

The University of Western Ontario
School of Health Studies

Health Sciences: Population Health and Aging

HS3704B

Jan-Apr 2021

Instructor: Dr. Tara Mantler
Email: tara.mantler@uwo.ca
Office Hours: Online by appointment only
Date/Time: Online (asynchronous)

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.

Course Information

The objective of this course is to have students gain an understanding of how we can respond to the health needs of an aging population. This course will examine global aging and investigate issues unique to aging populations. Topics include demographic and population trends, global burden of disease, evolving models of care, contextual factors such as the environment, health system design and capacity, age-friendly cities and health policy considerations driven by an aging population.

Learning Objectives

On completion of this course, students will be able to:

- Describe the how population demographics for aging are changing
- Understand trends in population aging
- Interpret issues related to the global burden of disease for aging groups
- Evaluate models of care designed for older adults
- Recognize contextual factors that impact aging population globally
- Describe health policy considerations that are driven by aging populations
- Examine population-based solutions for aging populations

Method of Instruction

There is substantial evidence indicating passive learning is not the best approach for retention at the University level. To that end, students will work in pre-assigned learning teams to teach topics to their peers through the creation of informative, interactive and engaging online modules. To supplement this learning, some didactic and case-based teachings will also be included. This class will utilize weekly learning activities to enhance the course experience.

Class Schedule (DRAFT)

| Class Dates | Content | Assigned Readings |
|-----------------------|---|---|
| Week 1: Jan 11 | Welcome- Nuts and Bolts* Ready, Set Assemble!* | None. Teamwork Toolbox |
| Week 2: Jan 18 | Demographics, Trends and Burden of Disease | Omran, A. R. (1971). The epidemiologic transition. <i>Milbank Memorial Fund Quarterly</i> , 49(1), 509-538. |
| Week 3: Jan 25 | Ecological Model of Aging | Moen, P., Dempster-McClain, D., & Williams Jr, R. M. (1992). Successful aging: A life-course perspective on women's multiple roles and health. <i>American Journal of Sociology</i> , 97(6), 1612-1638. |
| Week 4: Feb 1 | Age-Friendly Cities | Plouffe, L., & Kalache, A. (2010). Towards global age-friendly cities: Determining urban features that promote active aging. <i>Journal of Urban Health</i> , 87(5), 733-739. |
| Week 5: Feb 8 | Aging in Canada | Keating, N., Swindle, J., & Fletcher, S. (2011). Aging in rural Canada: A retrospective and review. <i>Canadian Journal on Aging/La Revue canadienne du vieillissement</i> , 30(3), 323-338. Wanless, D., Mitchell, B. A., & Wister, A. V. (2010). Social determinants of health for older women in Canada: Does rural–urban residency matter?. <i>Canadian Journal on Aging/La Revue Porter</i> , |
| Week 6: Feb 22 | Learning Team 1 Learning Team 2 | To be assigned |
| Week 7: Mar 1 | Fertility and Mortality as Determinants | To be assigned |

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|--------------------------|--|--|
| Week 8: Mar 8 | Case Study Migration | To be assigned. |
| Week 9: Mar 15 | Learning Team 3 Learning Team 4 | To be assigned. |
| Week 10: Mar 22 | Aging among Indigenous people | Reclaiming Our Spirits Video: https://www.youtube.com/watch?v=hQcmRmBYNgY Martin, D. H. (2012). Two-eyed seeing: a framework for understanding Indigenous and non-Indigenous approaches to Indigenous health research. <i>CJNR (Canadian Journal of Nursing Research)</i> , 44(2), 20-42. Ranzijn, R. (2010). Active aging—Another way to oppress marginalized and disadvantaged elders? Aboriginal elders as a case study. <i>Journal of Health Psychology</i> , 15(5), 716-723. |
| Week 11: March 29 | Poverty and Economic Growth Social Protection | To be assigned |
| Week 12: April 5 | Learning Team 5 Learning Team 6 | To be assigned |
| Week 13: April 12 | Health and Wellbeing Bringing it all together | https://www.youtube.com/watch?v=Efm98h6BL8E |
| TBD | Final Exam | |

Textbook & Reading List

There is no required textbook to be purchased for the course as readings will largely focus on scholarly articles and related resources which will be provided on the course website. Required readings can be

accessed electronically through OWL and the Western library or through the web links provided (where applicable).

