

Aging Body - Online

HS3701B 2020-21 **DRAFT**

Course Description

Aging Body course examines the complexities of aging from a physiological perspective and provides students with active learning opportunities to examine normal and abnormal aging, theories of aging, common diseases and conditions associated with aging, compression of morbidity, frailty, aging as a developmental process, and the complex interaction of disease, disability and function with advancing age. The online version of the Aging Body course will be delivered as a blend of synchronous and asynchronous activities that will include peer teaching and simulations.



Course Objectives

Upon completion of this course students will be able to:

1. Define and describe the nature of changes in the human body over time.
2. Explain determinants and consequences of the aging process and discuss the main theories of biological aging.
3. Understand and demonstrate, through simulation, how complex age-related changes influence the daily functioning of older adults.
4. Engage in critical reflection, effectively work in teams, prepare and deliver online presentations.
5. Advocate for improved physical and social environments that would better fit the abilities and needs of older adults, by evoking empathy and reducing ageism.

Course Instructor: Aleksandra Zecevic, Ph.D. azecevi2@uwo.ca

Health Sciences Building, Room 336, 519-661-2111 x80455. Office Hours: by appointment. Professor will be available every week during tutorial times. Each team must meet with the professor for 30 min at least one time during the semester to discuss their presentation ideas. It is recommended to schedule this meeting early.

Teaching Assistant: TBD

To schedule office hours please email the TA directly. In all communication with professor or TA please indicate "HS3701" in subject line.

Course format: online synchronous and asynchronous activities

Lecture: Tuesday 2:30-4:30 pm

Tutorial: Tuesday 4:30-5:30 pm

You will be asked by the course instructor to provide a consent for future use of your contributions to the course, such as creative products, reflections, photographs, videos, simulations and presentations. Your contributions will be used with utmost respect, care and recognition.

Required readings and videos

- Textbook: Saxon, S. V., Etten, M. J., Perkins, E. A. (2015). *Physical Change and Aging: A Guide for Helping Professions*, 6th Edition. New York: Springer Publishing Company, LLC.

Learning modules, articles and videos will be available on the course OWL site:

- Aldwin, C.M, & Gilmer, D.F. (2013). What is Optimal Aging?, Chapter 14 in *Health, Illness and Optimal Aging. Biological and Psychosocial Perspective*. Second Edition. New York, NY: Springer Publishing Company LLC, (p. 295-311)
- Fried, L.P., Ferrucci, L., Darer, J., Williamson, J.D., & Anderson, G. (2004). Untangling the concepts of disability, frailty and comorbidity: Implications for improved targeting and care. *Journal of Gerontology: MEDICAL SCIENCES*, 59(3), 255-263.
- Vanlaere, L., Timmermann, M., Stevens, M., & Gastmans, C. (2012). An explorative study of experiences of healthcare providers posing as simulated care receivers in a 'care-ethical' lab. *Nursing Ethics*, 19(1), 68-79.
- Varkey, P., Chutka, D., & Lesnick, T. (2016). The aging game: Improving medical students' attitudes toward caring for the elderly. *JAMDA*, 7, 224-229.
- Compulsory Video: *The Human Body* Documentary video series with 7 episodes, BBC Documentaries. Episodes 1 (http://www.dailymotion.com/video/xrhiza_bbc-the-human-body-1of7-life-story_creation), 6 and 7 will be discussed in class. Students are encouraged to watch all episodes of this fascinating story about changes of human body over the lifespan.

Course Evaluation

Grade components	Evaluator
Individual performance 55%	
15% Class and tutorial participation (attendance, contributions)	TA
25% Weekly in-class mini quizzes	Professor
20% Reflections	TA/Professor
Team performance 45%	
15% Team teaching presentation	70% prof/TA, 30% class
15% Simulation video	70% prof/TA, 30% class
10% Peer evaluation for contributions to the team	Team members
5% Weekly in-class team quizzes	TA/Professor

Note: For team performance grades the same mark is assigned to all students in the group. Team participation peer evaluation is used as a coefficient that is multiplied with an average grade for in-class team teaching presentation, weekly team quizzes and simulation video. It determines % of team grade retained (out of 100%) for ALL team activities combined.

