**McMaster University School of Social Work**

**SW 3C03 Social Aspects of Health and Illness**

January 4 to April 6, 2017, Wednesdays, 11:30 a.m.-2:20 p.m.

Instructor: Janice Chaplin

 Office: KTH- #310

 Office hours: by appointment

 Email: chaplin@mcmaster.ca

 Phone: 905-525-9140 ext. # 23780

Table of Contents

Course Overview 2

Course Description: 2

Course Objectives: 2

Course Format 2

Required Texts: 2

Course Requirements/Assignments 2

Assignments: 2

Assignment Submission and Grading 4

Form and Style 4

Submission Dates & Grading 4

Privacy Protection 4

Course Modification Policy 4

Student Responsibilities and University Policies 5

Student Responsibilities 5

Attendance 5

Academic Integrity 5

Academic Accommodation of Students with Disabilities 6

E-mail Communication Policy 6

Course Weekly Topics and Readings 7

January 4 7

January 11 7

January 18 7

January 25 8

February 1 8

February 8 9

February 15 9

February 22 9

March 1 9

March 8 10

March 15 10

March 22 10

March 29 10

April 5 11

# Course Overview

## Course Description:

The purpose of this course is to explore issues of health and health care and some of the forces that shape social work practice in this context. Social Workers have a unique role to play in health care through our appreciation of the relationships between individual health and well-being and social, cultural and political contexts. This course will explore and examine the determinants of health and provide an introduction to the multiple roles social workers play in health care and explore contemporary challenges faced by social workers in health care settings.

## Course Objectives:

The objectives of this course are:

1. To provide an overview of health care in Canada.
2. To explore the social dimensions of health and illness experiences across the lifespan.
3. To provide an introduction to the role of social work in health care settings.
4. Develop practice skills for this area of practice.

The basic assumptions of this course concur with the broader curriculum context set by the **School of Social Work's Statement of Philosophy**:

*As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.*

## Course Format

This course will provide students with a variety of learning experiences including class lectures, small and large group discussions, experiential exercises, guest speakers, and films.

## Required Texts:

A custom courseware package is available for purchase in Titles (McMaster University Bookstore).

# Course Requirements/Assignments

## Assignments:

1. Annotated Bibliography:

This assignment is designed to get you thinking about your final paper. Prepare an annotated bibliography of 5 articles or chapters of books that you plan to use for your final paper. Each annotation should be no more than 200 words. See www.library.cornell.edu/onlinuris/ref/research/skill28.htm for a good overview of how to prepare an annotated bibliography.

Due: February 1, 2017 (at the beginning of the class)

Weight: 15% of final grade

1. Choice of in class multiple choice test: March 8, 2017 or Critical Reflection and Summary of 5 articles in the course (One article from 5 different weeks-articles must be chosen from classes prior to March 8th). Each Critical Reflection and Summary should be 2-3 pages in length and have 2 references in each one. All are due on March 8, 2017.

Weight: 20% of final grade

\*\* You must let me know by Feb. 22 which option you are selecting.

1. Summary and reflection on any 3 of the 5 guest speaker presentations for the course. Each one is worth 10%. Each one is due 2 weeks after the guest lecture you have chosen has occurred. Each one should be approximately 5 pages in length and have 3-4 references.

Weight: 30% of final grade

1. Final Research/Integration Paper:

Research an area related to health and illness that is of particular interest to you. Review the literature in your area of choice. Introduce why this topic is a relevant health issue and how it relates to social work practice (or your discipline of study). Discuss the material you have reviewed to gain a better understanding of this topic and the strengths and weaknesses of this material. Examine the implications for social work practice (or other discipline) generally and specifically, for you as a practitioner.

This paper should be no more than 10-12 pages (2500-3000 words). Students are expected to go beyond literature/readings used in class. You should be using 10-12 references for this paper.

Note: If students wish to receive their final graded papers back, they should include a stamped, self-addressed envelope.

Due: April 5, 2017 (at the beginning of the class)

Weight: 25% of final grade

1. Attendance and participation (ongoing) = 10%

# Assignment Submission and Grading

## Form and Style

All assignments are to be typed, double spaced with 12 point font (Times Roman 12) and 1 inch margins. Hard copies must be submitted. Electronic copies of papers will not be accepted unless special arrangements are made in advance with the instructor. All pages except the title page must be numbered. Please ensure that the title page has your name, student number, the title of the paper and the due date. All assignments must be properly referenced (APA style). Assignments should be stapled. Please ensure you keep a copy of all submitted work.