Evaluation

In this course there will be several opportunities for evaluation of your learning. Sixty percent (60%) of the grade is based on individual performance and 40% on team performance.

| | Grade Component | Evaluator | Due Date |
|-----------------------------------|---|---------------------------|--|
| Individual Performance 60% | | | |
| 5% | Ongoing Engagement | Professor | Throughout the course – Due Friday at noon |
| 20% | Quizzes- each quiz is worth 5% must complete 4 (week 2, 3, 4, 5, 7, 8) | Professor | Opens Thursday at noon and closes Friday at noon. |
| 35% | Final Exam | Professor | TBD |
| Team Performance 40% | | | |
| 5% | Learning Team Evaluation | Peer evaluation | April 3 at noon. |
| 35% | Learning Team Presentation | Professor (70%)/Peer(30%) | Throughout the course- Due the Friday prior to the week your presentation is the assignment module at noon (i.e., if your assigned presentation is March 8 your assignment is due the previous Friday at noon) |

Note: All assignments will be submitted via the assignments tab in OWL. Late assignments will be penalized at 10% per day for all assignment’s worth over 10% of your final grade. Late assignments worth less than 10% of your final grade are worth 0%.

Quizzes- Quizzes are non-cumulative and will only cover material presented in that week’s module. The quizzes will consist of 20 marks (5-10 multiple choice questions worth 1 mark each, and 5-10 short answer questions ranging from 1-5 marks each).

The make up for the quiz will be a written submission where students outline their response to various learning objectives (1000 words) and will take place the following week opening Wednesday at noon and closing Thursday.

You must complete a minimum of 4 quizzes. If you elect to complete more than 4 quizzes, then your top 4 marks will count toward your quiz grade.

Statement on Use of Electronic Devices

During Exams: Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any of the following electronic devices during ANY of the tests, midterms, examinations, or other class evaluations: cellphones, smart phones, smart watches, smart glasses, audio players or recorders of any sort, video cameras, video games, DVD players, televisions, laptop/notebook/netbook computers, flashlights or laser pointers.

Use of recording Devices and Course Content: Course instructors own and retain the intellectual property rights to their teaching materials. These rights extend to materials used in online settings and digital learning management systems like OWL. Additionally, some of the material used within this course (e.g. the textbook) have license restrictions that limit the ways in which they may be shared and used outside the course. You do not have my permission to make audio or video recordings of lectures, take pictures of lecture materials, or distribute any of the teaching materials within the course. **Unless explicitly noted otherwise, you may not edit, re-use, distribute, or re-broadcast any of the material posted to (or linked within) the course website.**

ADDITIONAL STATEMENTS

I currently sit on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.

We respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that First Nations, Métis and Inuit peoples endure in Canada, and accept responsibility to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through teaching, research and community service.

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

Grading

Grading rubrics are provided for each assignment in the assignment tab of OWL. A grading rubric provides consistent categories and weighting to aid in grading and in producing more robust grades both within a set of papers and between graders. It cannot and is not meant to replace the judgment of the individual grader. This is therefore a guideline for grading and not a strict marking scheme. Graders can, and frequently do, depart from the prescribed rubric when they feel it is academically justified.

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow.

Participation

Regular participation is expected and essential for success in this course. Participation means not only attendance to virtual meetings, but active engagement in online modules, including (for example) contribution to small and large group discussions, and a demonstrated effort to prepare for modules by completing assigned readings prior to engaging in the discussion/activities. Students who miss modules, or parts of modules, are responsible for the material they have missed. Instructors are not obliged to review the contents of missed lectures.

Accommodation for Medical Illness or Non-Medical Absences

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;

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

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 website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Support Services

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

Health and Wellness

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://www.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 should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: https://uwo.ca/health/mental_wellbeing/education/module.html.

SHS 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 78. 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.