Course website

Course information, readings, grading forms, assignment links and ample other helpful resources for teamwork and reflection are uploaded on the course OWL. Log into your OWL account using Mozilla Firefox browser (<http://www.mozilla.org/en-US/firefox/new/>) as Explorer might not display some graphics in custom-made modules.

I look forward to welcoming you to the Aging Body – online version in January 2021.

Dr. Z

Other Important Information

- **Plagiarism** – Plagiarism is a major academic offence (see: Academic Policies).
- **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 work effectively with your teams. Extenuating circumstances may be considered on a case-by-case basis. Please take up such issues with the professor. An official academic approval from your academic advisor is required for all accommodations.
- **Grading and Appeals** – All grades are sent to the School Director for approval. Faculty cannot release final grades until they have been reviewed by the Director.
- **Re-grading policy** – Disputes regarding grades should be taken up with the professor. If an assignment is to be re-graded the professor reserves the right to re-grade the entire body of work which might result in points lost.
- **Privacy** – SHS policy does not permit student grades to be e-mailed or discussed over the phone.

Statements Required by the School of Health Studies

Statement on 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

Statement on using plagiarism checking software:

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>)

Statement 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

Statement on academic consideration:

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:

- Submitting a Self-Reported Absence form, provided that the conditions for submission are met;*
- 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*
- 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:

- Students will be allowed a maximum of two self-reported absences between September and April, and one self-reported absence between May and August;
- 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;
- 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;
- 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;
- 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”);
- 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;
- 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

Statement on attendance:

In the School of Health Studies, each course instructor sets specific expectations for attendance and participation that are specific to the course, teaching objectives, and learning outcomes.

Regular attendance is expected and essential for all courses, but particularly those that include participation grades in their evaluation schemes. Participation means not only attendance, but active engagement in the class, including (for example) contribution to small and large group discussions, a demonstrated effort to prepare for class by completing assigned readings before class, and following the instructor's guidelines for use of electronic devices during class time. Students who miss classes, or parts of classes, are responsible for the material they have missed. Instructors are not obliged to review the contents of missed lectures.

Persistent absenteeism may have serious repercussions, and may result in you failing this course. In this course, the equivalent of 3 weeks of unexcused absences, per term, will be considered to be persistent absenteeism. Persistent absenteeism will result in you being contacted by the instructor, who may request a meeting. Continued absence after this point will be reported to the Undergraduate Chair, and may result in debarment from writing the final examination, and/or submitting the final course paper. In such a case, you would receive a grade of zero on the evaluations from which you were debarred.

Statement on use of recording devices and course content

Course instructors own and retain the intellectual property rights of their teaching materials. These rights extend to materials used in online settings and digital learning management systems like OWL, Zoom, and TopHat. Students do not have my permission to make audio or video recordings of lectures, take pictures of lecture material, or distribute any course content for nefarious purposes (e.g., for sale or to cheat on exams). It is the decision of the instructor as to how and when teaching materials can be shared or used. **Unless explicitly noted otherwise, you may not make audio or video recordings of pre-recorded lectures or other course materials. Nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

Statement on 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 Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Support services:

There are various support services that 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/>

Statement on health and wellness:

As part of a successful undergraduate experience at Western, we encourage you to make health and wellness a priority. Western provides several online health-related services to help you achieve optimum health and wellness while pursuing your degree. Further information regarding the services available to students may be found at <http://www.health.uwo.ca/>. For information regarding emotional or mental distress, please visit Western Psychological Services (<https://www.uwo.ca/health/psych/index.html>). To learn more about mental health, Western has developed an interactive mental health learning module, found here: <https://www.uwo.ca/health/wec/education/learning.html>. Students are also encouraged to access local health and wellness resources within their home communities.

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 74-78%. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade, to bring the class average in line with school policy.