The University of Western Ontario; Faculty of Health Sciences, School of Health Studies
Health Sciences 4711A 2013 – Gerontology in Practice
Community Service Learning Course

“Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities for reflection designed to achieve desired learning outcomes.”


Course Instructor
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Office Hours: Monday 4:30-5:30 pm, HSB Room 220

Teaching Assistant
Dylan Brannan, dbrenna4@uwo.ca
To schedule office hours please email your TA directly. In all communication with professor or TAs please indicate “HS4711” in subject line.

Course Description
Gerontology in Practice is a community service learning course in which small teams of Health Sciences students will work alongside community partners on projects targeting health and aging. By researching authentic real-life problems that have been identified by the community partners, students will be required to find the theoretical factors behind the issue at hand, discern and critically evaluate available solutions and come up with a proposal to advocate for change. Through reflection, class discussion, group presentation, video and preparation of an implementation document, students will learn through civic engagement and provide community partners with innovative options to improve lives of the elderly in the community.

Course Objectives
Upon completion of this course students will be able to:

1. Define and describe the theoretical and practical nature of issues that affect older adults on a communal level (as opposed to population or individual level).
2. Engage in community service learning with community partners to learn how complex determinants of the aging process influence needs of the elderly, healthcare providers and healthcare system.
3. Recognize current issues in aging, engage in research, critical reflection, and through civic engagement advocate for change in seniors’ families, communities and among care providers.
4. Work in teams, develop an implementation program, prepare public presentations, and effectively reflect on lessons learned both in the classroom and in the community.
5. Identify, describe, critically appraise and consider career opportunities in the field of gerontology.
**Course format**
2 hour lecture & 1 hour community service, 0.5 credit

Lecture: Monday 2:30-4:30 pm, Room HSB-35

Tutorials: One hour of community engagement was tentatively scheduled in the Academic Time Table for Monday 4:30-5:30 pm. Students are expected to spend a minimum one hour/week with community partner but the time and location will differ from team to team.

**Course Evaluation**

In this community service learning essay course there will be a number of opportunities for evaluation of your learning, engagement in your teams and quality of contribution to the projects. Fifty percent (50%) of the grade is based on individual performance and 50% on team performance, with 30% of team grade dedicated to the final Implementation Report. A group exercise will be conducted in week 3 where students will collectively decide by consensus on setting weights for each grade component. Minimum grade weight is 5% and maximum 15% per component. The final decision is irreversible.

<table>
<thead>
<tr>
<th>Grade type</th>
<th>Grade component</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual performance</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>7.5%</td>
<td>In-class participation- attendance, discussion, contribution</td>
<td>Professor/TA</td>
</tr>
<tr>
<td>15%</td>
<td>Team participation – preparation, communication, participation, respect of others, flexibility</td>
<td>Peer evaluation</td>
</tr>
<tr>
<td>7.5%</td>
<td>Quizzes - based on assigned readings</td>
<td>Professor/TA</td>
</tr>
<tr>
<td>10%</td>
<td>Reflections – quality &amp; formatting</td>
<td>Professor/TA</td>
</tr>
<tr>
<td>10%</td>
<td>Community engagement</td>
<td>Community partner</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team performance</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>10%</td>
<td>In-class team presentation</td>
<td>(70% prof, 30% class)</td>
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<tr>
<td>10%</td>
<td>Video</td>
<td>(70% prof, 30% class)</td>
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<tr>
<td>30%</td>
<td>Implementation Report (incl. progress report)</td>
<td>Professor (25%), Com. partner (5%)</td>
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</tbody>
</table>

Note: For team performance grades the same mark is assigned to all students in the group.

**Course website**

Log into your OWL account using Mozilla Firefox browser (http://www.mozilla.org/en-US/firefox/new/) as the Explorer might not display some graphics in custom-made modules. Course information, readings, project proposals, grading forms, assignment links, etc. are uploaded on OWL. Special project sub-sites are created for each team to communicate, post resources, exchange documents, discuss, etc.