## Submission Dates & Grading

All written work will be marked on grammar, clarity of writing, and organization, as well as content and analysis. Grading will be based on the School of Social Work’s Guideline for Assessment and Grading of Course Work (Undergraduate) 2005. Generally speaking, what is looked for in written assignments can be grouped under six main headings:

1. Logic: relevance, orderly marshalling of facts and arguments (organization), rational sequencing of sections.
2. Quality of Communication: clarity of expression, grammar, spelling, documentation.
3. Quality of Information: relevance, scope, knowledge of literature.
4. Quality of Arguments: critical reasoning, ability to develop a line of thought.
5. Ability to relate general issues and perspectives to specific issues.
6. Personal/Professional Perspective: awareness of values, possibility of choice.

Please note: All assignments are to be submitted at the beginning of class on the due date. Late papers will be penalized 5% per day or part thereof.

In exceptional circumstances an extension will be granted if discussed and agreed upon prior to the due date.

## Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. Papers will be returned in class unless you are told differently. If you are not available to pick up your paper in class, please arrange with the instructor to pick up your paper or submit a stamped self-addressed envelope so that it can be returned to you.

## Course Modification Policy

The instructor and university reserve the right to modify elements of the course during the term. The university may changes the dates and deadlines for any or all courses in extreme circumstances. If either type of medication 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.

# Student Responsibilities and University Policies

## Student Responsibilities

* You are expected to attend all classes and to come prepared to engage in thoughtful discussions about assigned readings, class content, and personal experiences as dialogue and active reflection are important to learning. Participation refers not only to active questioning, sharing, listening and communication of ideas but it also includes contributing to other student’s learning by creating a respectful space where people can openly explore, test and challenge ideas. Thus, students are expected to contribute to the creation of a respectful and constructive learning environment.
* Students should read the assigned readings in preparation for class, attend class on time and remain for the full duration of the class. A break will be provided in the middle of each class.
* Non-course related use of laptop computers and hand held electronic devices during class can be disruptive and distracting. Please keep cell phones off during class and refrain from text messaging until break or after class.
* Please check with the instructor before using any audio or video recording devices in the classroom.

## Attendance

* Please note: An attendance sheet will be circulated each week after break. It is your responsibility to ensure you have signed it. If it is not signed, I will assume you were not there.
* Participation: Students are expected to constructively contribute to the overall classroom environment. This includes active participation in small group exercises, asking questions, sharing experiences, reflecting on links to practice, listening respectfully to others, and generally communicating ideas and feelings. It is important to remember that constructive contribution does not mean dominating the discussion.
* 10% of your final mark will be based on attendance and participation.

## 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 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 6 suspension or expulsion from the university. It is the student’s 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 at 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; or
3. Copying or using unauthorized aids in tests and examinations.

In this course the instructor reserves the right to use a software package designed to reveal plagiarism. Students may be asked to submit their work electronically and in hard copy so that it can be checked for academic dishonesty. In addition, the instructor reserves the right to request a student undertake a viva examination of a paper in circumstances where the paper appears to be written by someone other than the student themselves (i.e. papers written by essay writing services).

Academic dishonesty also entails a student having someone sign in for them on a weekly course attendance sheet when they are absent from class and/or a student signing someone in who is known to be absent.

## 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-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

If you have a disability and are registered with SAS, they will help you sort out what accommodations would be helpful to you so that you may successfully complete this course. Additionally, they will provide you with a letter for me requesting accommodations. Please feel free to talk with me about this so that we can work out a plan that will support your learning.

## 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. Email Forwarding in MUGSI:http://www.mcmaster.ca/uts/support/email/emailforward.html

\*Forwarding will take effect 24-hours after students complete the process at the above link (Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

# Course Weekly Topics and Readings

|  |  |  |  |
| --- | --- | --- | --- |
| WEEK | DATE | TOPIC | READINGS |
| 1 | January 4 | Introduction to the course and each other, discussion of topics, assignments, defining health, and personal understandings of health. | * No Readings
 |
| 2 | January 11 | The determinants of health, anti-oppressive practice | * "Introduction to the Social Determinants of Health" Raphael, D. Social Determinants of Health, Raphael, D. (ed.) © 2004 Canadian Scholars' Press
* "Conclusion: Addressing and Surmounting the Political and Social Barriers to Health" Raphael, D. and Curry-Stevens, A. Social Determinants of Health, Raphael, D. (ed.) © 2004 Canadian Scholars' Press
* "Making the Invisible Visible: Are Health Social Workers Addressing the Social Determinants of Health?" Craig, S. L. et al. Social Work in Health Care, 52 © 2013 Routledge
* "Lower-Income Women with Breast Cancer: Interacting with Cancer Treatment and Income Security Systems" Gould, J. Canadian Woman Studies, 24.1 © 2004 Inanna Publications & Education Inc.
 |
| 2 | January 18 | Social Work in Health Care: Setting the Context | * "A Career in Hospital Social Work: Do You Have What It Takes?" Gregorian, C. Social Work in Health Care, 40.3

