

DISABILITY, CHRONIC ILLNESS, AGING

Winter 2019

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Lecture: Tuesdays (12:30 PM to 2:20 PM); and Thursdays (1:30 PM to 2:20 PM)

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Course Description

This course critically examines disability and chronic illness within the context of later life. The course is designed to enhance our knowledge and understanding of the complexities facing individuals who are transitioning from physical and/or cognitive well being to frailty and greater dependence. During the course we will examine competing definitions and debates surrounding aging and ability/disability; demographic patterns; policy contexts encompassing aging, disability, and chronic illness; and theories of aging across the life course and models of disability. We will consider how older people define, interpret, and experience impairment and chronic illness and attempt to gain an appreciation for how disability and chronic illness impacts one's sense of self and quality of life. We will look at structural barriers as well as strategies for adapting to disability and chronic illness that include technological innovations and caregiver and community support, and consider future policy directions.

Course Objectives

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

- Describe key theories and definitions used in the study of disability/chronic illness and aging;
- Relate theories and concepts of aging to our understanding of disability and chronic illness;
- Identify and describe a selection of empirical research connected to the study of aging and disability and chronic illness; and
- Advance skills in critical thinking, analysis, teamwork, research, writing, oral presentation, and group discussion

Required Materials and Texts

- Mackelprang, R. & Salsgiver, R. (2016). Disability: A Model Approach in Human Service Practice (3rd Ed.). New York, New York: Oxford University Press.

Class Format

This course will be structured differently from what you have come to expect. The course will combine a variety of methods to teach course content—from traditional lecture format to guest lecturers or to documentary films about disability, chronic illness and aging. Students will also work in collaborative groups to write short summaries of the weekly lecture.

Course Evaluation – Overview

1. Participation Reflection (15%; due on April 9, 2019)
2. Critical Reflection (20%; due on February 14, 2019)
3. Active Learning Group Assignment (30%; due on date TBD)

4. Final Term Paper (35%; due on April 12, 2019)

Course Evaluation – Details

Participation and Reflection (15%), due April 9, 2019

Students are asked to provide a written reflection of no more than a paragraph to a one-page focusing on the following four questions:

- (1) When you were able to attend lecture, how do you feel about your level of engagement, and why? (5%);
- (2) What three salient take-away messages did you receive from attending the course? (5%);
- (3) What questions remain unanswered and how might you address these moving forward (5%); and
- (4) Out of 15 grade points possible, what grade would you give yourself? Your reflection and the grade you give yourself will be taken into consideration by the instructor when a final grade is assigned.

Critical Reflection (20%), due February 13, 2019

Critical reflection is an important concept in the study of disability and chronic illness. Critical thinking is an intellectual discipline meant to help you conceptualize, apply, analyze, synthesize and evaluate disability studies for use in one's own area of scholarly interest. In this course, critically reflecting on a selection of studies pertaining to an area of disability studies is required. Your critical reflection (of not more than 5 pages) should address the following:

- (1) Select a topic in disability/chronic illness and provide a short introduction. The introduction may include providing an epidemiological profile, a thesis statement, and discusses the rationale for focusing on the topic of choice (5%);
- (2) Select four journal articles and/or book chapters that explore your chosen topic in detail and provide a thematic summary. In other words, pinpoint and examine patterns or themes related to disability or chronic illness that emerge across the four articles. The thematic summary must be linked to and helps you answer your thesis statement (8%).
- (3) Provide a conclusion to your paper in ways that move beyond simply summarizing the key points of your essay. Rather, for example, you can remind the reader why this topic is important; can recommend a course of action; can quote an expert; can share your own insights (5%);
- (4) Students are reminded that citations, spelling, grammar, document formatting, creativity, organization of ideas matter (2%).

Note: It is possible to link the critical reflection topic with the final term paper topic. Plan wisely.

Active Learning Summary (30%), due on a date TBD

Your active learning group (6 to 8 people) will engage in weekly discussion focused on the week's readings, film, or guest speaker. Consulting each member of your active learning group, at least twice during the term, groups will prepare and submit an active learning summary. In two pages or less, these summaries will include:

- (1) Provide a brief summary of the weekly topic (10%);
- (2) Offer your group's critically informed opinion and/or ideas as it pertains to course objectives (14%);
- (3) Students are reminded that citations, spelling, grammar, document formatting, creativity, organization of ideas matter (6%).

In the first week of classes, student groups will be chosen and will have also selected the weekly topic that they will use as part of these active learning summaries.

