

McMaster University
Health, Aging, and Society
Fall 2016

WORK AND HEALTH ACROSS THE LIFE COURSE
HLTHAGE 2K03

Instructor: Dr. Julia Woodhall-Melnik

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Office: KTH 234

Office hours: Thursdays 10:45-11:45am or by appointment

Lecture: Tuesdays 9:30-11:20am in BSB 137

Tutorial: Thursdays 9:30-10:20am in BSB 137

Course Description:

The vast majority of adult Canadians spend many of their waking hours at work. Work has a significant impact on health and health has a significant impact on work. Relationships between work and health vary drastically over the life course. These relationships change as individuals enter the workforce, mature and retire. Through this course, we will explore the relationships between work and health at various stages in life. Special attention is given to social structural considerations, namely age, ability, gender, class, race, family, and migration status and how these produce different physical and mental health outcomes for workers.

Course Prerequisites: Registration in Level II or above

Course Requirements:

Students are expected to attend all lectures and tutorials as material presented will go beyond the information in weekly readings. Additionally, all students are expected to complete the required readings for this course. Examinations will test lecture, text and classroom discussions. Students are encouraged to participate in classroom discussions and in class activities. Students are required to complete a midterm test held in class and a final examination scheduled during the regular examination period. Additionally, students are responsible for submitting a research paper and participating in a minimum of 10 tutorial activities.

Required Text: This course uses a custom coursepack which is available at the McMaster Bookstore

Evaluation:

Midterm Test (20%)

Research Paper (35%)

Tutorial Participation (10%)

Final Exam (35%)

Midterm Test (20%): to be held in class on October 18th. Students will be given an hour and forty five minutes to complete the test. The test will consist of 40 multiple choice questions (40 marks) and two short essay questions of which students will choose one to answer (20 marks). Material from the first five weeks of class will be covered and a review tutorial will be held the week prior to the test. Should a student miss the test for exceptional circumstances the student must submit documentation to the Social Sciences Faculty Office (see: <https://socialsciences.mcmaster.ca/current-students/academic-advising/procedures-forms-policies/student-absence-information>). Should the office inform the instructor that sufficient documentation has been provided, the instructor will work with the student to schedule a make-up exam without penalty.

Research Paper (35% due November 17th in tutorial) Students are to submit a five-page, double spaced paper, written in 12-point, Times New Roman font. In addition, please include a title page with an original title and a separate reference page. The title and reference pages are not included in your page count. Please include page numbers beginning with one starting after the title page and use subheadings that correspond with the sections listed below. Please use APA formatting for references. This paper requires that students use a minimum of five separate academic sources (peer reviewed journal articles). The use of additional sources, such as government websites, newspaper articles, books, additional journal articles, and lectures is permitted and encouraged. However, the required five academic sources must be present. Please note: a late penalty of 5% per business day will be deducted from papers handed in after November 17th unless sufficient documentation for exceptional circumstances has been provided to the Social Sciences Faculty Office. Late marks will not be deducted on weekends. All papers must be received by the last day of class (December 6th) to receive a grade.

Each student is required to pick an issue or topic related to work and health. Some examples include caregiving, contractual labour, migrant labour, and workplace safety. The instructor encourages each student to pick a topic to write on that is of interest to her or him. In other words, please choose a work and health related topic that you would like to learn more about. Canadian and international foci are both appropriate. Students will have an opportunity to discuss their choice with the instructor and their colleagues in tutorial. A grading rubric will be presented in tutorial and posted online for reference.

Papers must include the following sections:

- a) Introduction (including specific thesis)
- b) Description of the topic/issue (why is this issue important?)
- c) Discussion of social inequality as it relates to the issue/topic (what are the social, historical, political, and/or economic conditions that contribute to workers' health within the specific context of your issue/topic?)
- d) Suggestions for improving the health conditions of workers
- e) Conclusion

Tutorial Participation (10%): Thursdays from 9:30-10:20am will be dedicated tutorial time. This time will allow students to engage with the material covered in class as well as to connect with fellow students in preparation for tests and assignments. Students will be divided into tutorial groups of five during the first tutorial (note: if you miss the first tutorial, please inform

the instructor and she will assign you to a group). During each tutorial a low-stakes writing assignment or activity will be given to each group to complete during the tutorial time. Group members present will write their names on the top of the group assignment and if the assignment is satisfactory each group member present will receive one mark. NOTE: there will be 12 tutorials and 10 marks assigned which allows each student to receive full marks with a maximum of two tutorial absences. Should a student miss more than two tutorials for exceptional circumstances and wish to receive marks for absences the instructor requests that the student submit documentation to the Social Sciences Faculty Office (see: <https://socialsciences.mcmaster.ca/current-students/academic-advising/procedures-forms-policies/student-absence-information>). Should the office inform the instructor that sufficient documentation has been provided, the instructor will provide the student with a supplementary activity to complete.

Final Exam (35%): To be held during the scheduled final exam period. The exam will cover material from weeks one through 12 and the format will be discussed in class.