 © 2005 Haworth Press, Inc. * "Bouncers, Brokers, and Glue: The Self-Described Roles of Social Workers in Urban Hospitals" Craig, S. L. and Muskat, B. Health and Social Work, 38.1 © 2013 \*\* National Association of Social Workers
* "Team Effectiveness in Academic Primary Health Care Teams" Delva, D. et al. Journal of Interprofessional Care, 22.6© 2008 Informa Healthcare
 |
| 3 | January 25 | Ethics in Health CareGuest Speaker | * Readings TBA
 |
| 4 | February 1 | Caregiving: Practice, Policy and Personal Considerations* Assignment # 1 due at the beginning of class (20%)
 | * "Frail and Disabled Users of Home Care: Confident Consumers or Disentitled Citizens" Aronson, J. Canadian Journal on Aging, 21.1 © 2002 Cdn Assoc on Gerontology
* "Assessing the Informal Caregiver: Team Member or Hidden Patient?" Emlet, C. A. Home Care Provider, 1.5 © 1996 Elsevier Science Direct - Journals
* "Professional Knowledge of Secondary Traumatic Stress (STS): Moving Us Forward or Holding Us Back?" Harrington, C. Canadian Social Work, 9.1 © 2007 Kluwer - Journals
* "Building Resilient Practitioners: Definitions and Practitioner Understandings" Adamson, C. et al. British Journal of Social Work, 44 © 2014 Oxford University Press Journals
 |
| 5 | February 8 | Health Care Legislation and Determining CapacityGuest Speaker | * Readings TBA
 |
|  | February 15 | Advocacy and Challenging Organizations | * “Ethical Preferences for the Clinical Practice of Empowerment Social Work” Miley, K. and DuBois, B. Social Work in Health Care, 44.1/2 © 2007 Haworth Press, Inc.
* "Overt and Covert Ways of Responding to Moral Injustices in Social Work Practice: Heroes and Mild-Mannered Social Work Bipeds" Fine, M. and Teram, E. British Journal of Social Work, 43 © 2013 Oxford University Press Journals
* "The Right to be Involved" Sinding, C. et al. Canadian Social Work Review, 28.1 © 2011 Canadian Social Work
 |
| 6 | February 22 | No Class-Mid-term Break | * No Readings
 |
| 7 | March 1 | Indigenous HealthGuest Speaker | * “Exploring the Determinants of health for First Nations peoples in Canada: can existing frameworks accommodate traditional activities?” Wilson, K & Rosenberg, M. W. Social Science and Medicine, Vol. 55, 2002 Copyright © 2002 @Elsevier Science Direct lib/lic
* “Indigenous health part 2: the underlying causes of the health gap” King, M. et al The Lancet, Vol 374, 2009 Copyright © 2009 @Elsevier Science Direct lib/lic
 |
| 8 | March 8 | In Class test or 2nd assignment due* 20% of class mark
 | * No Readings
 |
| 9 | March 15 | Impact of Chronic Homelessness on Women’s HealthGuest Speaker | * Readings TBA
 |
| 10 | March 22 | Living with Loss(es) | * "Illness Stories: Themes Emerging Through Narrative" Docherty, D. and McColl, M. A. Social Work in Health Care, 37.1 © 2003 Haworth Press, Inc.
* "Living with Paraplegia: Tensions and Contradictions" O'Connor, D. L. et al. Health & Social Work, 29.3 © 2004 \*\* National Association of Social Workers
* "Salvadorian Women Speak: Coping in Canada with Past Trauma and Loss" Carranza, M. E. Canadian Social Work Review, 25.1 © Canadian Social Work
 |
| 11 | March 29 | Death, Dying and GriefGuest Speaker | * "Recovery Following Bereavement: Metaphor, Phenomenology, and Culture" Rosenblatt, P. C. Death Studies, 32.6 © 2008 Routledge
* "The Dual Process Model of Coping with Bereavement: Rationale and Description" Stroebe, M. and Schut, H. Death Studies, 23 © 1999 Routledge
 |
| 12 | April 5 | Thriving in Health Care, Wrap-up and Evaluation* Final paper due at the beginning of class (25%)
 |  |