

**Please Note: this is a draft outline and is subject to change.**



# Western HealthSciences

## **Course Outline – FSHD 2265B Midlife and the Elder Years**

I recognize with respect that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. I acknowledge historical and ongoing injustices that Indigenous Peoples (First Nations, Métis and Inuit) endure in Canada, and I accept responsibility as a member of a public institution to contribute toward revealing and correcting miseducation and inequalities.

### General Information

Course #:	FSHD2265B
Section #:	650
Term:	Winter
Year:	2025
Delivery:	Online asynchronous

### Instructor Information

Name:	Lara Descartes
E-mail:	ldescart@uwo.ca
Office:	
Telephone number:	
Office hours:	

### Course Description

This course investigates the midlife and elder stages of life, topics of great importance to Canadian society given the aging of the population. Areas considered may include psychological adjustment, social networks, career and family changes, health care, elder care, and adaptation to transition.

### Prerequisite

Any Family Studies and Human Development 1000-level course or permission of the instructor.

### Required Course Materials

All of the readings for this course are accessible online through the linked websites (just hover your cursor over the link, then click), the Course Readings tab in Brightspace, and/or the Western library site.

### Learning Outcomes

It is expected by the end of this course that:

1. Students will recognize and be able to discuss and apply major theoretical models used to understand the stages of midlife and old age.
2. Students will recognize and be able to discuss some of the major transitions involved in the stages of midlife and old age.
3. Students will demonstrate that they are able to consider current issues in midlife and old age in the context of psychological, economic, and social factors.
4. Students will show proficiency in communication skills.

### Teaching Methodology and Expectations of Students

This online, asynchronous course relies upon student engagement with the assigned readings and completion of quizzes and written assignments. The length and complexity of readings vary by week. There will be a Forum post for each week, which will have additional notes or comments, and this will be a place for students to ask questions. Quiz deadlines for any given week will be on Fridays at 11 p.m. There is no final exam.

### Use of Generative AI

AI is allowed for assessments. You may choose to use generative AI tools as you work through the assignments in this course; this use must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how they were incorporated into the submitted work. You are ultimately accountable for the work you submit. My own experience with marking generative AI-assisted assignments has been unsatisfactory: the assignments tend to be vague and contain false/limited references, so I don't recommend using AI.

### Copyright and Intellectual Property

Lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

### Evaluation

**Reading quizzes** These will be taken through the Brightspace platform (Tests and quizzes tab). They will be released two days ahead of their due date and you will pick your timed slot in which to take them. You'll have a half hour for each quiz and they are due by 11 p.m. on their due date. Multiple choice/fill in the blank/True-False/short answer all are possible.

**Theory paper** You will write a paper, minimum three pages (excluding title page and reference list), in APA style, 12 point TNR font, left justification (align left), double space.

- You will pick the theory that was of most interest to you that is not ambivalence theory.
- Summarize the theory's central principles (use paraphrases, and only use direct quotes when you need to: both should be cited, though).
- Summarize the ambivalence concept (use paraphrases, and only use direct quotes when you need to: both should be cited though)
- Consider how the ambivalence concept can add to your original theory (or argue that it does not and discuss why).
- Think of a mid-life or old age example that would benefit from being considered with your original theory with the ambivalence concept added in. This could be from real life, it could be from fiction or non-fiction media, or it could be a hypothetical situation. Spend at least one paragraph describing the example and at least one paragraph stating how the theory helps us understand the example and how the ambivalence concept adds to our understanding of the example.
- You should have an introductory paragraph that says what you will do in the paper, and a concluding paragraph that says what you did in the paper. Those two paragraphs will overlap but shouldn't be identical.
- This will go through Brightspace Turnitin under Assignments, so make sure you cite.

**Interview Project** You will interview an older person about some aspect of their life experiences, and then connect the interview to theory. You will turn in an interview guide, wait for feedback from me, obtain informed consent, turn it in to me, conduct your interview, and then turn in a paper to me. Finally, you will sign off that you deleted all interviewed materials.

