

McMaster University

**Hlth Age 3EE3: The Practice of Everyday Life: Observations and Inquiry
Sept. 5th to Dec. 6th 2017**

Wednesday 12:30 noon – 2:20p.m. L.R. Wilson Building, Room 1055

Friday 12:30 noon – 1:20 p.m. L.R. Wilson Building, Room 1055

Professor G. Voros

Office: KTH 214 Ext 27897

Office Hours: Friday 2:00 p.m. – 4:30 p.m. or by appointment

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Course Description and Objective:

This course introduces students to the study of health, aging and society from a naturalistic observations methodological perspective. Its objectives are to encourage students to participate in research (approximately four hours per week once projects are cleared by the instructor) that looks at individuals as they go about their everyday life. The students are to look and see and to listen and hear how the individuals approach their everyday lives. The aim is to discover how members of society structure and interpret their reality. Students are to approach their naturalistic observation value free and employ a sensitive empathic listening. They are to understand the individuals observed from the individual's point of view and not from their own pre-existing set of expectations or personal bias. The student is to keep a journal of all their observations so that they may analyze the information and extrapolate the concrete products of observation. The goal here is to direct attention deeper into the elements of the public social setting realizing the phenomenon regularly occurring rather than arrive at definitive answers /models. Through this process of discovery learning, the intention is to establish the collaborative, constantly emerging patterns within the student's particular public social setting and to determine if they complement, challenge or expand the existing research literature. Students are expected to approach the exercise with an informed and open-minded stance. Overall, the course is intended to strengthen the students on a scholarly plane for higher level courses within the department of Health, Aging and Society.

Given the range of possible topics and potential research projects, the instructor reserves the right to make decisions regarding course content alterations as the term progresses. Open forums of discussion and individual presentations are encouraged so that students may develop an objective and constructive stance given the status of health, aging and society as it relates to the everyday lives of Canadians.

Course Learning Outcomes:

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

1. Engage in Naturalistic Observations and keep a detailed journal of their observations.
2. Cull journal notes, organize the recurring phenomenon, analyze the observations, contextualize the findings in the existing literature and generate as well as discuss any new findings with others in their Active Learning Group.
3. Collectively arrive at an understanding of the issues individuals may face in their everyday lives as revealed via their Naturalistic Observations, contextualize this in the relevant theory and generate any grounded theory that relates to a further understanding of the phenomenon that have been noted.
4. Work with colleagues within an Active Learning Environment, to collectively formulate a clear understanding of the everyday reality they have observed at their research site and any major issues that have presented themselves.
5. Reach a consensus as an Active Learning Group as to the possible solutions and strategies regarding the findings and issues realized.
6. Present a Social Impact Bond collectively created by the Active Learning Group which clearly depicts and explains how resolution of the findings and issues that have arisen, may be addressed in a meaningful way to benefit society.

Required Texts and Materials:

1. Custom courseware. Health Studies 3EE3: The Practice of Everyday Life.
2. Kolker, Claudia. (2011). *The immigrant advantage: What we can learn from newcomers to America about health, happiness and hope*. New York: Free Press.

Resources:

1. De Certeau, Michel. (1984). *The practice of everyday life*. Los Angeles: University of California Press.
2. Northey, M., Tepperman, L., & Albanese, P. (2012). *Making sense (5th ed.)*. Canada: Alfred A. Knopf.

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.

Course Evaluation

1. McMaster Research Ethics Board Online TCPS2 Tutorial – 5%

All students are required to complete the McMaster Research Ethics Board's online TCPS2 tutorial (<http://reo.mcmaster.ca>) and receive their certificate of completion from that office. This must be presented to me to receive the grades for this course requirement.

2. Research Project – 5%

Students will be informed as to the possible research options in the public sector if they are not sure what is acceptable and in keeping with McMaster University's Research Ethics Board parameters for this course. The Ethics Board has indicated how we are to approach this exercise. Any questionable projects/volunteer work that steps outside the boundaries that is submitted by a student will necessitate further submission to and approval by the Research Ethics Board. The Experiential Education office has worked diligently over the summer and fall term to pin point certain venues that prove appropriate for your naturalistic observation. In working closely with Nick Carnic from the Research Ethics Board, he will be lecturing the class (tentatively the second or third week of classes) with regard to expectations and protocol as you prepare to enter the field of research. As you decide on a possible public social setting of observation given this information, you are to prepare a one to two page summary regarding your choice of project and indicate what your armchair expectations of this academic venture might be. The due date for this proposal is September 20th, 2017.

