

MCMASTER UNIVERSITY
DEPARTMENT OF HEALTH, AGING AND SOCIETY
HLTH AGE 3003: SPECIAL TOPICS - HEALTH, AGING AND INCARCERATION
WINTER 2018

Instructor: Dr. Sarah Clancy
Lectures: 2:30-4:20pm Tuesdays (KTH 109);
2:30-3:30pm some Thursdays (KTH 104)

Email: clancysj@mcmaster.ca
Office: KTH 233
Office hours: Mondays 11:30-12:30

COURSE DESCRIPTION

This course explores an often overlooked and stigmatized population, the incarcerated. Specifically, this course examines the health and well-being of incarcerated individuals of all ages, including juveniles and seniors aging in prison. In order to explore the different facets of health and well-being among the incarcerated population, the course is divided in two parts. In the first part of the course, we will examine theoretical foundations to help us understand how correctional systems are created, managed and organized. In this part of the course, we will also examine facts and figures about the correctional system and about those who are incarcerated. In the second part of the course, we will examine the health (i.e., physical and mental) and well-being of the incarcerated. Topics under discussion include: health, safety and security; medical care, palliative and end-of-life care; spotlight on the incarcerated elderly; spotlight on juvenile offenders; stigma and incarceration; HIV and criminalization; the health and safety of correctional services human resource staff; media portrayals of the incarcerated and the impacts on the health and well-being of those who are incarcerated; and finally, the health impacts of incarceration on the children and partners of the incarcerated. Attention to the impact of socio-demographic variables, such as gender, race and ethnicity, on the health and well-being of the incarcerated will intersect our discussions throughout the course.

COURSE OBJECTIVES

- Gain a critical understanding of the theoretical foundations to understand how correctional systems are created, managed and organized
- Development of a knowledge base on the health and well-being experiences of the incarcerated population
- Explore the differential medical care and palliative/end-of-life care offered in correctional systems
- Through completion of a group-based project, examine how incarceration impacts loved ones and why we need to learn more about these health impacts on both a policy and social level
- Improve research and writing skills through completion of an individually written course paper, as well as a group paper
- Engage in scholarly debate with classroom colleagues through in-class participation in lectures and group-based activities
- Build on group collaboration skills, oral presentation skills, and time management through completion of a group project

COURSE EVALUATION - OVERVIEW

Written assignment - Paper on panoptic model of surveillance - 30%	January 30, 2018
In-class test - 35%	March 20, 2018
Group paper and media presentation - 30%	April 3, 2018; if necessary, presentations will also run on April 5, 2018
Participation - 5%	Throughout the term

COURSE READINGS

1. COURSE READINGS

Course readings are available freely online or through the McMaster Library Electronic Database. Please see the libaccess links provided in the weekly schedule and readings below.

ORGANIZATION OF THE COURSE

COURSE FORMAT

Lectures will be held regularly on Tuesdays from 2:30-4:20pm and **only some Thursdays; please see the course schedule below for more information.** When we do not have regularly scheduled class or another task assigned for a Thursday meeting, students will meet in their groups to work on the group-based report and media analysis component. It is expected that you will use your time wisely to work on this assignment. This is an interactive lecture style course. Lectures may include the use of video clips, when applicable, to illustrate course material. We will also have in-class discussions and possibly small group activities on course material presented in lecture throughout the term.

COURSE WEBSITE

This course will use Avenue to Learn (<http://avenue.mcmaster.ca/>). Please check the website frequently for class announcements and other important information. We may be using the site for posting of grades. More information will be provided in class.

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.

EVALUATION COMPONENTS

1. WRITTEN ASSIGNMENT - PAPER ON PANOPTIC MODEL OF SURVEILLANCE- 30% - DUE ON JANUARY 30, 2018

Each student must consult 4 external resources to write a 6-8 page (maximum) analytical and reflective response paper based on a question about the panoptic model of surveillance used in

some correctional facilities. More information, including complete assignment guidelines, will be posted on Avenue to Learn during the first week of class.

2. IN-CLASS TEST - 35% - MARCH 20, 2018

This test will consist of multiple choice/true and false and short answer question(s) and will test your knowledge of both lecture material (including any films and/or video clips, etc., viewed in lecture) and assigned readings/video clips. If this test is missed, only Faculty-approved absences will be offered consideration for a re-write. As the test is worth 35%, students must visit their respective Faculty office with appropriate documentation for the Faculty to review as the test is not eligible for an online MSAF. If Faculty approval is obtained, the make-up date for the test is March 29, 2018 from 12am-2pm. No other date or time will be offered.

