



**Western University**  
**Health Studies 4705B-001 (Winter 2021)**  
**Aging and Community Health**  
**Instructor Dr. Stephen Lin**  
**Office Hours: By Appointment**  
**Email: clin64@uwo.ca**

## **Course Description**

Focusing on innovative multi-sectorial collaborative models to support economical, optimal aging at home for older adults with multiple chronic diseases, the objective of this course is to introduce students to the concepts of active aging, consumer engagement in health, community capacity development, and the role of communities in promoting health.

## **Prerequisite**

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 objectives**

- Identify core components of active ageing
- Understand how ageing consumers engage in health and health system
- Describe how communities can build capacity
- Critique models for community capacity development and building
- Delineate community roles in promoting healthy ageing

## **Course Delivery Method**

The lecture of this course will be delivered fully online via **an asynchronous learning format**. Asynchronous learning means that the instructor and the students will engage with the course content **at different times (and from different locations)**. The instructor will provide students with a sequence of units which the students move through as their schedules permit. Each unit consists of a variety of readings or uploaded media, online quizzes, discussion boards, and more. The instructor will guide the students, provide them with feedback, and assess them as needed.

## **Required Text:**

There is no textbook for this course. All the weekly readings can be downloaded from OWL.

## Evaluation

Critical Response Assignment (February 12).....	15%
Online Midterm Exam (February 24).....	30%
Conceptual Map Assignment (March 12).....	20%
Healthy Ageing Community Group Project .....	35%
- Group Presentation (by April 9) –	10%
- Group Paper (by April 12) –	25%

## Evaluation Breakdown

### **Critical Response Assignment (15%) – Friday, February 12**

In this semester, you will complete a critical response assignment based on two questions I develop from the weekly topics. When preparing answers, you are expected to demonstrate your comprehension of the material, including the reading and recorded lectures, by connecting course topic ideas, and proposing new ideas inspired by the course materials. This response assignment should be kept **under 3 pages, double-spaced**, excluding the title and reference page. Please see the detailed instruction sheet on OWL. Please submit it to OWL by Friday, February 12 before 11:55pm.

### **Online Midterm Exam (30%) – Wednesday, February 24**

This online midterm exam, which will take place on OWL, is worth 30% of your total grade and covers **materials from January 11 to February 14**. This exam consists of multiple-choice questions only. You should use lecture slides and class notes as your preparation materials. This online exam will consist of 30 multiple-choice questions only.

### **Conceptual Map Assignment (20%) – Friday, March 12**

Later in this semester, you will submit a conceptual map that captures major concepts and theories related to aging and community health. You can be creative by using diagrams or charts that show and connect key concepts. Evaluation is based on your critical and logical thinking as well as organizational skills. This assignment should be **1 page only**. You **DO NOT** need to provide any writing in paragraphs for this assignment. Please submit it to OWL by Friday, March 26 before 11:55pm.

## Healthy Ageing Community Group Project (35%) – Monday, April 12

At the beginning of this semester, you will be paired up with two other students (3 persons as a group). Throughout the term, your group will develop a community-based project that addresses issues in health and ageing and promotes healthy ageing.

Your main task is to propose a research topic in the area of healthy ageing and develop a clear and thoughtful **researchable question**. Next, your group will collect information from multiple sources (mostly available online), such as:

- various departments of federal, provincial or municipal governments
- non-governmental organizations
- community centres
- libraries
- local community events
- mass and social media

Then, your group will analyze and evaluate all the information you gather. Specifically, your group will discuss how existing resources address a focal issue of healthy ageing at the community level. You must identify both strengths and weaknesses of the chosen resources through your program evaluation skills. In this project, you must relate your discussion to key concepts and themes covered in this course. Your group will submit one group paper **(8 pages max., double-spaced, 12-inch font)**. Please use **the 7<sup>th</sup> edition of the APA** for this assignment and **fully edit your paper** before your submission by before **11:55pm, Monday April 12**. The structure of the research paper assignment is listed as follows:

- **Summarize** the chosen topic by highlighting key ideas, importance and purpose of your research and including your research question (up to 1 page).
- **Analyze** the information you have gathered with relevant course material (e.g., theories, concepts) and discuss both strengths and weaknesses of the chosen resources (up to 3 pages).
- **Propose** a new program/policy to address the issues your group has identified. In this section, please apply relevant course materials from Week 8 and Week 9 on program evaluation (up to 3 pages).
- **Conclude** your research by highlighting your key findings and suggestions for future research to improve your understanding of the topic (up to 1 page).

