



Western University
Health Studies 2711B-001 (Winter 2021)
Health Issues in Aging
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 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.

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 in the course all engage with the course content **at different times (and from different locations)**. The instructor provides 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 guides the students, provides them with feedback, and assesses them as needed.

The tutorial of this course will be delivered fully online via **a synchronous learning format**.

This means that students will participate in their assigned online tutorial at the same time. How the tutorial session is run will be discussed by your teaching assistant.

Teaching Assistants

Kaitlyn Terrana - kterrana@uwo.ca
Zakara Janelle Stamp - zstamp@uwo.ca
Trevor Hines Duncliffe - thinesdu@uwo.ca

Anupradi Sultania - asultani@uwo.ca
Ishita Joshi - ijoshi@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	TA
002	Monday	9:30-10:30 am	Anupradi Sultania
003	Monday	10:30-11:30 am	Trevor Hines Duncliffe
004	Wednesday	9:30-10:30 am	Kaitlyn Terrana
005	Wednesday	10:30-11:30 am	Kaitlyn Terrana
006	Friday	11:30 am-12:30 pm	Zakara Stamp
007	Thursday	9:30-10:30 am	Ishita Joshi
008	Thursday	10:30-11:30 am	Ishita Joshi
009	Friday	10:30-11:30 am	Zakara Stamp
010	Wednesday	11:30am-12:30 pm	Anupradi Sultania
011	Wednesday	4:30-5:30 pm	Trevor Hines Duncliffe

Required Text:

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

All other reading materials are available on OWL.

Method of Evaluation

Online Midterm Exam (February March 3)	25%
Tutorial and Participation	15%
Elderly Person Profile Assignment (April 9)	30%
Online Final Exam (During April Final Exam Period)	30%
Total	100%

Evaluation Breakdown

Online Midterm Exam (Wednesday, March 3) – 25%

This online midterm exam, which will take place on OWL, is worth 25% of your total grade and covers **materials from January 13 to February 24**. This exam consists of multiple-choice questions only. You should use lecture slides and class notes as your preparation materials. This exam will be delivered through OWL.

Tutorial Participation – 15%

Throughout this semester, you are required to attend your assigned 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. Please note that your first tutorial will begin in the week of January 18-22, 2021.

Elderly Person Profile Assignment (Friday, April 9) - 30%

Students will locate a photograph of an elderly person (*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. Describe 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 **4 double-spaced typed pages (12- font)** excluding a cover and a reference page. Place the photograph on the cover page. You must cite at least **5** relevant course materials, such as lectures and assigned readings. Please use **the 7th edition of the APA** for this assignment and **fully edit your paper** before your submission by **Friday, April 9 before 11:55pm**. Please make sure you **indicate my name, your TA's name as well as your section** on the cover page. Deduction will apply to late submissions of 5% per day unless you have academic accommodation.

Online Final Exam (April Exam Period) – 30%

This online final exam, which will take place on OWL, 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 30 multiple-choice questions only.

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 13	Course Overview & Population Aging <ul style="list-style-type: none"> • Chappell & Hollander, Chapter 1 & 2 	No Tutorial
Jan 20	Social Context of Aging: Ageism <ul style="list-style-type: none"> • Funk, Chapter 2, pp. bottom of 36-48. Attitudes and Social Issues that Affect Older People. • Gendron, T.L., Welleford, E.A., Inker, J., & White, J.T. (2016). The language of ageism: Why we need to use words carefully. <i>The Gerontologist</i>, 56(6): 997-1006. 	Tutorial #1
Jan 27	Anti-Aging & Successful Aging <ul style="list-style-type: none"> • Funk. Chapter 3, pp. 51-73. The Aging Body, Biomedicalization, and Life Extension. • Vincent, J.A. (2006). Ageing Contested: Anti-ageing Science and the Cultural Construction of Old Age. <i>Sociology</i>, 40(4), 681-698. 	No Tutorial
Feb 3	Theoretical Perspectives of Aging <ul style="list-style-type: none"> • Funk, Chapter 1, pp. 7-26. Sociological Theory of Aging 	Tutorial #2
Feb 10	Work, Retirement & the Social Inclusion of Older Adults <ul style="list-style-type: none"> • Harper & Dobbs. Chapter 11, pp. 342-369 • Funk, Chapter 6, pp. 122-141. Beyond Participation: The Inclusion of Older Adults 	No Tutorial
Feb 17	Reading Week	No Tutorial
Feb 24	Health, Well-being & Aging <ul style="list-style-type: none"> • Wister, Chapter 7, pp. 197-239 	Tutorial #3

March 3	Midterm Exam Week	No Tutorial
March 10	Informal Care in an Aging Context <ul style="list-style-type: none"> • Chappell & Hollander, Chapter 3 	No Tutorial
March 17	Continuing Care in an Aging Context <ul style="list-style-type: none"> • Chappell & Hollander, Chapter 4 Economics & Elderly Care <ul style="list-style-type: none"> • Chappell & Hollander, Chapter 5 	Tutorial #4
March 24	Aging in Place & End of Life <ul style="list-style-type: none"> • Harper & Dobbs. Chapter 12, pp. 370-392; Chapter 13, pp. 410- top of 418 	Tutorial #5
March 31	Evaluation & Improvement of the Continuing Care in Canada <ul style="list-style-type: none"> • Chappell & Hollander, Chapter 7 	Tutorial #6
April 7	Course Review and Question *Elderly Person Profile Due on April 7 (Online Submission)	No Tutorial

Full References for Reading:

Wister, A.V. (2019). *Aging as a social process: Canada and beyond* (7th edition). Don Mills, Ontario: Oxford University Press.

Funk, L. (2016). *Sociological perspectives on aging*. Don Mills, Ontario: Oxford University Press.

Harper, L., & Dobbs, B. (2018). *Adult development and aging: The Canadian Experience* (1st edition). Toronto: Nelson Education Ltd.

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

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

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/>