

## HLTH AGE 3BB3: FIELD EXPERIENCE

### Term2 Winter 2021

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**Lecture:** Tues. 11:30 a.m. - 1:20 p.m.,  
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## **Course Description**

The Field Experience course is designed to give you an opportunity to integrate knowledge about health and aging with experience in the field. In this course, you will enhance your knowledge and understanding of health programs and policy related to various population groups and particularly older adults. You will pursue individual learning goals as well as examine current issues and challenges facing different groups of individuals in our community and the services and programs that are available to them. You will also have the opportunity to develop some skills through field observation and interaction with people (e.g. children, youth, older people, women) as well as service providers who work in various practice settings. Together we will explore and critically reflect on various concepts, issues, approaches, methods and opportunities for working with individuals and their families and learn about people's unmet needs that currently exist and explore strategies and advocacy approaches useful for addressing these needs.

## **Course Objectives**

By the end of the course students should be able to:

- Expand and integrate their knowledge of health and aging and needs of specific populations through reviewing current literature and observation and/or interaction with people in various field settings.
- Increase their understanding of the contributions, needs and concerns of specific groups and the current issues and gaps in programs and service delivery
- Critically examine practice and policy issues, programs, methods and skills used by professionals, community agencies and institutions in working with selected population groups and their support networks.
- Increase awareness about the opportunities available to become informed, involved and employed in the fields of health and aging.
- Develop skills in communication, advocacy, problem solving and self-directed learning.

## **Required Materials and Texts**

- There are no required texts for the course. All relevant information will be shared or provided to you on Avenue under Content.

## **Class Format**

### **1. Field Placement:**

- Each student will spend a **minimum of 40 hours** during the term in a selected **(VIRTUAL)** field setting as well as attend a **two-hour weekly classroom seminar**. During the seminars, students will be expected to share experiences and raise issues related to their field observations as well as to participate in a

problem-based learning experience. **Attendance and participation in class is important and expected.**

- **Field Observation is a shared experience as students work with professionals in the field.** Each student will set out learning outcomes they expect to achieve given their Field Placement. At the end of the course, students will evaluate their success in achieving these anticipated outcomes and note any new or revised learning objectives that they have yet to pursue given their insightful and informative experience

## **2. Problem Based Learning Experience:**

- Students will participate in a Problem Based Learning (PBL) experience in different class sessions as well as work in small groups and make a brief presentation to their peers based on their research on the selected situation. The PBL package will be provided in class and further details for PBL will be discussed during class.

## **3. Seminars:**

- The two hour weekly seminars will address (if possible with the aid of guest speaker(s) and alumni) current debates on topics such as: personhood; practice issues; advocacy; assessment, program and service delivery issues; and employment in the field of health and aging. Many of the class discussions will focus on the issues raised by the students from their field observations and experiences.

## **Course Evaluation – Overview**

1. Field observation contract - 15%, due Feb.4<sup>th</sup> or earlier
2. Problem based learning project - 30%, presentation to be scheduled, outline due Feb. 25<sup>th</sup>
3. Literature review on placement related topic - 10%, due March 25<sup>th</sup>
4. Field experience evaluation and knowledge integration - 35%, due April 13<sup>th</sup>
5. Class participation - 10%

## **Course Evaluation – Details**

### **1. Field Observation Contract (15%), due Feb. 4<sup>th</sup> (or earlier)**

This assignment will provide a focus and direction for the field observation and provide a basis for self-evaluation. As such, it can be a useful tool for the student to observe and to participate in the public sector in a practical sense. The student will be able to understand their strengths and weaknesses as an emerging professional who has a passion to work in the public sector in the near future. In this **written assignment (approx. 4-5 pages in total, the format will be explained in class)**, the student provides:

- a **1-2 page overview** of the field setting where the student is doing the placement

- a list of **four (4) learning objectives** which are appropriate to the student's individual learning needs and the opportunities available in the setting
- an **outline** of the strategies and resources the student proposes to use in achieving his/her learning objectives
- A clear **description** of how learning objectives will be evaluated by the student.
  - To assist you with the development of this learning plan, it is highly recommended that you review the document Learning Plan Resource on [McMaster Experiential Education, Faculty of Social Sciences website](http://experiential-ed.mcmaster.ca/documents/spg1/EE%20Guide%20to%20Learning%20Plans%20and%20Objectives.pdf) found at (you will likely need to copy and paste link below): <http://experiential-ed.mcmaster.ca/documents/spg1/EE%20Guide%20to%20Learning%20Plans%20and%20Objectives.pdf>
  - It is critical that you be in full agreement with the learning plan you develop.
  - **In the past we have asked for a Field Supervisor's signature on this report prior to submitting it. However given the covid situation and the virtual placements this term, you only submit your learning plan to me for evaluation.**

## **2. Problem Based Learning Project (30%)**

Students will select from problems which they will work on in small groups and individually. Active and full participation in the small group and an oral class presentation will be required. Written details of this assignment will be provided in class.