3. GROUP PAPER AND MEDIA PRESENTATION - 30% - DUE ON APRIL 3, 2018; IF NECESSARY, PRESENTATIONS WILL RUN ON APRIL 5, 2018

Working in a group (**minimum of 3 students per group, maximum of 5 students per group**), you will look more deeply at the families of the incarcerated; specifically, this assignment allows you to examine how the incarceration of a loved one impacts family members' health and well-being. Each group will have the choice of looking **at either**: (1) children of the incarcerated; or, (2) partners of the incarcerated. This project involves 2 components: a written paper (5-6 pages maximum) directed towards a scholarly/policymaking audience, as well as a media presentation (i.e., a podcast, short video, mock T.V. news story, etc.) directed towards the general (i.e., lay) audience. The papers are due on April 3 and the audio-visual presentations will be presented in class on April 3 as well (if necessary, presentations will run on April 5). You will be given class in the Thursday meeting timeframe (when we do not have regularly scheduled class that week or another task assigned for that week [i.e., required video viewing or dedicated time for studying]) to ensure this course requirement is completed without scheduling conflicts. The group component allows for a hands-on learning experience and the opportunity to engage with and reflect critically and thoughtfully about the course material in a collaborative environment. **This group project is a mandatory part of the course and is required to pass the course.** You must form groups by the end of the first full week of classes (i.e., by January 12) and inform Dr. Clancy of these arrangements. I reserve the right to modify, add or change groups to ensure that all students have a group to work with. **There will be no make-up dates allowed. Once assigned to a group, no changes are allowed.** More information, including assignment guidelines, will be posted on Avenue to Learn during the first week of class.

4. IN-CLASS PARTICIPATION - 5% - THROUGHOUT THE TERM

Student participation will be evaluated throughout the term based on quality participation in class discussions, small group activities, etc., Please note that attendance factors into participation: you must regularly attend lectures in order to actively participate.

POLICIES AND PROCEDURES

1. COMPLETION OF ALL ASSIGNMENTS AND IN-CLASS TEST ARE MANDATORY TO PASS THE COURSE. IF ANY COURSE REQUIREMENT IS NOT COMPLETED, YOU WILL RECEIVE A GRADE OF 0 AND NOT PASS THE COURSE.

Please submit your assignments (hard copies only) in class on the day that they are due. Faxed or emailed assignments will NOT be accepted.

Your assignments should be typed and double-spaced in either 10 or 12 point Times New Roman or Arial font. **The due dates for all assignments are fixed and non-negotiable. There will be a deduction of 15% per day for all late assignments, including weekends (15% for the whole weekend)**. If an assignment is due on Tuesday, but handed in at or after 12:00am on Wednesday, the deduction will be 15% for that day and so on. Deductions are calculated per day, not per 24 hour period. **No assignments will be accepted 3 days after the original due date; there are no exceptions. Please refer to assignment handouts for exact dates. Any late papers/assignments will receive a grade only; no comments.**

2. ILLNESSES AND EMERGENCIES

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”. Please note these regulations have changed beginning Fall 2015.

3. REVIEW OF MARKS

Assignments and exams are marked fairly and carefully. However, in the event that a student disagrees with his/her mark, the following procedure will be followed:

1. The student must write a detailed one-page note (hard copy only; emails will not be accepted) outlining the reason for the review of the mark. This note must be attached to the original assignment and handed in to the instructor
2. The instructor will review the request and review the original assignment and provide the student with written feedback
3. Students must not submit a request for review any earlier than 2 days after the paper/exams are returned in class and no later than 1 week after
4. Please note that upon re-review, there is a chance that the new grade may be lower than the original grade received

4. ACCOMMODATIONS

Please feel free to discuss your personal needs with me. Arrangements for Individualized accommodations can be made through Students Accessibility Services (<http://sas.mcmaster.ca/>). Students Accessibility Services (<http://sas.mcmaster.ca/>) also provides helpful information on time management, note-taking, keeping up with readings, and taking multiple choice tests.

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

Student Accessibility Services (SAS):

Students who require academic accommodations 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 at 905-525-9140 ext. 28652, or by email at sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation for Students with Disabilities](#).

Responsibilities as a Student Registered at SAS: SAS assists with academic and disability-related resources for students with a variety of learning needs. If you require academic accommodation through SAS, be sure that you arrange your accommodations with SAS as early as possible, and ensure that the instructor receives a copy of your accommodation letter as early as possible in the term.

