

HLTH AGE 3BB3: FIELD EXPERIENCE

Fall 2018

Sept. 10 – Dec. 3, 2018

Instructor: Anju Joshi
Email: joshia@mcmaster.ca
Lecture: Mondays 9:30 – 11:20 a.m.

Office: KTH room 238, ext. 23242
Office Hours: Monday, 3:00- 4:00 p.m.
or by appointment

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Course Description

The Field Experience course is designed to give you an opportunity to integrate knowledge about health and aging with experience in the field. In this course, you will enhance your knowledge and understanding of health programs and policy related to various population groups and particularly older adults. You will pursue individual learning goals as well as examine current issues and challenges facing different groups of individuals in our community and the services and programmes that are available to them. You will also have the opportunity to develop some skills through field observation and interaction with people (e.g. children, youth, older people, women) as well as service providers who work in various practice settings. Together we will explore and critically reflect on various concepts, issues, approaches, methods and opportunities for working with individuals and their families and learn about people's unmet needs that currently exist and explore strategies and advocacy approaches useful for addressing these needs.

Course Objectives

Students in this course are expected to:

- Expand and integrate their knowledge of health and aging and needs of specific populations through reviewing current literature and observation and/or interaction with people in various field settings.
- Increase their understanding of the contributions, needs and concerns of specific groups and the current issues and gaps in programmes and service delivery
- Critically examine practice and policy issues, programmes, methods and skills used by professionals, community agencies and institutions in working with selected population groups and their support networks.
- Increase awareness about the opportunities available to become informed, involved and employed in the fields of health and aging.
- Develop skills in communication, advocacy, problem solving and self-directed learning.

Class Format

1. Field Placement:

- Each student will spend a **minimum of 40 hours** during the term in a selected field setting as well as attend a **two-hour weekly classroom seminar**. During the seminars, students will be expected to share experiences and raise issues related to their field observations as well as to participate in a problem based

learning experience. **Attendance and participation in class is important and expected.**

- Field Observation is a supervised experience. Each student will have a designated supervisor(s) in the agency/organization. This individual will be approving the learning objectives, providing the orientation and advising on the procedures and expectations and offering advice and guidance. The supervisor will be completing a written evaluation on the student's involvement and learning experience. The student is expected to meet with his/her field supervisor regularly during the term.

2. Problem Based Learning Experience:

- Students will participate in a Problem Based Learning (PBL) experience in at least three different class sessions as well as work in small groups and make a brief presentation to their peers based on their research on the selected situation. The PBL package will be provided in class and further details for PBL will be discussed during class.

3. Seminars:

- The two hour weekly seminars will address (with the aid of guest speaker(s) and alumni) current debates on topics such as: personhood; practice issues; advocacy; assessment, programme and service delivery issues; and employment in the field of health and aging. Many of the class discussions will focus on the issues raised by the students from their field observations and experiences.

Course Evaluation – Overview

1. Field observation contract - 15%, due Oct 1
2. Problem based learning project - 30%
3. Literature review on placement related topic - 10%, due Nov 12
4. Field experience evaluation and knowledge integration - 35%, due Dec 3
5. Class participation - 10%

Course Evaluation – Details

Field Observation Contract (15%), due Oct 1 (or earlier)

This assignment will provide a focus and direction for the field observation and provide a basis for evaluation. As such, it can be a useful tool for the field supervisor and student to use together. In this **written assignment (appr. 4-5 pages in total, the format will be explained in class)**, the student provides:

- a **1-2 page overview** of the field setting where the student is are doing the placement;

