



The University of Western Ontario
Faculty of Health Sciences, School of Health Studies
Health Sciences 2711B 2011 – Health Issues in Aging

- Course Description:** This course will examine, from an interdisciplinary perspective, fundamental issues associated with aging and the complex interaction of physical, psychosocial, and environmental issues that influence the health and well-being of older adults.
- Course Objectives:**
1. To provide students with an understanding of the multidisciplinary nature of issues related to health and aging at both the individual and population level.
 2. To enable students to evaluate complex bio-psycho-social determinants of the aging process; interaction of disease, disability, frailty and the ability of our health system to cope with a rapidly aging population.
 3. To inspire and encourage students to recognize issues in aging, engage in critical reflection and advocate change in their families, communities and in their future careers in health care.
 4. Introduce career opportunities in the fields of gerontology and geriatrics.
- Pre-Requisite(s):** Registration in 2nd year of a School of Health Studies or permission of the Faculty of Health Sciences.
- Course format:** 2 hour lecture, 1 hour tutorial, 0.5 credit
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|------------|-----------------|-----|---------------|----------|-----------|
| Lecture: | 001 | Fri | 9:30 - 11:30 | SSC-2050 | |
| Tutorials: | Group 1 A/B 002 | Mon | 11:30 - 12:30 | UCC-67 | Jon |
| | Group 2 A/B 003 | Mon | 10:30 - 11:30 | HSB-9 | Jon |
| | Group 3 A/B 004 | Wed | 9:30 - 10:30 | UCC-63 | Mona |
| | Group 4 A/B 005 | Wed | 3:30 - 4:30 | UCC-67 | Katherine |
| | Group 5 A/B 006 | Wed | 2:30 - 3:30 | UCC-67 | Katherine |
| | Group 6 A/B 007 | Thu | 9:30 - 10:30 | UCC-61 | Sharon |
| | Group 7 A/B 008 | Thu | 10:30 - 11:30 | UCC-54A | Kristen |
| | Group 8 A/B 009 | Thu | 11:30 - 12:30 | UCC-54B | Kristen |
- Specific dates for group tutorials can be found in Class Schedule (p. 2-4).
Changing tutorial groups is not allowed.
- Course Instructor:** Aleksandra Zecevic, Ph.D.
Health Sciences Building, Room 220, 519-661-2111 x80455, azecevi2@uwo.ca
Office Hours: Friday 12-1pm, HSB Room 220
- Teaching Assistants:**
- | | |
|-------------------|--|
| Jon Parr-Vijinski | (jparrvij@uwo.ca) |
| Katherine Salter | (kcharle2@uwo.ca) |
| Kristen Bishop | (kbishop5@uwo.ca) |
| Mona Madady | (mmadady@uwo.ca) |
| Sharon Culliton | (scullit2@uwo.ca) |
- For office hours please email your TA directly. In all communication with professor or TAs please indicate "HS2711" in subject line.
- Required Readings:**
1. Berk, Laura E. (2008). *Exploring Lifespan Development* (First edition). Boston, MA: Pearson, Allyn and Bacon Publishing. Chapters 15-19, p. 394-519.
 2. Grabinski, Joanne C. (2007). 101 Careers in Gerontology. Is Aging the Field for You? New York, NY: Springer Publishing Company.
 3. Mitch Albom (1997). Tuesdays with Morrie, An old man, a young man, and life's greatest lesson. New York, NY: Broadway Books, a division of Random House, Inc.
 4. Additional readings are indicated in the Class Schedule and are available on the course WebCT OWL website.
- Course website:** <http://webct.uwo.ca/>

Class Schedule and Content:

Week	Lecture	Tutorial
1 Jan 7	<p>COURSE ROADMAP and GLOBAL AGING</p> <ul style="list-style-type: none"> Welcome, introductions, overview of syllabus and expectations Introduction to Photovoice, instructions for assignment submissions Myths and stereotypes, Worldwide demographic shift <p>Readings: → WHO (1999). Aging – Exploring the myths. http://whqlibdoc.who.int/hq/1999/WHO_HSC_AHE_99.1.pdf → Wang & Redwood-Jones (2001) Photovoice Ethics: Perspectives from Flint Photovoice. <i>Health Education & Behavior</i>, 28(5), pp.560-572.</p>	No tutorials
2 Jan 14	<p>SPECIAL MOVIE PRESENTATION - Andrew Jenks Room 335</p>	<p>Jan 10-14</p> <p>Photovoice Introduction and Ethics</p>
3 Jan 21	<p>CANADIAN LONGEVITY REVOLUTION and APPROACHES TO THE STUDY OF AGING</p> <ul style="list-style-type: none"> Short movie: <i>Gregor's Greatest Invention</i> Demographics of aging in Canada Interdisciplinary approach to aging Bio-psycho-social approach, Systems perspective and Life course perspective <p>Readings: → Ministry of Public Works (2002). Canada's Aging Population. http://www.phac-aspc.gc.ca/seniors-aines/pubs/fed_paper/pdfs/fedpaper_e.pdf</p>	<p>Jan 17-21</p> <p>Photovoice Discussion Student consents Creation of A and B sub-groups</p>
4 Jan 28	<p>THEORIES OF AGING</p> <ul style="list-style-type: none"> Short Movie: <i>Second life of the sugar bowl</i> Biological, psychological and social theories of aging <p>Readings: → Berk (2004). Chapter 18 (pp.471-473 and pp.478-480) → Balcombe, N. & Sinclair A. (2001). Ageing: Definitions, mechanisms and the magnitude of the problem. <i>Best Practice & Research in Clinical Gastroenterology</i>, 15 (6), pp.835-849. → Moody (2006). Basic Concepts I. <i>Aging: Concepts and controversies</i>. Thousand Oaks, CA: SAGE, pp.7-25.</p>	<p>Jan 24-28</p> <p>Assignment 1 due Mon, Jan 24 at 7 am for all groups A</p> <p>Groups A1-8 Discussion</p>
5 Feb 4	<p>GIANTS OF GERIATRICS (part I)</p> <ul style="list-style-type: none"> Short movie: <i>It ain't over till it's over</i> Immobility (impact of health and disease on functional ability and inactivity) Instability (balance, falls, pain and fear) Sensory impairments, musculoskeletal changes, Cardiovascular disease, osteoporosis, disability <p>Reading: → Berk (2004). Chapter 15 (pp. 394-407). → Isaac, B. (1992). <i>The Challenge of Geriatric Medicine</i>. Oxford University Press, Oxford. Excerpts from chapters: 5 (Immobility 1: definitions and history) and 7 (Instability 1: causes, mechanisms, and history).</p>	<p>Jan 31- Feb 4</p> <p>Assignment 1 due Mon, Jan 31 at 7 am for all groups B</p> <p>Groups B1-8 Discussion</p>

