

- Create coherent perspectives of personal reconstruction of self after health and disabling condition based on narrative analysis and theory of personal change
- Use social problem theory to create a strategy for health capacity

Learner Objectives

Learners will achieve the following

- Investigation social constructivist stance within health/disabling condition through three distinct paradigms health/professional discourse, political discourse and personal discourse.
- Narrative analysis of personal texts and autobiographies
- Script analysis as means of understanding personal reconstruction of self
- Theories related to personal change as they relate to health and disability
- Health literacy for specific health, income, condition specific populations
- Analysis of Health discourse related to cause, detection, prevention and prognosis, cure and care of specific conditions.
- Dominant and challenging discourses of health
- Determinants of health as targets of health capacity
- Social problem theory as a means of understanding the political aspects of achieving health capacity
- Salutogenesis frameworks and health capacity
- Health capacity strategies

Academic Integrity

The Department of Community Health Sciences expects **intellectual honesty** from its students. Course participants should be aware of University policies relating to Principles of Conduct, Plagiarism and Academic Integrity. These are found in the printed Faculty of Graduate Studies Calendar, or online under Faculty Regulations in the Faculty of Graduate Studies Calendar, or at www.ucalgary.ca/pubs/calendar/current/how/How_LB.htm.

Cut Points For Grades

This course adheres to the grading system outlined in the University of Calgary, Faculty of Graduate Studies Calendar. Percentage/letter-grade conversions are standard for courses in the Department of Community Health Sciences.

<i>Grade</i>	<i>Course %</i>	<i>Grade Point Value*</i>	<i>Graduate Description*</i>
<i>A+</i>	<i>97-100</i>	<i>4.0</i>	<i>Outstanding</i>
<i>A</i>	<i>90-96.5</i>	<i>4.0</i>	<i>Excellent</i>
<i>A-</i>	<i>85-89.5</i>	<i>3.7</i>	<i>Very good performance</i>
<i>B+</i>	<i>77-84.5</i>	<i>3.3</i>	<i>Good performance</i>
<i>B</i>	<i>72-76.5</i>	<i>3.0</i>	<i>Satisfactory performance</i>
<i>B-</i>	<i>68-71.5</i>	<i>2.7</i>	<i>Minimum pass for students in the Faculty of Grad Studies</i>
<i>C+</i>	<i>63-67.5</i>	<i>2.3</i>	<i>All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.</i>
<i>C</i>	<i>60-62.5</i>	<i>2.0</i>	

Late Assignments

- Assignments are due on the specified date by 9 AM. Students who hand in assignments late will be penalized 5% per day for handing in late. Assignments that are handed in 14 calendar days or more after the due date will be refused and the students assigned a score of zero for the assignment.
- Students may hand in assignments late without penalty under the following circumstances:
 - The student has discussed the timelines with course instructor in advance of the due date and the course instructor has granted an extension
There is a valid health or family emergency such as is discussed under the University regulations for deferral of final examinations. Students may be required to provide the Course Coordinator with such documentation related to illness and/or emergency as is discussed and required in the University regulations pertaining to deferral of final examinations. This information can be found in the University Calendar.

Evaluation Plan

All three assignments will be grounded in a condition or lived experience that is chosen by the groups of students based on the autobiography Be Still (Lougheed, 2008). The final topic for assignments will be refined during the social problem theory exercise in class. The topic of attention should be relatively narrow e.g. adult autism, head injury among women executives, oxycodone addiction in professionals. The final report is done either individually or as a group.

Each assignment has two parts, an analysis framework to be done in class and a paper to be completed during the term.

1. Personal Reconstruction of Self based on script analysis of an autobiography, the study of one personal change theory and personal experience.

- a. Narrative analysis done as a group according to an analysis format provided in class **Due: in class**

Worth: 10%

Students will hand in a group analysis of the scripts and metaphors found in Be Still. Marks are given for evidence of an understanding of narrative frameworks. Each student will then choose one reference on personal theory of reconstruction of self. The paper will be a combination of the voice of the autobiography, the text and personal experience. The goal of the paper is to lay the foundation for an understanding of how to honour personal understanding of health and wellbeing when creating a health capacity strategy.

- b. Individual 15 page paper using APA style by each student on Personal reconstruction of self.