- a list of **four (4) learning objectives** which are appropriate to the student's individual learning needs and the opportunities available in the setting
- an **outline** of the strategies and resources the student proposes to use in achieving his/her learning objectives
- A clear **description** of how learning objectives will be evaluated by the student and the supervisor.
 - To assist you with the development of this learning plan, it is highly recommended that you review the document Learning Plan Resource on [McMaster Experiential Education, Faculty of Social Sciences website](http://experiential-ed.mcmaster.ca/documents/spg-1/EE%20Guide%20to%20Learning%20Plans%20and%20Objectives.pdf) found at (you will likely need to copy and paste link below): <http://experiential-ed.mcmaster.ca/documents/spg-1/EE%20Guide%20to%20Learning%20Plans%20and%20Objectives.pdf>
 - It is critical that the Field Supervisor be aware of and in agreement with the learning plan you develop.
 - **Please obtain the Field Supervisor's signature on this report prior to submitting it.**

Problem Based Learning Project (30%)

Students will select from problems which they will work on in small groups and individually. Active and full participation in the small group and an oral class presentation will be required. Written details of this assignment will be provided in class.

PBL Presentation Summary due Oct 29.

Presentation Dates to be assigned in class.

Literature Review On Placement Related Topic (10%), due Nov 12

Prepare a brief literature review based on current scientific research on a topic directly related to your placement. This review should be completely based on journal articles (at least 8) from the past five - six years (2012+). This **5 page review** should be on a topic that is new to you (not previously researched for another assignment or course). Include a bibliography. Details about this assignment to be discussed in class.

This assignment accounts for **10%** of the final grade.

Field Experience Evaluation and Knowledge Integration (35%), due Dec 3 (IN CLASS)

There are three parts to this assignment: (A, B and C):

- A. The first part consists of a 4 page report about your learning experience. This report should include how you achieved your learning objectives in the organization or agency you selected. State whether you encountered any difficulties, and what new knowledge, skills, values and ideas you learned about working in the field. Discuss how your experience during the 40 hours of observation/interaction and your participation in the class seminars helped you to meet your learning objectives as well as the course objectives (see page one of this course outline). This report is not just a description of what you did but more about what you learned from this experience.
- This portion of the assignment accounts for **15%** of the grade.
- B. The second part of this assignment is to integrate the findings from the literature review as well as your current knowledge with what you learned from your field experience (**4 pages**). This will require you to critically reflect on your knowledge about health and aging, the theories and concepts you have learned in your various health studies and/or gerontology courses and apply them to real life situations. You are not simply repeating what the literature or your instructors stated but instead you are demonstrating critical thinking skills by analyzing the various sources of information and critically examining the content based on your understanding, your personal experiences and your reflection on this information.
- This portion of the assignment accounts for **10%** of the grade.
- C. The third part of this final assignment consists of a formal evaluation form which is to be completed by the supervisor and discussed with you.
- The Course Instructor will assign the grade for the field experience based on the input provided by the supervisor on this evaluation.
 - This third portion of the assignment accounts for **10%** of the grade

Class Participation (10%)

Students are expected to attend the weekly class, participate in classroom discussions and problem based learning groups, as well as raise issues from the field and discuss their placement experiences. Specific questions to guide the discussion about placement experiences will be provided in class. Students will also evaluate peers on PBL group participation and the presentations. You will be asked to provide input into the assessment of your class participation.

This will account for 10% of the final grade

Weekly Course Schedule and Required Readings

Week 1 (Sept. 10)

Course Overview and Requirements//Field Placements

- Developing learning objectives and identifying learning strategies

Week 2 (Sept. 17)

Health and Aging, Policy and Practice Issues

- Introduction to Problem Based Learning (PBL)/Tutorial Session PBL Groups

Week 3 (Sept. 24)

Anti-oppression framework/Practice/ Advocacy

Week 4 (Oct. 1)

Working in Health and Aging Fields

- **Learning Objectives Assignment Due**

Week 5 (Oct. 8)

Thanksgiving and Break Week – No Class

Week 6 (Oct. 15)

Working in Health and Aging Fields

- McMaster Graduates

Week 7 (Oct. 22)

PBL Group meetings

Week 8 (Oct. 29)

Discussion of Students' Placements

- Summary of PBL presentation due

Week 9 (Nov. 5)