Students registered with SAS are responsible for:

- meeting their SAS Program Coordinator prior to, or at the start of each academic term (September, January and summer sessions);
- providing their SAS Program Coordinator with relevant and professional medical or psychological documentation;
- notifying their SAS Program Coordinator if courses are dropped or added, or if accommodations require a change;
- meeting with individual course instructors to discuss their specific accommodation needs in relation to the course; and
- providing the instructor with their accommodation letter as early as possible.

For more information, visit the SAS website: <http://sas.mcmaster.ca>

Accommodating Peers: Students may be asked to assist in making our learning environment accessible for all students. For example, in-class presenters may be asked to submit, in advance, a text summary of the presentation's visual components to ensure the inclusion of students for whom those visuals would not otherwise be accessible.

5. COMPUTER USE IN THE CLASSROOM

Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

6. OFFICE HOURS and EMAIL COMMUNICATION

I maintain regular office hours - no appointment is necessary. I am also available by email (clancysj@mcmaster.ca). Please use proper email etiquette when sending an email: include the course name in your subject line; provide a salutation (Dear Dr. Clancy); and include your name and student number. You can expect a response to your email within 48 hours, **excluding weekends and holidays, as well as over the Reading Week break.**

Faculty Of Social Sciences E-Mail Communication Policy: It is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including to 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.

Avenue Mail: Please use your McMaster e-mail account to contact the instructor. There is a technical difference between the Mail feature in Avenue to Learn and the McMaster e-mail services, including UnivMail, the mail service used by most instructors. Messages sent from Avenue to e-mail, for example, can often cause unhelpful delays and errors.

7. ACADEMIC DISHONESTY

University Policy on Academic Dishonesty: 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. 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.

Avoiding Academic Dishonesty: It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the McMaster Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>. The following illustrates only a few forms of academic dishonesty:

1. Submitting work that is not your own.
2. Submitting your own material for which other credit has already been obtained in another course.
3. Using another writer’s sentences, phrasing, or writing structure without properly indicating your debt by using quotation marks.
4. Neglecting to properly cite the source of your ideas.
5. Improper collaboration in non-group work.
6. Copying or using unauthorized aids in tests and examinations.
7. Requesting accommodation or exceptions in bad faith or under false pretenses.

Information on current regulations for copying for education purposes can be found at the following website: <http://www.copyright.mcmaster.ca/>

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.

WEEKLY TOPICS AND READING SCHEDULE

TOPIC	ASSIGNED READINGS	IMPORTANT NOTES
WEEK ONE: JANUARY 4, 2018		
Introduction to the course; group formation (January 4)	No assigned readings	
WEEK TWO: JANUARY 9, 11, 2018		
Theoretical foundations and facts and figures about the correctional system and the incarcerated (January 9)	<p>1. Reiter, K. (2014). Making windows in walls: Strategies for prison research. <i>Qualitative Inquiry</i>, 20(4), 417-428.</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1177/1077800413515831</p> <p>2. Crewe, B. (2011). Depth, weight, tightness: Revising the pains of imprisonment. <i>Punishment and Society</i>, 13(5), 509-529.</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1177/1462474511422172</p>	MUST FORM GROUP BY THE END OF THIS WEEK AND NOTIFY DR. CLANCY
Learning about the Canadian correctional system - No in-class meeting: please view the required video (January 11)	<p>1. <i>The Agenda with Steve Paikin</i>. (2016). "Inside Canada's Corrections System." Retrieved from https://www.youtube.com/watch?v=L8aKRcUIOyI</p>	
WEEK THREE: JANUARY 16, 18, 2018		
Health, safety, and security of the incarcerated (January 16)	<p>1. Binswanger, I.A., Redmond, A., Steiner, J.F., & Hicks, L.S. (2012). Health disparities and the criminal justice system: An agenda for further research and action. <i>Journal of Urban Health</i>, 89(1), 98-107.</p>	

<p>Dedicated time to work on group report and media presentation (January 18)</p>	<p>Libaccess: http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1007/s11524-011-9614-1</p> <p>2. Fraser, A., Gatherer, A., & Hayton, B. (2009). Mental health in prisons: Great difficulties but are there opportunities? <i>Public Health, 123</i>(6), 410-414.</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url=https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/00333506/v123i0006/410_mhipgdbato.xml</p> <p>No assigned readings/videos</p>	
<p>WEEK FOUR: JANUARY 23, 25, 2018</p>		
<p>Medical care and palliative/end-of-life care (January 23)</p>	<p>1. Whitehead, D. (2006). The health promoting prison (HPP) and its imperative for nursing. <i>International Journal of Nursing Studies, 43</i>(1), 123-131.</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url=https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/00207489/v43i0001/123_thppaiifn.xml</p> <p>2. Linder, J.F. & Meyers, F.J. (2009). Palliative and end-of-life care in correctional settings. <i>Journal of Social Work in End-of-Life & Palliative Care, 5</i>(1-2), 7-33.</p>	