**PBL Outline of Presentation Summary due Feb. 25<sup>th</sup>**

**Presentation Dates to be assigned in class.**

## **3. Literature Review On Placement Related Topic (10%), due March 25<sup>th</sup>**

Prepare a brief literature review based on current scientific research on a topic directly related to your placement. This review should be completely based on journal articles (at least 8) from the past five - six years (2016+). This **5-page review** should be on a topic that is new to you (not previously researched for another assignment or course). Include a bibliography. Details about this assignment to be discussed in class.

This assignment accounts for **10%** of the final grade.

## **4. Field Experience Evaluation and Knowledge Integration (35%), due April 13<sup>th</sup> or sooner.**

There are two parts to this assignment: (A and B):

- A. The first part consists of a **4-page** report about your learning experience. This report should include how you achieved your learning objectives in the organization or agency you selected. State whether you encountered any difficulties, and what new knowledge, skills, values and ideas you learned about working in the field. Discuss how your experience during the 40 hours of observation/interaction and your

participation in the class seminars helped you to meet your learning objectives as well as the course objectives (see section of this course outline). This report is not just a description of what you did but more about what you learned from this experience.

- This portion of the assignment accounts for **20%** of the grade.
- B. The second part of this assignment is to integrate the findings from the literature review as well as your current knowledge with what you learned from your field experience (**4 pages**). This will require you to critically reflect on your knowledge about health and aging, the theories and concepts you have learned in your various health studies and/or gerontology courses and apply them to real life situations. You are not simply repeating what the literature or your instructors stated but instead you are demonstrating critical thinking skills by analyzing the various sources of information and critically examining the content based on your understanding, your personal experiences and your reflection on this information.
- This portion of the assignment accounts for **15%** of the grade.

### **5. Class Participation (10%)**

Students are expected to attend the weekly class, participate in classroom discussions and problem based learning groups, as well as raise issues from the field and discuss their placement experiences. Specific questions to guide the discussion about placement experiences will be provided in class. Students will also evaluate peers on PBL group participation and the presentations. You will be asked to provide input into the assessment of your class participation.

This will account for 10% of the final grade

## **Weekly Course Schedule and Required Readings**

### **Week 1 (Jan. 12 & 14)**

Course Overview and Requirements//Field Placements

- Developing learning objectives and identifying learning strategies

### **Week 2 (Jan. 19 & 21)**

Health and Aging, Policy and Practice Issues

- Introduction to Problem Based Learning (PBL)/Tutorial Session PBL Groups

### **Week 3 (Jan. 26 & 28)**

Anti-oppression framework/Practice/ Advocacy

- A Discussion and Practical Implementation

**Week 4 (Feb. 2 & 4)**

Working in Health and Aging Fields

- To Look and See, To Listen and Hear

Note:

- **Learning Objectives/Contract Assignment Due or Earlier**

**Week 5 (Feb. 9 and 11)**

Working in Health and Aging Fields

- To Look and See, To Listen and Hear

**Week 6 (Feb. 15 & 21)**

Reading Week – Spring Break – Enjoy 😊

**Week 7 (Feb. 23 & 25)**

Discussion of Students' Placements

- Challenges, Compromises and Concerns
- **Summary Outline of PBL Presentation due**

**Week 8 (March 2 & 4)**

Discussion of Students' Placements

- Summary of PBL presentation due

**Week 9 (March 9 & 11)**

PBL Presentations

**Week 10 (March 16 & 18)**

PBL Presentations

**Week 11 (March 23 & 25)**

PBL Presentations

- **Literature Review Due**

**Week 12 (March 30 & April 1)**

PBL Presentations

**Week 13 (April 6 & 8)**

PBL Presentations

## **Week 14 (April 13)**

PBL Presentations

- Course Wrap-up
- **Final Assignment Due**

## **Course Policies**

### **Submission of Assignments**

All assignments are to be submitted online under Assessments in the Assignment Folders.

### **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

### **Late Assignments**

All late work will be penalized three marks per day including weekends.

### **Course Modification**

The instructor reserves the right to modify elements of the course during the term. If any 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.

## **University Policies**

### **Academic Integrity**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and



academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour 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. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

### **Authenticity / Plagiarism Detection**

**Some courses may** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

**All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

### **Courses with an On-line Element**

**Some courses may** use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used.

Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

## **Online Proctoring**

**Some courses may** use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

## **Conduct Expectations**

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

## **Academic Accommodation of Students With Disabilities**

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

## **Requests For Relief For Missed Academic Term Work**

[McMaster Student Absence Form \(MSAF\)](#): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

## **Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO)**

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

### **Copyright And Recording**

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

### **Extreme Circumstances**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

### **Faculty of Social Sciences E-mail Communication Policy**

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.