<p>6 Feb 11</p>	<p>GIANTS OF GERIATRICS (part II) and COMMON GERIATRIC CONDITIONS</p> <ul style="list-style-type: none"> • Short Movie: <i>Sunday Paper p.2B</i> • Incontinence • Intellectual impairment (memory, dementias, Alzheimer disease, depression) • Arthritis, diabetes, frailty, stroke <p>Readings: → Berk (2004). Chapter 17 (pp.440-459). → Isaac, B. (1992). <i>The Challenge of Geriatric Medicine</i>. Oxford University Press, Oxford. Excerpts from chapters: 9 (Incontinence) and 10 (Intellectual impairment 1: the concept of brain failure).</p>	<p>Feb 7-11</p> <p>Photovoice Assignment 2 due Mon, Feb 7 at 7 am for all groups A</p> <p>Groups A1-8 Discussion</p>
<p>7 Feb 18</p>	<p>There is no class in regular class time this week. Tutorials as scheduled.</p> <p style="text-align: center;">MIDTERM EXAM</p> <p>Date: Friday Feb 18th 2011 Rooms: NCB 101 Time : 9-11 am</p>	<p>Feb 14-18</p> <p>Photovoice Assignment 2 due Mon, Feb 14 at 7 am for all groups B</p> <p>Groups B1-8 Discussion</p>
<p>8 Feb 25</p>	<p>READING WEEK - No Class</p>	<p>No Tutorials</p>
<p>9 Mar 4</p>	<p>THERE'S NO SUCH THING AS GERIATRIC MEDICINE AND IT'S HERE TO STAY</p> <ul style="list-style-type: none"> • Short movie: <i>Edgar</i> • Guest Speaker: Laura Diachun, MD, Geriatrician at the St. Joseph's Parkwood Hospital <p>Reading: → Dumbrell, A.C., Durst, M.A., & Diachun, L.L. (2007). White coats meet grey power: Students and seniors respond to an "intergenerational gala". <i>Journal of American Geriatrics Society</i>, 55:958-954.</p>	<p>Feb 28-Mar 4</p> <p>Photovoice Assignment 3 due Mon, Feb 28 at 7 am for all groups A</p> <p>Groups A1-8 Discussion</p>
<p>10 Mar 11</p>	<p>AGING MIND</p> <ul style="list-style-type: none"> • Short movie: <i>Remember</i> • Changes in memory function • Dementias and Alzheimer's disease • Depression <p>Readings: → Berk (2004). Chapters 15 (pp.407-415) and 17 (pp.460-469). → Snowdon, D. (2003). Healthy Aging and Dementia: Findings from the Nun Study. <i>Ann Intern Med</i>, 139, pp.450-454. http://www.annals.or/cgi/reprint/139/5_Part_2/450.pdf</p>	<p>Mar 7-11</p> <p>Photovoice Assignment 3 due Mon, Mar 7 at 7 am for all groups B</p> <p>Groups B1-8 Discussion</p>
<p>11 Mar 18</p>	<p>SPECIAL PRESENTATION: Boomer Tsunami Ready or Not</p> <ul style="list-style-type: none"> • Short movie: <i>Second life of the sugar bowl</i> • Guest Speaker: Judy Steed • Quality of later life, retirement, relationships and caregiving, health care system, health policies and services, long term care, etc. <p>Reading: → Berk (2004). Chapters 16 (Relationships pp.425-439), 17 (Health Care pp.459-460) & 18 (Individual differences pp.475-480 & Social Contexts pp.480-497) → Judy Steed (2007). Ontario braces for a grey wave. Special report <i>Boomer Tsunami Ready or Not</i>. The Atkinson Fellowship in Public Policy 2007.</p>	<p>Mar 14-18</p> <p>Assignment 4 due Mon, Mar 14 at 7 am For all groups A</p> <p>Groups A1-8 Discussion</p>

<p>12 Mar 25</p>	<p>THE END OF LIFE - DEATH, DYING AND BEREAVEMENT</p> <ul style="list-style-type: none"> • Short movie: <i>Passing</i> • How we die? A place and the right to die. • Bereavement <p>Reading: → Berk (2004). Chapter 19 (pp. 498-519)</p>	<p>Mar 21-25</p> <p>Assignment 4 due Mon, Mar 21 at 7 am For all groups B</p> <p>Groups B1-8 Discussion Mar 28-26</p>
<p>13 Apr 1</p>	<p>COURSE REVIEW</p> <ul style="list-style-type: none"> • Short movie: <i>A Short History of Sweet Potato Pie and How it Became a Flying Saucer</i> • Review of course objectives • Examples of final exam questions • Final Photovoice and celebration 	<p>No tutorials</p>

Course Evaluation:

Mid-term Exam	25% (includes all readings and lecture content presented in weeks 1-6; exam format: multiple choice)
Tutorials	35% (4 assignments)
Final Exam	40% (cumulative, includes all lectures and required readings, exam format: multiple choice. Date and time will be determined by the Registrar's office.)

Code of Conduct:

Active student involvement is essential. You are expected to attend all classes and tutorials (as scheduled); come to class on time, prepared and ready to participate; to work collaboratively and to contribute to the learning of your classmates. Disruptive behaviour in the classroom (e.g. ringing cell phones; talking; text messaging; Facebook, Twitter, disturbing consumption of food or drink; littering; listening to music; e-mailing, msn or internet use) are not acceptable during the class and tutorials.

Academic Policies:

"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 Web site: <http://www.uwo.ca/univsec/handbook/appeals/choloff.pdf>."

Plagiarism – "Student must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see: Scholastic Offence Policy in the Western Academic Calendar). The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their written work in electronic format for plagiarism checking. (UWO Senate 2002-03)." **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 tutorials. Remember that if you are not present you cannot participate. Extenuating circumstances may be considered on a case-by-case basis. Please take up such issues with the professor.

Medical accommodation policy and required medical certificates are available at:

<https://studentservices.uwo.ca/secure/index.cfm>

Grading and Appeals – Final grades for all SHS and Rehabilitation Science courses are expected to be within the following ranges:

Year 1	68-72
Year 2	70-74
Year 3	72-76
Year 4	74-78

Grades outside of these ranges need to be submitted to the Adjudication Committee or the Director for review. 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. This is a SHS Grading Criteria Policy.”

