



**Western University**  
**Health Studies 2711B-001 (Winter 2020)**  
**Health Issues in Aging**  
**Wednesdays 2:30am – 4:30pm (HSB 40)**  
**Instructor Dr. Stephen Lin**  
Office Hours: By Appointment  
Email: clin64@uwo.ca

## **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.

## **Prerequisite**

Health Sciences 1001A/B and 1002A/B or HS 1000

*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.*

## **Course Format**

2 hour lecture, 1 hour tutorial, 0.5 credit

## **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.

## **Teaching Assistants**

Grace Pramono gpramono@uwo.ca

Richa Mehta - rmehta9@uwo.ca

Kristin Prentice kprenti4@uwo.ca

Ji Won Kang - jkang256@uwo.ca

Kaitlyn Terrana - kterrana@uwo.ca

**\*\*For office hours, please email your TA directly.**

**\*\*When you email the professor or Tas, please indicate “HS 2711” in subject line.**

## Tutorial Schedule

Section	Day	Time	Room	TA
002	Monday	9:30-10:30 am	HSB 11	Ji Kang
003	Monday	10:30-11:30 am	UCC 61	Ji Kang
004	Wednesday	9:30-10:30 am	HSB 11	Kristen Prentice
005	Wednesday	10:30-11:30 am	UCC 61	Kristen Prentice
006	Friday	11:30 am-12:30 pm	UCC 54A	Grace Pramono
007	Thursday	9:30-10:30 am	PAB 117	Kaitlyn Terrana
008	Thursday	10:30-11:30 am	SSC 3010	Kaitlyn Terrana
009	Friday	10:30-11:30 am	UCC 65	Grace Pramono
010	Wednesday	11:30am-12:30 pm	SSC 3014	Richa Mehta
011	Wednesday	4:30-5:30 pm	UCC 54A	Richa Mehta

### Required Texts:

Chappeel, N., Hollander, M. (2013). Aging in Canada. Oxford University Press. (ISBN: 9780195447668)

All other reading materials are available on OWL.

### Method of Evaluation

In-Class Quiz (February 5)	10%
Midterm Exam (February 26)	25%
Final Exam (TBA)	30%
Tutorial and Participation	15%
Old Person Profile Assignment (April 1)	20%
Total	100%

## Evaluation Breakdown

### **In-Class Quiz (Wednesday, February 5) – 10%**

This 20-minute in-class quiz is worth 10% of your total grade and will test materials from **January 7 to January 28**. This quiz consists of two short answer questions. Use lectures as your preparation materials.

### **Midterm Exam (Wednesday, February 26) – 25%**

The closed-book midterm exam is worth 25% of your total grade and covers **materials from January 7 to February 11**. This exam consists of multiple-choice questions only. You should use lecture slides and class notes as your main preparation materials.

**\*\*Please note that there will be only one make-up examination arranged by the School of Health Studies**

### **Final Exam (April Exam Period) – 30%**

The closed-book final exam is worth 30% of your total grade. It will be **cumulative** from the beginning of this course. Content will be equally from each lecture throughout the whole semester. This exam will consist of multiple-choice questions only.

### **Tutorial Participation – 15%**

Throughout this semester, you are required to attend designated tutorial in which your TA will review the class material and provide opportunities for you to reflect upon the learning materials. Your tutorial mark will be based on your contribution to the tutorial. Your contribution may be in the form of in-class group discussion, mini-presentation or written reflections. Your TA will provide further details in your own tutorial session.

### **Old Person Profile Assignment (Wednesday, April 1) - 20%**

Students will locate a photograph of an old person (known or unknown to the student; *choosing someone known to you is recommended*) and develop **a selective, analytical narrative** about that person that reflects selected concepts and knowledge about health and aging obtained from the course. Tell about the life of your subject and relate his or her life experiences to the course materials, such as readings, lecture and/or tutorial discussion.

This is a chance to take a creative approach to writing by applying critically what you have learned in the course to the life of your chosen subject. Discuss ways in which (and possible reasons why) your subject's experiences fit (and do not fit) typical patterns for his/her life stage, theoretical perspectives on health, aging, and life course trends for his/her demographic profile and social position in society, such as social class, gender, race/ethnicity and sexual orientation.

This assignment should be **3 double-spaced typed pages (12-pitch font)** excluding a cover and a reference page. Place the photograph on the cover page. You can use any referencing style as long as you use it consistently. Please **fully edit your paper** before your submission to me in class. Please make sure you **indicate my name and your TA's name** on the cover page. Deduction will apply to late submission, 5% per day unless you have academic accommodation.

### **Grading Policy**

The university-wide descriptor of the meaning of letter grades, as approved by Senate:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that is clearly above average
B	70-79	Good work, meeting all requirements and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable.
F	below 50	Fail

It is expected that the grades for this course will fall between 70% and 74%. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade, by the instructor, to bring the class average in line with school policy.