Due: Feb 14 Worth: 20%

2. Health Literacy report for a consumer organization based on an analysis of health discourse.

- a. The dominant and challenging discourses related to cause, manifestation, cure/prognosis/prevention, and care and support. This will follow a recommended format to be provided. **Due: in class Worth: 10%**

b. Students will complete a **Health Literacy Report** based on the knowledge outlined in the Discourse assignment. The report will be marked for its relevance to the audience being targeted, professional presentation, creativity and APA style.

Worth: 20%

Due: March 21

3. Health Capacity Strategy based on health capacity literature, social determinants of health, social problem analysis. The assignment can be done individually or groups and will be presented in April. This presentation will use the analyses completed and the previous assignments to prepare a health capacity strategy. It will consist of handouts and a power point presentation given to class and representatives of the group targeted. Marks will be assigned based on audience feedback. **Due: April Session Worth: 30%**

- a. Groups are expected to submit the social problem analysis and their proposal for their Health Capacity project one week after the last class. **Due Jan 20 Worth 10%**
- b. Final Health capacity presentation. Students are expected to: explore what it means to reclaim health and wellness, the information available and how best to present it, a strategy for reaching your target population and a measure of the expected outcomes. You may include policy that is relevant, how to reach individuals, groups, families or organizations, information packages for front line and professional staff, issues of accountability, sustainability, funding sources as appropriate.

Students are expected to invite representatives of the condition they studied to attend their presentation. Marks will be awarded by the audience for the relevance of the strategy, presentation clarity, and creativity.

Marking for the final project will be based on the organization and completeness of your project, it's relevance to the target population, feedback from the group, and it's creative understanding of health capacity. Each presentation will be 30 minutes in length including questions. Each member is expected to participate and you may include a consumer in your presentation. The handouts should include a 5-8 page overview of your strategy and handouts prepared for different populations. These must be available to the audience and be ready to be submitted at the time of the presentation.

Course Timetable

Pre-Session: Students will read *Be Still* (Lougheed, 2008) and locate and read four articles on oxycodone addiction or PTSD. Students will print 6 copies. The articles will represent: 1. current scientific research on the cause or diagnosis 2. Current cure / prognosis from professional /physician literature 3. Rehabilitation or recovery from professional or self help literature and 4. An article relating to a political or policy issue from media or advocacy literature or internet website.

The autobiography and articles will form the basis of exercises done in class.

January 13 - Session 1 Social Construction Lens for Health Capacity Building

How Community Rehabilitation and Disability Studies relates to Health Capacity within the rubric of health promotion and prevention. An overview of social construction and discourse analysis, empowerment and recovery literature and theories related to salutogenesis (the achievement of health).

- How these theories relate to health capacity and influence practice and research
- One social construction in Community Rehabilitation and Disability Studies and application of it to your chosen topic.
- Clarification of individual projects/ papers. Assignment to working groups.

January 14 - Session 2 Personal Reconstruction of Self: Narrative and Social Construction. (Assignment 1)

Workshop on Narrative Analysis, includes plot and script analysis, a theoretical framework for personal meaning and the power of metaphor. Come prepared with your autobiography read.

Script analysis as a window to personal reconstruction of self. Investigation of various theoretical models that can provide insight into recovery from disability, health condition or catastrophe. Choice of personal reconstruction

theories.

January 15 - Session 3 Health Literacy Report: Deconstructing Health Discourse

Introduction to Health Discourse and detailed introduction to analysis as a means to deconstruct health issues using the articles you have chosen. Health promotion and prevention examples will be available.

The analysis will encompass three aspects related to health promotion / prevention : cause /diagnosis; cure/prognosis/prevention; care and support.

The afternoon session will introduce Health Literacy and how to write a health literacy report for your target audience.

January 16 - Session 4 Health Capacity: Social Problem Analysis

During Session 4, students will begin a workshop to identify the purpose of their health capacity report from the perspective of social problem theory. Students will work in groups of two or five. The workshop begins with a general introduction to identifying a social problem (troublesome, prevalent, can and should be solved) as opposed to a personal problem. Once the social problem topic is defined we will investigate claims and claims makers and their authority as a deconstruction frame for analysis of social construction from a power perspective. The course will also introduce students to the work of Antonovsky (salutogenesis) and will look at how to integrate materials from the earlier sessions.

Session 5 (April) Presentation of Health Capacity strategy to class and persons from the targeted groups.

Purchasing a Textbook from the University of Calgary Bookstore:

- Shop online: 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

Academic Accommodation

Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/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.**

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