

Western University
School of Health Studies
Health Sciences HS3704B
Population Aging and Health

Instructor: Dr. M. Y. Savundranayagam

Winter 2013

Email: msavund@uwo.ca

Office Room Number: HSB219

Office Hours: Wednesday, 2:30-4:30 p.m.

Course Meeting Times: **Monday 12:30-2:30 p.m.; Wednesday, 1:30-2:30 p.m.**

Location: Health Sciences Building (HSB) 35

Prerequisite Checking

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

Prerequisite: Health Sciences 2711

Course Information

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

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

1. Demonstrate a critical understanding of the causes of population health within global and national contexts.
2. Understand the consequence of population health on health policy and health care delivery.
3. Assess the extent to which the Canadian health care system is prepared for the unique needs of a growing older adult population.
4. Critically analyze the reciprocal impact of existing social and health policies and programs on older adults and their families.
5. Understand the intergenerational implications of social policies and programs.
6. Critically evaluate the impact of social care programs and proposals from the perspectives of practitioners, consumers, general public, and policy makers.
7. Demonstrate the ability to advocate for the needs of old adults.

CLASSROOM PROCEDURES

This course will be taught using interactive lectures, online discussions, and videos. Each week starting on Jan. 15, 2013, the first session will be in class and include an overview of the scheduled topics. The second session will include online discussions. Students will receive a question at the beginning on each week. Responses must be made between 4:30-5:20 p.m. on Thursdays. Please refer to Appendix A for information on how discussions are graded.

Course Materials

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

Session: Date	Readings/Assignments
1: Jan. 6	<p>Session 1: Population Aging</p> <ul style="list-style-type: none"> Chapter 2, Population Aging. Chappell, N., McDonald, L. & Stones, M. (2008). <i>Aging in Contemporary Canada, 2nd ed.</i> Toronto: Pearson/Prentice-Hall. Butler, R. N. (1997). Population Aging and Health. <i>British Medical Journal</i>, 315(7115), 1082-1084. National Institute on Aging (2007). <i>Why Population Aging Matters: A Global Perspective.</i>
2: Jan. 8	Independently research topics for policy/issue brief. Bring questions and share challenges during the library training session on Jan. 13, 2014.
3: Jan. 13	<p>Session 2: Determinants of Health and Longevity</p> <ul style="list-style-type: none"> Chapter 9, Health and the determinants of health. Chappell, N., McDonald, L. & Stones, M. (2008). <i>Aging in Contemporary Canada, 2nd ed.</i> Toronto: Pearson/Prentice-Hall. Elo, Irma T. (2009.) Social class differential in health and mortality: Patterns and explanations in comparative perspective. <i>Annual Review of Sociology</i> 35:553-572. Herd, P. (2009). Social Class, Health and Longevity. In P. Uhlenberg (Ed.), <i>International Handbook of Population Aging</i> (Vol. 1, pp. 583-604): Springer Netherlands.
4: Jan. 15	Online Discussion 1: Addressing Health Disparities
5: Jan. 20	<p>Session 3 : Prevalence of <u>Chronic Illness</u></p> <ul style="list-style-type: none"> Denton, F. T., & Spencer, B. G. (2010). Chronic health conditions: Changing prevalence in an aging population and some implications for the delivery of health care services. <i>Canadian Journal on Aging</i>, 29(1), 11-11-21. doi:10.1017/S0714980809990390 <p>Special Case of <u>Dementia</u></p> <ul style="list-style-type: none"> Alzheimer Society of Canada. (2010). <i>Rising tide: The impact of dementia on Canadian society.</i> *Note: read pages 15-25, 48-56. The other pages are

