

HLTH AGE 4L03 - SOCIAL POLICY AND AGING Winter 2019

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Course Description

Social Policy and Aging focuses on key policy issues in relation to aging and late life. In particular, it explores the relationships between the frameworks used to guide policies and programs for older people, key public policies and institutional structures, and lived experiences of older people. This course draws on a critical life course perspective that attends to language, power, diverse social locations, and change over time.

Throughout the course, we will review the challenges and tensions in current policy approaches, and consider pathways for change. The course offers students the opportunity to think critically and formulate a deeper understanding of contemporary issues in social policy. This course gives students an opportunity to exercise their curiosity and question taken for granted language and practices that operate in policies with regards to aging and late life. In fulfilling the course objectives, students will develop a more complex understanding of the intersections between socio-cultural responses, program guidelines, organizational practices, and lived experiences.

Social Policy and Aging is a fourth year seminar. Learning takes place inside and outside the classroom. In-class learning entails active student involvement in generating questions from the readings, participating in lectures and discussions, and peer feedback. Learning outside the classroom takes place through assigned readings, critical thinking about class material, applying concepts to students' areas of interest, and written assignments. Through their assignments, students will identify and explore a particular social policy issue with relevance to older people, write a critical synthesis, and propose suggestions for change.

Educational Philosophy

The course is structured according to an experiential and collaborative learning model. Each class is comprised of lecture and in-class tutorial time. The lecture will focus on the content of a particular area as outlined in the schedule. In-class tutorial time will involve exercises to help students integrate course content and stimulate critical thinking. Active student involvement is very important. Self-reflection, open exchange of ideas, and critical analysis are encouraged.

Course Objectives

By the end of the term, students should be able to:

- Identify key policies relevant to older people;
- Identify contemporary challenges and contradictions in policies for late life;
- Recognize underlying constructs in policy and practice;
- Appraise available models used to understand and address 'age-related' change;
- Understand and discuss the implications of population aging for future planning;
- Suggest change in a particular area of policy or practice.

Required Materials and Texts

There is no text for this course. Readings for each week are provided in the schedule below and available online and/or through the McMaster library system.

Course Evaluation

1. Weekly summary and question (20%) – Weekly starting Jan. 16th, 2019

Students are expected to complete the readings, attend classes, and take part in the discussion. Each week, students will be required to complete a half page summary of the readings that includes one question for discussion. We will exchange summaries in a peer-feedback model, and questions will be used to facilitate class discussion. Students will submit their summary at the end of each class (ensure your name is on the paper). Students are required to submit 10 summaries in total (2 points per summary). Students not present in class cannot submit their summaries and will not receive the points for that week (unless a medical note is provided). The instructor will grade summaries at mid-term and at the end of the course, but they must be completed on a weekly basis.

2. Annotated bibliography (25%) – February 13th, 2019

Select a topic that you will pursue for the critical analysis paper (see below). In this assignment, you will select and review 10 key articles that you will later use to inform your paper. First, you will provide the bibliographic references for each article **according to the standard APA format**. Second, you will provide a one-paragraph summary per article that includes the argument and key points. Adherence to APA is required (.5 per citation). The annotated bibliography must not exceed 2 single spaced pages. Please indicate the most relevant article for your work with a star, and note in your summary why it is most relevant. Assignments will be graded on the citation style, quality of the summaries, and selection of the readings.

3. Critical analysis paper- lifecourse policy (35%) – March 27th, 2019

In this paper, you will draw on the articles collected in your annotated bibliography to write a critical analysis paper that engages with a life course framework (to be distributed in class). Your paper will explore your selected social policy issue in relation to the life course framework, and provide a critical assessment of the topic of your choice. The exercise is to respond to the questions from the proposed life course framework, to provide justification from readings, and to think through how responses might be organized differently. The paper must not exceed 10-12 double spaced pages.

4. Knowledge exchange activity (20%) – April 3rd, 2019

In this assignment you will develop a relevant suggestion for change based on your work this term. You will use the most appropriate format to create something to share with your target audience. The intent is to move your suggestion beyond the academic context and into a public or practice setting. For example, you could create a policy

brief, a blog entry, a hashtag campaign; a product targeted to a clinical service, decision-makers, or community stakeholders. You will need to produce a visual display for your work (poster, factsheet, model, etc) that is no larger than 11 x 17 (see me for exceptions). You will also write a ½ page summary that explains the contributions of your piece and why you have produced it as such (including rationale, target audience, and description). Images and summaries will be displayed and presented in class, and are to be submitted for grading at the end of class. Attendance is mandatory. Work will be graded for relevance of content, creativity, the quality of your presentation, and selection of an appropriate target audience. Examples will be discussed in class.

Weekly Course Plan

Week 1:	January 9 th – Introduction & syllabus
Week 2:	January 16 th – What is social policy? How is policy configured in Canada?
Week 3:	January 23 rd – Taking a life course perspective to social policy
Week 4:	January 30 th – Demographic change and the active reshaping of late life
Week 5:	February 6 th – Retirement and the extension of work-life
Week 6:	February 13 th – ‘Success’, longevity and care
Week 7:	February 20 th – READING WEEK (no class)
Week 8:	February 27 th – ‘Aging in place’? Dilemmas of housing and care in late life
Week 9:	March 6 th – Classification and practices: Bodies ‘at risk’
Week 10:	March 13 th – Care: formal, familial, and global contexts and experiences
Week 11:	March 20 st – Marginalized groups: participation, inequality, and exclusion
Week 12:	March 27 th – Technology, access, and care
Week 13:	April 3 rd – In-class presentation of knowledge transfer activity & Wrap-up

Course Policies

Assignment Submission

Assignments must be submitted on the due date by the end of the class. A **2% reduction** will be applied each day after the deadline. Assignments that are not submitted within a week after the due date will automatically receive a grade of zero. Late assignments submitted to the main office must have the date stamped on the front cover. In addition, please adhere to the following criteria for assignment preparation: All assignments must include a title page with all relevant course information, adhere to the page limits specified, be formatted with 12 pt. font and standard margins, and be stapled. You must use **APA style** for the citations and references in all assignments. Please consult an APA guide directly or your library e-resource.

Privacy Protection

Please submit all assignments in an envelope with your name written clearly on the front of the envelope. This will ensure your privacy when picking up graded assignments. Should you wish to receive your final paper by mail please provide a self-addressed envelope with proper postage.

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”.

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 [Academic Accommodation of Students with Disabilities](#) policy.

Alternate/Accessible Format for Course Outlines

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.