. (2000). <i>Health Promotion – Foundations for Practice</i> 2nd Edition. Edinburgh: Harcourt Publication Ltd.</p> <p>Navarro, Vicente (1986) <i>Crisis, Health and Medicine: a social critique</i>, U.K.: Tavistock Publication.</p> <p>Palmer R. & Short, S.D. (2000) <i>Health Care & Public Policy</i>, 3rd edition, South Yarra: MacMillan Publishers.</p> <p>Phillips, Susan & Patricia Benner (ed.) (1994) <i>The Crisis of Care: Affirming and Restoring Caring Practices in the Helping Professions</i>. Washington D.C.: Georgetown University Press.</p> <p>Porche D.J. (2012). <i>Health Policy: Application for nurses and other healthcare professionals</i>. Sudbury, MA: Jones and Barlett Learning.</p> <p>Purdy, Michael and Banks, David (ed.) (1999) <i>Health and Exclusion: Policy and Practice in Health Provision</i>, UK: Routledge.</p> <p>Teitelbaum J.B., Wilensky S.E. (2017). <i>Essentials of Health Policy and Law</i>. Burlington, MA: Jones and Barlett Learning.</p> <p>Turner, Bryan S. (1995) <i>Medical Power and Social Knowledge</i>, U.K.: Sage Publication, 2nd edition</p> <p>Weiss, Gregory L. and Lonnquist, Lynne E. (2009) <i>The Sociology of Health, Healing and Illness</i>, 6th edition, New Jersey: Prentice Hall.</p> <p>Wilkinson, Richard G. (2005). <i>The Impact of Inequality: How to Make Sick Societies Healthier</i>. London: Routledge.</p> |
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