

The University of Western Ontario  
School of Health Studies  
Health Sciences 4721B-001  
AGING & MARGINALIZED POPULATIONS

Instructor: Dr. Savundranayagam

Fall 2017

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Office Room Number: HSB219

Office Hours: Thursday, 12:30-2:00 p.m.

Course Meeting Times: **Tuesday**, 2:30-3:30 p.m., **Thursday**, 2:30-4:30 p.m.

Location: Talbot College 203

Prerequisite: HS 2711; Recommended Prerequisite: 3704

### **Prerequisite Checking**

Unless you have either the requisites for this course or written special permission from your Dean to 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. Please refer to the Western's current Academic Calendar at [www.westerncalendar.uwo.ca](http://www.westerncalendar.uwo.ca).

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### **Course Information**

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

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

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

## Course Materials

Course materials are available on OWL.

Session: Date	Readings/Assignments
1: Sept. 7	<p><b>Course overview</b></p> <p><b>Understanding Marginalization through the Life Course Perspective</b></p> <ul style="list-style-type: none"> <li>Vasas, E.B. (2005). Examining the margins: A concept analysis of marginalization. <i>Advances in Nursing Science</i>. 28(3), 194-202.</li> </ul> <p><b>Aging Prisoners</b></p> <ul style="list-style-type: none"> <li>Documentary: Prisoners of Age</li> <li>Maschi, T. M., Viola, D., &amp; Sun, F. (2012). The high cost of the international aging prisoner crisis: Well-being as the common denominator for action. <i>Gerontologist</i>, 1-12.</li> </ul>
2: Sept. 12	<p><b>Aging Prisoners</b></p> <ul style="list-style-type: none"> <li>Documentary: Prisoners of Age (con't)</li> <li>Annual Report of the Office of the Correctional Investigator, 2010-2011. <i>Special Focus on Elderly Prisoners</i>. (Read pages 20-25 only)</li> <li>Discussion: Should aging prisoners be placed elsewhere?</li> </ul>
3: Sept. 14	<p><b>Health of LGB Elders</b></p> <p>Discussion: Questionnaire about gay and lesbian elders (Download/Print the questionnaire from OWL/Sakai)</p> <ul style="list-style-type: none"> <li>Fredriksen-Goldsen, K. I., Emlet, C. A., Kim, H., Muraco, A., Erosheva, E. A., Goldsen, J., &amp; Hoy-Ellis, C. P. (2013). The physical and mental health of lesbian, gay male, and bisexual (LGB) older adults: The role of key health indicators and risk and protective factors. <i>The Gerontologist</i>, 53(4): 664-675. doi: 10.1093/geront/gns123</li> <li>Film: If These Walls Could Talk II (35 min excerpt)</li> </ul>
4: Sept. 19	<p><b>Health care and LGBT Elders</b></p> <ul style="list-style-type: none"> <li>Brotman, S., Ryan, B., &amp; Cormier, R. (2003). The health and social service needs of gay and lesbian elders and their families in Canada. <i>The Gerontologist</i>, 43(2), 192-202.</li> </ul>
5: Sept. 21	<p><b>Caregiving and LGBT Elders</b></p> <ul style="list-style-type: none"> <li>Brotman, S., Ryan, B., Collins, S., Chamberland, L., Cormier, R., Julien, D.,... Richard, B. (2007). Coming out to care: Caregivers of gay and lesbian seniors in Canada. <i>The Gerontologist</i>, 47(4), 490-503.</li> </ul> <p>Discussion:</p> <ul style="list-style-type: none"> <li>LGBT Elders: Case study analysis</li> </ul> <p>LGBT Elders in nursing home: Case study analysis</p>
6: Sept. 26	<p><b>Health of Transgendered Older Adults</b></p> <p>Fredriksen-Goldsen, K. I., Cook-Daniels, L., Kim, H., Erosheva, E. A., Emlet, C. A., Hoy-Ellis, C. P., . . . Muraco, A. (2013). Physical and mental health of transgender older adults: An at-risk and underserved population. <i>The Gerontologist</i>, doi: 10.1093/geront/gnt021</p>

