

**McMaster University**

**Hlth Age 2B03: Social Identity, Health and  
Illness Jan. 5<sup>th</sup> to Apr. 4<sup>th</sup>, 2018**

**Tuesdays, Wednesdays and Fridays: 12:30 noon – 1:20 p.m.  
Tuesday class will be dropped the week tutorials begin (Jan. 22<sup>nd</sup>) however, the  
Tuesday class may be re-activated for special presentations and you will be  
notified in class and online**

**Lecture Hall: CNH B107  
Professor G. Voros  
Office: KTH 214 Ext 27897  
Office Hours: Fridays 2:00 p.m. – 4:30 p.m.  
Meetings by appointment only  
E-mail: [gvoros@mcmaster.ca](mailto:gvoros@mcmaster.ca)**

**Course Description and Objectives**

A critical exploration of the patterns of health and illness is undertaken. Narratives are studied within a theoretical framework to more clearly understand the social determinates of health and wellness and what might contribute to the less than successful achievement of these goals within our society and culture.

Who we are is largely defined by how we understand what it means to be healthy or what it means to be ill. In exploring a number of narratives, we are encouraged to think more deeply and question our understanding of what contributes to the discussion of human health and illness. How we publicly and privately facilitate the well being of the members of society, speaks to how we enable individuals to determine who they are and how they can envision who they may become.

It is assumed that you will attend all lectures and be prepared having read the assigned readings. You are also expected to participate and to present in the tutorials and to engage in an open forum of discussion as lectures and readings are examined and analyzed within the context of the course objectives. You are expected to be professional in your conduct in lecture and in tutorials.

Guest speakers will present materials and there will be visual presentations. These are important to the course content and it is anticipated that students will relate the material to their assignments where appropriate. Students are expected to demonstrate their own grounded and well-founded insights in relation the materials presented and read.

Given the range of possible topics, the instructor reserves the right to make decisions regarding course content alterations as the term progresses. Students

will be encouraged to relate all materials, theories, themes, concepts, issues and presentations to their own experiences. Open forums of discussion are encouraged so that students may develop an objective and critical stance given the status of health, aging and society.

## **Course Learning Outcomes**

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

1. Think critically about the actual rather than perceived health of Canadians and how this impacts their identity as it relates to their wellness through the narrative lens.
2. Observe, research and present an issue related to health and identity that impacts the everyday life of a cohort as revealed from their personal narrative point of view and thus understand what it means to them personally and socially.
3. Formally research, analyze, synthesize and summarize narratives that explain the socially constructed reality of certain Canadians' identity as it relates to their interpretation of their personal disposition and to understand how society might best approach facilitating and maintaining personal wellness.
4. Discuss possible theoretical frameworks: major as well as minor (i.e. race, gender/sexuality, disability, age, poverty, power, underemployment including intersectionality of certain determinants) that best account for the lack of development of one's identity of wellness given narrative research.
5. Categorize and classify the ways in which personal and social identity may be approached given wellness challenges.
6. Differentiate and distinguish the ways in which positive wellness may be encouraged.
7. Overall, comprehend the role of narratives in better understanding the impact social determinants of health have on an individual's personal and social identity and how through understanding this, a pathway to health and wellness may be better established.

## **Tutorials**

The tutorial slots are as follows, and they will be assigned to you.

T01	Monday	12:30 – 1:20 p.m.	UH 101
T02	Monday	9:30 – 10:20 a.m.	UH B126G
T03	Monday	3:30 – 4:20 p.m.	UH B126G
T04	Monday	10:30 – 11:20 a.m.	UH B126G

## **Tutorial Leaders**

Tutorials 1 and 4 - Taylor Mooney

Tutorials 2 and 3 – Kaitlin Wynia

## Required Texts

1. Custom courseware. Hlth Age 2B03: Social Identity, Health and Illness. (2018)
2. Knighton, Ryan. (2010). *C'mon papa: Dispatches from a dad in the dark*. Canada: Alfred A. Knopf:
3. Van Tighem, Patricia. (2001). *The bear's embrace*. United States: Pantheon Books.

## Recommended Text:

4. Northey, M., Tepperman, L., & Albanese, P. (2012). *Making sense (6<sup>th</sup> ed.)*. Canada: Oxford University Press.

In addition:

Avenue to Learn (<http://avenue.mcmaster.ca/>):

Course information will be available through Avenue to Learn. Lecture overheads, rubrics for marking presentations/essays, marks, APA citation information not found in the text, and news items will be posted there.

## Language for Use in Courses With An On-Line 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.

## Course Evaluation

### **(Read all assignments carefully.)**

1. Tutorial attendance and participation - 20%

Students can receive up to 10% for attendance at all tutorials.

Students who actively participate in tutorials in a meaningful and productive manner may receive up to another 6%. Here students are to offer opinions and ideas as certain topics/presentations are introduced in the tutorial.