**Required Readings**

Readings are assigned in accord with project topics identified by community partners. All readings are indicated in the Class Schedule below. For the last Reflection Assignment the recommended reading is: Grabinski, Joanne C. (2007). *101 Careers in Gerontology. Is Aging the Field for You?* New York, NY: Springer Publishing Company.

**Prerequisite Checking**

The current list of prerequisites and/or antirequisites is available in the Western Academic Calendar at www.westerncalendar.uwo.ca. Registration in 4th year of a School of Health Studies or permission of the School of Health Studies. Unless you have the requisites for this course or written special permission from your Dean to enroll 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.
### Class Schedule and Content

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Community Service-Learning</th>
</tr>
</thead>
</table>
| 1    | **COURSE INTRODUCTION & LEARNING HOW TO REFLECT**  
- Welcome, introductions, syllabus overview and expectations  
- Review of 10 project proposals, how to prepare for Speed Dating  
- Identify projects as your 1st, 2nd, … 10th choice  
- Guest speaker: Anne-Marie Fisher: Introduction to Community Service Learning (basic principles, why use it, contacts with partners, behaviour expectations, professionalism); Review of Reflection Module  
- Guest speaker: Julie Whitehead: OWL SubSites & HowTos  
Preparation:  
- Review a Reflection module on the OWL | None |
| 2    | **“SPEED DATING” MEETING WITH COMMUNITY PARTNERS**  
**Note:** Room change: UCC 147 A&B  
- 7 min meetings with each community partner to discuss projects  
- Form teams  
- Arrange first meeting with the partner  
Preparation:  
→ It is essential to review and rank order ALL 10 proposed projects (OWL) PRIOR to the class, so you can interview each community partner and decide during the meeting which project to work on. Teams will be formed based on the interest in a topic, not friendships or other relationships. | Informal social gathering and first planning session organized by team members |
| 3    | **WORKING IN TEAMS**  
- Guest speaker: Brian Brennan  
- Learning how to work in teams: Group forming exercises, group norms and roles; communication, cohesion and learning Active Listening  
- Creating a Plan of Action (Job list)  
- Mini Quiz 1 review (Service-Learning, Teamwork, Reflection)  
- Grade weights setting exercise  
Preparation:  
→ Complete Reflection and Teamwork modules PRIOR to the class | Teams meet with the “gatekeeper” at the community partner site for orientation  
Quiz 1 open on OWL Sep 22 2:30 pm to Sep 23 2:40 pm |
| 4    | **TOPIC 1: GERONTOLOGY, PHYSICAL ACTIVITY, TECHNOLOGY**  
- Mini Quiz 2 review (Gerontology, Physical Activity, Technology)  
- Class discussion  
Readings:  
Reflection 1 assignment is due on Mon, Sep 30 at 2:30 pm |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Activity</th>
<th>Readings/Assignments</th>
<th>Quiz Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Oct 14</td>
<td><strong>THANKSGIVING HOLIDAY – no class</strong></td>
<td></td>
<td>Teamwork on the project</td>
</tr>
<tr>
<td>7 Oct 21</td>
<td><strong>MIDTERM PROGRESS REPORTS &amp; MINI PRESENTATIONS</strong></td>
<td>Interim course feedback 8 min presentation by each team Goals, accomplishments, commitments, next steps, timeline Facilitators and barriers One page progress report (approved by all team members) is due in class</td>
<td>Teamwork on the project Upload midterm progress report Reflection 3 Assignment is due on Mon, Oct 21 at 2:30 pm</td>
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</tbody>
</table>
### TOPIC 4: DEMENTIA, MUSIC & MEMORY, NPIs

- Mini Quiz 5 review (AD, Music & Memory, NPIs)
- Class discussion

**Readings:**


**Useful resource:**


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### PRESENTATION Team 10, COURSE OVERVIEW & CELEBRATION

- Presentations and videos must be uploaded on OWL latest 24 hours before in-class presentation. Invite your community partner!
- Review of course objectives and feedback for future
- Submit Implementation Reports for grading and to community partners
- Celebrate successful completion of the course

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### Teamwork on the project

- Reflection 5
- Assignment is due on Mon, Nov 4 at 2:30 pm
- Quiz 5 open on OWL Oct 27 2:30 pm to Oct 28 2:40 pm

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### PRESENTATIONS: Teams 1, 2 & 3

- Presentations and videos must be uploaded on OWL latest 24 hours before in-class presentation. Invite your community partner!

