

## Aging Body - Online Health Sciences 3701B-O, 2020-21

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### **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, creation of online simulations and web pages, reflections, quizzes and teamwork, but there are no exams.



### **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](mailto:azecevi2@uwo.ca), Health Sciences Building, Room 336

**Teaching Assistant:** Christina Winger, MSc candidate, [cwinger@uwo.ca](mailto:cwinger@uwo.ca)

Zoom office hours with Dr. Z and TA will be held every Tuesday 5:30-6:30 pm after the tutorial (<https://westernuniversity.zoom.us/j/92482458365>). Each team needs to schedule an online meeting with the professor during her office hours ONE WEEK, at the latest, before their team's presentation to discuss their presentation ideas. It is recommended to schedule this meeting as early as possible. In all communication with professor and TA 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. Use this Zoom link for both lectures and tutorials <https://westernuniversity.zoom.us/j/99301672330>

### Required Textbook

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

### Required Research Articles

- 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.

### Videos

- *The Human Body* Documentary video series with 7 episodes, BBC Documentaries. Students are encouraged to watch all episodes of this fascinating story about changes of human body over the lifespan. At minimum you should watch episodes 1 (<https://www.dailymotion.com/video/x44fu9b>), 6 (<https://www.dailymotion.com/video/x451x34>) and 7 (<https://www.dailymotion.com/video/x4525jz>).
- 12 minutes of Alzheimer's Disease video – [https://www.youtube.com/watch?v=LL\\_Gq7Shc-Y](https://www.youtube.com/watch?v=LL_Gq7Shc-Y)
- Homework: Don Buettner, How to live to be 100+ <https://www.youtube.com/watch?v=4owTPhCs2ZE>

### Course Evaluation

Grade components	Evaluator
<b>Individual performance 55%</b>	
15% Class and tutorial participation (attendance, contributions)	TA
20% Weekly in-class mini quizzes	Professor
20% Reflections	TA/Professor
<b>Team performance 45%</b>	
15% Team teaching presentation	70% prof/TA, 30% class
15% Simulations and webpages	TA/Professor
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. For team performance components. the same mark is assigned to all students in the same group. However, the grade from peer evaluation for contributions to the team is used as a coefficient that is multiplied with the average grade from in-class team teaching presentations, simulation webpages, and weekly in-class team quizzes. The calculated number determines the % of team grade retained (out of 100%) for ALL team activities combined.

### Consent for Future Use of Your Contributions

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, simulation videos, presentations... Your contributions will be used with utmost respect, care and recognition. Please use this link to provide consent: [https://forms.office.com/Pages/ResponsePage.aspx?id=TaaTrQ2tzU6y\\_eU84VllvkZD6E2muPFAobiMkuYPDAtUMUgzNkFNSOVKTFUwNzZaTzVKQzIZNzhSWC4u](https://forms.office.com/Pages/ResponsePage.aspx?id=TaaTrQ2tzU6y_eU84VllvkZD6E2muPFAobiMkuYPDAtUMUgzNkFNSOVKTFUwNzZaTzVKQzIZNzhSWC4u)

