

McMaster University
Department of Health, Aging and Society
AGING AND HEALTH CARE SYSTEMS: HLTH AGE 2F03

Term: Winter 2013
Time: Mon/Thu. 9:30-10:20am
Location: TBA

Instructor: Dr. Elena Neiterman
Office: KTH-241
Phone: (905) 525-9140, Ext. 27417
Office Hours: Thu. 10:30-11:30am
Email Address: neitee@mcmaster.ca

Aging and Health Care Systems

COURSE DESCRIPTION:

This course will examine the health care systems in the era of aging population. Focusing predominantly on Canada, we will explore social, political, ethical, and economic dilemmas faced by the health care system and analyze the interpersonal relations in the context of health care system. Using various theoretical approaches, we will critically examine access to care, ageism in health care system, ethical dilemmas faced by health care providers, and challenges faced by formal and informal caregivers. We will also analyze the impact of medicalization and pharmaceutical industry on older adults' health care needs and behaviours. We will finish the course addressing some of the policy issues related to palliative and end-of-life care.

REQUIRED TEXTS AND MATERIALS:

Textbook: Ellen M. Gee & Gloria M. Gutman (Eds.), *The Overselling of Population Aging: Apocalyptic Demography, Intergenerational Challenges, and Social Policy*. Don Mills, Ontario: Oxford University Press.

Courseware: All the readings in the Courseware are available through McMaster Library Electronic Database (e.g. sociological abstracts or e-journals)

COURSE EVALUATION:

Summary: Tutorial participation – 10%
Midterm Exam - 25%
Written Component – 30%
Final Exam – 35%

COURSE ORGANIZATION:

You are required to read the assigned material **prior** to attending lectures. In the lectures we will use the readings to develop our critical thinking skills. For the assigned readings, please consult the weekly schedule.

Avenue to Learn (<http://avenue.mcmaster.ca/>):

Course information will be available through the Avenue to Learn. Class announcements, marks and power point slides used in lectures will be posted there.

Tutorial Attendance and Participation (10%)

The tutorial sessions will help you to better understand the material learned in class. Your TAs are responsible for marking your written assignments and for evaluating your tutorial attendance and participation.

Midterm Exam (25%) (Mon., Feb. 25)

The midterm exam will consist of 50 multiple choice questions and will assess your knowledge of the reading material and the material covered in lectures.

Written Component (30%):

The goal of this assignment is to evaluate your ability to analyze and evaluate the material learned in class. You will have **two** options to complete the written component requirement for this class. You can choose **one** of these two options.

Option 1: Three Short Assignments (10% each)

You will be required to submit **three** short (2-3 pages) assignments, analyzing the readings from the textbook (chapters 5, 6, 7). In each assignment, you would need to summarize the chapter and provide critical reflection on author's major arguments and theoretical approach. The assignments will be submitted on the dates outlined in weekly schedule. See more on the assignment below.

Option 2: Critical Analysis Paper (30%)

Choosing the topic of your interest, you will be required to write a critical analysis paper (8-10 pages). Using academic literature, you will analyze the topic of your interest and provide critique to the position outlined in the literature. See more on the assignment below.

Final Exam (35%) (Scheduled by the Registrar):

The final exam will be based on the material covered in lectures and weekly readings **after the midterm**. It will consist of 70 multiple choice questions.

LATE ASSIGNMENTS AND ABSENCES:

All excuses for illness, injury and family emergency must be addressed through the office of the Associate Dean of Social Sciences who will notify the instructor of your absence.

We are committed to accommodate the students observing religious holidays. Please make sure to discuss the arrangements individually with your teaching assistant or the instructor as soon as possible.

REVIEW OF THE MARKS

We will be diligent in marking all assignments fairly and accurately. Occasionally, however, students disagree with the marks they receive for their assignments and exams. To have your assignment reviewed, please adhere to the following procedure:

Write a 1-page memo describing in detail the nature of the review. Submit the memo (hard copy) with your marked assignment to your Teaching Assistant. Please make sure to submit your assignment for the review **no later than one month** after receiving your mark. Keep in mind that when a mark is reviewed, **the new mark may be lower than the original**.

If after this review you continue to dispute the mark, you may submit an appeal to the instructor. Please make sure to submit the one-page memo explaining the nature of your disagreement, the original assignment and the written feedback provided by your TA.

STUDENTS WITH DISABILITIES:

We are committed to working with students with disabilities to make individualized accommodations according to your specific needs. Such arrangements must be made through the Students Accessibility Services. Please feel free to discuss your needs with your instructor and/or teaching assistant any time.