	Topic due on OWL
7: Sept. 28	<p><b>HIV/AIDS and Aging</b></p> <ul style="list-style-type: none"> <li>Rosenfeld D., Bartlam B., Smith R. (2012). Out of the closet and into the trenches: Gay male Baby Boomers, aging, and HIV/AIDS. <i>The Gerontologist</i>, 52, 255-264.</li> <li>Emler, C.A. (2006). 'You're awfully old to have this disease': Experiences of stigma and ageism in adults 50 years and older living with HIV/AIDS. <i>The Gerontologist</i>, 46, 781-790.</li> <li>Discussion: case studies</li> </ul> <p><b>HIV/AIDS and Aging: Caregiving</b></p> <ul style="list-style-type: none"> <li>Pigg, S. (February 27, 2011). When HIV moves into nursing homes. In healthzone.ca. Retrieved June 26, 2012, from <a href="http://www.healthzone.ca/health/newsfeatures/article/945588--when-hiv-moves-into-nursing-homes">http://www.healthzone.ca/health/newsfeatures/article/945588--when-hiv-moves-into-nursing-homes</a> .</li> </ul> <p>Discussion: case studies</p>
8. Oct. 3	<p><b>Online</b></p> <p><b>HIV/AIDS and Aging: Resilience</b></p> <ul style="list-style-type: none"> <li>Emler, C.A., Tozay, S., &amp; Raveis, V. H. (2011). "I'm not going to die from the AIDS": Resilience in aging with HIV disease. <i>The Gerontologist</i>, 51, 101-111.</li> </ul> <p>Documentary: Aging POZitively (35 minutes)</p>
9. Oct. 5	<b>Online Reflection</b>
10. Oct. 10	<b>Fall Break</b>
11: Oct. 12	<b>Fall Break</b>
12: Oct. 17	<p>Diversity Paper: Professor-Group Consultations</p> <p><b>Diversity Paper Discussion: Connecting with community agencies</b>  <i>Please come prepared to discuss strategies to connect with community agencies that work with marginalized populations or populations at risk of marginalization.</i></p>
13: Oct. 19	<b>Exam 1</b>
14: Oct. 24	<p>Diversity Paper: Professor-Group Consultations</p> <p><b>Diversity Paper Discussion: Connecting with community agencies</b>  <i>Please come prepared to discuss strategies to connect with community agencies that work with marginalized populations or populations at risk of marginalization.</i></p>
15: Oct. 26	<p><b>Ethnocultural Minority Older Adults: Health care and service use</b></p> <ul style="list-style-type: none"> <li>Lavoie, JP, Guberman, N. &amp; Brotman, S. (2010). Service use by immigrant families caring for an older relative. In D. Durst and M. MacLean. <i>Diversity and aging among immigrant seniors in Canada: Changing faces and greying temples</i>. Temeron Books.</li> </ul>

	<ul style="list-style-type: none"> <li>• Suwal, J. V. (2011). Health and health care utilization patterns of visible minority seniors in Canada. In E. H. Waugh, O. Szafran &amp; R. A. Crutcher (Eds.), <i>At the interface of culture &amp; medicine</i> (1st ed., pp. 227-246). Edmonton: University of Alberta Pres.</li> <li>• Sadavoy, J., Meier, R., &amp; Ong, A. Y. (2004). Barriers to access to mental health services for ethnic seniors: The Toronto study. <i>Canadian Journal of Psychiatry, 49</i>(3), 192-199.</li> </ul>
<b>16: Oct. 31</b>	<p><b>Poverty:</b> The Retirement Income System in Canada</p> <ul style="list-style-type: none"> <li>• Battle, K., Torjman, S., Mendelson, M., Caledon Institute of Social Policy, &amp; Canadian Electronic Library. (2012). <i>Old age insecurity?</i> Ottawa, Ont.: Caledon Institute of Social Policy.</li> </ul> <p><b>Poverty, Gender, and Health</b> Discussion using case studies</p>
<b>17: Nov. 2</b>	<p><b>Homeless Elders</b></p> <ul style="list-style-type: none"> <li>• McDonald, L., Dergal, J., &amp; Cleghorn, L. (2007). Living on the margins: Older homeless adults in Toronto. <i>Journal of Gerontological Social Work, 49</i>(1-2), 19-46.</li> </ul> <p><b>Elder Abuse</b></p> <ul style="list-style-type: none"> <li>• Edwards, P., &amp; Public Health Agency of Canada. (2012). <i>Elder abuse in Canada</i>. Ottawa: Public Health Agency of Canada, Division of Aging and Seniors. Note: read pages 5-30 only.</li> <li>• Case studies: diverse situations of elder abuse</li> <li>• Discussion: Abused Older Men</li> </ul> <p>Discussion: Identify patterns in diverse cases of elder abuse. What are unique circumstances that perpetuate abuse of older adults?</p>
<b>18: Nov. 7</b>	<p><b>Elder Abuse (con't)</b> Discussion: Abused Older Women</p>
<b>19: Nov. 9</b>	<b>Exam 2</b>
<b>20: Nov. 14</b>	<b>Work on Diversity Paper</b>
<b>21: Nov. 16</b>	<b>Work on Diversity Paper</b>
<b>22: Nov. 21</b>	Presentations (4) * <b>Diversity Paper due on Nov. 20 at 5 p.m.</b>
<b>23: Nov. 23</b>	Presentations (2)
<b>24: Nov. 28</b>	Presentations (4)
<b>25: Nov. 30</b>	Presentations (2)
<b>26: Dec. 5</b>	Presentations (4)
<b>27: Dec. 7</b>	Presentations (2)

### Evaluation

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

Exam 1 = 25% (Oct. 19, 2017; includes content from sessions 1-9)

Group Project (Total = 45%)

- Topic (Sept. 26, 2017, please see Appendix A on OWL)
- Diversity Paper = 25% (Nov. 20, 2017, please see Appendix A on OWL)
- Peer evaluation of individual contributions = 5% (Complete Group and Peer Assessment from 24 hours after group presentation )
- Presentation = 15% (scheduled between Nov. 21 – Dec. 7, 2017, please see Appendix B on OWL)

Participation = 5% (please see Appendix C on OWL)

Exam 2 = 25% (Nov. 9, 2017; includes content from sessions 15-18)

### ***No Final 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.

### **Statement on Use of Electronic Devices**

No electronic devices will be allowed during tests and examinations. **Recording lectures is strictly prohibited, as is posting lecture materials online.**

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## **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/pdf/board/code.pdf> .

### **English Proficiency for the Assignment of Grades**

Visit the website [http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/english.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/english.pdf).

### **Accommodation for Medical Illness or Non-Medical Absences**

<http://www.westerncalendar.uwo.ca/2016/pg117.html>

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:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf)

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](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/>
2. Student Health – <http://www.uwo.ca/health/services/students/index.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>