- Draft an interview guide: three or four open-ended questions (open-ended means they're not yes/no questions: your interview respondents will have an opportunity to speak and tell a story. "Tell me what your family was like when you were little" is an example. Your write-up will be easiest if you keep your theory in mind when drafting your questions. For example, if you are interested in altruism theory, you could ask "Tell me of a time when you or someone you knew did something for you or someone else without expecting anything in return." Your interview guide must get turned in and approved **before** you do your interviews. 10%
- Identify and ask your person (it can be a relative or acquaintance, or someone from a list I provide) and obtain informed consent. Turn in your signed consent forms **before** you do your interview. 10%
- Conduct your interview. You may take notes or record, depending on what you obtained consent for. Allow at least an hour for an interview.
- Write your paper, including a formal APA cover page, TNR size 12 font, left align,

pagination, double spaced. You should have an introductory paragraph that says what you will do in the paper, and a concluding paragraph that says what you did in the paper. Those two paragraphs will overlap but shouldn't be identical. Your paper will be structured around your interview questions: summarize the responses and give direct quotes to illustrate important points. Connect to class material when relevant. Include a section at the end where you connect theory to the responses (show how the responses illustrate or contradict your theory, for example). Do not use people's real names in your papers: **assign aliases**. Your final paper will be 8 pages minimum excluding title page and references. This will go through Brightspace Turnitin under Assignments, so make sure you do your citations. 30%

- **Delete** all of your interview materials and recordings from your computer/phone/device and don't forget synced storage like the cloud. There will be a confirmatory signed statement from you regarding this.
- **Important:** these interviews are for our class project only. Data from them may not be disseminated or published in any form. We do not have Ethics approval for any use beyond our class.

#### Evaluation Breakdown

Component (and component location)	Weight	Date/Deadline	Learning Outcome
Quizzes (tests and quizzes tab)	10 quizzes, 3% each, for 30%	Ongoing, see calendar, due by 11 p.m. There are 12 total. The lowest 2 scores will be dropped, including scores for any missed quiz. As such, requests for accommodation for a quiz will be denied. AI is not allowed.	1, 2, 3
Theory paper (assignments tab)	20%	Feb. 3, due by 11 p.m. There is a three day grace period subsequent to this due date. As such, requests for academic accommodation will be denied. AI is allowed.	1, 2, 3, 4
Interview project	50% (10% from interview guide, 10% from informed consent, 30% from paper)	You commit to your own assignment due dates. As such, requests for academic accommodation will be denied. You must turn in your interview guide, your signed informed consent form, and your final paper. You must therefore pick three dates to turn in each, allowing one week of turn-around time between each stage. The last moment you can opt to turn in the final paper is April 4 at 11 p.m. AI is allowed.	1, 2, 3, 4

Weekly Organizer:

Class/Topic	Date	Description	Assignments and/or Readings Due
<b>1</b>	Jan. 6	Introduction	<p>Read: syllabus.</p> <p>Read: "Midlife myths" at <a href="https://www.apa.org/monitor/apr03/researchers">https://www.apa.org/monitor/apr03/researchers</a></p> <p>Read: "5 aging myths debunked" at <a href="https://www.mcmasteroptimalaging.org/blog/detail/hitting-the-headlines/2017/02/17/5-aging-myths-debunked">https://www.mcmasteroptimalaging.org/blog/detail/hitting-the-headlines/2017/02/17/5-aging-myths-debunked</a></p> <p>Take Reading Quiz 1 (all quizzes are due by 11 p.m.).</p>
<b>2</b>	Jan. 13	Theory overview	<p>Read: Novak, M., Northcott, H., &amp; Campbell, L. (2018). Chapter 2, Theories and methods. In <i>Aging and Society: A Canadian Perspective, Eighth Ed.</i>, pp. 20-44. Thomson Nelson.</p> <p>Take Reading Quiz 2.</p>
<b>3</b>	Jan. 20	Altruism theory	<p>Except for methods and results, Read: Tomini, F., Groot, W., &amp; Tomini, S. (2016). Informal care and gifts to and from older people in Europe: The interlinks between giving and receiving. <i>BMC Health Services Research</i>. 16:603 DOI 10.1186/s12913-016-1830-7 Informal care and gifts to and from older people in Europe: The interlinks between giving and receiving   BMC Health Services Research   Full Text (biomedcentral.com)</p> <p>Take Reading Quiz 3.</p>
<b>4</b>	Jan. 27	The ambivalence concept	<p>Read: Connidis, I. (2011). Ambivalence in fictional intergenerational ties: The portrayal of family life in <i>Freedom</i>. <i>Journal of Family Theory &amp; Review</i>, 3, 305-311.</p> <p>Take Reading Quiz 4.</p>
<b>5</b>	Feb. 3	Intergenerational ties	<p>Read: Lero, D. S. (2016). Intergenerational relations and societal change. The Vanier Institute of the Family.</p>