**Class Schedule and Content (all deliverables are marked in red)**

	Date	Lecture	Tutorials
Week 1	Jan 12	<p><b>Quiz 0</b></p> <p>Preparation BEFORE first lecture:</p> <ul style="list-style-type: none"> <li>• Read syllabus</li> <li>• Review a Reflection, Teamwork and Simulation modules on OWL</li> </ul> <p><b>INTRODUCTION, WORKING IN TEAMS &amp; REFLECTING, BODY LIFE STORY</b></p> <ul style="list-style-type: none"> <li>• Welcome, introductions</li> <li>• Syllabus overview, expectations, review of the Simulation Lab, readings, OWL resources, evaluations, consent form, course dynamics, online team selection, Q&amp;A</li> <li>• Empathy Scale PRE (<a href="https://uwo.eu.qualtrics.com/ife/form/SV_czJi7s5JlocaPGd">https://uwo.eu.qualtrics.com/ife/form/SV_czJi7s5JlocaPGd</a>)</li> <li>• Sign up for a team on OWL</li> </ul>	<p>Get to know your classmates</p> <p>Group activities in breakout rooms</p>
Week 2	Jan 19	<p><b>Quiz 1</b></p> <p><b>LEARNING EMPATHY TO MINIMIZE AGEISM</b></p> <ul style="list-style-type: none"> <li>• Reading: Vanlaere, L., Timmermann, M., Stevens, M., &amp; Gastmans, C. (2012). An explorative study of experiences of healthcare providers posing as simulated care receivers in a 'care-ethical' lab. <i>Nursing Ethics</i>, 19(1), 68-79; and</li> <li>• Reading: Varkey, P., Chutka, D., &amp; Lesnick, T. (2006). The aging game: Improving medical students' attitudes toward caring for the elderly. <i>JAMDA</i>, 7, 224-229.</li> </ul> <p><b>PERSPECTIVES ON AGING AND THEORIES OF AGING</b></p> <ul style="list-style-type: none"> <li>• Readings: Saxon et al. (2015), chapters 1 and 2</li> </ul> <p><b>Team Quiz 1</b></p> <p>Recommended homework: <b>The Human Body: Body Life Story</b>, episode 1, BBC Documentary <a href="https://www.dailymotionThsicom/video/x44fu9b">https://www.dailymotionThsicom/video/x44fu9b</a> (50 min)</p>	<p>Teams forming, storming and norming.</p> <p>Learning how to work in teams, roles assignment.</p> <p>Personalities in my group Teamwork Module</p> <p>Get to know your team members!</p> <p>Recommended: Team online social and planning session</p>
Week 3	Jan 26	<p><b>Quiz 2</b></p> <p><b>TEAM 1: Skin, Hair and Nails; Hearing and Vestibular Systems (Journey 3, simulation station for Hearing)</b></p> <ul style="list-style-type: none"> <li>• Team 1 presentation, activities, Q&amp;A</li> <li>• Reading: Saxon et al. (2015), chapter 3 and chapter 7</li> <li>• Submit presentation evaluation form</li> </ul> <p><b>TEAM 2: Sensory System - Vision (Precursor simulation station for Vision)</b></p> <ul style="list-style-type: none"> <li>• Team 2 presentation, activities, Q&amp;A</li> <li>• Reading: Saxon et al. (2015), chapter 7</li> <li>• Submit presentation evaluation form</li> </ul> <p><b>Team Quiz 2</b></p>	<p>Evoking Empathy Lab intro, concept, old simulation videos, setup, stations and materials.</p> <p>Making the online version of the Lab.</p> <p>Teams vs. Stations</p>

