

Calendar Description

An inquiry based course on Social Construction, Social Problem Theory and Narrative as foundations for interdisciplinary study, health capacity, community practice and personal empowerment.

Content/Objectives

This course represents an inter-professional inquiry into socially constructed meanings and practices that impact the experiences of health, chronic illness, and disability. The inquiry is based on the introduction and application of social construction theory and social problem theory. Students explore the elements of qualitative research through applying discourse analysis and narrative approach.

First, the course introduces the basics of discourse analysis. Health discourse is explored within the context of interdisciplinary approaches and practices. Second, social problem theory is introduced and utilized to explore the impact of power and resources in social policy and inclusive practices. Finally, narrative analysis is applied as a tool for exploring the processes of personal reconstruction of self in the context of chronic illness and disability.

Outcomes/Competencies

Through three inquiry-based labs, the students will demonstrate the following competencies:

- Identify, analyze, and critique dominant and challenging health discourses in disabilities and chronic health conditions.
- Assess and formulate social problems within the chosen health condition.
- Analyze personal narrative presented in an autobiography related to illness and disability.

Assignments

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| 1. Health discourse analysis | 30% |
| 2. Social problem analysis and a ministerial briefing note | 40% |
| 3. Narrative analysis of an autobiography | 30% |

In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2016-17 Calendar), this course relies heavily on writing and the grading thereof in determining a student's mark. Competency in writing is not the exclusive domain of the humanities and social sciences, nor does it solely mean accuracy in mechanics (grammar, spelling, punctuation). The University of Calgary offers a number of instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

Resources

Required Textbooks:

1. Loseke, D.R. (2003). *Thinking about social problems. An introduction to constructionist perspectives* (2nd ed.). New York: Aldine De Gruyter.
2. Frank, A. W. (2013). *The wounded storyteller: body, illness, and ethics* (2nd ed.). Chicago: University of Chicago Press.
3. Loughheed, V. (2008). *Be Still*. Calgary, Alberta: Palabras Press.

A list of required readings for all course sections will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the lecture material. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Discussions in class and in tutorials will be conducted with the assumption that the assigned readings have been completed.

Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material

Details for current course offerings are available at: www.crd.s.org

Additional Sources

On-line materials and supplemental resources will be posted on D2L. Students will use existing on-line materials for self-directed study and independent learning. For all assignments, we encourage the use of a combination of resources available on the web, in the University Library, or literature databases (e.g., MEDLINE, PubMed, PsycLit).

Instructor and Course Information

COURSE: CORE 425	INSTRUCTOR: Dr. Svetlana Shklarov
TERM: Fall 2016	TELEPHONE: Please use email
SECTION: L02	FAX: 403-220-6494
TIME/DATE: September 8 – December 7	EMAIL: Shklarov@ucalgary.ca
LOCATION: On-line	OFFICE HOURS: Please use email

Course Content

Course Schedule: This is an on-line course. The students are expected to log-in and post their responses at assigned times. The instructor will facilitate on-line discussions amongst the community of learners. The course is based on inquiries in the form of labs that students complete on-line, independently and in groups. **Topic schedule and deadlines are available on D2L.**

Time commitment: Please budget approximately **3 hours per week for participation in on-line work** (an equivalent of class time). *In addition*, budget your own time for reading, self-directed research, and the preparation of assigned papers. Participation in *weekly* discussions is **required**. The course heavily relies on self-directed study

Textbooks and materials: Students will use the materials as starting point for discussions and a basic reference guide as they complete their self-directed, extended literature search towards completing the course work. Textbooks are available from the University Bookstore. Other course materials will be available via D2L. In addition, for self-directed study and independent learning and for all assignments, students are required to use a combination of resources available on the web and from the University Library literature databases (e.g., MEDLINE, PubMed, PsycLit).

