Instructor: Dr. M. Y. Savundranayagam
Email: msavund@uwo.ca
Office Room Number: HSB219
Office Hours: Thursday, 2-4pm

Course Meeting Times: **Tuesday 3:30-5:30 p.m.; Thursday, 4:30-5:30 p.m.**
Location: Health Sciences Building 236

**Prerequisite Checking**
Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. Please refer to the Western’s current Academic Calendar at www.westerncalendar.uwo.ca.

Prerequisite: Health Sciences 2711

---

**Course Information**

Responding to the health needs of an aging population, this course will examine global aging and investigate issues unique to aging populations. Topics include demographic and population trends, global burden of disease, evolving models of care, contextual factors such as the environment, health system design and capacity, age-friendly cities and health policy considerations driven by an aging population.

**Learning Outcomes:** Participation in this course will enable students to:

1. Demonstrate a critical understanding of the causes of population health within global and national contexts.
2. Understand the consequence of population health on health policy and health care delivery.
3. Assess the extent to which the Canadian health care system is prepared for the unique needs of a growing older adult population.
4. Critically analyze the reciprocal impact of existing social and health policies and programs on older adults and their families.
5. Understand the intergenerational implications of social policies and programs.
6. Critically evaluate the impact of social care programs and proposals from the perspectives of practitioners, consumers, general public, and policy makers.
7. Demonstrate the ability to advocate for the needs of old adults.
**CLASSROOM PROCEDURES**
This course will be taught using interactive lectures, online discussions, and videos. Each week, the first session will be in class and include an overview of the scheduled topics. The second session will include online discussions. Students will receive a question at the beginning on each week. Responses must be made between 4:30-5:20 p.m. on Thursdays. Please refer to Appendix A for information on how discussions are graded.

**Course Materials**

**Required Readings (on OWL/Sakai) are listed within the table of readings and assignments.**

<table>
<thead>
<tr>
<th>Session: Date</th>
<th>Readings/Assignments</th>
</tr>
</thead>
</table>
| 1: Jan. 8     | Session 1: Population Aging  
**Supplemental:**  
| 2: Jan. 10    | Online Discussion |
| 3: Jan. 15    | Library: Policy/Issue Brief  
Activity: Choose top 3 topics for policy/issue brief based on library instruction. |
| 4: Jan. 17    | Online Discussion |
| 5: Jan. 22    | Session 2: Determinants of Health and Longevity  
| 6: Jan. 24    | Online Discussion: Addressing Health Disparities |
| 7: Jan. 29    | Session 3: Prevalence of Chronic Illness  
• Denton, F. T., & Spencer, B. G. (2010). Chronic health conditions: Changing prevalence in an aging population and some implications for the delivery

**Special Case of Dementia**

| 8. Jan. 31 | Online Discussion: Tight Budgets |
| 9. Feb. 5 | **Session 4: Impact of Population Aging on Health Policy**
- Special Issue (2011), Evidence-based policy prescription for an aging population. *Healthcare Papers.* *Note: Read pages 8-16, 25-50, 52-91* |
| 10. Feb. 7 | Online Discussion
***Submit Policy/Issue Brief Topics*** |
| 11: Feb. 12 | Midterm Exam |
| 12: Feb. 14 | Work on Issue Brief |
| 13: Feb. 19 | Reading Week |
| 14: Feb. 21 | Reading Week |
| 15: Feb. 26 | **Session 6: Impact of Population Aging on Health Care Expenditures**
| 16: Feb. 28 | Online Discussion: Managing Health Care Costs |
| 17: March 5 | **Session 8: Impact of Population Aging on Health Care Delivery**
*Organization of care delivery systems for older adults, Long term home care, Informal Care:*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>18: March 7</td>
<td>Online Discussion</td>
</tr>
<tr>
<td>19: March 12</td>
<td><strong>Session 9: Impact of Population Aging on Caregiving</strong></td>
</tr>
<tr>
<td>20: March 14</td>
<td>Online Discussion</td>
</tr>
<tr>
<td>21: March 19</td>
<td><strong>Session 10: Impact of Population Aging on Home Care</strong></td>
</tr>
</tbody>
</table>

**Providing care and support for an aging population: Briefing notes on key policy issues.** *Healthcare Quarterly, 10*(3), 34-45.

**Integrated Care**

**Session 9: Impact of Population Aging on Caregiving**

**Overview**

**Caregiving as a Public Health Issue**

**Assessing Burden:**

**Session 10: Impact of Population Aging on Home Care**
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>22: March 21</td>
<td>Online Discussion</td>
</tr>
</tbody>
</table>
| 23: March 26 | **Session 11: Impact of Population Aging on Residential Long-term Care**  
| 24: March 28 | Online Discussion: What would be your goal or priority in reforming residential long-term care? Explain your rationale. |
| 25: April 2 | **Session 12: Age-Friendly Cities as a Response to Population Aging**  
| 26: April 4 | Online Discussion  
**Policy/Issue Briefs Due on OWL/Sakai** |
| 27: April 9 | Review                                         |

**Evaluation**

Class attendance is mandatory. There will be one midterm examination and one final examination. These exams will be comprised of multiple choice, short answer, and true/false questions. The content of examinations will be facilitated through lecture material and assigned readings.