			<p>Intergenerational Relations and Societal Change - The Vanier Institute of the Family / L'Institut Vanier de la famille</p> <p>Read: Battams, N. (2019). Snapshot of grandparents in Canada. Statistical Snapshots. The Vanier Institute of the Family. file:///C:/Users/confi/Downloads/SNP_2019-05-28_Grandparents-in-Canada.pdf</p> <p>Take Reading Quiz 5.</p> <p>By 11 p.m., turn in theory paper.</p>
6	Feb. 10	Violence against older people	<p>Read: Savage, L. (2019). Police-reported family violence against seniors in Canada, 2018. Statistics Canada. <a href="https://www150.statcan.gc.ca/n1/pub/85-002-x/2019001/article/00018/03-eng.htm">https://www150.statcan.gc.ca/n1/pub/85-002-x/2019001/article/00018/03-eng.htm</a></p> <p>Read: National Institute on Ageing. (n.d.). Putting an end to ageism and elder abuse once and for all. <a href="https://static1.squarespace.com/static/5c2fa7b03917e9d9b5a436d8/t/5ee8f08020fcb96252cd0938/1592324231761/PuttingAnEndToElderAbuse_EN.pdf">https://static1.squarespace.com/static/5c2fa7b03917e9d9b5a436d8/t/5ee8f08020fcb96252cd0938/1592324231761/PuttingAnEndToElderAbuse_EN.pdf</a></p> <p>Take Reading Quiz 6.</p>
	Feb. 15-23	Reading week	
7	Feb. 24	Culture and aging	<p>Except for Methodology, Read: Lagacé, M., Charmarkeh, H., &amp; Grandena, F. (2012). Cultural perceptions of aging: The perspective of Somali Canadians in Ottawa. <i>Journal of Cross-Cultural Gerontology</i>, 27(4), 409–424. Cultural Perceptions of Aging: The Perspective of Somali Canadians in Ottawa   SpringerLink</p> <p>Take Reading Quiz 7.</p>
8	Mar. 3	Successful aging	<p>Except for Methodology, Read: Emlet, C., Harris, L., Furlotte, C., Brennan, D., &amp; Pierpaoli, C. (2017). 'I'm happy in my life now, I'm a positive person': Approaches to successful ageing in older adults living with HIV in Ontario, Canada. <i>Ageing and</i></p>