Final Term Paper (35%), due April 12, 2019

The final term paper (of not more than 10 pages in length) will demonstrate your learning of your selected topic of interest that is meaningful to those aging with a disability or chronic illness. Your paper should integrate and define key concepts and definitions, provide examples to illustrate, as they relate to aging with a disability or chronic illness. It is expected that you will draw on relevant course offering (readings, guest lectures, films, etc.), as well as additional scholarly library research. Your final term paper should address the following:

- (1) Provides an introduction (i.e., epidemiological profile, specifies a thesis statement, and discusses the rationale for focusing on this topic) focused on a key issue or challenges faced by those aging with a disability or chronic illness (6%);
- (2) The paper explores topic in some detail using concepts covered in the first half of the course. This includes, but not limited to, meaning/history; impact on human development; and cultural contexts (8%);
- (3) Will have discussed laws, policies or human rights specific to the topic; best program or policy approaches for addressing disability/chronic illness in the context of aging and provide a rationale (8%);
- (4) Will provide a conclusion to your paper in ways that move beyond simply summarizing the key points of your essay. Rather, for example, you can remind the reader why this topic is important; can recommend a course of action; can quote an expert; can share your own insights (8%);
- (5) Students are reminded that citations, spelling, grammar, document formatting, creativity, organization of ideas matter (5%).

Weekly Course Schedule and Required Readings

Week 1—January 8 & 10, 2019

January 8, 2019 – Introduction to the Course

January 9, 2019 – Group Membership/Choose Weekly Topic

Week 2—January 15 & 17, 2019

January 15, 2019 – Meaning and History of Disability in Society

Readings: Mackelprang, R. & Salsgiver, R. (2016)—Chapter One

January 16, 2019 – Active Learning Group

Week 3—January 22 & 24, 2019

January 22, 2019 – Human Development and Disability

Readings: Mackelprang, R. & Salsgiver, R. (2016)—Chapter Two.

January 23, 2019 – Active Learning Group

Week 4—January 29 & 31, 2019

January 29, 2019 – Traditional Approaches to Disability: Moral and Medical Models

Readings: Mackelprang, R. & Salsgiver, R. (2016)—Chapter Three.

January 30, 2019 – Active Learning Group

Week 5—February 5 & 7, 2019

February 5, 2019 – Disability Culture

Readings: Mackelprang, R. & Salsgiver, R. (2016)—Chapter Four.

February 6 – Active Learning Group

Week 6—February 12 & 14, 2019

February 12, 2019 – Disability Laws, Policies, and Human Rights

Readings: Mackelprang, R. & Salsgiver, R. (2016)—Chapter Five.

Notes: Guest Speaker (Alise de Bie)

February 13, 2019 – Active Learning Group

Notes: Critical Reflection is due on February 13, 2019

Week 7—February 19 & 21, 2019

Reading Week

Week 8—February 26 & 28, 2019

February 26, 2019 – Mobility Disabilities

Readings: Mackelprang, R. & Salsgiver, R. (2016)—Chapter Six.

February 27, 2019 – Active Learning Group

Week 9—March 5 & 7, 2019

March 5, 2019— Deafness and Hearing Impairments

Readings: Mackelprang, R. & Salsgiver, R. (2016)—Chapter Seven

March 6, 2019 – Active Learning Group

Week 10—March 12 & 14, 2019

March 12, 2019 – Visual Disabilities

Readings: Mackelprang, R. & Salsgiver, R. (2016)—Chapter Eight.

March 13, 2019 – Active Learning Group

Week 11—March 19 & 21, 2019

March 19, 2019 – Developmental Disabilities

Readings: Mackelprang, R. & Salsgiver, R. (2016)—Chapter Nine.

March 20, 2019 – Active Learning Group

Week 12—March 26 & 28, 2019

March 26, 2019 – Mental Health Disabilities

Readings: Mackelprang, R. & Salsgiver, R. (2016)—Chapter Ten.

March 27, 2019 – Active Learning Group

Readings: Guest Speaker (Stacey Skalko)

Week 13—April 2 & 4, 2019

April 2, 2019 – Cognitive Disabilities

Readings: Mackelprang, R. & Salsgiver, R. (2016)—Chapter Eleven

April 3, 2019 – Active Learning Group

Week 14—April 9, 2019

April 9, 2019 – Health-Related Disabilities

Readings: Mackelprang, R. & Salsgiver, R. (2016)—Chapter Twelve.

Course Policies

Submission of Assignments

- Please hand in papers via Dropbox on Avenue to Learn by the due date (before midnight).
- Written assignments must be typed and double-spaced and submitted with a front page containing the title, student's name, student number, and the date. Number all pages (except title page).
- Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual with particular attention paid to

font size (Times-Roman 12), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page) as papers not meeting these requirements will not be accepted for grading.

- Students are expected to make use of relevant professional and social science literature and other bodies of scholarly knowledge in their term assignments. When submitting, please keep a spare copy of your assignments.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
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

A late penalty of 2 percentage points per day (off of the assignment) will apply after the due date (weekends included).

Absences, Missed Work, Illness

All work is due on the date stated in the course syllabus unless other arrangements have been made in advance with the instructor (e.g., medical, accommodation or other reason with appropriate documentation, no exceptions). Missed work, in the absence of advance agreement with the instructor, will count as zero.

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”.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, 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 this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Authenticity / Plagiarism Detection

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.

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 Statement

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

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 behavior 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 types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity.

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 credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

If you require this course outline in an alternate/accessible format, please contact the Department of Health, Aging & Society (ext. 27227 | e-mail: hasdept@mcmaster.ca).

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 requiring a RISO accommodation 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.

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.

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.