Questions:

- For questions regarding using D2L or other E-Learning tools, please contact Phuoc Lam at lamp@ucalgary.ca
- For email account or access difficulties, contact IT Support www.ucalgary.ca/it/
- For all course-related materials and questions, please contact the instructor at Shklarov@ucalgary.ca

Contact with the instructor will occur through the asynchronous D2L Discussion Board and regular e-mail communications between students and course instructor.

Course Schedule

Materials and questions for discussions will be posted on D2L at least a week prior to the particular discussion time. Students are *required* to complete all assigned readings **prior to** the indicated class.

	<i>Dates</i>	<i>Topics and activities</i>	<i>Readings and assignments</i>
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1.	Sept 12-16	<p>Introductions and overview of the course. Interactive on-line discussion: What is social construction?</p> <p>Discussion: Post your introductions, share ideas on readings and posted questions, and try out on-line communication. Note: Posting is mandatory each week.</p>	<p><u>Readings prior to this class:</u> Complete pre-readings posted on D2L</p> <p><u>Video:</u> Introduction – social construction.</p> <p>Note: all readings and other material viewing are <u>required prior to the indicated class</u></p>
2.	Sept 19-23	<p>Social construction: Introduction. Introduction into inquiry topics. Resources for the on-line lab # 1 (discourse analysis).</p> <p>Discussion: Explore posted questions. Brainstorm inquiry topics for discourse analysis. Dividing in small groups based on topic choices.</p>	<p><u>Readings:</u> Begin reading Val Loughheed, <i>Be Still</i> (to be read within the 4 first weeks of the course). Posted reading materials (<i>see D2L for on-line postings prior to the class</i>)</p> <p><u>Video:</u> Val Loughheed talk.</p>
3.	Oct 26-30	<p>Discourse analysis as a tool for inquiry into the meanings and practices that impact the experiences of health, chronic illness, and disability. Health discourses and interdisciplinary practices. Analyzing medical, scientific, social and other discourses.</p> <p>Lab # 1, part 1: lab discussion to begin in small groups (guidelines and questions will be posted).</p> <p>Posting in all lab discussions is mandatory.</p>	<p><u>Readings:</u> Posted reading materials</p> <p><u>Video:</u> Introduction into discourse analysis.</p>
4.	Oct 3-7	<p>Analyzing medical, scientific and social discourses: continued. Resources for discourse analysis assignment.</p> <p>Lab # 1, part 2: lab discussion to be completed in small groups (guidelines and questions will be posted).</p>	<p><u>Readings:</u> Posted reading materials</p> <p><u>Video:</u> Health discourses.</p>
5.	Oct 10-14 Oct 10 – Thanksgiving	<p>Assignment completion.</p> <p>Resource sharing and continued discussion in small groups. Instructor is available on line for consultations.</p>	<p>Friday, October 14: Health discourse assignment due</p>
6.	Oct 17-21	<p>Social problem theory and political discourse. Introduction and resources for the on-line lab # 2 (social problem analysis).</p> <p>Discussion: Exploring posted questions. Groups brainstorm social problems within the chosen topics. Keep group records, have a group journal, write up your reflections.</p>	<p><u>Readings:</u> Loseke, <i>Thinking about social problems:</i> Chapters 1 and 2. Posted materials.</p> <p><u>Video:</u> Introducing social problem theory.</p>
7.	Oct 24-28	<p>Social problem identification and assessment. Resource preparation for social problem assignment.</p> <p>Lab # 2, part 1: lab discussion to begin in small groups.</p>	<p><u>Readings:</u> Loseke, <i>Thinking about social problems:</i> Chapters 3 – 5. Posted materials.</p>
8.	Oct 31 – Nov 4	<p>Social problem assessment and analysis. Resources and requirements for ministerial briefing note.</p> <p>Lab # 2, part 2: lab discussion to be completed in small groups.</p>	<p><u>Readings:</u> Loseke, <i>Thinking about social problems:</i> Chapters 6 – 8. Posted materials.</p>
9.	Nov 7-11 Nov 10-13 Reading Days	<p>Assignment completion. Resource sharing and continued discussion in small groups (<i>no mandatory posting on reading days</i>). Instructor is available on line for consultations.</p>	<p>November 13: Social problem paper and ministerial briefing note due</p>