PBL Presentations (4)

Week 10 (Nov.12)

PBL Presentations (4)

Week 11 (Nov.19)

Discussion of Students' Placements

Week 12 (Nov. 26)

PBL Presentations (4)

Week 13 (Dec. 3)

PBL Presentations (4)

- Course Evaluation and Wrap-up
- **Completed Placement Evaluation Form and Final Assignment Due**

Course Policies

Grades

The following McMaster Grading Scale will be used as noted in the McMaster Undergraduate Calendar:

MARK	GRADE
90-100	A+
85-90	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

Email

Please do NOT email the Instructor using Avenue to Learn. Send email directly to Instructor to the McMaster e-mail accounts from your own McMaster e-mail account. Due to [university policy](#), we are unable to reply to emails sent from gmail and other personal e-mail accounts.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

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:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which credit has been obtained.
2. Improper collaboration in group work.
3. 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 Policy for [Academic Accommodation of Students with Disabilities](#).

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).

Religious, Indigenous and Spiritual Observances (RISO)

The University recognizes that, on occasion, the timing of a student’s religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code.

Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

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.

Course Modification

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.

Some suggestions/guidelines for the structure and content of your reflections:

Basically you are addressing three simple questions: What, So What, and Now What?

1. What?

- Descriptive account (brief)
- Facts, what happened, with whom
- Substance of group interaction/activity

2. So What?

- Shift from descriptive to interpretive
- Meaning of experience for you
- Feelings involved, lessons learned
- Understanding why of the experience and activity?

3. Now what?

- Contextual - what does this activity, experience/situation mean in the broader context
- Applying lessons learned / insights gained to new situations
- Setting future goals (e.g. learning goals or plan of action)

Here are some questions you may consider addressing in your reflections:

- What are three things that were the highlights of this experience and why?
- How were you a different person when you left the activity compared to when you entered?
- What have you learned about yourself by participating in this experience?
- What connections do you see between this experience and what you have learned in your courses at McMaster or elsewhere?
- What have you learned about a societal issue through this activity/experience?
- How did this experience challenge your assumptions and stereotypes about aging or any other population group?
- How has your experience/ participation in this activity contributed to your growth in any of these areas: civic responsibility, political consciousness, professional development, spiritual fulfillment, social understanding, intellectual pursuits?
- How would you do something differently in a particular location/setting if you were in charge?
- How can society better deal with the problem/issue that you have identified?
- How can this experience apply to other situations in your life?
- How can some of the solutions you saw/heard/ experienced apply to other problems of other groups?
- What was the most challenging thing that happened during your experience?

Reference: [Facilitating Reflection: A Manual for Higher Education](http://www.uvm.edu/~dewey/reflection_manual/activities.html), (n.d.) Retrieved August 16, 2003 from http://www.uvm.edu/~dewey/reflection_manual/activities.html

Finding an Academic Placement

HLTHAGE 3BB3

- 1) Sign into [OSCARplus](https://www.oscarplumcmaster.ca) at <https://www.oscarplumcmaster.ca> under the student login.
- 2) Once on the home screen, update your profile:
 - Select My Account (beside the black Overview button, NOT the one at the top of the screen) and ensure all information is correct and complete.
 - Once you have made all your changes, select Save at the bottom of the screen to ensure all your information is saved.
- 3) Search for positions:
 - *Select Placements in the grey navigation bar on the left.
 - *Select Social Sciences Academic Placements in the left navigation.
 - *Once on the Academic Placements Home page, select the Placement Postings quick link on the right.
 - *Under Quick Searches select HLTHAGE 3BB3.
 - Review available positions and follow application instructions on each posting.