3. Attendance – 10%

Attendance will be taken at each and every class. Students are asked to put all cell phones away during class unless there is an urgent matter that they must monitor and they have the permission of the instructor.

4. Discussions/Participation – 20%

Students will form small Active Learning Groups of 6 to 8 persons (depending on the number of students in the class and like placements). Each week, each group will engage in discussions presenting their stance on their placement work, articles/readings assigned, documentaries viewed in class and/or research exercises carried out. Each group will speak noting their observations, critical analysis and/or findings and will be evaluated

collectively. Each group presentation need not be more than 10 minutes long collectively. After the initial introduction of the topic for the day, the group will then entertain their other colleagues' views, opinions, concerns and questions from the floor. Students in the audience will also earn recognition for their participation in the discussion. Here it is important to demonstrate critical thinking, deep thinking and meta-analysis.

5. Journal and Self Reflection – 20%

As you continue to complete your four hour per week naturalistic observation placement, you are to take the time to record your thoughts and observations in your personal journal. These notes are to form the basis for your contribution to the discussion within the Active Learning Group. The group's complementary journal work will facilitate the team to generate an in-class presentation of relevant naturalistic observations as well as furnish the research material for analysis and reflection with regard to the writing of a joint final formal paper.

The individual journals must be handed in at the end of term along with the group paper. In addition to the submission of your personal journal, each student must include a reflection on their role in the active learning group. Here you want to note your personal role in the active learning group, your strengths and weaknesses with regard to the active learning exercise and what you have learnt about yourself in accordance with the Team Role Test and study. Overall then, what were the positives and negatives you associated with the Active Learning process.

6. Presentation/Word Cloud – 10%

Groups will be asked to present a word cloud representing their research. Each group will then do a 15 - 20 minute presentation regarding their collective naturalistic observation project as represented by the word cloud.

Once the group has completed their presentation, the remaining class members may ask questions or make comments or suggestions to help their colleagues strengthen their stance and thus perhaps improve the content of their final formal group paper.

7. Formal Paper- 30%

Individual groups will be expected to submit a 15 - 20 page '**Formal Paper**' (this is fifteen to twenty pages excluding the cover page and bibliography). You will need to **connect your thoughts to the course material, text/courseware and other academic literature as you reflect upon your naturalistic observations that you have recorded in your Journal.**

Remember that the paper is to discuss the naturalistic observations you have made in the public social setting given the

research/volunteer work you have carried out over the term regarding your project topic and draw some insightful conclusions. At the end of the paper, you are to include a final section which addresses suggestions for a Social Impact Bond as it relates to your research/volunteer work.

There will be an appendix to the paper where you indicate what role each person took in the Active learning group, how the group organized the tasks taken, and what each persons' contribution to the final paper was. Each person's time sheet must also be attached to the paper as well as the analysis of data template (handed out in class for completion) the Active Learning Group compiled collectively.

You must submit at least **six to fifteen peer reviewed references** used in the formal paper (texts or journal articles only and properly referenced APA style). These may include some of the articles read for class that were assigned to you and proved relevant (cited in the final formal paper) to your final paper.

The paper will be marked on content (analytical depth, coverage/breadth, and range of sources) structure (organization, logic, flow) and style (APA style, spelling, grammar). This rubric will be discussed in class and a copy will be available on Avenue.

The paper is to be submitted on the due date as specified in the course outline in the manner noted in class (i.e. handed in during class or handed in to the main office at a specific time, if necessary). **The paper is to have a cover page with the title of the assignment (Formal Paper), the title of your project, course name and number, instructor's name, your name, your student number and the date.**

DUE DATE: The Final Formal Paper is due Wednesday, December 6th during class.

Late papers will be penalized three (3) grades per day including weekends. The paper must also be copied into the drop box on Avenue to be analyzed for plagiarism. Late submission to the drop box may also be penalized three (3) grades per day including weekends.