10.	Nov 14-18	Narrative theory: Introduction. Resources for the on-line lab # 3 (narrative analysis). Materials review for group inquiry work.	<i>Readings:</i> Frank, <i>The wounded storyteller</i> : Chapter 1 and 3. Return to Val Lougheed, <i>Be Still</i> .
11.	Nov 21-25	Narrative analysis: group work on sample exercises. Introduction of the Workbook for lab # 3. Lab # 3, part 1: lab discussion to begin in small groups.	<i>Readings:</i> Frank, <i>The wounded storyteller</i> : Chapters 4 – 6. Posted materials. Val Lougheed, <i>Be Still</i> . <i>Video:</i> Narratives and narrative analysis.
12.	Nov 28 – Dec 2	Analyzing stories from <i>Be Still</i> : group work with Workbook exercises. Lab # 3, part 2: lab discussion to be completed in small groups.	<i>Readings:</i> Val Lougheed, <i>Be Still</i> . Posted materials.
13.	Dec 5-9	Assignment completion. Resource sharing and continued discussion in small groups. Instructor is available on line for consultations.	December 9: Narrative analysis paper due

Details of Assignments

Each of the following inquiries enables the student to approach their chosen condition from a different perspective. Students are expected to reflect on these different perspectives in their on-line lab discussions and through writing their assignments. **Students will work in groups and share resources, but complete their papers independently.**

Detailed guidelines, discussion questions, and marking criteria for all the assignments are available on D2L.

1. Health discourse analysis

VALUE 30%

You will explore the knowledge debates (in science, social environments, and healthcare system) related to the causes, cures, care, and symptom control currently being discussed in literature within your chosen topic. This will include a survey and analysis of a number of academic and professional literature sources. This assignment includes group lab work on line, and is designed as a guided, self-directed study.

DUE: October 14, 2016

2. Social problem analysis and a ministerial briefing note

VALUE 40%

This assignment is a three-step process.

- a) Using on-line literature and information about local or internet-based advocacy and service groups, conduct a historical analysis of the resource needs and services related to the condition. You are required to use Loseke's theoretical framework and cover the following:
- Brief history of the condition, as recognized in science, by the general public and media.
 - Brief look at the current services, social conditions, available help and existing resources.
 - Overview of resource needs, service gaps, access problems, unresolved service issues and proposed solutions.

Size limit of this section: 1,500 words.

- b) Using Loseke's framework, answer the following questions:

- Identify the social problem (a problem identified as troublesome, prevalent, which can and should be changed).
- Who is claiming that there is a social problem, and how are they making these claims?
- What authority are they drawing on (research, morality, professional expertise, power of a service provider or consumer)?
- What audience are they appealing to, and how?
- What are they hoping the audience will do, based on the claims being made?

Size limit of this section: 1,500 words.

- c) Using the above information, prepare a briefing note addressed to an appropriate Minister, outlining the current political situation of the supporters of this condition as it relates to the social problem you have identified. An example of a Ministerial briefing note will be provided during class.

Size limit of the briefing note: maximum 2 pages, single-spaced (maximum 900 words).

DUE: November 13, 2016

3. Narrative analysis of an autobiography

VALUE 30%

The Story Analysis Workbook is included in the assignment section on D2L. The *Workbook* provides clear guidelines for this assignment. You will explore narrative theory and practice related to story, metaphor and scripts, which will enable you to understand techniques for working with people to enable them to achieve personal meaning of their changing condition. You will analyze the autobiography presented in the book *Be Still*. The assignment includes personal reflection (see the *Workbook*), which is a summary of what you have learned from working with the autobiography, and how you may use the techniques in practice.