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### PRESENTATIONS: Teams 4, 5 & 6

- Presentations and videos must be uploaded on OWL latest 24 hours before in-class presentation. Invite your community partner!

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### PRESENTATIONS: Teams 7, 8 & 9

- Presentations and videos must be uploaded on OWL latest 24 hours before in-class presentation. Invite your community partner!

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### PRESENTATION Team 10, COURSE OVERVIEW & CELEBRATION

- Presentations and videos must be uploaded on OWL latest 24 hours before in-class presentation. Invite your community partner!

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### Teamwork on the project

- Reflection 6
- My Career in Gerontology?
- Assignment is due on Mon, Nov 25 at 2:30 pm

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### Implementation Reports due in class on Mon Dec 2 at 2:30 pm
**General Study Hints**
Learning is a shared responsibility of students and faculty. Students are expected to complete all readings BEFORE lectures on the dates of the assigned readings. Every attempt will be made to make lectures interesting, engaging and thought-provoking using active learning and learner–centered strategies. Some material covered during lectures might not be in readings. Note-taking is the responsibility of the student.

**Class Participation**
Active student involvement is essential. You are expected to attend all classes; come to class on time; be, prepared and ready to participate in discussion; contribute original ideas; listen attentively; debate respectfully and persuasively; suggest strategies and act on strategies to work through difference to complete tasks; evaluate ideas and arguments of others and integrate them into your evaluations; work collaboratively and contribute to the learning of your classmates. Disruptive behaviour, such as ringing cell phones; talking; text messaging; Facebook, Twitter, disturbing consumption of food or drink; littering; listening to music; or e-mailing are not acceptable during the class.

**Quizzes**
It is imperative to prepare for the class to be able to meaningfully participate in class discussion. Hence, five Readiness Assessment Quizzes will be conducted in weeks 3, 4, 5, 8 & 9. They are based on required readings assigned for the particular class. Each quiz consists of 10 questions randomly selected from a larger question pool. Question types include: multiple choice, true-false and fill-in blank. The order of multiple choice options is randomized. Each quiz will be open on OWL 24 hours before the class and will close 10 min after the class begins. You will have only one chance to do the quiz and will have 10 minutes to complete it. All 5 quizzes will be graded.

**Critical Reflection**
Make sure you familiarize yourself with all aspects of Reflection module available on WebCT, especially 4 “C”s of Critical Reflection: Continuous, Connected, Challenging, and Contextualized. It is strongly recommended that you keep a journal of your experiences working on the project and extract from it the most memorable and influential moments for your assignments. There will be 6 reflection assignments and the best 5 will be graded. The last reflection is thematic and you are challenged to contemplate on the possibility to have a career in Gerontology. Recommended reading for this assignment is: Grabinski, Joanne C. (2007). *101 Careers in Gerontology: Is Aging the Field for You?* New York, NY: Springer Publishing Company.

All reflective narratives are to be written in Word and uploaded as an attachment to Turnitin link on OWL before submission deadlines indicated in the course content table. A hard copy of the Reflective assignment will be submitted to TA in class. Please note the narratives have to concur with the following criteria: student name, student number, title, line spacing 1.5, font Arial 11, margins 1” for all sides, max 450 words or ONE page only. TA is instructed not to read more than one page. Anything you write beyond this limit will not be graded!