Midterm examination = 30% (Tuesday, Feb. 12, 2013)  
Participation in Online Discussions = 10%  
Policy/Issue Brief = 20% (Topics are due on Thursday, Feb. 7; Final Brief is due on Thursday, April 4, 2013)  
Final Examination = 40% (to be scheduled between April 14-30, 2013). Content from sessions 15-27 will be on the exam.

Note: Examinations must be taken on the day and time they are scheduled unless other arrangements are made due to health reasons that can be fully documented according to the requirement of the School of Health Sciences program and the University of Western Ontario. If an examination is missed without appropriate documentation as required, no make-up examination will be offered and the student will forfeit that portion of the exam weighting. All approvals for make-up exams must be processed through the School of Health Studies; once approved, they will notify the instructor as to whether a make-up exam is to be scheduled.

**Student Inquiries:** Students may contact the instructor after class or via email at
Please include “HS 3704B” in the email subject line. It is expected that email communication will be used respectfully and judiciously.

Statement on Use of Electronic Devices
Electronic devices will not be allowed during tests and examinations. For final exams, use of communication equipment (e.g., cell phones) is prohibited.

ADDITIONAL STATEMENTS

Student Code of Conduct
The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit http://www.uwo.ca/univsec/board/code.pdf.

English Proficiency for the Assignment of Grades

Accommodation for Medical Illness or Non-Medical Absences
http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf
The University recognizes that a student’s ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website: https://studentservices.uwo.ca/secure/index.cfm.

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact their Faculty Academic Counselling Office for what documentation is needed.
Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted, as soon as possible, to the appropriate Academic Counselling Office of the student’s Faculty of registration. For BHSc students, you may go to the School of Health Studies Office in HSB room 222.

**Scholastic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf).

Additionally,
1. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ([http://www.turnitin.com](http://www.turnitin.com)).
2. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

**Support Services**

There are various support services around campus and these include, but are not limited to:
1. Student Development Centre -- [http://www.sdc.uwo.ca/ssd/](http://www.sdc.uwo.ca/ssd/)
Appendix A – Assessing Online Discussions (10% of Grade)

Student discussion board postings will be graded on a 10 point scale:

Original Posting(s) - 7 points
Your original posting(s) should:
- mention at least 2 points from the week’s readings (1 point)
- relate new content to what you have already learned in the course to date (1 point)
- relate content to your own personal experiences (1 point)
- critically analyze the content - your posting should not be a summary of the reading (3 points)
- be grammatically correct and proofread for spelling errors. (1 point)

Responses to Others’ Postings - 3 points
Your responses to other students and/or the instructor should...
- incorporate quotes from the other postings (1 point)
- be logically reasoned and supported (1 point)
- be grammatically correct and proofread for spelling errors. (1 point)

*Note: All postings must be made between 4:30 p.m. and 5:20 p.m. on Thursdays. Postings made outside that time slot will not be graded.
Appendix B – Creating Policy/Issue Briefs (20% of Grade)

Due dates:
- Feb. 7, 2013: Topics due. Submit a 2-3 sentence topic summary (required, but not graded).
- April 4 2013: Policy/Issue Briefs due

Specifications:
- All submissions should be in MS Word Format (.doc, .docx), 2 pages in length and should be in a 2-column form.
- Please use 1 inch margins and Times New Roman font.

Where: All portions of this assignment are due on OWL/Sakai at 4:30 p.m.

Learning Outcomes: 1, 2, 3, 4, 5, 6

Students will be engaged in advocating for older adults by familiarizing themselves with multiple perspectives of a pressing health and/or social problem. Students will articulate why a particular policy option is the best one. Policy briefs are primarily used by those with relatively little context or additional information.

The policy/issue brief should include: (Total points: 25)
1. Introduction/problem statement (5 points)
   a. Include the scope and scale of the problem. Explain what the issue poses a problem. Judiciously include facts that document the scope of the problem. You may include a brief and compelling story here.
2. Status quo policy situation (5 points)
   a. Use this section to expand on the problem statement. If you’re advocating change, the current policy must be part of the problem.
3. Your policy recommendation. Include supporting arguments as to why it is the best solution to the problem. State what should be done about the problem, and clearly and persuasively explain why it is the THE best option. (10 points)
   a. Refutation of alternative policy arguments (if you’ve decided this is necessary). Explain why the alternatives are inferior.
4. Conclusion (restate the problem and the solution) (2 points)
5. The policy issue brief should be grammatically correct and following proper formatting guidelines (3 points)
   a. All submissions should be in MS Word Format (.doc, .docx), 2 pages in length and should be in a 2-column form. Please use 1 inch margins and Times New Roman font.
   b. Use common terms and spell out every acronym.
   c. Include 5-10 citations (not included in the 2 page requirement) in a separate page. Please use APA format.