Week 4	Feb 02	<p>Reflection 1 due @ 2:30 pm Quiz 3</p> <p><b>TEAM 3: Nervous System - Central and Peripheral (Journey 2, simulation station for Parkinson's Disease)</b></p> <ul style="list-style-type: none"> <li>• Team 3 presentation, activities, Q&amp;A</li> <li>• Reading: Saxon et al. (2015), chapter 5</li> <li>• Submit presentation evaluation form</li> </ul> <p><b>TEAM 4: Dementia and Delirium (Journey 3, simulation station for Dementia)</b></p> <ul style="list-style-type: none"> <li>• Team 4 presentation, activities, Q&amp;A</li> <li>• Reading: Saxon et al. (2015), chapter 6</li> <li>• Submit presentation evaluation form</li> </ul> <p><b>12 minutes of Alzheimer's Disease video</b> – online class discussion – <a href="https://www.youtube.com/watch?v=LL_Gq7Shc-Y">https://www.youtube.com/watch?v=LL_Gq7Shc-Y</a> Contribute at least one meaningful knowledge-based comment on Forum and respond to at least one contribution by another student.</p> <p>Team Quiz 3</p>	<p>Develop TWO simulations, work on execution and start troubleshooting.</p> <p>Just do it! Test your simulations.</p>
Week 5	Feb 09	<p>Quiz 4</p> <p><b>TEAM 5: Musculoskeletal System (Journey 3, simulation station for Musculoskeletal System)</b></p> <ul style="list-style-type: none"> <li>• Team 5 presentation, activities, Q&amp;A</li> <li>• Reading: Saxon et al. (2015), chapter 4</li> <li>• Submit presentation evaluation form</li> </ul> <p>Midterm de-briefing and student feedback <a href="https://uwo.eu.qualtrics.com/ife/form/SV_cOdnFohrFZdGPv7">https://uwo.eu.qualtrics.com/ife/form/SV_cOdnFohrFZdGPv7</a></p> <p>Team Quiz 4</p> <p>Recommended homework: <b>The Human Body: As Time Goes By</b>, episode 6 <a href="https://www.dailymotion.com/video/x451x34">https://www.dailymotion.com/video/x451x34</a> , BBC (50 min)</p>	<p>Work on your simulations. Create synopsis and record simulation videos.</p> <p><b>FINISH a draft of your simulation webpage (including videos) by Thursday Feb 11 at 11:59 pm</b></p>
Week 6	Feb 16	READING WEEK - NO CLASS	none
Week 7	Feb 23	<p>Quiz 5</p> <p><b>TEAM 6: Cardiovascular System (Precursor simulation station for Skin Senses)</b></p> <ul style="list-style-type: none"> <li>• Team 6 presentation, activities, Q&amp;A</li> <li>• Reading: Saxon et al. (2015), chapter 8</li> <li>• Submit presentation evaluation form</li> </ul> <p><b>TEAM 7: Respiratory System (Journey 2, simulation station for Cardiovascular and Respiratory Systems)</b></p> <ul style="list-style-type: none"> <li>• Team 7 presentation, activities, Q&amp;A</li> <li>• Reading: Saxon et al. (2015), chapter 9</li> <li>• Submit presentation evaluation form</li> </ul> <p>Team Quiz 5</p>	<p>You are welcome to do all simulations, but you have to complete minimum TWO created by another team. Sign up on Google docs for the two you want to do: <a href="https://docs.google.com/document/d/1HZ_RbgLnfcAcPI5UC_hSYhgUWWMUAHZW7Cc3Qb0m5xDE/edit">https://docs.google.com/document/d/1HZ_RbgLnfcAcPI5UC_hSYhgUWWMUAHZW7Cc3Qb0m5xDE/edit</a></p>

<p style="text-align: center;">Week 8</p>	<p style="text-align: center;">Mar 02</p>	<p>Reflection 2 due @ 2:30 pm Quiz 6</p> <p><b>TEAM 8: Taste, Smell and Gastrointestinal System (Journey 1, simulation station for Taste and Smell)</b></p> <ul style="list-style-type: none"> <li>• Team 8 presentation, activities, Q&amp;A</li> <li>• Readings: Saxon et al. (2015), chapters 7 and 10</li> <li>• Submit presentation evaluation form</li> </ul> <p><b>TEAM 9: Nutrition (Journey 2, simulation station for Nutrition)</b></p> <ul style="list-style-type: none"> <li>• Team 9 presentation, activities, Q&amp;A</li> <li>• Reading: Saxon et al. (2015), chapter 19</li> <li>• Submit presentation evaluation form</li> </ul> <p>Team Quiz 6</p>	<p>Complete minimum TWO simulations created by other teams and <b>provide constructive feedback and comments on Forum before Thursday March 4<sup>th</sup>.</b></p> <p>Sign up for debate: <a href="https://drive.google.com/file/d/1Xgc70D2z7arNladmwTOlspRx21lkoznt/view?usp=sharing">https://drive.google.com/file/d/1Xgc70D2z7arNladmwTOlspRx21lkoznt/view?usp=sharing</a></p>
<p style="text-align: center;">Week 9</p>	<p style="text-align: center;">Mar 09</p>	<p>Quiz 7</p> <p><b>TEAM 10: Urinary and Reproductive Systems (Journey 1, simulation station for Urinary Incontinence)</b></p> <ul style="list-style-type: none"> <li>• Team 10 presentation, activities, Q&amp;A</li> <li>• Readings: Saxon et al. (2015), chapters 11 and 12</li> <li>• Submit presentation evaluation form</li> </ul> <p><b>TEAM 11: Endocrine and Immune Systems (Facebook Simulation Lab Group Management Team)</b></p> <ul style="list-style-type: none"> <li>• Team 11 presentation, activities, Q&amp;A</li> <li>• Readings: Saxon et al. (2015), chapters 13 and 14</li> <li>• Submit presentation evaluation form</li> </ul> <p>Team Quiz 7</p> <p>Homework: Meet your debate team and prepare for the debate</p>	<p>Revise your team's simulations and revise/re-record videos based of peer feedback your team received.</p> <p><b>FINISH your simulation webpage including the final mp4 videos. (access to webpage closes on Mar 11 at 11:59 pm)</b></p>
<p style="text-align: center;">Week 10</p>	<p style="text-align: center;">Mar 16</p>	<p>Quiz 8</p> <p><b>TEAM 12: Medications (Journey 1, simulation station for Medications)</b></p> <ul style="list-style-type: none"> <li>• Team 12 presentation, activities, Q&amp;A</li> <li>• Reading: Saxon et al. (2015), chapter 20</li> <li>• Submit presentation evaluation form</li> </ul> <p><b>TEAM 13: Comorbidities, Frailty &amp; Special Topics Alcoholism, Falls, Pain, Foot Care (Website Creation and Coordination Team)</b></p> <ul style="list-style-type: none"> <li>• Team 13 presentation, activities, Q&amp;A</li> <li>• Reading: Fried, L.P., Ferrucci, L., Darer, J., Williamson, J.D., &amp; Anderson, G. (2004). Untangling the concepts of disability, frailty and comorbidity: Implications for improved targeting and care. <i>Journal of Gerontology: MEDICAL SCIENCES</i>, 59(3), 255-263.</li> <li>• Reading: Saxon et al. (2015), chapter 16</li> <li>• Submit presentation evaluation form</li> </ul> <p>Team Quiz 8</p> <p>Homework: Meet your debate team and prepare for the debate</p>	<p>Bringing the Online Empathy Lab website together</p> <p>Beta-testing starts</p> <p>Homework: Invite minimum ONE person to be your guest and complete a simulation using the Aging Simulation Lab website. Ask your guest to contribute comments and testimonials to the Aging Simulation Lab FB Group.</p>