Re-grading policy – Disputes regarding grades on tutorial assignments should be taken up with your Teaching Assistant. If an exam is to be re-graded the professor reserves the right to re-grade your entire exam and you may lose points.

Make-up Examinations – Not available. The final exam will be weighted to include the portion of the course grade allocated to the midterm. Only legitimate medical reasons are accepted and documentation must be provided to support your claim. It is the student’s responsibility to inform the course instructor and academic advisor of any medical problem or crisis prior to the examination.

Privacy – SHS policy does not permit student grades to be e-mailed or discussed over the phone.

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 and tutorials interesting and thought-provoking using active learning and learner-centered strategies. Some material covered during lectures might not be in course texts. Note taking is the responsibility of the student.

If you have any problems or difficulties with any aspect of the course, please contact Dr. Zecevic. Do not hesitate to provide constructive feedback, comments and suggestions to the professor and/or Teaching Assistants.

HS 2711B Tutorials and Assignments

Tutorials begin on January 10, 2011 after the first lecture. Due to the large number of students enrolled in this course, at the end of the second week tutorial each group will be divided into A and B sub-groups. The schedule of tutorial sessions for each sub-group is available in the Class Schedule (pages 2-4 of this handout).

The purposes of the tutorials are:

- to allow students' "hands-on" learning experience;
- to promote students' self-reflection and self-understanding;
- to provide students with an opportunity to examine and critically reflect on health issues in aging that are of interest to them, in light of their education and future careers;
- to discuss identified issues with classmates.

Photovoice background

To facilitate learning and engagement in two assignments we will use a modified version of a qualitative research method called Photovoice. Photovoice has been used in rural China and local communities in the USA as a participatory health promotion strategy whereby people use photographs to document their realities and advocate for change. It has been described as a strategy that gives a voice to people who ordinarily would not be heard. In 2001, Photovoice was used as an educational tool for nursing students to communicate their perceptions of a culture's effect on health. Three years later Photovoice was used by final year medical students at the University of Michigan to explore their professional values and health policy issues. In this course, Photovoice will allow you to record, reflect and communicate your feelings about experiencing health issues in aging and to learn about aging by interviewing an elderly person from your family or community.

Voices of Youth through Images of Aging

As a student registered in this course you will be invited to participate in a research project, *Voices of Youth through Images of Aging*. The purpose of this research project is to explore attitudes and perceptions of School of Health Studies undergraduate students about health issues in aging of interest to them personally, their undergraduate education and future career. Our goal is to identify students' interests and educational needs and inform future curriculum development. If you agree to participate in this project the photographs and narratives that you submit for your assignments will be used in this research study.

On the course WebCT OWL website you will find a file named "Letter of Information-Student" that describes the details of your involvement, handling of collected data and provisions to establish confidentiality. On your second tutorial session you will be invited to take part and you will be presented with a consent form. Only if you specifically agree (by checking the appropriate boxes on the consent form) will your identity as the author of the photographs and narratives be revealed in future exhibitions, presentations, journal articles and/or media. This project involves less than minimal risk for the participants and falls within the criteria outlined in the "Guidelines for Ethics Review of Undergraduate Course-Based Research Projects Involving Humans". More information on ethical research involving humans can be found on the UWO Office of Research Ethics website:
<http://www.uwo.ca/research/ethics/>

Photovoice Assignment Requirements

Your task is to take multiple photographs of people, events, places or objects that reflect health in aging of interest or importance to you. You will select ONE photo for further discussion with your classmates. For each photograph you will write a one page narrative (reflective piece) according to the *Reflective Narrative* instructions (see below). A template with proper formatting for all narratives is available on the course WebCT OWL website.

It is of great importance that you read: Wang & Redwood-Jones (2001) Photovoice Ethics: Perspectives from Flint Photovoice. *Health Education & Behavior*, 28(5), pp.560-572 and attend the first tutorial session (week 1). At that time we will discuss the ethics of picture taking and requirements to obtain consent PRIOR to taking a photo of person(s). Please remember to always provide the person(s) you photograph with a copy of the Letter of Information and copy of the signed Consent form. Every person

(or their legally-authorized representative) in the photograph must provide a consent form. Do not forget to sign this form and submit it to your TA together with hard copies of the photo and narrative.