			<p><i>Society</i>, 37(10), 2128-2151. doi:10.1017/S0144686X16000878</p> <p>'I'm happy in my life now, I'm a positive person': approaches to successful ageing in older adults living with HIV in Ontario, Canada   Ageing &amp; Society   Cambridge Core (uwo.ca)</p> <p>Take Reading Quiz 8.</p>
9	Mar. 10	Health	<p>Except for Method section, Read: Moseley, R. L., Druce, T., &amp; Turner-Cobb, J.M. (2020). 'When my autism broke': A qualitative study spotlighting autistic voices on menopause. <i>Autism</i>, 24, 1423-1437. doi:10.1177/1362361319901184</p> <p>Read pp. 1-20: Walker, J. D., Andrew, M., Bronskill, S., . . . &amp; Jacklin, K. (2019). Ontario First Nations Aging Study: Overview and report. First Nations Aging Study - Full Report, December 16, 2019 (chiefs-of-ontario.org)</p> <p>Take Reading Quiz 9.</p>
10	Mar. 17	Finances	<p>Read: Government of Canada. (2020). Old age security: Overview. <a href="https://www.canada.ca/en/services/benefits/publicpensions/cpp/old-age-security.html">https://www.canada.ca/en/services/benefits/publicpensions/cpp/old-age-security.html</a></p> <p>Read: Ambachtsheer, K., &amp; Nicin, M. (2020). Improving Canada's retirement income system: A discussion paper on setting priorities. National Institute on Ageing, Ryerson University. <a href="https://static1.squarespace.com/static/5c2fa7b03917eed9b5a436d8/t/5e41c25873b8a7233f398b72/1581367901417/Improving-Canada-s-Retirement-Income-System-Setting-Priorities_final.pdf">https://static1.squarespace.com/static/5c2fa7b03917eed9b5a436d8/t/5e41c25873b8a7233f398b72/1581367901417/Improving-Canada-s-Retirement-Income-System-Setting-Priorities_final.pdf</a></p> <p>Take Reading Quiz 10.</p>
11	Mar. 24	Caregiving	<p>Read: Battams, N. (2017). A snapshot of family caregiving and work in Canada. The Vanier Institute of the Family. <a href="#">A Snapshot of Family Caregiving and Work in Canada - The Vanier Institute of the Family / L'Institut Vanier de la famille</a></p>

			<p>Except for Methods and Results, Read: Wong, J. D., &amp; Shobo, Y. (2017). Types of family caregiving and daily experiences in midlife and late adulthood: The moderating influences of marital status and age. <i>Research on Aging, 39</i>, 719–740.  <a href="http://midus.wisc.edu/findings/pdfs/1681.pdf">http://midus.wisc.edu/findings/pdfs/1681.pdf</a></p> <p>Take Reading Quiz 11.</p>
<b>12</b>	Mar. 31	End of life	<p>Read: pp. 1-25 of Arnup, K. (2018). Family perspectives: Death and dying in Canada. Vanier Institute Report.  <a href="#">Family Perspectives: Death and Dying in Canada - The Vanier Institute of the Family / L'Institut Vanier de la famille</a></p> <p>Take Reading Quiz 12.</p>



## FHS Common Course Outline Attachment

### Support Services

There are various support services around campus and these include, but are not limited to:

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

The websites for Registrarial Services (<http://www.registrar.uwo.ca>), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: <http://westernusc.ca/services/>) and the Student Development Services, should be provided for easy access.

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help.

### Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html).

### 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 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 <https://www.uwo.ca/univsec/pdf/board/code.pdf>

### Absence from Course Commitments

Students must familiarize themselves with the Policy on [Academic Consideration – Undergraduate Students in First Entry Programs](#)

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that the instructor may **designate** one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes), when there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period), or when timed assessments (e.g., quizzes) are available over an extended period of time (e.g., when you are given a 72 hour time period to start – and finish – the assessment).

Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner.

### **Accommodation for Religious Holidays**

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

### **Special Examinations**

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special Examinations. Please speak with your instructor about the date on which the Special Examination for this course will be held.

### **Academic 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/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

### **Plagiarism**

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from

another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All 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 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 Western University and Turnitin.com ([www.turnitin.com](http://www.turnitin.com)).

### **Use of Artificial Intelligence for the Completion of Course Work**

Within this course, you may only use artificial intelligence tools (e.g., "ChatGPT") in ways that are specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

### **Re-submission of Previously Graded Material**

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

### **Use of Statistical Pattern Recognition on Multiple Choice Exams**

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.

### **Accessibility Statement**

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#)

### **Correspondence Statement**

The centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read emails generated in this way.

### **Use of Electronic Devices**

#### **During Exams**

Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST either be left at home or**

**with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket. Any student found with a prohibited device will receive an automatic grade of zero on the test or exam.**

### **During Lectures and Tutorials**

Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

### **Copyright and Audio/Video Recording Statement**

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

### **Contingency Plan for an In-Person Class Pivoting to 100% Online Learning**

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on Brightspace for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

### **Online Proctoring**

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

### **Appealing a Grade Within this Course**

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student's Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31<sup>st</sup> (for first-term half courses) or June 30<sup>th</sup> (for second-term half courses or full-year courses).