Week 11	Mar 23	<p><b>Quiz 9</b></p> <p><b>DEBATE - OPTIMAL AGING IN MODERN WORLD: POSSIBLE OR NOT?</b></p> <ul style="list-style-type: none"> <li>Reading: Aldwin, C.M, &amp; Gilmer, D.F. (2013). Health, Illness and Optimal Aging. Biological and Psychosocial Perspective. Second Edition. New York, NY: Springer Publishing Company LLC, (p. 295-311)</li> </ul> <p><b>Team Quiz 9</b></p> <p>Recommended homework:  Watch The Human Body: End of Life, episode 7  <a href="https://www.dailymotion.com/video/x4525jz">https://www.dailymotion.com/video/x4525jz</a>, BBC (50 min);  Watch Don Buettner, How to live to be 100+  <a href="https://www.youtube.com/watch?v=4owTPhCs2ZE">https://www.youtube.com/watch?v=4owTPhCs2ZE</a> (20 min);  Contribute 3 discussion points on Forum BEFORE the class</p>	<p>Beta-testing continues</p> <p>Homework: Invite minimum ONE person to be your guest and complete a simulation using the Aging Simulation Lab website. Ask your guest to contribute comments and testimonials to the Aging Simulation Lab FB Group.</p>
Week 12	Mar 30	<p><b>CLASS DISCUSSION</b></p> <ul style="list-style-type: none"> <li>Make sure you watched 3 recommended (and preferably all) episodes of the BBC documentary “The Human Body” and “How to live to be 100+” TED talk documentaries.</li> <li>Discussion points posted on Forum before the class will be used to initiate discussions in randomly assign breakout groups on Zoom. Each group will report discussion outcomes to the class.</li> </ul>	<p>Virtual Evoking Empathy Aging Simulation Lab debriefing</p> <p>Class discussion, feedback and review of testimonials from guest simulators</p>
Week 13	Apr 6	<p><b>Reflection 3 – Course Experience due @ 2:30 pm</b></p> <p><b>COURSE OVERVIEW &amp; CELEBRATION</b></p> <ul style="list-style-type: none"> <li>Announce the best simulation videos</li> <li>Review of course objectives</li> <li>Teams re-forming, celebrate successful completion of the course</li> <li>Peer evaluations on OWL  <a href="https://forms.office.com/Pages/ResponsePage.aspx?id=TaaTrQ2tzU6y_eU84VllvkZD6E2m_uPFAobiMkuYPDAtUQONJRUpVVEQyMFMxVDVQWFdBSIFRSFNfQI4u">https://forms.office.com/Pages/ResponsePage.aspx?id=TaaTrQ2tzU6y_eU84VllvkZD6E2m_uPFAobiMkuYPDAtUQONJRUpVVEQyMFMxVDVQWFdBSIFRSFNfQI4u</a></li> <li>Empathy Scale – POST course (<a href="https://uwo.eu.qualtrics.com/jfe/form/SV_6FmTmlyk9agfdC5">https://uwo.eu.qualtrics.com/jfe/form/SV_6FmTmlyk9agfdC5</a>)</li> <li>Final course feedback (<a href="https://uwo.eu.qualtrics.com/jfe/form/SV_5akzZQeKivHoOvx">https://uwo.eu.qualtrics.com/jfe/form/SV_5akzZQeKivHoOvx</a>)</li> <li>Course evaluations!</li> </ul>	<p>None</p>