In addition, you will be asked to write quick response summaries (a paragraph) at the end of certain classes/lectures where guest speakers

have spoken. You are asked to share what you think and feel about the material presented. These paragraphs will also be taken into consideration when calculating your participation grade and you may earn a maximum of four (4) grades. The responses will be evaluated as to their insightfulness and critical thinking elements.

## 2. Tutorial Presentation – 10%

Students are asked to work in pairs and choose a topic noting how social identity is impacted by illness and/or health as one is challenged with various social determinates (i.e. AODA barriers as they relate to our campus, stigma, organ transplant, anxiety, hoarding, prostate cancer, eating disorders, and infertility). Here the partners are to lead a discussion/debate and present a brief analysis of narratives which reveals the personal hurdles one must overcome when experiencing an illness or condition. Students are expected to suggest innovative strategies or solutions to the problem/challenge. Such a contribution should be supported with peer-reviewed materials and these references along with an outline of the discussion/debate or presentation must be sent by e-mail to the tutorial leader by noon the day prior the student's presentation to the tutorial group. This presentation is to add substantial insight and understanding on a more complex level to the topic of interest. Students may use the courseware material or texts as a source for a possible topic. The discussion/debate or presentations and follow up tutorial comments should be no more than 20 – 25 minutes in total. Students may choose to elaborate upon their discussion/debate or presentation for their formal papers but each final paper must be written independently. Students may also opt to write their formal paper on a totally different topic approved by the instructor.

## 3. Mini paper - 10%

Students will be asked to write a comprehensive mini paper (maximum three – four pages excluding the title page and the bibliography) on a certain topic discussed in the course lectures. You may choose your topic from a list of possible choices listed under "Content" on Avenue. The paper is due in class as specified and will be collected by myself. This will be the only time they are accepted.

Students must properly cite material used in the papers and list the peer reviewed references in the bibliography (texts or journal articles only and properly cited and referenced APA style). Your T.A. will mark this mini paper and offer constructive comments so you can be better prepared to complete the formal paper due later in the course.

**Topics and due dates will be announced in class as all is in part dependent on guest speakers and their availability. It is anticipated that the mini paper will be handed in Wednesday Feb 14<sup>th</sup> in class prior to Spring Break.**

**Late papers will be penalized three (3) grades per day including weekends and Fall Break. No late submissions will be accepted without the proper documentation.**

#### 4. Formal paper - 30%

Students will be expected to submit an 8 page paper (this is eight pages and **no more** excluding the cover page and bibliography – we will read only the first eight pages). You will need to connect your paper to the course material, theories, methods, textbooks, courseware and other academic literature (where appropriate) as you discuss and analyze a specific case (of your choice) where personal and social identity are impacted by illness and/or health. A list of previous topics will be discussed so students have an idea of areas that may be explored. We will further discuss the possible use of blogs, diaries and documentaries as sources for the paper both in class and in tutorials.

You must list at least six to eight peer reviewed references used in the paper in the bibliography (texts or journal articles only and properly referenced APA style).

The paper will be marked on content (analytical depth, coverage/breadth, and range of sources – 50%) structure (organization, logic, flow – 25%) and style (APA style, spelling, grammar -25%). An outline of the rubric will be available on Avenue.

The paper is to be submitted on the due date as specified in the course outline. The paper is to have a cover page with the title of the assignment (Final Paper), the title of your topic, course name and number, instructor's name, tutorial leader's name, your name, your student number and the date.

**DUE DATE: Final paper due Wednesday, March 21<sup>st</sup> 2018 during the class time.**

**Late papers will be penalized five (5) grades per day including weekends. No late submissions will be accepted without medical documentation.**

#### 5. Final Multiple Choice Exam – 30%

A final multiple choice exam will be written during the formal final exam period as set out by the Registrar's office. It is my intention to do practice questions in class before the test so students have an idea of what to expect.

**Grades will be based on the McMaster University grading system.**

Mark Grade

90-100 A+  
85- 89 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

**Lecture Topics and Reading Schedule**

**Jan. 5<sup>th</sup> Course Outline and Introduction to Hlth Age 2B03**

**Begin reading:**

Knighton, Ryan. (2010). *C'mon papa: Dispatches from a dad in the dark*. Canada: Alfred A. Knopf:  
(complete by Oct. 5<sup>th</sup>)

Van Tighem, Patricia. (2001). *The bear's embrace*. United States: Pantheon Books.  
(complete by Oct. 26<sup>th</sup>)

**Jan. 9<sup>th</sup> 10<sup>th</sup> & 12<sup>th</sup> Readings:**

Ryan, Ellen Bouchard. (2006). Finding a New Voice: Writing Through Health Adversity. *Journal of Language and Social Psychology*, Volume 25, Number 4, 423- 436.

