

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 interprofessional 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 | 30% |
| 3. Narrative analysis of an autobiography | 40% |

Resources

Required Textbooks:

1. Gergen, K.J. (1999). *An invitation to social construction*. London: Sage Publications.
2. Loseke, D.R. (2003). *Thinking about social problems. An introduction to constructionist perspectives* (2nd ed.). New York: Aldine De Gruyter.
3. Loughheed, V. (2008). *Be Still*. Calgary, Alberta: Palabras Press.

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

Instructor and Course Information

COURSE: CORE 425 INTENSIVE

INSTRUCTOR: Dr. Svetlana Shklarov

TERM: Fall 2011

TELEPHONE: Please use email

SECTION: L02

FAX: 220-6494

TIME/DATE: August 22-26, 9 a.m.- 4 p.m.: in-class
September 12 – December 9: on-line

EMAIL Shklarov@ucalgary.ca

LOCATION: Rm EDC 287 Main Campus (Aug 22, 24, 25, 26)
**Rm. G743, Tues. Aug. 23rd Health Sciences,
South Campus**

**OFFICE
HOURS:** By appointment

Course Content

Course Schedule: This course consists of two parts: 1) an intense, interactive in-class instruction (August 22 – 26), and 2) on-line inquiry collaboration (September 12 – December 9). On-line discussions amongst the community of learners at different locations will be facilitated by the instructor. The course is based on inquiries in the form of labs that students complete independently and in groups.

Time commitment: During the on-line part of the course, please budget approximately **3 hours per week** for participation in on-line work (an equivalent of class time), reading, self-directed research, **plus** your own time for the preparation of assigned papers.

The textbooks are available from the University Bookstore. Other course materials will be available via Blackboard. 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, in the University Library, or literature databases (e.g., MEDLINE, PubMed, PsycLit).

Questions:

For questions regarding using Blackboard 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.

In-class Schedule

<i>Date</i>	<i>Topic and work to be done</i>	<i>Assignments due</i>
Day 1: Aug 22	Overview of the course. Introduction of social construction and interdisciplinary study. Social construction and deconstruction as tools for inquiry into the meanings and practices that impact the experiences of health, chronic illness, and disability.	Complete pre-readings posted on Blackboard, and read the autobiography book <i>Be Still</i> by V. Loughheed
Day 2 Aug 23	Discourse analysis of medical and scientific discourses. Introduction and resources for the first on-line lab (discourse analysis).	Choice of topics and plan for research
Day 3 Aug 24	Social problem theory and political discourse. Introduction and resources for the second on-line lab (social problem analysis).	Pre-readings posted on Blackboard
Day 4 Aug 25	Introduction to narrative theory. Scripts of resilience and coherence. Introduction and resources for the third on-line lab (narrative analysis).	Choose and read again one chapter in the book <i>Be Still</i>
Day 5 Aug 26	Overview of the three perspectives in the context of creating and challenging practices and policies.	

On-line Schedule

<i>Dates</i>	<i>Topic and work to be done</i>	<i>Assignments' due dates</i>
September 12 – October 1	Health discourse assignment	October 1: Health discourse assignment
October 3 – October 28	Social problem assessment and a ministerial briefing note	October 28: Ministerial briefing note

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 writing their assignments. Students will work in groups and share resources, but complete their final products independently.

Detailed guidelines and marking criteria for all the assignments are available on Blackboard.

1. Health discourse analysis

VALUE 30%

You will explore the knowledge debates (scientific and health) related to the causes, cures, care, and symptom control currently being promoted for your chosen topic. This will include a survey and analysis of a number of academic and professional literature sources, including on-line sources. This assignment is designed as an on-line guided, self-directed study.

DUE: October 1, 2011

2. Social problem analysis and a ministerial briefing note

VALUE 30%

This assignment is a three-step process.

a) Using local or internet-based advocacy and service groups, conduct a historical policy analysis of the service and resource needs related to the condition. You are required to use Loseke's theoretical framework and cover the following:

- i. Brief history of the condition, as recognized in science, by the general public and media.
- ii. Brief look at resource needs and funding alternatives.
- iii. Overview of the current and proposed resource and service needs.
- iv. Alliances and sensitivities.

Size: *maximum 1,500 words.*

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

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

Size: *maximum 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: October 28, 2011

3. Narrative analysis of an autobiography

VALUE 40%

The Story Analysis Workbook is included in the assignment section on Blackboard. 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 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 (5 – 7 pages) of what you have learned from working with the autobiography, and how you may use the techniques in practice.

DUE: December 9, 2011

PLEASE NOTE:

- **APA format is required for all individual assignments.**
- **Assignment papers must be provided to the instructor via e-mail only, in attachment, Microsoft Word only.**
- **Late marks will be deducted from assignments which are not submitted on time. 5% will be deducted on the first late calendar day, 10% on the second, and 15% on the third after which time assignments will not be**

accepted.

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 2011

The last day to change or a drop course - [September 23, 2011](#).

The last day to pay balance of fees - [September 30, 2011](#)

The last day to withdraw - [December 9, 2011](#).

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

Academic Accommodation: Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. ***It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.***

IMPORTANT: 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.

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