Instructor: Dr. Savundranayagam
Email: msavund@uwo.ca
Office Room Number: HSB219
Office Hours: Thursdays, 2:00-4:00 p.m.

Course Meeting Times: **Monday**, 11:30 a.m. - 1:30 p.m., **Friday**, 11:30 a.m. - 12:30 p.m.
Location: P&AB (Physics and Astronomy Building)-34
Prerequisite: HS 2711; Recommended Prerequisite: 3704

**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.

**Course Information**
This course examines aging from the perspective of vulnerable, under represented and at-risk populations. Students will develop an understanding of the unique health experiences and challenges faced by older individuals who are relegated to, or find themselves on, the margins of society. Students will develop an understanding of how the intersection between age and other socio-demographic characteristics (e.g., gender, ethnicity, socio-economic status, and sexual orientation) contributes to marginality and challenging health experiences. Topics that will be covered include aging prisoners, LGBT (lesbian, gay, bisexual, and transgendered) older adults, poverty, homelessness, elder abuse, and aging with HIV/AIDS.

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

a) Be aware of the heterogeneity among older adults associated with socio-demographic characteristics, such as gender, ethnicity, socio-economic status, and sexual orientation.
b) Relate observed health disparities to socio-demographic characteristics among older adults.
c) Articulate personal, cultural and societal attitudes affecting marginalization populations.
d) Develop the ability to bring a life course lens when assessing the strengths and challenges facing marginalized populations.
## Course Materials

Course materials are available on OWL/Sakai.

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>1: Jan. 7</td>
<td><strong>Course overview</strong>&lt;br&gt;<strong>Understanding Marginalization through the Life Course Perspective</strong>&lt;br&gt;• Vasas, E.B. (2005). Examining the margins: A concept analysis of marginalization. <em>Advances in Nursing Science</em>. 28(3), 194-202.&lt;br&gt;<strong>Aging Prisoners</strong>&lt;br&gt;• Documentary: Prisoners of Age</td>
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<td>2: Jan. 11</td>
<td><strong>Aging Prisoners</strong>&lt;br&gt;• Documentary: Prisoners of Age (con’t)&lt;br&gt;• Annual Report of the Office of the Correctional Investigator, 2010-2011. <em>Special Focus on Elderly Prisoners.</em>&lt;br&gt;• Discussion: Should aging prisoners be placed elsewhere?</td>
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<td>3: Jan. 14</td>
<td><strong>Health care and LGBT Elders</strong>&lt;br&gt;Discussion: Questionnaire about gay and lesbian elders (Download/Print the questionnaire from OWL/Sakai)&lt;br&gt;• Brotman, S., Ryan, B., &amp; Cormier, R. (2003). The health and social service needs of gay and lesbian elders and their families in Canada. <em>The Gerontologist</em>, 43(2), 192-202.&lt;br&gt;• Film: If These Walls Could Talk II (35 min excerpt)</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
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• Documentary: Aging POZivitely (35 minutes) |
| 8. Feb. 1  | AGRC/FHS Symposium (no class; free registration to Symposium)         |                                                                                                                                       |
| 9. Feb. 4  | Diversity Paper: Discussion and Approval of Topics                     |                                                                                                                                       |
| 10. Feb. 8 | Diversity Paper: Discussion and Approval of Topics                     |                                                                                                                                       |
| 11: Feb. 11| **Midterm Exam**                                                       |                                                                                                                                       |
| 12: Feb. 15| **Diversity Paper Discussion: Connecting with community agencies**     | Please come prepared to discuss strategies to connect with community agencies that work with marginalized populations or populations at risk of marginalization. |
| 13: Feb. 18| Reading Week                                                           |                                                                                                                                       |
| 14: Feb. 22| Reading Week                                                           |                                                                                                                                       |
| 16: March 1| **Poverty, Gender, and Health**                                       | Discussion using case studies                                                                                                        |
| 18: March 8| **Homeless Elders**                                                    | • Documentary: To Be Old, Poor and Black (excerpts) and Discussion                                                                   |
| 20: March 15| **Elder Abuse**                                                        | Discussion: Abused Older Women                                                                                                        |
| 21: March 18| **Elder Abuse**                                                        | • Case studies: diverse situations of elder abuse  
• Discussion: Abused Older Men  
• Discussion: Identify patterns in diverse cases of elder abuse. What are unique circumstances that perpetuate abuse of older adults? |
| 22: March 22| Diversity Paper due and Work on Presentations                         |                                                                                                                                       |
| 23: March 25| Presentations (6)                                                      |                                                                                                                                       |
| 24: March 29| No Class (Good Friday)                                                 |                                                                                                                                       |
Evaluation
Class attendance is mandatory. There will be one midterm examination and one final examination. These exams will be comprised of multiple choice, true/false, and short answer questions. The content of examinations will be facilitated through lecture material and assigned readings.

Midterm examination = 30% (Feb. 11, 2013)
Participation = 10% (please see Appendix C)
Diversity Paper = 20% (March 22, 2013)
Presentation = 10% (scheduled between March 25-April 8, 2013)
Final Examination = 30% (to be scheduled between April 14-30, 2013)

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.

Statement on Use of Electronic Devices
No electronic devices will be allowed during tests and examinations, with the exception of a computer for online tests/exams. 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](http://www.uwo.ca/univsec/board/code.pdf).