**Community Engagement**
When working with community partner it is important to exercise respect in every interaction, arrive on time, initiate scheduled activities, demonstrate commitment to your team and the project, respect deadlines, cooperate constructively, demonstrate loyalty and reliability but also be willing to take direction. Your interaction with others, such as patients, residents or staff at the partner organization site should be positive, engaging and helpful. It is essential that your overall attitude towards activities and people is constructive. Good working habits, acceptance and positive response to constructive criticism and focus on learning and serving will be reflected in the individual and team evaluation that the gatekeeper at the community organization will provide for each student.
**CSL Hours Tracking Module**

The CSL Hours Tracking application is to serve as a record of the contributions you, as a Western student, have made to the London community and beyond through Community Service Learning. Since you are engaged in Community Service Learning as part of your course, this will allow your faculty member to track your progress, CSL @ Western to help you ensure your community work is of benefit to you and the community, and for CSL @ Western to collect statistics of the ways that students are “giving back” to our surrounding communities. Students who are completing CSL as part of a course will be asked to report on their service work in 2 week time blocks.

The CSL Hours Tracking application can be accessed through two ways:

1) Visiting www.myCSL.uwo.ca – this page will say “Not Logged In” and say that you have entered an invalid log in. Please ignore this. Select your role (student) and log in with your Western Student ID and Password.

2) Visiting Western’s Career Central (www.westerncareercentral.ca) – Log on using your Western Student ID and Password and the Hours Tracking Module can be accessed through the “Experience Tab”, with the “CSL Logs” link.

Once you are logged in, select “Complete A CSL Log” and you will be prompted to input some information about your CSL activities. Keep your entries brief but please use full sentences. We do not expect any more than 2 to 3 sentences. You will receive regular email reminders to ensure you are keeping up with your logs. Please complete these logs in a timely fashion, as the system will not allow you to enter information retroactively beyond 2 weeks. If you have any questions or problems with the module, please contact Anne-Marie E. Fischer, Community Service Learning Coordinator at afisch8@uwo.ca

**Team Work**

In the third week of classes you will be instructed how to work in teams. Our guest speaker is an expert in the field. A Team Work Module with numerous tools to help you learn effective teambuilding strategies is available on OWL. It is imperative that every student contributes the utmost of her/his talent to the final products: in-class presentation, video and implementation report.

**Midterm progress report and mini presentation**

Interim report is a chance to reflect on what your team achieved halfway throughout the course and provide feedback to professor, TA and classmates. Each team will prepare 8 min presentation outlining their goals, accomplishments, commitments, next steps, and timeline. You could also report on facilitators and barriers of your progress. You will upload one page progress report, approved by all team members, on OWL before the class and submit a hard copy to TA in class. This report will be graded by professor as a part of the final implementation report.

**In-class Team Presentation**

At the end of the course every team will have an opportunity to showcase their achievements through an in-class presentation that will include a 3-min video. The presentation should provide the answer to the question or solution to the problem, and must be supported by the evidence from research and practice. Presentation will help you greatly in preparation of final Implementation Report.

In the presentation you will identify the issue, introduce the topic, give a brief background of the key findings from the literature, present current policies, best practices, programs, services, challenges, limitations, disparities, etc. Using your original critical thinking, in concert with evidence, you will provide a number of realistic, workable and practical recommendations on how to improve the issue. In addition, you will identify policy makers, organizations, associations, corporations, etc. that could contribute to the betterment of the problem. You can exercise leadership by inviting to your presentation not only your community partner but also influential leaders.
such as politicians, journalists, hospital administrators, Public Health representatives, deans, other faculty members or policy makers.

Do not forget that every good presentation has an introduction, body and conclusions/recommendations. Presentation style is up to the team. Presentations will be delivered during class time according to the schedule on page 5. They will be max 20 minutes long with an additional 5 minutes for questions/discussion and 5 minutes for peer evaluation. Audiovisual equipment is available in the classroom. It is highly recommended that each team practices their presentation in the classroom so you can practice timing, positioning in the room and familiarize yourself with AV equipment. Teams are responsible for upload of their presentation PRIOR to the class time. Presentation and video must be uploaded on OWL before the class on the day when team is presenting.