Photographs

Photographs submitted electronically must be in jpeg format. Hard copy printouts of photos submitted during tutorial must be printed on 8" x 10" size high quality photo paper. The artistic quality of each photograph is very important as some might be publicly exhibited at a later date (if you agree). Protect the photo by placing it in a plastic sheet protector that has a 3-hole punch on the left hand margin.

Reflective Narratives (applicable to all 4 assignments)

All reflective narratives are to be written in Word. Please note the narratives have to concur with the following criteria: caption describing the photograph has to be in the title, line spacing 1.5, font Arial 11, margins 1" for all sides, max 450 words, ONE page only. TA's are instructed not to read more than one page. Anything you write beyond this limit will not be graded! Try to use three paragraphs to reflect on the topic of your narrative. The following general questions may help as a guide in assignments 2 and 3: What do you see here? What is really happening? Why did this situation happen? How does this relate to my/our lives? What can I/we do about it? What change(s), if any, could I propose? For assignments 1 and 4 guiding questions please look under the assignment description below.

Naming files

The file name for the reflective piece should be the same as the file name of the photograph. It should include your initials (last and first initial only) and the first 4 words of the caption you have chosen for the photo (e.g. "ZA - buggy and sidewalk crack"). Less than 4 words in the name is also acceptable. You will lose points if you do not properly name your files. Remember, the title of the narrative or the caption of the photograph must not contain personal identifiers (such as name(s) of the person(s) &/or the location(s)).

Submitting the assignments

Latest on MONDAY before 7 am deadline, you will submit the electronic version of the narrative and/or photograph onto the course WebCT OWL. There you will find two icons – 'Assignment 2 Photo' to upload the photo and 'Assignment 2 Narrative' to submit the reflective piece to Turnitin. Please be advised that **you must upload both files on time (latest 6:59 am to receive full points)** for your assignment. For assignments 1 and 4 you will see only Turnitin link to submit your narrative.

At the time of the tutorial session you will bring and submit to your TA:

1. A printout of the narrative
For Photovoice assignments you will also submit to the TA:
2. A printout of the photo (size: 10" x 8", printed on a photo quality paper)
3. And the consent form(s) signed by all the people appearing in the photograph
(Note: All three things must be packaged in a plastic protective sheet with a 3-hole punch down the left hand margin).

Please note that hard copies of all four assignments must be submitted to your TA in a plastic sheet protector.

Assignment Evaluations

- Evaluation of two Photovoice assignments (2 and 3) include: Quality of your photograph (max 6 pts), your reflective narrative (max 6 pts), participation in group discussion (max 6 pts), adherence to the instructions (max 7 pts), and originality (max 5 pts).
- Evaluation of two Narrative assignments (1 and 4) include: quality of narrative (max 10 pts), Participation in group discussion (max 5 pts) and adherence to the instructions (max 5 pts).

Assignment topics

Assignment 1 – Narrative: What did Andrew Jenks inspire me to do?

20 points

To complete this assignment you have to attend the second class (Jan 14) and watch the movie 'Andrew Jenks – Room 335'. This movie is currently not available in the video stores. Your challenge is to reflect on the movie and write a one page STORY on what you have learned using the following as guide.

- What do you think about the potential for inter-generational learning, based on what you saw in the movie? What did Andrew learn? What did his elderly friends learn? Who learned more?
- Did any scene from this movie resonate with you? If so, why? What did this movie teach you about life and the process of growing older?
- What did Andrew Jenks inspire you to do? How can you privately or in your future profession make the lives of elderly people better, richer, happier, more comfortable, calmer, easier, healthier...
- What do you plan to TODAY to improve the life of ONE elderly person?

Assignment 2 – Photovoice: How does it feel to be old?

30 points

The second assignment, and your first Photovoice, will allow you to experience what it feels like to live for one full day (from morning to night, not only a few hours) with conditions or contexts frequently associated with later life. You can choose any biological, psychological, social or spiritual issue. Previous students explored sensory losses, reduced physical and functional ability, different chronic conditions, isolation issues, etc. but you are encouraged to address any aspect of aging you find interesting regardless if it is positive or negative. You can also choose to simulate wellness or successful aging. The only topic restricted from this exercise is the simulation of cognitive impairment (dementia) that would allow you to forget to do the assignment! This assignment requires creativity and you will need to dedicate time to it. Do not give up too early!

Your task is to research (read, talk to your grandparents, search the web, etc.) and choose one age related aspect, simulate it for one full day as you go about your usual activities. You will then reflect on your experience and write a report about what it feels like to be 'old'. During the simulation you will take a photograph of YOURSELF that best symbolizes the aspect of health and aging you have chosen to simulate.