## Some suggestions/guidelines for the structure and content of your reflections:

Basically you are addressing three simple questions: What, So What, and Now What?

### 1. What?

- Descriptive account (brief)
- Facts, what happened, with whom
- Substance of group interaction/activity

### 2. So What?

- Shift from descriptive to interpretive
- Meaning of experience for you
- Feelings involved, lessons learned
- Understanding why of the experience and activity?

### 3. Now what?

- Contextual - what does this activity, experience/situation mean in the broader context
- Applying lessons learned / insights gained to new situations
- Setting future goals (e.g. learning goals or plan of action)

## **Here are some questions you may consider addressing in your reflections:**

- What are three things that were the highlights of this experience and why?
- How were you a different person when you left the activity compared to when you entered?
- What have you learned about yourself by participating in this experience?
- What connections do you see between this experience and what you have learned in your courses at McMaster or elsewhere?
- What have you learned about a societal issue through this activity/experience?
- How did this experience challenge your assumptions and stereotypes about aging or any other population group?
- How has your experience/ participation in this activity contributed to your growth in any of these areas: civic responsibility, political consciousness, professional development, spiritual fulfillment, social understanding, intellectual pursuits?
- How would you do something differently in a particular location/setting if you were in charge?
- How can society better deal with the problem/issue that you have identified?
- How can this experience apply to other situations in your life?
- How can some of the solutions you saw/heard/ experienced apply to other problems of other groups?
- What was the most challenging thing that happened during your experience?

Reference: [Facilitating Reflection: A Manual for Higher Education](#), (n.d.) Retrieved

## Important Information for Students in HLTH AGE 3BB3: Field Experience

**SOME OF THE INFORMATION HERE DOES NOT APPLY TO THE 2021 SESSION. GOVEN COVID WE ARE ASSIGNING VIRTUAL PLACEMENTS. If you have any questions about the information here, you may e-mail me – gvoros@mcmaster.ca**

Information prepared by **Ruthanne Talbot**, Programming and Outreach Manager  
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- website: <http://experiential-ed.mcmaster.ca/>
- Twitter: @McMasterEE
- Facebook: McMaster Experiential Education

Students may choose any placement that relates broadly to health or aging, but you are strongly encouraged to make choices based on your learning objectives – Which skills do you want to learn? What are your career or academic goals? Are you looking to diversify your current experience?

You can choose to seek out your own placement or explore one of the many that are posted on OSCARplus for you. Anything posted on OSCARplus will already be approved for the course, but if you find your own placement, you must have it approved by your instructor.

How many hours per week will I commit to the placement?

Students are required to complete a minimum 40 hours of placement. The intent is that this time be spread out over the duration of the term and not compressed. Travel time does not count, nor does any time meeting with staff or attending orientation meetings prior to being welcomed on officially as a volunteer/placement student. Students are expected to commit to the placement for the full duration of the term, which may result in more than 40 hours.

**We encourage you to start looking for your placements as soon as possible.**

### Police Checks

If you had a police check/vulnerable sector search done within the 12 months previous to the start of your placement and still have the original document, you may not be required to have another police check completed if it meets the requirements of your placement organization. Please bring this original document along with you when you return to school in September or meet with the organization as this could help you get started more quickly.

Your academic placement may require you to complete a police record check depending on the nature of your responsibilities at the placement. [Hamilton Police Service web site](http://www.hamiltonpolice.on.ca/hps) (www.hamiltonpolice.on.ca/hps) **for updated information.**

#### AFTER YOUR PLACEMENT HAS BEEN ARRANGED:

You must complete information about your placement on the attached form (last page of the course outline) by Jan. 28, 2020 and submit this with your assignment.

#### Health and Safety

The health and safety of students on placement is of the highest priority. McMaster University and the Ministry of Advanced Education and Skills Development (MAESD) (formerly Ministry of Colleges, Training and Universities - MTCU) have policies in place that guide student safety. Your host organization will also have their own policies.

It is important to strictly follow the guidelines and policies of McMaster University, MAESD, and your host organization as they have been put in place for your protection and the protection of the people you are interacting with at your placement.

Students completing unpaid placements as part of an academic course are required to print and complete the following documents, and return them to the course instructor, unless otherwise indicated:

- **Students** sign the [student declaration letter](#), required to let them know, via sign-off, they have coverage via WSIB or ACE/private coverage and to report incidents accordingly;
- **Placement “employers”** sign off on [letter to placement employers](#), noting that they have been informed that WSIB coverage (or ACE/private coverage) is provided via the MAESD, and therefore their respective WSIB standings (i.e. premiums) will not be effected; and
- **Students and placement “employers”** both sign off on the [Pre-Placement Safety Orientation Checklist](#)

A complete [handbook on academic placements](#) is available for students to view, download and/or print: <http://bit.ly/2L3czLd>