Presentations will be evaluated by all students (except students in your own team) (30% of the presentation mark), and an average of TA and the professor's grade (other 70%). The final presentation mark will be given to all members of the team. The criteria for presentation evaluation are outlined on the Presentation Evaluation Sheet – posted on the OWL. It is your responsibility to attend presentations of ALL teams, grade each and submit the grading sheet to the TA at the end of the last presentation in the term. Students who do not submit their presentation evaluations at the end of the last class will lose half of their Presentation and Video marks.

Video
The video should be a maximum three minutes long trailer that will promote your solution to the problem. It should be of sufficient quality to allow the community partner to use the video in their future activities. All students must be involved in creation of the video. Use OWL to submit the video or link to the YouTube. Information about how to create successful video is available in Reflection Module. Make sure that at the end of the video you include credentials (i.e., names of all individuals who participated in creation of the video).

Each student will sign a Consent Form to approve future use of materials generated in this course (video, reflections, presentation, implementation report) by community partner or course instructor.

Implementation Report
The purpose of Implementation Report is to summarize research findings and practical solutions to the problem identified by community partner. The report should be written in a form that can be further utilized by the community partner organization.

Content and organization: 1. Introduction - describe community partner organization, background of the problem and the question that was answered. Include a literature review of what is already known about the phenomenon you are describing, and reflect on national and international best practices. 2. Methods - identify and describe data collection protocol, participants, setting, tools (surveys, test, interviews, focus groups, observations), and how data was analyzed. 3. Results and discussion - describe the outcomes of investigated problem, propose informed recommendations (e.g., supported by evidence) for changes that would improve identified problem, explain how this could be achieved and provide timeline of implementation activities. Relate your results to theoretical aspects addressed in the course. Report on feasibility and cost of implementation. Connect your findings to life satisfaction, well-being or successful aging of the older adults. 4. Conclusions - Summarize findings, reflect on your experience and provide a team statement to answer the question: ‘What did we learn by conducting this project?’ 5. References. 6. Appendices. Findings should be supported by visual aids such as photos, figures, and tables.

Format: Maximum 8 pages (excluding the title page, references and appendices), 1.5 spacing, Arial 11 font size, minimum 1” margins around the page, single sided, APA format and referencing style. All support materials should be included in Appendices.

Due date: December 2, 2011 at 2:30 pm.
Submission: An electronic copy of the report must be uploaded to Turnitin using the link from OWL webpage before due date deadline. In addition, each team will submit one hard copy of the report to the professor in the last class, and one copy to their community partner.

Evaluation criteria include: originality, relevance, justification, correctness, appropriate use of terminology, integration of concepts related to the topic, quality of written expression, clarity, critical thinking, appropriate use of APA format and style, and adherence to instructions.

Other Important Information

- **Plagiarism** – Plagiarism is a major academic offence (see: Academic Policies). DO NOT CHEAT OR PLAGIARIZE! It is not worth it!
- **Late assignments** – late submissions will NOT be accepted. A grade of zero will be assigned to any assignment submitted after the deadline. There will be no make-up assignments. It is your responsibility to attend all lectures and work with your teams and community partners. Extenuating circumstances may be considered on a case-by-case basis. Please take up such issues with the professor.
- **Grading and Appeals** – All grades are sent to the Director for approval. Faculty cannot release final grades until they have been calculated by the faculty and reviewed by the Director.
- **Re-grading policy** – Disputes regarding grades should be taken up with the professor. If an assignment or final report is to be re-graded the professor reserves the right to re-grade the entire body of work which might result in points lost.
- **Privacy** – SHS policy does not permit student grades to be e-mailed or discussed over the phone.

**Academic Policies**

**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 Western University, 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](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/
2. Student Health -- http://www.shs.uwo.ca/student/studenthealthservices.html
3. Registrar’s Office -- http://www.registrar.uwo.ca/
4. Ombuds Office -- http://www.uwo.ca/ombuds/

If you have difficulties with any aspect of the course, please contact Dr. Zecevic immediately. Do not hesitate to provide constructive feedback, comments and suggestions to the professor and Teaching Assistant as we go along.

With hopes that this will be valuable, inspirational and joyful course that will challenge and uplift you, I wish you an empowering semester of learning and community serving.

Dr. Aleksandra Zecevic