English Proficiency for the Assignment of Grades

Accommodation for Medical Illness or Non-Medical Absences
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.

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).

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

Diversity Paper

Due date: March 22, 2013
Length: 1400-1500 words, excluding references (must include word count)
Where: Due on OWL/Sakai at 6:00 p.m.

The purpose of this paper is to explore the unique social and/or health issues of older adults from a marginalized group. Individuals from a marginalized group have experienced a reduction of opportunities (education, wealth, rights, etc.). This can include persons of color and persons who are gay/lesbian/bisexual/transgender. You can also link the group with a substantive area that places them at risk for marginalization (e.g., caregiving, substance abuse, addiction, homelessness, etc.) The following are required for the paper:

**Part A. Descriptive (15 points)**
A. Describe the group you have chosen.
B. Identify the historical events that affected older adults of the group.
C. Describe the group's current social, economic, and political status.
D. Describe how mainstream society perceives the cultural characteristics of this group.

**Part B. Oral Interview (20 points)** - Interviews can be face-to-face, or conducted via email or telephone.

Interview with an older adult belonging to the group (65+). If possible, interview more than one older adult.

Keep confidentiality in mind at all times as you ask the older adult(s) the following:
A. How do they expect/experience aging to be different for them as opposed to a white middle-class experience.
   - Ask about key life events, including experiences with discrimination or bias, and their impact.
B. Family composition and solidarity.
C. Relationships with other members of the group. Ask about informal supportive networks.
D. Thoughts about changing family lifestyles.
E. The extent to which they identify with the culture of the group. Do they feel it is being maintained or lost?
F. Do they access formal support systems (e.g., health care, community-based services). What are they views toward accessing formal support systems?

**Section III: Analytical (20 points)**
A. Describe the extent to which the older person(s) you interviewed reflected the status of the group in general.
B. Describe the changes/trends you expect are occurring in the ethnic/cultural group and discuss these implications for the next generation of older persons.

C. Discuss the implications of these changes/trends for delivering services to older adult members of this group and upcoming generation.

D. Discuss the impact of the risk and protective factors associated with the population.

E. Integrate course concepts, applicable theories, applicable work experience, and peer-reviewed research into your analysis.

**References (5 points)**

You must include 5 recent empirical research references (i.e., not earlier than 1998) from peer-reviewed journals (i.e., research articles from refereed professional journals). Inappropriate references include textbooks, non-empirical articles (e.g., commentary or opinion articles), online non-peer reviewed publications, self-published sources, and popular books/articles (such as TIME magazine). Review articles can be included, as long as they are not the majority of your references. All sources must be cited using American Psychological Association (APA) format (see handout on D2L or [http://www.wisc.edu/writing/Handbook/American_Psychological_Association_(APA)_Documentation_M.pdf](http://www.wisc.edu/writing/Handbook/American_Psychological_Association_(APA)_Documentation_M.pdf))
Appendix B

Grading Scheme & Criteria: Presentation

Total Points: 20; Due on Owl/Sakai 24 hours prior to presentation time.
Each group will prepare a 15-minute presentation that outlines the proposed project or program. The goals of presentations are to show that you can integrate key course concepts, assess key findings and share them in a concise and creative manner. Options include video clips, case scenarios, handouts, etc. If you require audiovisual equipment, please let me know one week in advance so that I can make the necessary arrangements. Powerpoint slides of the presentation must be submitted on Owl/Sakai 24 hours prior to presenting.

The grading scheme for the presentation includes the process (preparation) and actual presentation delivery.

1. Organization (0-3)
   - Presented information in logical, interesting sequence which audience could follow.
   - Notified instructor about special arrangements.

2. Subject Knowledge (0-7)
   - Answered class questions with explanations and elaboration.
   - Integrated presentation content and additional readings into course concepts.

3. Creativity (0-7)
   - Appropriately used creative formats to engage the class and encourage discussion.
   * Note: the use of formats such as video clips just for the sake of creativity will not necessarily earn you points. Each component of the presentation must serve a purpose.

4. Delivery (0-3)
   - Maintained eye contact with audience
   - Used clear voice
   - Did not rely heavily on notes
   - Stuck to the time limit
## Appendix C

### Grading for Class Participation

<table>
<thead>
<tr>
<th>Frequency and Quality</th>
<th>A (8-10 points)</th>
<th>B (7-7.9 points)</th>
<th>C (6-6.9 points)</th>
<th>D (5.0-5.9)</th>
<th>F (below 5)</th>
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<tbody>
<tr>
<td>Frequency</td>
<td>Attends class regularly and always <em>contributes</em> to the discussion by raising thoughtful questions, analyzing relevant issues, building on others’ ideas, synthesizing across readings and discussions, expanding the class’ perspective, and appropriately challenging assumptions and perspectives.</td>
<td>Attends class regularly and <em>sometimes contributes</em> to the discussion in the aforementioned ways.</td>
<td>Attends class regularly but <em>rarely contributes</em> to the discussion in the aforementioned ways.</td>
<td>Attends class regularly but <em>never contributes</em> to the discussion in the aforementioned ways.</td>
<td>Does not attend class regularly.</td>
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<tr>
<td>Quality</td>
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Source: Eberly Center for Teaching Excellence, Carnegie Mellon University