For example, you might choose to simulate arthritis in your hands and feet. To realistically present this condition you might chose to tape popsicle sticks to your fingers to represent joint stiffness and put a few dried beans into your shoes to simulate bunions, corns and pain due to arthritis. Then, try to open a door with a round door knob, open a jar, or walk for a long period of time. In your narrative, explain your simulation, describe activities you performed during the day and the problems you encountered. Make sure you describe YOUR feelings. Please DO NOT use references in your reflective narratives – this is to be YOUR voice. Please be careful not to harm yourself or others during the simulation. Originality counts and can bring you extra points! Don't forget to sign and submit your consent form as in this exercise you are the participant - the person who is in the photograph.

Assignment 3 – Photovoice: What can you teach me about growing old?

30 points

Your second Photovoice is your time to flourish by using experiences from the previous assignment. This time your task is to interview an elderly person and to ask them one question: What can you teach me about growing old? Please do not use the person's full name in the narrative. You can use their role (i.e., grandmother, neighbour), assign an alias (Mrs. Jones) or use only the person's first name (i.e., Anne).

You could choose to speak with your grandparents or other elderly members in your family, church or community. You can also talk to a neighbour, or a patient in a hospital or long term care facility if you are a volunteer. It is important to introduce yourself and explain the purpose of your interview. Be polite and patient. Older people do not think about this question daily, so it might take them some time to gather their thoughts to provide you with a meaningful answer. Listen and ask additional questions if you don't understand. There is wisdom in older ages and this is your chance to touch it.

At the end of the interview take a photograph that would best describe what you have learned. Be creative! In the narrative you will describe who you spoke with, summarize what they said, and then you will elaborate on what aging means to YOU.

Assignment 4

20 points

This assignment is different from others as it offers you a choice. Both choices carry the same number of points, require you to read a book and reflect on a chosen topic by writing a narrative. You should start reading selected book early in the course so you have time to reflect and prepare the narrative well before submission date. Here are detailed descriptions of your two choices:

Assignment 4A – Narrative: Tuesdays with Morrie

The purpose of this assignment is to reflect on lessons Mitch Albom learned by describing conversations with his former professor Morrie, as described in the book “*Tuesdays with Morrie*”. Your narrative should include what YOU have learned from their relationship, how it evolved, special moments they shared and overall message of the book. You will discuss your impressions in the last tutorial. Here are some questions that will help you prepare the narrative:

- Who are Mitch and Morrie? What is Morrie’s mission? Why do you think Mitch came back into Morrie’s life?
- Which part of the book resonated with you the most? Did anything surprise you?
- What is the most powerful lesson YOU learned about life from Morrie?
- Has anything about this book changed the way you look upon growing older and dying?
- Do you have “Morrie figure” in your life?
- Have you ever thought about reconnecting with your favorite teacher? What will you do about it now that you read this book?

OR

Assignment 4B – Narrative: Where do I go from here?

The purpose of this assignment is to challenge you to think about the possibility of embarking on a career in gerontology or geriatrics. You will read four assigned chapters (see below) from the book ‘*101 Careers in Gerontology. Is Aging the Field for You?*’ by Joanne Grabinski, and explore other chapters that are of special interest for you. In your last narrative you will reflect on the possibility to consider a career related to aging. Reflect on your talents and your desires to work in this field, discuss reasons why such a career would be good for you in the context of aging society. Based on the information available in the book, describe education requirements for your chosen profession, core competencies, skills and employment outlook. If you do not think that a career in aging is for you, provide compelling reasons to support your views and strategies you plan use to avoid association with the baby-boomer wave.

Required chapters from the book ‘*101 Careers in Gerontology. Is Aging the Field for You?*’ are:

1. Advocate (p. 15-19)
2. Home Care Agency Administrator (p. 116-120)
3. Interior Designer-Gerontology Specialization Healthcare Interior Designer (p. 130-135)
4. Recreational Therapist Certified Therapeutic Recreation Specialist (CTRS) (p. 166-170)

In the past, many students vocalized their satisfaction and joy of learning valuable lessons related both to life and the course content. They left empowered and inspired by the opportunity to explore their own ideas and make them a reality. I hope your experience in this course will be as wonderful as theirs.

Dr. Aleksandra Zecevic