CLASS COMMUNICATION:

The instructor has regular office hours. You do not need to book an appointment. You can also contact the instructor via email or via avenue email. When you write your email, please make sure to include in your message your name, student number, and the title of the course you are attending. You can expect the response to your email within 24 hours **excluding weekends**.

EMAIL COMMUNICATION:

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Email Forwarding in MUGSI:

<http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link

ACADEMIC DISHONESTY:

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students assignments will be automatically forwarded to Turnitin.com to be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must notify the instructor **prior** to submitting their paper. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

INSTRUCTIONS FOR WRITING THE ASSIGNMENT:

General instructions:

- ✓ Submit an electronic copy of your assignment to the Avenue dropbox.
- ✓ Make sure to submit a hard copy of your assignment to your TA, **if requested**
- ✓ Make sure to keep the copy of the assignment for your records.
- ✓ Late submissions will be penalized 5% per day.
- ✓ **No papers will be accepted past April 4th.**
- ✓ Use 2 or 1.5 line spacing and font Times New Roman 12 or Arial 10-11.
- ✓ The assignment should have a title page with your name and student number.
- ✓ Use headings and subheadings; APA style referencing.

Steps for completing written component Option 1: Three Short Papers (10% per paper):

You will be required to submit **three** short (2-3 pages) assignments, analyzing the readings from the textbook (chapters 5, 6, 7). In each assignment, you would need to summarize **one** chapter (5, 6, or 7) and provide critical reflection on author's major arguments and theoretical approach. The assignments will be submitted on the dates outlined in weekly schedule.

Your assignment should include the following components:

- ✓ Outline (15%) – in a short, abstract-like style, summarize the major arguments of the chapter. This summary should take approximately ¼ - ½ page.
- ✓ Concepts (15%) – identify and explain major concepts used in the chapter.
- ✓ Theoretical approach (30%) – identify which theoretical approach was taken (or could have been taken) by the author in this chapter. This should take approximately ½-1 page

- ✓ Critical reflection (30%) – identify some of the weaknesses in authors’ argument and/or theoretical approach. Support your critique by citing relevant academic literature. Approximately ½-1 page.
- ✓ References (5%) – APA style. In addition to citing course material, make sure to include at least two academic sources that were not covered in class.
- ✓ Style/Grammar/Presentation (5%) – include title page, adhere to proper grammar/style/presentation. DO NOT CITE LECTURES.

Critical Analysis Paper (30%) (Due Mar, 25th @ 9 am on Avenue):

In this paper, you are required to examine one of the topics relevant to the material that we covered in class. Using the material that we studied, you will need to examine your topic and critically analyze it. Your assignment should be approximately 8-10 pages long and should include the following components:

- ✓ Introduction (15%) – introduce the topic of your paper. Pose a question you will be answering. Summarize your major arguments. Include brief outline of your paper
- ✓ Literature review (30%) – provide a thorough description of the topic that you decided to analyze in your paper. Using the material studied in class and other academic literature, describe the topic and identify some challenges. Finish this section explaining how your paper builds on the existing literature
- ✓ Analysis (35%) – provide your position on the topic supporting your arguments by the material covered in class and other academic literature. Make sure that your arguments are clearly stated and that they respond to the challenges that you identified in the literature review.
- ✓ Summary (10%) – summarize your paper and your major arguments. Describe how your paper advances our knowledge of aging and health care systems
- ✓ References (5%) – You need to include at least 6 academic references that were not covered in mandatory readings in class. Use APA format.
- ✓ Style/Grammar/Presentation (5%) – DO NOT CITE LECTURES. Include heading, subheadings, title page with the title of your paper. Adhere to the proper style and grammar.

WEEKLY SCHEDULE:

Week	Topic	Readings
Part 1: Introduction to Health Systems and Aging Societies		
Week 1: Jan. 07	Introduction to Course	No readings required
Jan. 09	Avenue – Readings – Theory, Aging, and Health Care	
Week 2: Mon, Jan 14 Thu, Jan. 17	Textbook, Chapter 1 (pp. 5-25). Chappel, N. L. & Hollander, M., J. (2000). An Evidence-Based Policy Prescription for an Aging Population. <i>Healthcare Papers</i> , 11 (1): 8-18.	