<p>Case studies: Health care in corrections - No in-class meeting: please view the required videos (January 25)</p>	<p>Libaccess: http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1080/15524250903173579</p> <ol style="list-style-type: none"> 1. <i>CBS 4 News Rio Grande Valley</i>. (2015). "Inmates upset over medical care." Retrieved from https://www.youtube.com/watch?v=lNoRS7RglBk 2. <i>Ontario HIV Treatment Network (OHTN)</i>. (2015). "St Lawrence Valley: A Hybrid Mental Health & Correctional Centre." Retrieved from https://www.youtube.com/watch?v=7KSjbBkQY_o&list=PLWjczZRwH3_MYCjKER_euu98KEmYW06Lj 3. <i>Ontario HIV Treatment Network (OHTN)</i>. (2015). "Providing care to Indigenous prisoners in a good way." Retrieved from https://www.youtube.com/watch?v=HCvt9kIhVHg&list=PLWjczZRwH3_MYCjKER_euu98KEmYW06Lj&index=3 	
<p>WEEK FIVE: JANUARY 30, FEBRUARY 1, 2018 - PANOPTIC WRITTEN ASSIGNMENT - 30% - DUE JANUARY 30</p>		
<p>Health and well-being of the incarcerated elderly (January 30)</p>	<ol style="list-style-type: none"> 1. Stal, M. (2013). Treatment of older and elderly inmates within prisons. <i>Journal of Correctional Health Care</i>, 19(1), 69-73. <p>Libaccess: http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1177/1078345812458245</p> <ol style="list-style-type: none"> 2. Handtke, V., Bretschneider, 	<p>PANOPTIC WRITTEN ASSIGNMENT - 30% - DUE JANUARY 30</p>

<p>Dedicated time to work on group report and media presentation (February 1)</p>	<p>W., Elger, B., & Wangmo, T. (2015). Easily forgotten: Elderly female prisoners. <i>Journal of Aging Studies, 32(Complete)</i>, 1-11.</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url=https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/08904065/v32icomplete/1_efefp.xml</p> <p>No assigned readings/videos</p>	
<p>WEEK SIX: FEBRUARY 6, 8, 2018</p>		
<p>Health and well-being of juveniles offenders (February 6)</p>	<ol style="list-style-type: none"> 1. Lambie, I., & Randell, I. (2013). The impact of incarceration on juvenile offenders. <i>Clinical Psychology Review, 33(3)</i>, 448-459. <p>Libaccess: http://libaccess.mcmaster.ca/login?url=https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/02727358/v33i0003/448_tioiojo.xml</p> <ol style="list-style-type: none"> 2. Perry, R.C.W., & Morris, R.E. (2014). Health care for youth involved with the correctional system. <i>Primary Care: Clinics in Office Practice, 41(3)</i>, 691-705. <p>Libaccess: http://libaccess.mcmaster.ca/login?url=https://ac-els-cdn-com.libaccess.lib.mcmaster.ca/S0095454314000384/1-s2.0-S0095454314000384-</p>	

<p>Case study: Being a juvenile incarcerated in adult prison - No in-class meeting: please view the required video (February 8)</p>	<p>main.pdf?_tid=0182aefe-c32c-11e7-9154-00000aab0f02&acdnat=1509998123_eb163fff1f2aed808ca158348339ef99</p> <p>1. <i>PBS FRONTLINE: Official.</i> (2014). "When a 16-Year-Old Is Locked Up in a Supermax Prison Stickup Kid FRONTLINE." Retrieved from https://www.youtube.com/watch?v=z0xmAA6lPhU</p>	
<p>WEEK SEVEN: FEBRUARY 13, 15, 2018</p>		
<p>Stigma and incarceration (February 13)</p>	<p>1. LeBel, T.P. (2012). Invisible stripes? Formerly incarcerated persons' perceptions of stigma. <i>Deviant Behaviour, 33</i>(2), 89-107.</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1080/01639625.2010.538365</p> <p>2. Rowe, A. (2011). Narratives of self and identity in women's prisons: Stigma and the struggle for self-definition in penal regimes. <i>Punishment & Society, 13</i>(5), 571-591.</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1177/1462474511422151</p>	
<p>Dedicated time to work on group report and media presentation (February 15)</p>	<p>No assigned readings/videos</p>	