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

Please note that the grades will be in keeping with statistical expectations.

Lecture Topics and Reading Schedule:

Week 1 Course Outline and Introduction to The Practice of Everyday
Sept. 6th & 8th Life and Naturalistic Observation.

Completion of Team Role Test and discussion of the Active Learning process

<https://www.123test.com/team-roles-test/>

Assignment: Naturalistic Observation of your study/bedroom. The report is to be written up describing the room and its content. If at all possible, take a cell phone picture of your room and bring it to class to show your group members when asked. Your information will be discussed in class next week (week 2). Research pertaining to categorization of the types of rooms and the profile of the occupant will be presented to you to verify your findings or perhaps challenge the reliability of the established research.

Week 2 The Practice of Everyday Life and Naturalistic Observation:
Sept. 13th & 15th Psychological Safety and Clarity in Active Learning

Readings from the courseware:

Duhigg, C. (1994) *Smarter, Faster, Better*. Doubleday:

Canada.

Lencioni, P.M. (2012) *The Advantage: Why Organizational Health Trumps Everything Else in Business*. John Wiley & Sons: U.S.

Adler, Patricia A. & Adler, Peter. (1994) Observational Techniques. In Norman K. Denzin & Yvonna S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 377-392). California:Sage Publications.

Assignment: Given your placement for your naturalistic observation, write your two page paper speaking to what you expect to encounter or experience. This is to be handed in next week Sept. 20th in class and then discussed amongst your group members to understand what you all anticipate.

Week 3

Sept. 20th & 22th

Observational Techniques: Active listening and Communication

Ethics and Research: Guest speaker Dr. Karen Szala-Meneok from the Research Ethics Board

Readings from the courseware:

Rogers, Carl & Farson, Richard E. Excerpt from 1957 article, Chicago (University of Chicago Industrial Relation Center) (25 pp.); also in: Newman, R. G. / Danziger, M.A. / Cohen, M. (eds.), *Communication in Business Today*, Washington C.C. (Health and Company) 1987

Fernandes-Dols, Jose & Crivelli, Carlos. (2013 January). Emotion and expression: Naturalistic studies. *Emotional review*, Vol. 5, No. 1. , 24-29.

Week 4

Sept. 27th & 29th

Macro and Micro Naturalistic Research: What are we observing and how?

Documentary: Dog Daze

Readings from the courseware:

Gordon, Mary. (2005). *Roots of empathy*. Toronto:Thomas Allen Publishers. Chapter 2.

Assignment: Spend one hour or so in the student centre and observe the people there. Record what you see for discussion in class next week. Take time to analyze your recorded notes and list any recurring themes documented. Hand this assignment in next week on Oct. 4th.

Week 5
Oct. 4th & 6th

Validity and Reliability: Being an objective and value free researcher.

Documentary: Some Kind of Arrangement

Readings from the text:

Kolker, Claudia. (2011). *The immigrant advantage: What we can learn from newcomers to America about health, happiness and hope*. New York: Free Press. Chapter 3.

Assignment: Spend time observing students across campus to see what, if any, "liking rituals" are taking place. If you care to observe individuals outside the campus in another setting you may do so. Record these for discussion in class and hand in your journal notes in class on the Oct. 18th.

OCTOBER 9TH – 15TH – FALL BREAK – ENJOY THANKSGIVING

Week 6
Oct. 18th & 20th

Concrete Products of Observation: Having the knowledge and understanding to look and see and to listen and hear.

Reading from courseware and text:

Kolker, Claudia. (2011). *The immigrant advantage: What we can learn from newcomers to America about health, happiness and hope*. New York: Free Press. Chapter 6

Anderberg, Patrice, Lepp, Margaret, Berglund, Anna-Lena, & Segesten, Kerstin. (2007) Preserving dignity in caring for older adults: A concept, analysis. *Journal of Advanced Nursing*. 59, (6), 635-643.

Stoneman, Zolinda, Brody, Gene H. & Mackinnon, Carol, (1984). Naturalistic observations of children's activities

and roles while playing with their siblings and friends.
Child Development. Vol.55,No.2, 617-627.