	<p>supplemental.</p> <ul style="list-style-type: none"> Sloane, P. D., Zimmerman, S., Suchindran, C., Reed, P., Wang, L., Boustani, M., et al. (2002). The public health impact of Alzheimer's disease, 2000-2050: Potential implication of treatment advances. <i>Annual Review of Public Health, 23</i>(1), 213-31.
6: Jan. 22	Online Discussion 2: Tight Budgets
7: Jan. 27	<p>Library: Policy/Issue Brief</p> <p>Activity: Choose top 3 topics for policy/issue brief based on library instruction.</p>
8. Jan. 29	Online Discussion 3: Lessons learned from Library Session
9. Feb. 3	<p>Session 4: Impact of Population Aging on <u>Health Policy</u></p> <ul style="list-style-type: none"> Crystal, S., & Siegel, M. J. (2009). Population Aging and Health Care Policy in Cross-National Perspective. In P. Uhlenberg (Ed.), <i>International Handbook of Population Aging</i> (Vol. 1, pp. 607-630): Springer Netherlands. Special Issue (2011), Evidence-based policy prescription for an aging population. <i>Healthcare Papers</i>. *Note: Read pages 8-16, 25-50, 52-91
10. Feb. 5	<p>Online Discussion 4</p> <p>***Submit Policy/Issue Brief Topics***</p>
11: Feb. 10	Session 5: Midterm Exam
12: Feb. 12	Work on Issue Brief
13: Feb. 17	Reading Week
14: Feb. 19	Reading Week
15: Feb. 24	<p>Session 6: Impact of Population Aging on <u>Health Care Expenditures</u></p> <ul style="list-style-type: none"> Norton, E. C., & Stearns, S. C. (2009). Health Care Expenditures. In P. Uhlenberg (Ed.), <i>International Handbook of Population Aging</i> (Vol. 1, pp. 631-645): Springer Netherlands. Martín, J. J. M., González, M. P. L. A. G., & García, M. D. C. (2010). Review of the literature on the determinants of healthcare expenditure. <i>Applied Economics, 43</i>(1), 19-46. Morgan, S., & Cunningham, C. (2011). Population aging and the determinants of healthcare expenditures: The case of hospital, medical and pharmaceutical care in British Columbia, 1996 to 2006. <i>Healthcare Policy, 7</i>(1), 68-79.
16: Feb. 26	Online Discussion 5: Managing Health Care Costs
17: March 3	<p>Session 7: Impact of Population Aging on <u>Health Care Delivery</u></p> <p><i>Organization of care delivery systems for older adults, Long term home care, Informal Care:</i></p> <ul style="list-style-type: none"> Hollander, M. J., Chappell, N. L., Prince, M. J., & Shapiro, E. (2007). Providing care and support for an aging population: Briefing notes on key policy issues. <i>Healthcare Quarterly, 10</i>(3), 34-45. <p><i>Integrated Care</i></p>

	<ul style="list-style-type: none"> • MacAdam, M. (2008). Frameworks of Integrated Care for the Elderly: A Systematic Review. Ottawa, ON: Canadian Policy Research Network. • MacAdam, M. (2009). Moving toward Health Service Integration: Provincial Progress in System Change for Seniors. Ottawa, ON: Canadian Policy Research Network.
18: March 5	Online Discussion 6
19: March 10	<p>Session 8: Impact of Population Aging on <u>Caregiving</u></p> <p>Overview</p> <ul style="list-style-type: none"> • Montgomery, R. J. V., Rowe, J. M., & Kosloski, K. (2007). Family Caregiving. In J. A. Blackburn & C. N. Dulmus (Eds.), <i>Handbook of Gerontology: Evidence-Based Approaches to Theory, Practice, and Policy</i> (pp. 426-454). Indianapolis: John Wiley & Sons. • Agree, E. M., & Glaser, K. (2009). Demography of Informal Caregiving. In P. Uhlenberg (Ed.), <i>International Handbook of Population Aging</i> (Vol. 1, pp. 647-668): Springer Netherlands. <p>Caregiving as a Public Health Issue</p> <ul style="list-style-type: none"> • Talley, R. C., & Crews, J. E. (2007). Framing the public health of caregiving. <i>American Journal of Public Health, 97</i>(2), 224-228. <p>Assessing Burden:</p> <ul style="list-style-type: none"> • Savundranayagam, M. Y., Montgomery, R. J. V., & Kosloski, K. (2011). A dimensional analysis of caregiver burden among spouses and adult-children. <i>The Gerontologist, 51</i>(3), 321-331.
20: March 12	Online Discussion 7
21: March 17	<p>Session 9: Impact of Population Aging on <u>Home Care</u></p> <ul style="list-style-type: none"> • Canadian Healthcare Association. 2009. <i>Homecare in Canada: From the Margins to the Mainstream</i>. Ottawa, ON: Author. *Note: read pages 23-32, 56-57, 59-84. • Hollander, M. J., MacAdam, M., Miller, J. A., Chappell, N., & Pedlar, D. (2009). Increasing value for money in the Canadian healthcare system: New findings and the case for integrated care for seniors. <i>Healthcare Quarterly, 12</i>(1), 38-47. • Chappell, N.L., B. Havens, M.J. Hollander, J.A. Miller & C. McWilliam. 2004. Comparative Costs of Home Care and Residential Care. <i>The Gerontologist, 44</i>: 389–400.
22: March 19	Online Discussion 8
23: March 24	<p>Session 10: Impact of Population Aging on <u>Residential Long-term Care</u></p> <ul style="list-style-type: none"> • Special Issue (2011), Residential long-term care: Public solutions to access and quality problems. <i>Healthcare Papers</i>. *Note: Read pages 8-62.