IMPORTANT NOTE: OSCARplus will only allow you to access Academic Placements if you have previously been on the system. If this is the first time you have accessed OSCARplus, you will be logged off the system when you attempt to view Academic Placements. If this happens, please email Ruthanne Talbot at the email below with your student number and she will add access for you. For assistance, please contact:

Ruthanne Talbot

Programming and Outreach Manager

Faculty of Social Sciences,

Office of Experiential Education talbotr@mcmaster.ca

905-525-9140 ext. 23382

KTH Room 129

Important Information for Students in HLTH AGE 3BB3: Field Experience

Information prepared by **Ruthanne Talbot**, Programming and Outreach Manager
Experiential Education, Faculty of Social Sciences, McMaster University p: 905-525-9140 Ext. 23382

- website: <http://experiential-ed.mcmaster.ca/>
- Twitter: @McMasterEE
- Facebook: McMaster Experiential Education

Students may choose any placement that relates broadly to health or aging, but you are strongly encouraged to make choices based on your learning objectives – Which skills do you want to learn? What are your career or academic goals? Are you looking to diversify your current experience?

You can choose to seek out your own placement or explore one of the many that are posted on OSCARplus for you. Anything posted on OSCARplus will already be approved for the course, but if you find your own placement, you must have it approved by your instructor.

How many hours per week will I commit to the placement?

Students are required to complete a minimum 40 hours of placement. The intent is that this time be spread out over the duration of the term and not compressed. Travel time does not count, nor does any time meeting with staff or attending orientation meetings prior to being welcomed on officially as a volunteer/placement student. Students are expected to commit to the placement for the full duration of the term, which may result in more than 40 hours.

We encourage you to start looking for your placements as soon as possible.

Police Checks

If you had a police check/vulnerable sector search done within the 12 months previous to the start of your placement and still have the original document, you may not be required to have another police check completed if it meets the requirements of your placement organization. Please bring this original document along with you when you return to school in September or meet with the organization as this could help you get started more quickly.

Your academic placement may require you to complete a police record check depending on the nature of your responsibilities at the placement. [Hamilton Police Service web site](http://www.hamiltonpolice.on.ca/hps) (www.hamiltonpolice.on.ca/hps) **for updated information.**

AFTER YOUR PLACEMENT HAS BEEN ARRANGED:

You must complete information about your placement on the attached form (last page of the course outline) by **Oct. 1, 2018** and submit this with your assignment.

Health and Safety

The health and safety of students on placement is of the highest priority. McMaster University and the Ministry of Advanced Education and Skills Development (MAESD) (formerly Ministry of Colleges, Training and Universities - MTCU) have policies in place that guide student safety. Your host organization will also have their own policies.

It is important to strictly follow the guidelines and policies of McMaster University, MAESD, and your host organization as they have been put in place for your protection and the protection of the people you are interacting with at your placement.

Students completing unpaid placements as part of an academic course are required to print and complete the following documents, and return them to the course instructor, unless otherwise indicated:

- **Students** sign the [student declaration letter](#), required to let them know, via sign-off, they have coverage via WSIB or ACE/private coverage and to report incidents accordingly;
- **Placement “employers”** sign off on [letter to placement employers](#), noting that they have been informed that WSIB coverage (or ACE/private coverage) is provided via the MAESD, and therefore their respective WSIB standings (i.e. premiums) will not be effected; and
- **Students and placement “employers”** both sign off on the [Pre-Placement Safety Orientation Checklist](#)

A complete [handbook on academic placements](#) is available for students to view, download and/or print: <http://bit.ly/2L3czLd>

**McMaster University
HLTH AGE 3BB3 Field Experience
PLACEMENT CONFIRMATION FORM**

Please submit this form with your Learning Objectives' Assignment (#1)

IT IS IMPORTANT THAT YOU KEEP A COPY OF THIS FORM FOR YOUR RECORDS.

Student Name: _____ **Student Number:** _____

Placement Setting Information

Agency/Organization Name: _____

Agency/Organization Phone Number: _____

Agency/Organization Address: _____

Placement Supervisor: _____

Supervisor's Name and Position: _____

Supervisor's Phone Number: _____

Supervisor's Signature: _____ **Date** _____

Supervisor's email address: _____