

Health, Aging and Society
McMaster University

Instructor: Randy Jackson
Office: KTH-312
Email: jacksr3@mcmaster.ca
Office Hours: Mondays (12:20 to 2:30 PM) or by appointment

Course Dates: September 5 to December 6, 2017
Classroom Times: Mondays (8:30 AM to 10:20 AM) and Thursdays (3:30 to 5:20 PM)
Classroom Location: LRW 1055

Perspectives on Disability, Chronic Illness and Aging

HLTH AGE 3D03

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.

STUDENT RESPONSIBILITIES

Students are expected to contribute to the creation of a respectful and constructive learning environment.

- Students should read all assigned material in preparation for class, attend class on time and remain for the full duration of the class.

- In the past, students and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.
- Audio or video recording in the classroom without permission of the instructor is strictly prohibited.

Assignments: Form and Style

In preparing assignments, students are expected to adhere to the following academic standards:

- Written assignments must be proofread for grammar/spelling, typed and double-spaced, and submitted with a front page containing the paper's title, student's name, student number, and the date. Number all pages (except title page).
- Paper format (both in-paper citations and list of references) 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) and margins (minimum of 1 inch at the top, bottom, left and right of each page).
- Students are expected to make use of relevant professional and social science literature and other bodies of knowledge in their term assignments.
- Please submit all assignments using Microsoft Word format. Paper submitted in PDF format will not be accepted for grading. When submitting, please keep a spare copy of your assignments.

Submission Dates & Grading

In submitting assignments for grading, the following are expected:

- Please hand in papers via Dropbox on Avenue to Learn on or before the due date listed in the course syllabus (i.e., before midnight).
- All work is due on the date stated in the course syllabus (before midnight) unless other arrangements have been made in advance with the instructor (e.g., medical, accommodation or other reason with appropriate documentation, no exceptions). A late penalty of 2 percentage points per day will apply after the due date (weekends included).

REQUIRED TEXT (Available in the University Bookstore)

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

Supplementary Resources

Aging and Disability (<http://www.aging-and-disability.org/>)

Bridging Aging and Disability International (<http://www.badinetwork.org/>)

EVALUATION SUMMARY

Component	Weight	Date Due
Participation Reflection	15	December 4, 2017
Critical Reflection	15	October 2, 2017
Student Group Seminar	30	November 2 to November 30, 2017 (Note: Identify your group members and topic by September 28)
Final Term Paper	40	December 4, 2017
Total	100	

EVALUATION

Participation (15%)—**Due on or before December 4, 2017**

Attendance and active participation are significant for this course; therefore, expect to come to class prepared having read the required readings, and participate by posing or responding to questions, discussing ideas, and/or to respectfully challenge the opinions raised by the instructor and your peers. Students will prepare and hand in a short reflection statement justifying their own assessment of their participation in class. Taken into consideration when the instructor assigns a participation grade, this personal statement will focus on how well the student assesses their own attendance (5%), completion of required readings (5%), and participation in class discussion (5%). This reflection is due on **December 4, 2017** and we'll discuss how to complete this exercise prior to the due date.

Critical Reflection (15%)—**Due on or before October 2, 2017**

For the week of Sept 25 and Sept 28 (no class) students will watch the on-line documentary, *Living Dangerously* (in the HotDoc film library). The documentary showcases two seniors who are prepared to live independently rather than become

institutionalized. Both seniors have suffered falls, have required emergency help, and relatives are afraid they will eventually harm themselves.

This one- to two-page critical summary will provide:

- (1) A synopsis of the film's main points (5%);
- (2) Draw on course readings and apply relevant concepts (5%);
- (3) Critically reflect on the challenges posed in the film, any solutions offered, and discuss your own scholarly thoughts about aging and disability (5%).

This reflection is due on October 2, 2017.

***Student Group Seminar* (30%)—Due beginning November 2 to Nov 30, 2017.**

Beginning November 2 until November 30, student groups (four to five students each) will research, develop, and deliver a 45-minute presentation (including facilitating a discussion) in any one of the following broad areas: (a) Mobility Disabilities; (2) Deafness, Hearing and Visual Impairments; (3) Developmental Disabilities; (4) Mental Health Disabilities; (5) Cognitive Disabilities; and (6) Health-Related Disabilities. Student groups will select their topic in these six broad areas, as well as, chose on of the available dates for Thursdays (beginning Oct. 26 to Nov. 30). There are two-time slots available on Thursdays and these slots are filled on a first-come, first-served basis.