Freeman, J., Epston, D., & Lobovits, D. (1997). I'm Lighting MyOwn Lantern Now. *Playful Approaches To Serious Problems* (pp. 250-264). New York: W. W. Norton & Company.

Freeman, J., Epston, D., & Lobovits, D. (1997). I won't Make a Place For You in My Heart. *Playful Approaches To*

*Serious Problems* (pp. 265-277). New York: W. W. Norton & Company.

**Jan. 16<sup>th</sup> 17<sup>th</sup> 19<sup>th</sup> Readings:**

Pepper, Coral, & Widly, Helen. (2009). Using Narratives as a Strategy. *Qualitative Research Journal*, Vol.9, No.2, 18-26.

Pennebaker, James W., & Seagal, Janel D. (1999). Forming a Story: Health Benefits of Narrative. *Journal of Clinical Psychology*, Vol. 55(10), 1243-1254.

**Jan. 24<sup>th</sup> & 26<sup>th</sup> Readings:**

Clow, Barbara, & Allen, Janet. (2010). Psychosocial Impacts of Raidiation Tattooing for Breast Cancer Patients: A Critical Review. *Canadian Woman Studies*, Volume28, Number 2.3, 46-52.

Neilsen Emilia. (2010). Feeling Angry: Breast Cancer Prevention and Public Affects. *Canadian Woman Studies*, Volume28, Number 2.3, 117-122.

**Jan. 31<sup>st</sup> & Feb. 2<sup>nd</sup> Readings:**

Knighton, Ryan. (2010). *C'mon papa: Dispatches from a dad in the dark*. Canada: Alfred A. Knopf:(complete by Oct. 5<sup>th</sup>)

**Feb. 7<sup>th</sup> & 9<sup>th</sup> Readings:**

Walks, Michelle. (2004). Womb is Womb, But is Birth Birth? A Look at the Queer Interaction of Medical Services, Social Context and Identity Understandings in Canadian Birthing Experiences. *Canadian Woman Studies*, Volume24, Number 1, 68-74.

Parry, Diana C. (2004). Women Lived Experiences of Infertility. *Canadian Woman Studies*, Volume24, Number 1, 81-86.

Rocca, Laura Duralija. (2010). Infertility in Women After Cancer: A Dangerous Metaphor, An Important

Dialogue. Canadian Woman Studies, Volume28,  
Number 2.3, 123-129.

Gray, R. E., Fitch, M., Fergus, K.D., Myhalovskiy, E., &  
Church, K. (2002). Hegemonic masculinity and the  
experience of prostate cancer: A narrative approach.  
*Journal of Aging and Identity*, Vol.7. No. 1, 43-62.

**Feb. 14<sup>th</sup> & 16<sup>th</sup> Readings:**

Greaves, Lorraine, & Poole, Nancy. (2004). Victimized or  
Validated? Response to Substance-Using Pregnant  
Women. Canadian Woman Studies, Volume24,  
Number 1, 87-94.

**FEB. 19<sup>TH</sup> – 23<sup>RD</sup> SPRING BREAK ENJOY!!!!**

**Feb. 28th & March 2<sup>nd</sup> Readings:**

Van Tighem, Patricia. (2001). *The bear's embrace*. United  
States: Pantheon Books.  
(complete by Oct. 26<sup>th</sup>)

**March 7<sup>th</sup> & 9<sup>th</sup> Readings:**

Van Tighem, Patricia. (2001). *The bear's embrace*. United  
States: Pantheon Book (complete by Oct. 26<sup>th</sup>)

**March 14<sup>th</sup> & 16<sup>th</sup> Readings:**

McCurdy, C., DiCenso, A., Boblin, S., Ludwin, D., Bryant-  
Lukosius, D., & Bosompra, K. (2006). There to here:  
young adult patients' perceptions of the process of  
transition from pediatric to adult transplant care.  
*Progress in Transplantation*, Vol. 16 No. 4, 309-316.

Grisham, J.R., Frost, R.O., Steketee, G., Kim, H-J., & Hood,  
S. (2005). Age of the onset of compulsive hoarding.  
*Journal of Anxiety Disorders*, 20, 675-686.



Sampson, J.M. (2013). The lived experience of family members of persons who compulsively hoard: A qualitative study. *Journal of Marital and Family Therapy*, Vol.39, No.3, 388-402.

**March 21<sup>st</sup> & 23<sup>rd</sup> Readings: PLUS FORMAL PAPERS DUE IN CLASS MARCH 21<sup>ST</sup>**

Truscott, Marilyn. (2003). Life in the Slow Lane. *Alzheimer's Care Quarterly*, 4(1), 11-17.

Van Den Hoonaard, Deborah. (2001). Chapter 6: I Never knew I Could... . In *The Widowed Self: The Older Woman's Journey Through Widowhood* (91-102). Wilfrid Laurier Press.