Week 3: Mon., Jan 21 Thu., Jan 24	Textbook, Chapter 2 (pp. 26-44). Callahan, D. (2009). Life Extension: Rolling the Technological Dice. <i>Society</i> , 46(3): 214-220. Cohen, E. (2009). The Phenomenon of Death. <i>Society</i> , 46(3): 221-223.	
Part 2: Social Inequality, Aging, and Health Care Systems: Access and Discrimination		
Week 4: Mon., Jan. 28 Thu., Jan 31	Meisner, B., A. (2012). Physicians' attitudes toward aging, the aged, and the provision of geriatric care: a systematic narrative review. <i>Critical Public Health</i> , 22(1), 61-72. Huguet, N., Kaplan, M., S. & Feeney, D. (2008). Socioeconomic status and health-related quality of life among elderly people: Results from the Joint Canada/United States Survey of Health. <i>Social Science & Medicine</i> , 66, 803-810.	
Week 5: Mon., Feb. 04 Thu., Feb. 07	Wanless, D., Mitchell, B., A. & Wister, A. V. (2010). Socio Social Determinants of Health for Older Women in Canada: Does Rural–Urban Residency Matter? <i>Canadian Journal of Aging</i> , 29 (2), 233-247. Koehn, S. (2009). Negotiating candidacy: ethnic minority seniors' access to care. <i>Aging & Society</i> , 29, 585-608.	
Part 3: Ethics and Information Sharing		
Week 6: Mon., Feb. 11 Thu., Feb. 14	Somerville, M. A. (2004). "Doing Ethics" in the Context of Sharing Patients' Personal Health Information. <i>Canadian Journal of Aging</i> , 23(3), 197-202. Shawn, T., C. Drummond, N., Ferrise, L., E. & Globerman, J. (2004). To Tell or Not To Tell? Professional and Lay Perspectives on the Disclosure of Personal Health Information in Community-Based Dementia Care. <i>Canadian Journal of Aging</i> , 23(3), 203-215.	
Mid-term Recess: Mon., Feb. 18 to Fri. Feb. 22		
Week 7: Mon., Feb. 25	Midterm Exam	No readings required
Part 4: Formal and Informal Caregiving		
Week 7: Thu., Feb. 28	Textbook, Chapter 3 (pp. 45-63). Textbook, Chapter 4 (pp. 64-79).	
Week 8: Mon. Mar. 04 Thu., Mar. 07	Textbook, Chapter 8 (pp. 130-153). Guberman, N., Lavoie, J., Blein, L. & Olazabal, I. (2012). Baby Boom Caregivers: Care in the Age of Individualization, <i>The Gerontologist</i> , 52 (2), 210-218.	
Submit Short Assignment # 1 on Avenue no later than Mon, Mar. 04 at 9 am		
Week 9: Mon. Mar. 11 Thu. Mar 14	Brotman, S., Ryan, B., Collins, S., Chamberland, L., Cormier, R., Julien, D., Meyer, E., Peterkin, A. & Richard, B. (2007). Coming Out to Care: Caregivers of Gay and Lesbian Seniors in Canada. <i>The Gerontologist</i> , 47 (4), 490-503. Martin-Matthews, A. (2007). Situating 'Home' at the Nexus of the Public and Private Spheres Ageing, Gender and Home Support Work in Canada. <i>Current Sociology</i> , 55 (2), 229-249.	

Submit Short Assignment # 2 on Avenue no later than Mon, Mar. 11 at 9 am

Part 5: Aging, Big Pharma, and Medical Industrial Complex

Week 10: Mon. Mar. 18 Thu., Mar. 21	<p>Conrad, P. & Leiter, V. (2004). Medicalization, Markets and Consumers. <i>Journal of Health and Social Behaviour</i>, 45 (Extra Issue), 158-176.</p> <p>Holstein, M. B. (2001). A Feminist Perspective on Anti-Aging Medicine. <i>Generations</i>, 25(4), 38-43.</p>
--	---

Submit Short Assignment # 3 on Avenue no later than Mon, Mar. 18 at 9 am

Week 11: Mon. Mar. 25 Thu. Mar. 28	<p>Meyer, V. (2001). The Medicalization of Menopause: Critique and Consequences. <i>International Journal of Health Services</i>, 31(4), 769–792.</p> <p>Marshall, B. L. (2008). Older Men and Sexual Health: Post-Viagra Views of Changes in Function. <i>Generations</i>, 32(1), 21-27.</p>
---	---

Submit Assignment Option 2 on Avenue no later than Mon, Mar. 25 at 9 am

Part 6: End of Life Care

Week 12: Mon., Apr. 01 Thu., Apr. 04	<p>Turner, L. (2002). Bioethics and End-of-Life Care in Multi-Ethnic Settings: Cultural Diversity in Canada and the USA. <i>Mortality</i>, 7(3), 285-301.</p> <p>Wilson, D. M., Birch, S., Sheps, S., Thomas, R., Justice, C., & MacLeod, R. (2008). Researching a Best-Practice End-of-Life Care Model for Canada. <i>Canadian Journal on Aging/La Revue Canadienne du Vieillissement</i>, 27(4), 319-330</p>	
Week 13: Mon. Apr. 08	Exam Review	No readings required