## Weekly Topic and Reading Assignment

Date	Topic & Reading	Tutorial
Jan 8	<p><b>Course Overview &amp; Population Aging</b></p> <ul style="list-style-type: none"> <li>• Chappell &amp; Hollander, Chapter 1 &amp; 2: Introduction</li> </ul>	No Tutorial
Jan 15	<p><b>Social Context of Aging: Ageism</b></p> <ul style="list-style-type: none"> <li>• Funk, Chapter 2, pp. bottom of 36-48. Attitudes and Social Issues that Affect Older People.</li> <li>• Gendron, T.L., Welleford, E.A., Inker, J., &amp; White, J.T. (2016). The language of ageism: Why we need to use words carefully. <i>The Gerontologist</i>, 56(6): 997-1006.</li> </ul>	Tutorial
Jan 22	<p><b>Theoretical Perspectives of Aging</b></p> <ul style="list-style-type: none"> <li>• Funk, Chapter 1, pp. 7-26. Sociological Theory of Aging</li> <li>• Connidis &amp; Barnett, Chapter 1, 14- top of 18. The Life course Perspective.</li> </ul>	Tutorial
Jan 29	<p><b>Anti-Aging &amp; Successful Aging</b></p> <ul style="list-style-type: none"> <li>• Funk. Chapter 3, pp. 51-73.</li> <li>• Vincent, J.A. (2006). Ageing Contested: Anti-ageing Science and the Cultural Construction of Old Age. <i>Sociology</i>, 40(4), 681-698.</li> </ul>	Tutorial
Feb 5	<p><b>Work, Retirement &amp; the Social Inclusion of Older Adults</b></p> <ul style="list-style-type: none"> <li>• Harper &amp; Dobbs. Chapter 11, pp. 342-369</li> <li>• Funk, Chapter 6, pp. 122-142</li> </ul> <p><b>** In-Class Quiz (20 minutes)</b></p>	Tutorial
Feb 12	<p><b>Health, Well-being &amp; Aging</b></p> <ul style="list-style-type: none"> <li>• Wister, Chapter 7, pp. 197-240</li> </ul>	Tutorial
Feb 19	<p><b>Reading Week</b></p>	No Tutorial

Feb 26	<b>Midterm Exam (No Lecture After Exam)</b>	No Tutorial
March 4	<b>Informal Care in an Aging Context</b> <ul style="list-style-type: none"> <li>• Chappell &amp; Hollander, Chapter 3</li> </ul>	Tutorial
March 11	<b>Continuing Care in an Aging Context</b> <ul style="list-style-type: none"> <li>• Chappell &amp; Hollander, Chapter 4</li> </ul> <b>Economics &amp; Elderly Care</b> <ul style="list-style-type: none"> <li>• Chappell &amp; Hollander, Chapter 5</li> </ul>	Tutorial
March 18	<b>Aging in Place &amp; End of Life</b> <ul style="list-style-type: none"> <li>• Harper &amp; Dobbs. Chapter 12, pp. 371-393; Chapter 13, pp. 410-416</li> </ul>	Tutorial
March 25	<b>Policy and Program Evaluation in an Elderly Care Context</b> <ul style="list-style-type: none"> <li>• Chappell &amp; Hollander, Chapter 7</li> </ul>	Tutorial
April 1	<b>Course Review and Question</b>	No Tutorial

## **Important Policies**

### **A Note on Plagiarism:**

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).

### **Plagiarism Checking:**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for 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>).

## **Policies on Examinations**

You may not use any electronic devices during examinations. Computer marked multiple-choice tests/exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating

## **Policy on Laptops and other Electronics/Phones in Class:**

Laptops are permitted in class but if it is observed that students are on social networking sites such as Facebook or Twitter, they will be told to close the lid and they will not be permitted to use it for the remainder of the class. Be sure that all cell phones are turned off at the beginning of class.

## **Academic Consideration for Missed Work**

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is to succeed.

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence form, provided that the conditions for submission are met;
- (ii) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or
- (iii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration, in order to be eligible for academic consideration.

Students seeking academic consideration:

- Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g., argument with a friend) are not normally an appropriate basis for a self-reported absence;
- **Must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence;
- **Are advised that all necessary documentation, forms, etc. are to be submitted to academic counselling within two business days after the date specified for resuming responsibilities**

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe as to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less. The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. Students will be allowed a maximum of two self-reported absences between September and April, and one self-reported absence between May and August;
- b. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30am the following morning if the form is submitted after 4:30pm;
- c. The duration of the excused absence will terminate prior to the end of the 48 hour period, should the student undertake significant academic responsibilities (e.g., write a test, submit a paper) during that time;
- d. The duration of an excused absence will terminate at 8:30am on the day following the last day of classes each semester, regardless of how many days of absence have elapsed;
- e. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations (i.e., “bellringers”);
- f. Self-reporting may not be used for assessments (e.g., midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;
- g. Students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed

### **Accessibility Options:**

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 Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar’s website:

[http://www.registrar.uwo.ca/examinations/accommodated\\_exams.html](http://www.registrar.uwo.ca/examinations/accommodated_exams.html)

### **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 web site:

[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)

## Support Services

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western's Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (<http://www.music.uwo.ca/>), or the McIntosh Gallery (<http://mcintoshgallery.ca/>). Further information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

If you are in emotional or mental distress, please visit Western Psychological Services (<https://www.uwo.ca/health/psych>) for a list of options for obtaining help. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: <https://uwo.ca/health/wec/education/learning.html>.

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/>