### Summary of Deadlines for Deliverables

Week	Date	Individual Deliverable	Team Deliverable
1	Jan 12	Quiz 0 (not graded)	
2	Jan 19	Quiz 1, participation	Team quiz 1
3	Jan 26	Quiz 2, participation	Team quiz 2
4	Feb 2	Quiz 3, participation, Reflection 1	Team quiz 3
5	Feb 9	Quiz 4, participation	Team quiz 4, draft of simulation webpage by Feb 11
6	Feb 23	Quiz 5, participation	Team quiz 5
8	Mar 2	Quiz 6, participation, Reflection 2	Team quiz 6, feedback on two simulations by Mar 4
9	Mar 9	Quiz 7, participation	Team quiz 7, final simulation webpage by Mar 11
10	Mar 16	Quiz 8, participation	Team quiz 8
11	Mar 23	Quiz 9, participation	Team quiz 9
13	Apr 6	Reflection 3	

### **1. Course OWL Website**

Course information, readings, learning modules, grading forms, assignment links and ample other helpful resources for teamwork and reflection are available 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.

### **2. Zoom Synchronous Lectures and Tutorials**

To make our synchronous activities on Zoom as pleasant as possible for all involved, we will collectively follow these rules:

1. We will all come together 5 min before the Zoom call.
2. We will all have our video ON for the duration of the lecture/tutorial. Only in case of disturbance or poor connection we will briefly turn off the video, deal with the situation, and return to the video call.
3. We will keep audio OFF unless participating in class discussion.
4. We will refrain from doing other things, especially during student presentations which we will all grade and hence have to follow with the outmost attention.
5. If you have a question or a comment, raise your hand (in person or using Zoom feature) or post it in the chat room. TA will monitor both.
6. We will do our best to support presenters and facilitate learning of every person in the course.

### **3. Required Readings**

To be able to participate in class you have to complete required readings before respective lecture. Textbook chapters, videos and selected articles are aligned with lectures and described in the *Class Schedule & Content* table. Weekly quizzes contain questions from all required information sources.

### **4. Class Participation**

Active student involvement is the essence of this course. You are expected to attend ALL synchronous classes and tutorials. Log in to Zoom on time and prepare for the first activity - a weekly quiz. Complete readings ahead of time a be prepared to participate in discussion, contribute original ideas, listen attentively, debate respectfully and persuasively, suggest new strategies, work through differences to complete tasks, evaluate ideas and arguments of others, work collaboratively, and contribute to the learning of your classmates. If you only attend the class you will get 50% of participation grade. If you make meaningful contribution through a comment, a posting on Forum or brief discussion, you will get 75%. If your comment is substantial, for example if you identify an error and provide a correction or answer a question nobody else in the class can, you will get 100% for a given lecture/tutorial. Disruptive behavior and use of cell phones during synchronous activities is not acceptable during the class. Class participation tips are available on OWL.

### **5. Individual and Team Mini Quizzes**

In active learning, it is imperative to prepare for each class to be able to contribute meaningfully. Hence, 9 **open-book** mini quizzes will be open at the beginning of class time. Each mini quiz will have 10 questions randomly selected from a larger question pool. Question types include multiple choice, true/false, and fill-in the blank. The order of appearance of each question is randomized, as is the order of multiple-choice options. Each mini quiz will be open on OWL for 8 min at the beginning of the class between 2:35 and 2:45 pm. Although we use open-book testing, the quizzes are created to evaluate your competence on the topic, not your ability to find an answer in the reading. Quizzes will be graded automatically on OWL and **8 will count for the final grade**, meaning that the lowest quiz grade will be dropped. Mini quiz 0 will give you an idea what quizzes look like and it will not be graded. Check *Class Schedule and Content* for topics that will be covered in each mini quiz.