Assignment: Create a recipe for evaluation from the cost effective staples spoken to in the Basic Shelf Cook Book. I will list these for you in class as well as put the information up on Avenue. There will be a prize for the best creation to be judged by the entire class as we sample all the recipes given a community lunch we will have. More information about this will follow.

Week 7
Oct. 25th & 27th

Paying What We Have Learned Forward and Social Impact Bonds: Analysis and Findings

Readings from courseware and text:

Kolker, Claudia. (2011). *The immigrant advantage: What we can learn from newcomers to America about health, happiness and hope*. New York: Free Press. Chapter 2, 6, & 7.

Week 8
Nov. 1st & 3rd

Presentations and Literature Discussion Regarding Social Impact Bonds

Reading in courseware:

Cox, Benjamin. (2011 Fall-2012 Spring). Financing homelessness prevention programs with social impact bonds. *Review of banking and Financial Law*. Vol.31, 959-985.

Week 9
Nov. 8th & 10th

Presentations and Literature Discussion Regarding Social Impact Bonds

Reading from courseware:

Geller, E. Scott, Russ, Nason W. & Altomari, Mark G. (1986). Naturalistic observations of beer drinking among college students. *Journal of Applied Behavior Analysis*. 19, 391-396.

Walton, D., & Thomas, J.A. (2005). Naturalistic observations

of driver hand positions. *Transportation Research*. Part F8, 229-238.

Week 10
Nov. 15th & 17th

Presentations, Literature Discussion and Journal Analysis

Reading from courseware:

Darnell, Michael J. (2007). How do people really interact with TV? Naturalistic observations of digital TV and digital video recorder users. *ACM Computers in Entertainment*. Vol.5, No.2, 1-12.

Week 11
Nov. 22nd & 24th

Presentations, Literature Discussion and Journal Analysis

Reading from courseware:

Kolker, Claudia. (2011). *The immigrant advantage: What we can learn from newcomers to America about health, happiness and hope*. New York: Free Press. Chapter 1.

Week 12
Nov. 29th & Dec. 1st
& 6th

Presentations, Literature Discussion and Journal Analysis

Reading from courseware:

Kolker, Claudia. (2011). *The immigrant advantage: What we can learn from newcomers to America about health, happiness and hope*. New York: Free Press. Chapter 5.

Wrap up and review for final exam.

Test and examination ban period – Thursday, November 30th to Thursday, December 7th 2017. (No tests or exams may be held during class time)

ACADEMIC INTEGRITY POLICY

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.

It is important to note that the university has introduced the Academic Integrity Policy and all students should familiarize themselves with its contents. As of May 1st 2003, the Academic Integrity Policy replaces the Senate Resolutions on Academic Dishonesty. Presently, academic dishonesty consists of knowingly acting or failing to act in a way that results or could result in an 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 kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at

http://www.mcmaster.ca/senate/academic/ac_integrity.htm

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

MISSED EXAMS

Should a student miss a test, assignment due date or scheduled presentation, they must notify the tutorial leader and myself immediately by phone or e-mail. The student must read the information regarding deferred exams/term work. The student absence form on line must be filled out only if the work missed is less than 24% of the student's final overall grade.

ALL STUDENTS MUST COMPLETE ALL TERM WORK. NO ONE MAY MISS THE PRESENTATION OR FAIL TO HAND IN PROPOSAL FOR EXAMPLE 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 re-submit the 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 initially provided by me.

The Student Code of Conduct is available at the following link:

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

[http://www.mcmaster.ca/policy/Students-](http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf)

[AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf](http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf)

The Student Accessibilities Services is located in the McMaster University Student Centre, Room B107. You may reach the S.A.S. office by calling (905) 525-9140, ext. 24711. 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 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 becomes aware that a communication has come from an alternate address, the instructor 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. They are located in Gilmore Hall Room 110. They 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 and Ann Andree Wiebe (Academic Skill Advisor) ext. 27453 or andreewa@mcmaster.ca.** Should you need their assistance, do not hesitate to contact them for the appropriate mentorship you require.

Welcome to 3EE3! I look forward to working with you this term. If you should need any questions answered, 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 4:30p.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. **When you write your e-mail, please include your 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 3EE3!