1. Student Group Seminars will demonstrate their ability to articulate and lead an aging and disability seminar.
 - a. Narrow and identify a topic of interest within one of the broad areas and tell the story regarding this topic (e.g., epidemiological profile, key challenging confronting those living with disability, etc.), including why the group chose this topic for this assignment (5%).
 - b. Demonstrate and articulate within the seminar your group's understanding of concepts covered in the first half of the course (i.e., meaning/history, impact on human development, what approach is best for addressing the disability in the context of aging, the cultural context of the disability, and laws, policies or human rights specific to the topic) (10%).
 - c. Discuss policy and practice implications related to the topic of choice (10%).
2. Creativity, organization and seminar design and where each student demonstrates their ability to co-facilitate and engage the audience while presenting the seminar to the class (5%).

Please identify your group's membership and your chosen topic by **September 28**. Note that your student group seminar topic must align with the course schedule (two slots allocated each week on a first-come, first-served basis). Class time will be provided to assist student groups to complete this assignment.

***Final Term Paper* (40%)—Due on December 4, 2017**

Building on your student group seminar topic, the final term paper will demonstrate your learning regarding a topic of interest that is meaningful to those aging with a disability. Your paper should integrate and define key concepts and definitions (providing examples to illustrate, as needed) as they relate to disability and aging. You are also expected to use relevant course readings and other resources, such as additional library research, websites, films, and guest speakers.

1. Much like the student group seminar, your paper should address the following:
 - a. Provide an introduction (using an epidemiological profile, focus on ***one*** key issue/challenge faced by those aging with a disability, and discuss why you have selected this topic as your focus). (5%)
 - b. The body of your paper will explore your topic using concepts covered in the first half of the course (i.e., meaning/history, impact on human development, what approach is best for addressing the disability in the context of aging, the cultural context of the disability, and laws, policies or human rights specific to the topic). (10%)
 - c. Discuss policy and practice implications related to the topic of choice (10%).
 - d. Provide a conclusion for your paper (i.e., moving beyond merely summarizing the key points of your essay; rather, and for example, you can remind the reader why this topic is important); recommend a course of action, quote an expert; share your own insight that derives from the body of your essay; and/or explore worthwhile avenues for future research on your topic). (10%)

2. Spelling and grammar, document formatting (see assignment instructions above), creativity, organization and design (5%).

ADDITIONAL INFORMATION

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.

Privacy Protection

In accordance with regulations set out by the Freedom of Information Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student numbers as the identifying data. The following possibilities exist for return of graded material:

1. Direct return of materials to students in class.
2. Return of material to students during office hours.
3. Students attach a stamped, self-addressed envelope with assignments for return by mail.
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments for the options above will be provided via Dropbox in Avenue to Learn.

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all your 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 result 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 reading “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 <http://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 other credit has been obtained).
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

One of the most important aspects of academic integrity in the completion of class assignments is to avoid plagiarism. Plagiarism is representing someone else’s ideas or words as your own.

This includes:

- Presenting someone else’s ideas or conclusions as your own without acknowledging their work by referencing the source.
- Presenting someone else’s words (writing) as if it were your own by not placing quotes around the borrowed wording and/or by not referencing the source.
- Presenting all or part of someone else’s published work as if it were your own.

Support Services

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: <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>.

Email Communication Policy, Faculty of Social Sciences

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 sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternative address, the instructor may not reply at his or her discretion.

WEEKLY COURSE SCHEDULE

Week	Date	Topic	Reading
1	Sept 7	Introduction to the Course and Trends in Aging and Disability	
2	Sept 11 & 14	Meaning and History of Disability	Mackelprang & Salsgiver (2016)—Chapter One
3	Sept 18 & 14	Human Development and Disability	Mackelprang & Salsgiver (2016)—Chapter Two
4	Sept 25 & 28	<i>Living Dangerously</i> -Documentary (see http://hotdocslibrary.ca/en/detail.cfm?filmId=25763)	See instruction under Evaluation. No classes this week. Rather, students are expected to complete Critical Reflection #1.
5	Oct 2 & 5	Traditional Approaches to Disability	Mackelprang & Salsgiver (2016)—Chapter Three
	Oct 9 & 13	NO CLASS	Fall Break
6	Oct 16 & 19	Disability Culture and Disability Laws, Policies, and Human Rights	Mackelprang & Salsgiver (2016)—Chapter Four and Chapter Five

7	Oct 23 & 26	Mobility Disabilities	Mackelprang & Salsgiver— Chapter Six
8	Oct 30 & Nov 2	Deafness, Hearing and Visual Disabilities	Mackelprang & Salsgiver— Chapter Seven and Eight
9	Nov 6 & 9	Developmental Disabilities	Mackelprang & Salsgiver— Chapter Nine
10	Nov 13 & 16	Mental Health Disabilities	Mackelprang & Salsgiver— Chapter Ten
11	Nov 20 & 23	Cognitive Disabilities	Mackelprang & Salsgiver— Chapter Eleven
12	Nov 27 & 30	Health-Related Disabilities	Mackelprang & Salsgiver— Chapter Twelve
13	Dec 4	Course Wrap-Up (Review) and Future Directions	

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.