To improve content retention, at the end of each lecture (at 4:10 pm) you will have a **closed book Team Quiz**. Your team will be assigned by TA into a breakout room on Zoom and will have 5 minutes to answer 5 questions on a content taught that day. Team members are encouraged to discuss possible answers and must come to

consensus before submitting the final answer. **Only ONE team member will submit Team quiz answers on OWL.** All members of the team will get the same grade for a Team Quiz. Team quizzes will be graded automatically in OWL and **8 will count for the final grade**, the lowest team quiz grade will be dropped.

## **6. Reflections**

Make sure you familiarize yourself with all aspects of the **Reflection Module** available on OWL, especially 4 “C”s of Critical Reflection: Connected, Continuous, Challenging, and Contextualized. Reflections will help you develop meaningful **connections** between the course content and your perceptions of your own body, bodies of others and changes the body goes through over the lifetime. Reflections are **continuous** as you continually reflect on new learnings over the length of the course. Reflections will **challenge** you to question pre-existing assumptions and interpretations, think in new ways, raise new questions and solve problems; reflection is much more than just reporting on experiences. Reflections are **contextualized** as you can reflect both on the academic content and practical component of creating a simulation lab. There will be 3 reflection assignments and all 3 will be graded. In the last reflection you will reflect on the overall course experience. Reflection Module contains a Word file template, grading rubric and ample examples of good and bad reflections.

Reflective narratives should be written in Word. A template for Reflective Narratives is available on OWL. To check authenticity, you will upload the file as an attachment to the Turnitin link on OWL before submission deadlines indicated in the course content table. Please note the narratives have to concur with the following formatting criteria: student name, student number, team number, date, title, line spacing 1.5, Arial 11 font, margins 1” for all sides, max 450 words or ONE page only. The TA is instructed not to read more than one page. Anything you write beyond this limit will not be graded!

## **7. Teamwork**

Team sign-up is done on OWL on a first-come-first-serve basis (go to: Site Info, Groups you can join and select the Team you would like to work in. For detailed instructions please check How To’s on OWL). Each team will select a team leader to represent the Team in coordination of activities between teams. In the second tutorial, you will be instructed on how to work in teams. A Teamwork Module on OWL has numerous tools to help you learn effective team-building strategies. Dividing the work according to team members’ talents and strengths is beneficial. You might consider assigning roles and primary responsibilities such as: researcher, team coordinator, presentation lead, simulation video lead...

It is imperative that every student contributes the utmost of her/his talents to the final products: in-class presentations, class discussions and the Simulation Lab videos. An article on how to deal with “couch potatoes in your team” is posted on OWL. **Roommates, best friends, or partners cannot be on the same Team.** Remember, this is not a competition! Every student has a responsibility to facilitate the success of his or her own Team, and the success of every other student in the course.

## **6. Team Teaching**

Learning is a shared responsibility of students, TA and faculty in this course. Research shows that students retain 10% of content if they passively listen to a lecturer, but they retain 75-80% of the content if they teach the same content to others. To maximize your ability to learn, in this course each team will teach the rest of the class the content and lead the online class discussion on their topic. You should draw information from required readings, student simulation videos from previous years (included in Simulation Module), find and add information from other articles, book chapters or other reliable sources of information. Additional sources must be properly referenced in the last slide. Student **presentations are 20 min** in length and include at least one team/class activity. Presentations will be followed by **10 min Q&A period**. Teams should make their lectures interesting, engaging and thought-provoking using active learning and learner-centered strategies. Each team will post a link to their presentation slides on OWL Forums (General Discussion/Upload Team Presentations) at least 24 hours before the class.



During your virtual presentation in class, you will introduce the topic, identify the issues, explain normal age-related structural and functional changes and then describe major age-related disorders. Support your narrative with meaningful visuals or brief videos. Limit anatomical and physiological descriptions to a necessary minimum. Most people in the class already passed the anatomy course. At the end of your presentation, summarize the key findings and describe your ideas for potential online simulations. Do not forget that every good presentation has an introduction, body, and conclusions. Presentation style is up to the team, but every student in the Team is expected to participate. Remember, one of the objectives of this course is to help you develop your skills for public presenting.