DUE: December 9, 2016

PLEASE NOTE:

- APA format is required for all individual assignments.
- Assignment papers must be provided to the instructor via D2L dropbox only.
- Late assignments will be deducted five percent (5%) for each day after the assignment due date.
- A large part of course learning is based on group lab work: *participation in group discussions is essential*.

Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

IMPORTANT DATES FOR FALL 2016

Last day to drop a class without financial penalty - **September 23, 2016**.

Last day to add a course - **September 26, 2016**

Last day to withdraw from a course - **December 9, 2016**.

Tuition and Fee Payment Deadline - **September 30, 2016**

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

Desire 2 Learn is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that s/he gets all posted communications and documents and that s/he receives emails sent by instructors or fellow students through D2L.** Your email address on D2L is the one you gave to the Registrar. Using an email address on the University server (name@ucalgary.ca) will ensure that you receive emails and that, should the server ever be down, instructors will be aware of it. Other servers sometimes filter D2L or instructor group mailings as spam; **we therefore require that you have your ucalgary.ca email address linked to D2L.**

Conduct During Courses

Students are expected to conduct themselves in a mature and courteous manner during ALL course components. Students are expected to frame their comments and questions to instructors in respectful and appropriate language, always maintaining sensitivity towards the topic.

Copyright

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students (library.ucalgary.ca/files/library/guidance_for_students.pdf). Further information for students is available on the Copyright Office web page (<http://library.ucalgary.ca/copyright>)

A Note Regarding Instructor Intellectual Property

Generally speaking, course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course *at the same time* may be allowed under fair dealing.

Academic Accommodations Based on Disability

It is the student's responsibility to register with Student Accessibility Services to be eligible for formal academic accommodation. If you are a student who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at (403) 220-8237; <http://www.ucalgary.ca/access/> Students will be provided with all necessary accommodations to ensure equal opportunity to succeed in this course. Please provide the

instructor your accommodation letter from Student Accessibility Services within 14 days after the start of this course so that all needed arrangements for exams and assignments can be made.

Accommodations on Protected Grounds other than Disability

Students who require an accommodation in relation to their coursework based on a protected ground other than disability, should communicate this need, preferably in writing, to the designated BCR program contact, Mrs. Jennifer Logan (jjlogan@ucalgary), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

Cheating, plagiarism, and other forms of academic misconduct are very serious offences that will be dealt with rigorously in all cases. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the BCR program or the University. The Cumming School of Medicine follows a zero tolerance policy regarding dishonesty. **All incidences of academic dishonesty will be reported to the Associate Dean (Undergraduate Health & Science Education) and be recorded in their student records.** The University calendar is explicit about what is construed as academic misconduct and on the appropriate penalties. Students are referred to the “Student Misconduct” sections of the University Calendar for further information.

Recording of Lectures

Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

Other Important Information

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP) and students should identify themselves on written assignments (exams and term work) by their name and ID number on the front page and ID on each subsequent page. Assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your expressed permission to the instructor. Grades will be made available on an individual basis and students will not have access to other students' grades without expressed consent. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

Appeals

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and should contact the Student Ombuds Office (<http://www.ucalgary.ca/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct.

Resources for Support of Student Learning and Wellness

Student Success Centre <http://www.ucalgary.ca/ssc/>

Student Wellness Centre <http://www.ucalgary.ca/wellnesscentre/>

Distress Centre <http://www.distresscentre.com/>

Student Ombuds' Office

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; the SU representatives for the Cumming School of Medicine can be reached at medrep@su.ucalgary.ca.

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

Purchasing a Textbook from the University of Calgary Bookstore:

- Shop On-line www.calgarybookstore.ca Click on --> Shop On-line; Click on --> Textbooks; Follow the directions.
- Order by Phone: (403) 220-5937; Toll Free: 1-877-220-5937
- In Person: Go to the University of Calgary Bookstore, MacEwan Student Centre, Room 155, 2500 University Drive NW, Calgary, AB T2N 1N4