24: March 26	Online Discussion 9: What would be your goal or priority in reforming residential long-term care? Explain your rationale.
25: March 31	<p>Session 11: <u>Age-Friendly Cities</u> as a Response to Population Aging</p> <ul style="list-style-type: none"> • Plouffe, L., & Kalache, A. (2010). Towards global age-friendly cities: Determining urban features that promote active aging. <i>Journal of Urban Health, 87</i>(5), 733-739. • Phillipson, C. (2011). Developing age-friendly communities: New approaches to growing old in urban environments. In J. R. A. Settersten & J. L. Angel (Eds.), <i>Handbook of Sociology of Aging</i> (pp. 279-293). New York: Springer.
26: April 3	Online Discussion 10 **Policy/Issue Briefs Due on OWL/Sakai**
27: April 8	Review

Evaluation

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

Midterm examination = 30% (Feb. 10, 2014)

Participation in Online Discussions = 10% (students must participate in every online session to be evaluated)

Policy/Issue Brief = 20% (Topics are due on Feb. 5; Final Brief is due on April 3, 2014)

Final Examination = 40% (to be scheduled between April 14-30, 2014). Content from sessions 15-27 will be on the exam.

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

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

Statement on Use of Electronic Devices

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

ADDITIONAL STATEMENTS

Student Code of Conduct

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

English Proficiency for the Assignment of Grades

Visit the website <http://www.uwo.ca/univsec/handbook/exam/english.pdf>.

Accommodation for Medical Illness or Non-Medical Absences

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

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

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

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact their Faculty Academic Counselling Office for what documentation is needed.

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted, as soon as possible, to

the appropriate Academic Counselling Office of the student's Faculty of registration. For BHSc students, you may go to the School of Health Studies Office in HSB room 222.

Scholastic Offences

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

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/>

Appendix A – Assessing Online Discussions (10% of Grade)

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

Original Posting(s) - 7 points

Your original posting(s) should:

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

Responses to Others' Postings - 3 points

Your responses to other students and/or the instructor should...

- incorporate quotes from the other postings (1 point)
- be logically reasoned and supported (1 point)
- be grammatically correct and proofread for spelling errors. (1 point)

***Note: All postings must be made by 2:20 p.m. on Wednesdays. Postings made outside that time slot will not be graded.**

Appendix B – Creating Policy/Issue Briefs (20% of Grade)

Due dates:

- Feb. 4, 2014: Topics due. Submit a 2-3 sentence topic summary (required, but not graded).
- April 3, 2014: Policy/Issue Briefs due

Specifications:

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

Where: All portions of this assignment are due on OWL/Sakai at 2:30 p.m.

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

Students will be engaged in advocating for older adults by familiarizing themselves with multiple perspectives of a pressing health and/or social problem. Students will articulate why a particular policy option is the best one. Policy briefs are primarily used by those with relatively little context or additional information. ***Please note that plagiarism will not be tolerated.***

The policy/issue brief should include: (Total points: 25)

1. Introduction/problem statement (5 points)
 - a. Include the scope and scale of the problem. Explain what the issue poses a problem. Judiciously include facts that document the scope of the problem. You may include a brief and compelling story here.
2. Status quo policy situation (5 points)
 - a. Use this section to expand on the problem statement. If you're advocating change, the current policy must be part of the problem.
3. Your policy recommendation. Include supporting arguments as to why it is the best solution to the problem. State what should be done about the problem, and clearly and persuasively explain why it is the THE best option. (10 points)
 - a. Refutation of alternative policy arguments (if you've decided this is necessary). This is recommended if there are one or more alternatives that are gaining in popularity. Explain why the alternatives are inferior.
4. Conclusion (restate the problem and the solution) (2 points)
5. The policy issue brief should be grammatically correct and following proper formatting guidelines (3 points)
 - a. All submissions should be in **MS Word Format** (.doc, .docx), **2 pages in length** and should be in a **2-column form**. Please use 1 inch margins and Times New Roman font.
 - b. Use common terms and spell out every acronym.

Include 5-10 citations (not included in the 2 page requirement) in a separate page. Please use APA format.

[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)