Presentations will be evaluated by all other students in the class (30%) and the Prof/TA grade (70%). The final presentation mark will be given to all members of the team. After every presentation, you will use a link provided in Weekly Lessons/Lecture section to complete a brief questionnaire to evaluate CONTENT and FORM of the presentation. The evaluation criteria are outlined at the beginning of the questionnaire. You might like to review these criteria as you prepare your own presentation, so you make sure you cover every requirement and gain maximum points. It is your **responsibility to attend presentations of ALL teams**, grade and submit your evaluations. Students who fail to submit presentation evaluations will lose 50% of their in-class participation mark for the respective lecture.

### **7. Online Version of the Evoking Empathy Aging Simulation Lab**

Since 2016, the Evoking Empathy Aging Simulation Lab was delivered in person by students in the Aging Body course in showcases attended by general public. Due to COVID-19 and virtual delivery of the course in 2020-21, this year we will work on creating an online version of the Aging Simulation Lab. However, you will not be starting from scratch, rather. In the Simulation Module where you will find: Aging Simulation Lab manual, 3-min videos created by generations of students who took this course in previous years, and suggestions how to create your own video. The online Aging Simulation Lab will be slightly different and will have two precursor stations and nine thematic stations organized along three journeys. Teams 11 and 13 will coordinate website development, create Home and About webpages, create, monitor and respond to Aging Simulation Lab Facebook comments and testimonials.

- Collectively we will create a website where each team will contribute TWO simulations. First, review what is already available in Simulation Module. Then, contemplate on the best ways to offer online simulations using materials the simulators most likely already have in their homes. If you like what your peers from previous years have created, you can adapt two simulations to turn them into an online experience. There are no extra points for inventing new simulations. Second, develop your online simulation concept, making sure your simulation is SAFE (primary requirement) and meaningful. Third, try it! Be the first to test your simulations. The current version of the Lab Manual is not perfect, and you are welcome to improve it.
- Each webpage will follow the same pre-set template: **description of the problem** (content), simulation **materials** (limited to things people have access to at home), step-by-step **instructions** on the simulation procedure, total **time** required to complete simulation, **reflection questions**, a 3 min **simulation video** showing a person performing the simulation, and link to the Lab's Facebook Group. Don't be shy! Be creative! Use things that will help the simulators understand what the problem is, and how best to EXPERIENCE it. For videos, create synopsis, use digital artifacts like photos, graphics sounds, music, power point slides or games. Record. Revise. Solicit feedback. Revise again.
- Once a DRAFT of your and all the other webpages (including simulation video) is ready (latest **Feb 11 at midnight**), all students in the class will have two weeks (excluding the reading week) to complete at least TWO simulations and provide feedback on Forum. First, you need to sign up here [https://docs.google.com/document/d/1HZ\\_RbgLnfcAcPI5UChSYhqUWMUAHZW7C3Qb0m5xDE/edit](https://docs.google.com/document/d/1HZ_RbgLnfcAcPI5UChSYhqUWMUAHZW7C3Qb0m5xDE/edit) for your preferred two (but could do as many as you want) simulations. This way we will assure all simulations receive sufficient feedback. Once this is completed, provide constructive feedback and comments on Forum. Be detailed: What worked? What did not work? What needs to change? How to improve clarity? Please propose better ways to enhance the simulation experience.

- Based on feedback your Team receives from your classmates, you will revise your simulations and videos. The final version of your simulation webpage (including the final mp4 videos) has to be complete and fully functional by **Mar 11 at 11:59 pm** when access to the webpage editing will close and the Lab's website will go "live".
- Between Mar 11 and Mar 23 your homework is to invite minimum ONE person outside the class to be your guest and complete a simulation on the Aging Simulation Lab website. These could be your family members, friends, neighbors or colleagues. Ask your guest to contribute comments and testimonials on the Evoking Empathy Aging Simulation Lab Facebook Group.
- By the end of this course you should have sufficient knowledge about the aging body to practically apply academic content and **explain ANY simulation** to a member of the general public. In the last tutorial we will review testimonials and feedback from the guest simulators, discuss our journey of creating the online version of the Evoking Empathy Aging Simulation Lab, de-brief and celebrate your successes.