Schedule of Topics and Readings

Dates	Weekly Lecture Topic	Weekly Readings	Tutorial Activity
Week One September 6 th & September 8 th , 2016	Introduction to Using a Life Course Perspective to Understand Work and Health & Work as a Social Determinant of Health	<ul style="list-style-type: none"> • Larkin “Studying Health & Wellbeing Across the Life Course” • Link & Phelan “Social Conditions as Fundamental Causes of Disease” 	Discussion of week one readings, group assignments and introductions
Week Two September 13 th & September 15 th , 2016	New Workers: Youth Employment & Health	<ul style="list-style-type: none"> • Lewko et al. “Workplace Experiences of Young Workers in Ontario” • Chin et al. “Enabling Youth to Advocate for Workplace Safety” 	Continued discussion about work as a social determinant of health Discussion of generational variations in experiences of work

Week Three September 20 th & September 22 nd , 2016	The New Workforce: Recent Graduates and the Health Impacts of Entering the Modern Workforce	<ul style="list-style-type: none"> • Adewale “Perceived Job Insecurity: Its individual, organizational, and social effects” • Kuron et al. “Millennials’ Work Values: Differences across the School to Work Transition” 	Video: Juggling Work & Family (segments 1-7, 12 & 13) and Discussion
Week Four September 27 th & September 29 th	Work and Family Balance: Partnered Workers & Workers with Young Children	<ul style="list-style-type: none"> • Jacqueline Wallen “Chapter 6: Workers with Young Children” 	Video: Juggling Work & Family (segments 10-11, & 15-23) and Discussion Record Group Questions for Midterm Prep
Week Five October 4 th & October 6 th	Work as a direct contributor to health outcomes: benefits, health & safety, & employee assistance programming	<ul style="list-style-type: none"> • Woodhall & Leach “Who Will Fight for Us? Union Designated Women’s Advocates in Auto Manufacturing Workplaces” • Shipman “Can we Learn a Few Things from Google?” 	Come prepared to discuss short commentary article: Can we Learn a Few Things from Google? By Shipman Midterm Test Review & Group Review
Week Six October 11 th & October 13 th	Midterm Recess: No Class	N/A	N/A
Week Seven October 18 th & October 20 th	Midterm Test in Class Tuesday	N/A	Come Prepared to Discuss your Paper

	October 18th at 9:30am		Topics with your Group & the Instructor
Week Eight October 25 th & October 27 th	Occupational Type & Health: Building a Career, Burnout and health impacts of different forms of work	<ul style="list-style-type: none"> • Saunders “Shift Work and Health” • Kim et al. “Burnout and Physical Health among Social Workers: A Three-Year Longitudinal Study” 	Bring your academic sources for your paper for a group discussion of the content of your paper
Week Nine November 1 st & November 3 rd	Mid-Career Workers: the Sandwich Generation, Health, Wellbeing and Stressors	<ul style="list-style-type: none"> • Oulevey Bachmann “Developing a Theoretical Framework Using a Nursing Perspective to Investigate Perceived Health in the Sandwich Generation Group” • Chassin et al. “The association between membership in the sandwich generation and health behaviors: A longitudinal study” 	Discussion: Theorizing health impacts of membership in the sandwich generation: Reconciling the nursing perspective and a life course perspective
Week Ten November 8 th & November 10 th	Older Adults and Work: Retirement, Health, and Wellbeing	<ul style="list-style-type: none"> • Calvo et al “Causal Effects of Retirement Timing on Subjective Physical and 	Guest talk: Adjusting to Retirement → Experiences of Recently Retired Persons

		<p>Emotional Health”</p> <ul style="list-style-type: none"> • Brown & Vickerstaff “Health Subjectivities and Labor Market Participation: Pessimism and Older Workers’ Attitudes and Narratives Around Retirement in the United Kingdom” 	
<p>Week Eleven November 15th & November 17th</p> <p>Research Papers due in tutorial on November 17th</p>	<p>Unemployment as a Social Determinant of Health</p>	<ul style="list-style-type: none"> • Starrin & Jansen “Chapter 5: Unemployment, Secure Employment, & Insecure Employment: Differences in Self-Reported Ill Health” • Monsbraaten article from the Toronto Star 	<p>Hand in Your Paper During Tutorial</p> <p>Come prepared to discuss Monsbraaten reading and unemployment and disability benefits in Ontario</p>
<p>Week Twelve November 22nd & November 24th</p>	<p>Health and Migrant and Seasonal Work in Canada</p>	<ul style="list-style-type: none"> • Hansen & Donohue “Health Issues of Migrant and Seasonal Farm Workers” • Hoerder “Reconstructing Life Courses: A Historical 	<p>Video Part I “Made in China” and discussion</p>

		Perspective on Migrant Experiences”	
Week Thirteen November 29 th & December 1 st	International Experiences of Work as a Determinant of Health	<ul style="list-style-type: none"> Gatti et al. “Unemployment and self-rated health: Neighborhood influence” 	Video Part II: “Made in China” Final Exam Review & Course Summary Activity
Week Fourteen December 6 th	Drop in Review and Paper Pick up: Pick up your paper and take the opportunity to ask any questions about your paper or any questions you may have about the final exam	<ul style="list-style-type: none"> N/A 	No Tutorial

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.

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.

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:

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.

Students Requiring an Accommodation

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>

Notice Regarding Possible Course Modification

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.

Faculty of Social Sciences Email 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.

Statement for Courses with an Online Element

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.