WEEK EIGHT: FEBRUARY 20, 22, 2018 - READING WEEK - NO CLASSES / NO OFFICE HOURS		
READING WEEK - NO CLASSES / NO OFFICE HOURS	READING WEEK - NO CLASSES / NO OFFICE HOURS	READING WEEK - NO CLASSES / NO OFFICE HOURS
WEEK NINE: FEBRUARY 27, MARCH 1, 2018		
HIV and criminalization (February 27)	<p>1. Lazzarini, Z., Galletly, C.L., Mykhalovskiy, E., Harsono, D., O'Keefe, E., Singer, M., & Levine, R.J. (2013). Criminalization of HIV transmission and exposure: Research and policy agenda. <i>American Journal of Public Health, 103</i>(8), 1350-1353.</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.2105/AJPH.2013.301267</p>	
HIV and criminalization - No in-class meeting: please view the required video (March 1)	<p>1. <i>The Agenda with Steve Paikin.</i> (2017). "Criminalizing HIV." Retrieved from https://www.youtube.com/watch?v=HxfRWqPMwdI</p>	
WEEK TEN: MARCH 6, 8, 2018		
Correctional services human resources: Health and safety (March 6)	<p>1. Martin, J.L., Lichtenstein, B., Jenkot, R.B., & Forde, D.R. (2012). "'They can take us any time they want': Correctional officers' responses to prison crowding." <i>The Prison Journal. (92)</i>1: 88-105</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url=https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/00328855/v92i0001/88_ctuoatcortpc.xml</p> <p>2. Konda, S., Reichard, A.A., &</p>	

<p>Dedicated time to work on group report and media presentation (March 8)</p>	<p>Tiesman, H.M. (2012). "Occupational injuries among U.S. correctional officers, 1999-2008." <i>Journal of Safety Research</i>, 43(3): 181-186</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url=https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/00224375/v43i0003/181_oiauco1.xml</p> <p>3. Dial, K.C., Downey, R.A. & Goodlin, W.E. (2010). "The job in the joint: The impact of generation and gender on work stress." <i>Journal of Criminal Justice</i>, 38: 609-615.</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url=https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/00472352/v38i0004/609_tjitjtgowsip.xml</p> <p>No assigned readings/videos</p>	
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WEEK ELEVEN: MARCH 13, 15, 2018

<p>Media portrayals of the incarcerated and the impacts on real prisoners' health, well-being and quality of life (March 13)</p>	<p>1. Leeds, S. (2015). Tom Robbins says don't compare real-life prison breaks to 'The Shawshank Redemption.' <i>The Wall Street Journal</i>. Available online: http://blogs.wsj.com/speaksy/2015/06/09/tim-robbins-shawshank-redemption-prison-breaks/</p>	<p style="text-align: center;">IN-CLASS TEST REVIEW TODAY</p>
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<p>Dedicated time to work on group report and media presentation and/or study for upcoming in-class test (March 15)</p>	<p>2. Lopes, B. (2015). Women in the know condemn TV portrayal of prison life in "Orange in the New Black." <i>Suffolk University Boston - News and Voices</i>. Available online: http://www.suffolk.edu/news/61993.php</p> <p>No assigned readings/videos</p>	
<p>WEEK TWELVE: MARCH 20, 22, 2018 - IN-CLASS TEST - 35% (MARCH 20)</p>		
<p>IN-CLASS TEST TODAY - 35% (MARCH 20)</p> <p>Dedicated time to work on group report and media presentation (March 22)</p>	<p>IN-CLASS TEST TODAY - 35% (MARCH 20)</p> <p>No assigned readings/videos</p>	<p>IN-CLASS TEST TODAY - 35% (MARCH 20)</p>
<p>WEEK THIRTEEN: MARCH 27, 29, 2018</p>		
<p>Health and well-being of children and partners of the incarcerated (March 27)</p>	<p>1. Nesmith, A., & Ruhland, E. (2008). Children of incarcerated parents: Challenges and resiliency in their own words . <i>Child and Youth Services Review</i>, 30(10), 1119-1130.</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url=https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/01907409/v30i0010/1119_coipcaritow.xml</p> <p>2. Einat, T., Harel-Aviram, I., & Rabinovitz, S. (2015). Barred from each other: Why normative husbands remain married to incarcerated wives - An exploratory study. <i>International Journal of</i></p>	

