



McMaster University
School of Social Work

Classes: Tuesdays 2:30-5:20
January 8th-April 9th 2013

Instructor: Janice Chaplin
KTH Room 310
905-525-9140 x 23780
Office Hours: by appointment
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Social Work 3C03 Social Aspects of Health and Illness

Course Description and Objectives:

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.

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.

Class Schedule (Subject to revision):

Week 1 (Jan. 8th, 2013): Introduction to the course and each other, discussion of topics, assignments, defining health, and personal understandings of health.

Week 2 (Jan. 15th, 2013): The determinants of health, anti-oppressive practice.

Week 3 (Jan 22nd, 2013): Social Work in Health Care: Setting the Context

Week 4 (Jan. 29th, 2013): Ethics, Values and Advocacy in Health Care

Week 5 (Feb. 5th, 2013): Caregiving: Practice, Policy and Personal Considerations
** Assignment # 1 due at the beginning of class (25%)

Week 6 (Feb. 12th, 2013): Health Care Legislation and Determining Capacity

Week 7 (Feb.19th, 2013): No Class-Mid-term Break

Week 8 (February 26, 2013): Indigenous Health

Week 9 (March 5, 2013): Stigma, HIV and Aging

Week 10 (March 12, 2013): In Class test
**30% of class mark

Week 11 (March 19, 2013): Complementary Therapies in Social Work Practice

Week 12 (March 26, 2013): Living with Loss(es)

Week 13 (April 2, 2013): Death, Dying and Grief

Week 14 (April 9, 2013): Thriving in Health Care, Wrap-up and Evaluation
**Final paper due at the beginning of class (45%)

Required Text:

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

Written Assignment Expectations:

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.

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.

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. If the extension is granted because of illness, a doctor's note should be submitted with the assignment.

Assignment #1 (Due Feb. 5, 2013): 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. See www.library.cornell.edu/onlinuris/ref/research/skill28.htm for a good overview of how to prepare an annotated bibliography.

Weight: 25% of final grade

In class test: March 12, 2013

Weight: 30% of final grade

Assignment #2 (Due April 9, 2013) 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). Create a thesis statement and build your paper to support your statement. 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.

Weight: 45% of final grade

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

Participation: Students are expected to constructively contribute to the overall classroom environment. This includes active participation in small group exercises, asking question, 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.

Attendance: Like many social work classes, students must attend a minimum of 80% of the classes in 3CO3E in order to pass the course. This is based on the reality that social work practice cannot be communicated solely through readings and writing papers. Social work requires exposure to and active participation in the dilemmas, tensions, self-reflection and discussion which are pivotal to sound social work practice. Thus, attendance is mandatory.

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. Students attending less than 80% of classes will receive an "F" grade (unless non-attendance is for medical or other reasons approved by the associate dean, in which case arrangements will be made to make up the missed learning).

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.

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.

Email policy:

All email communication sent from students to the instructor or TA and from student to staff, must originate from the student's own McMaster University email 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 TA becomes aware that a communication has come from an alternate address, the instructor or TA may not reply at his or her discretion.

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

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:

- a) plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained;
- b) improper collaboration in group work; or
- c) 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.

Support Services:

Student Accessibility Services offers group and individual consultation about effective learning strategies, essay writing, and study habits; accommodations, assistive technology, advocacy and support for students with disabilities; and personal counseling. If you believe these services may be helpful to you, contact (905) 525 9140 x 28652; sas@mcmaster.ca

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.

Please note:

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.