### 8. Debate

At the end of the course, armed with new knowledge about the aging body, the class will participate in an online debate. This is an exciting activity much loved and appreciated by students in previous years. The topic is **OPTIMAL AGING IN MODERN WORLD: POSSIBLE OR NOT?** The required reading is the article by Aldwin, C.M, & Gilmer, D.F. (2013) *Health, Illness and Optimal Aging* that will help you form your argument. You are strongly encouraged to research the topic of optimal aging in greater depth by finding additional articles, book chapters or reports to strengthen your argument.

#### How will the debate work?

- On March 2, the class will be asked to sign up for one of the three teams of equal in size – the FOR team (arguing for the motion, e.g., optimal aging is possible), the AGAINST team (arguing against the motion, e.g., optimal aging is not possible) and a team of judges. This will give each team three weeks to meet outside the class time to decide on roles (e.g., researcher, debater, argument writer, presentation coach, closing point contributor, team coordinator, ...), identify and read additional resources, agree on and practice arguments, and provide feedback to presenters. Judges have to be equally prepared as they will question the debaters and put them on the spot to justify their arguments.
- The professor will participate in the team of judges. The TA will play the role of the Chairperson, act as ringmaster of proceeding and help everyone be at ease.
- The FOR and AGAINST teams will identify two team members each to represent them as debaters, and the judging team will select two team members to ask questions and provide rationale for judge's decision on who won the debate.
- On the day of the debate (March 16), after completing the quiz 9, teams are given 20 min to polish their arguments in breakout rooms (TA will set up in advance). (20 min)
- The class gathers on the main call at 3:05 pm. The Chairperson asks debaters (representative of each team) to introduce themselves (5 min).
- During the opening arguments only debaters and the Chairperson (TA) will keep their video on, the "audience" will turn their video and audio off. Opening presentations start with the debater 1 arguing FOR the motion, followed by the debater 1 arguing AGAINST the motion. Each have 3 min to make opening presentation. Then, a debater 2 arguing FOR the motion adds to the argument and address issues raised by the opposing team. A debater 2 arguing AGAINST the motion does the same and wraps-up opening statements (15 min).
- Everyone turns on their video in Zoom.
- The Chairperson asks two representatives from the team of judges to put forward one question for each team. Teams have 2 min for each to respond (FOR, AGAINST order) (10 min).
- The Chairperson invites other members of the opposing teams (the audience) to "raise hand" function on Zoom to ask a question. First-come-first-serve principle is used to invite two questions for each

debating team (total of 4 questions). The FOR team receives and answers the question, the AGAINST team receives and answers the question, and the same is repeated for the second round of questioning. Teams have 2 min to respond (15 min).

- The Chairperson thanks everyone for their contributions and invites FOR and AGAINST teams to provide final remarks. This can be done by either the debaters or a different team representative who will carefully follow the debate and highlight the strengths of their team's argument in a brief closing point. (5 min)
- The Chairperson instructs the judges to take 10 min to deliberate in a breakout room. Judges discuss briefly and make a decision on which team won the debate. Meanwhile, teams gather in their own breakout rooms to de-brief on what worked and what did not. (10 min)
- The whole class reconvenes. The representative of the team of judges announces results. The Chairperson thanks the judges, debaters and team representatives. (5 min)
- The class is reminded that this was a learning exercise and all participants are winners of new learning and new experience. The class is invited to provide final comments (time permitting). (5 min)

Here are several resources to help you improve your public speaking skills (very useful for team presentations too!) and best prepare for this exciting exercise.

<https://www.wikihow.com/Perform-Well-in-a-Debate>

<https://debatingmatters.com/wp-content/uploads/2020/04/DM-Online-Virtual-Guide.pdf>

<https://www.kialo.com/tour>



If you experience difficulties with any aspect of the course, please contact Dr. Zecevic immediately. If you notice that your team is dysfunctional and not performing at your desired level, don't suffer in silence – good communication can resolve many “impossible” problems. Do not hesitate to provide constructive feedback, comments and suggestions to the professor and TA as we go along.

Have a memorable and inspiring course!

Dr. Aleksandra Zecevic

### ***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:*

- (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:*

- 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](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.