During the last week of this semester, every group must record a **15-minute presentation** to showcase your healthy ageing community project. In your recording, you and your group members will briefly discuss each required section. This presentation provides an excellent opportunity for every group to demonstrate your creative and critical thinking in the area of community healthy ageing. Your group will decide who will be responsible for presenting the work. Not everyone is required to speak. However, group efforts are required in order to receive a decent mark. Please **DO NOT** go over the time limit. The presentation is worth 10% of the final grade, and the group paper is worth 25% of the final grade. Please select one group member to submit the presentation file to the Assignment Tab on OWL by **Friday, April 9 before 11:55pm.**

### **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 74% and 80%. 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**

### **Week 1 (January 11-17): Introduction to the Course**

- Course orientation
- Group sign-up
- Download the reading from OWL
- Introductory Video – Healthy Aging: Aging Matters  
<https://www.youtube.com/watch?v=4tLkfbigC34>

## **Week 2 (January 18-24): Aging and Health in the Community**

### Reading

- Wister, A., Kendig, H., Mitchell, B., Fyffe, I., & Loh, V. (2016). Multimorbidity, health and aging in Canada and Australia: a tale of two countries. *BMC Geriatrics*, 16:163.
- Dev, R., Zaslavsky, O., Cochrane, B., Eagen, T., & Woods, N.F. (2020). Healthy aging through the lens of community-based practitioners: a focus group study. *BMC Geriatrics*, 20:211.

## **Week 3 (January 25-31): Aging, Health and Ethnicity**

### Reading

- Wang, L., Guruge, S. & Montana, G. (2019). Older Immigrants' Access to Primary Health Care in Canada: A Scoping Review. *Canadian Journal on Aging*, 38(2), 193-209.
- Baron, M., Riva, M., & Fletcher, C. (2019). The Social Determinants of Healthy Ageing in the Canadian Arctic. *International Journal of Circumpolar Health*, 78(1), 1-10.

## **Week 4 (February 1-7): Aging, Health and Gender**

### Reading

- Tuohy, D., & Cooney, A. (2019). Older Women's Experiences of Aging and Health: An Interpretive Phenomenological Study. *Gerontology & Geriatric Medicine*, 5:1-10.
- Naud, D., Généreux, M., Bruneau, J-F., Alauzet, A., & Levasseur, M. (2019). Social participation in older women and men: differences in community activities and barriers according to region and population size in Canada. *BMC Public Health*, 19:1124.

## **Week 5 (February 8-14): Aging, Health and Sexual Orientation**

### Reading

- Employment and Social Development Canada (2018). Social Isolation of Seniors: A Focus on LGBTQ Seniors in Canada. Retrieved from <https://www.canada.ca/en/employment-social-development/corporate/seniors/forum/social-isolation-lgbtq.html>

- Stinchcombe, A., Wilson, K., Kortes-Miller, K., Chambers, L., Weaver, B., (2018). Physical and mental health inequalities among aging lesbian, gay, and bisexual Canadians: cross-sectional results from the Canadian Longitudinal Study on Aging. *Canadian Journal of Public Health*, 109 (5-6): 833-844.
- Critical Response Assignment Due on Friday, February 12 by 11:55pm.

### **Week 6 (February 15-21): Reading Week**

- No Class

### **Week 7 (February 22-28): Midterm Exam Week**

- Midterm Exam on Wednesday, February 24

### **Week 8 (March 1-7): Program Evaluation I**

#### Reading

- Harris, M.J. (2016). *Evaluating Public and Community Health Programs. 2<sup>nd</sup> Edition*. San Francisco, CA: Jossey Bass. Chapter 1 & 2 (pp. 1-54)

### **Week 9 (March 8-14): Program Evaluation II**

#### Reading

- Harris, M.J. (2016). *Evaluating Public and Community Health Programs. 2<sup>nd</sup> Edition*. San Francisco, CA: Jossey Bass. Chapter 3 & 4 (pp. 55-110).
- Conceptual Map Assignment Due on Friday, March 12 by 11:55pm.

### **Week 10 (March 15-21): Community-based Health Research**

#### Reading

- Flicker, S., Savan, B., Kolenda, B. & Mildenberger, M. (2008). A snapshot of community-based research in Canada: Who? What? Why? *Health Education Research*. 23(1): 106-114.

- Wallerstein, N. & Duran, B. (2006). Using community-based participatory research to address health disparities. *Health Promotion Practice*. 7(3): 312-323.

### **Week 11 (March 22-28): Caregiving and Community Caring**

#### Reading

- Ward-Griffin, C. & Marshall, V.W. (2003) Reconceptualizing the relationship between “public” and “private” eldercare. *Journal of Aging Studies*, 17 (2), 189–208.
- Lee, Y., Barken, R., Gonzales, E. (2020). Utilization of Formal and Informal Home Care: How Do Older Canadians’ Experiences Vary by Care Arrangements? *Journal of Applied Gerontology*, 39(2), 129-140.

### **Week 12 (March 29-April 4): Aging, Health and Technology**

#### Reading

- Wang, J., Coleman, D., Peck, M., Myneni, S., Kang, H., & Gong, Y. (2019). Mobile and Connected Health Technology Needs for Older Adults Aging in Place: Cross-Sectional Survey Study. *JMIR Aging*, 2(1).
- Choi, Y.K., Thompson, H.J., & Demiris, G. (2020). Use of an Internet-of-Things Smart Home System for Healthy Aging in Older Adults in Residential Settings: Pilot Feasibility Study. *JMIR Aging*, 3(2).

### **Week 13 (April 5-12): Group Presentation Week**

- Recorded Group Presentation Due by Friday April 9, 11:55pm
- Group Paper Due by Monday, April 12, 11:55pm

## 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.

### **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. Ombud's Office -- <http://www.uwo.ca/ombuds/>