**FORMAL PAPERS DUE IN CLASS MARCH 21<sup>ST</sup>**

**March 28<sup>th</sup> 30<sup>th</sup> April 4<sup>th</sup> & 6<sup>th</sup> Readings: Tuesday class Dec. 6<sup>th</sup> reactivated**

Connidis, Ingrid Arnet. (2001). Chapter 10: Grandparents and Children. In *Family Ties and Aging* (167-183). Sage Publications Ltd.: Thousand Oaks, California.

**Wrap up.**

**Test and examination ban period April 3<sup>rd</sup> to April 10<sup>th</sup> (no tests or exams may be held during class time)**

## **ACADEMIC INTEGRITY POLICY**

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 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 (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](http://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

Any students thought to be completing a test in a less than honest fashion will be dealt with in accordance with university procedures under the academic dishonesty rulings. My intention is to present a learning and a testing environment that is fair and equitable to all students.

**MISSED EXAMS:** Should a student miss a test, paper, or presentation, they must notify the tutorial leader and myself immediately by phone or e-mail. The student must read the information regarding deferred exams. The student absence form online must be filled out only if the work missed is less than 25% of the student's final overall grade.

**ALL STUDENTS MUST COMPLETE THE MIDTERM WORK. NO ONE MAY MISS THE TEST/PAPERS/PRESENTATION AND ASSUME THE FINAL EXAM WILL COUNT FOR MORE. THIS IS NOT PERMITTED IN THIS COURSE.**

## **REVIEW OF MARKS**

We are very diligent in marking all work in the course making sure all is fair and accurate. Occasionally students disagree with the marks they receive for an assignment. To have your assignment reviewed, please adhere to the following procedure.

1. Write a one page memo describing in detail the nature of the review.
2. Submit the memo (hard copy) with your marked assignment to your teaching assistant.
3. Please make sure to submit your assignment for review no later than one week after receiving your mark and carefully reviewing the markers comments.
4. Keep in mind that when a mark is reviewed, **the new mark may be lower than the original.**
5. If after this review you continue to dispute the mark, you may submit an appeal to the instructor. Please make sure to submit the one page memo explaining the nature of your disagreement, the original assignment and the written feedback provided by your T.A.

**The Student Code of Conduct** is available at the following link [judicialaffairs.mcmaster.ca/student\\_code\\_of\\_conduct.html](http://judicialaffairs.mcmaster.ca/student_code_of_conduct.html) Please note that all students are expected to participate in a professional manner. Failure to do so can result in specific consequences.

**Part-time students** who are attending university for the first time are encouraged to speak to me if you have any questions or concerns. I am very willing to see that you are referred to the proper people so that you may be facilitated along your career here at the university.

**The McMaster Association of Part-time Students is located in the McMaster University Student Centre, Room 234. The office may be reached by calling (905) 525-9140, ext. 22021.**

### **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](mailto:sas@mcmaster.ca)

For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities

**The Students' Accessibilities Services office is located in the McMaster University Student Centre, Room B107. The Centre provides counseling services, academic skills assistance and services for students with special needs.**

If you require this information in an alternate/accessible format, please contact me at [gvoros@mcmaster.ca](mailto:gvoros@mcmaster.ca) or call me at 905 5259140 ext. 27897.

### **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 or T.A. becomes aware that a communication has come from an alternate address, the instructor or T.A. may not reply at his or her discretion.

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.

**The Student Success Centre** is to help students be their best selves. It is located in **Gilmour Hall Room 110**. The centre will help students as they make choices, learn from experience and develop/improve skills that will prepare them for future success upon graduation. **The management team consists of Gisela Oliveria (Career and Employment) ext. 24799 or [oliveig@mcmaster.ca](mailto:oliveig@mcmaster.ca) and Ann Andree Wiebe(Academic Skill Advisor) ext. 27453 or [andreewa@mcmaster.ca](mailto:andreewa@mcmaster.ca)** Should you need their assistance, do not hesitate to contact them for the appropriate mentorship you require.

Welcome to 2B03! I look forward to working with you this term. If you should need any pressing questions answered immediately, please do not hesitate to call me at home (905) 637-2787 and I will be happy to discuss them. If you need to see me, I am at class at least a fifteen minutes before lecture, and I am usually available after class as well. I also have regular office hours on Fridays from 2:00 p.m. until 4:30 p.m. If the time frames mentioned do not fit your schedule, we can make an appointment for another time slot. My office extension is 27897 or you may e-mail me at [gvoros@mcmaster.ca](mailto:gvoros@mcmaster.ca) **When you write your e-mail please include full name, student number and the course code for the class you are attending. You must make an appointment for a meeting.**

I will be checking my e-mail regularly and try to respond within 24 hours. Again, welcome to 2B03!