

The University of Western Ontario School
of Health Studies
Health Sciences: Population Health and Aging
HS3704B

Jan-Apr 2022

Instructor: Dr. Afshin Vafaei
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Office Hours: Wednesdays 11:30 AM to 1:00 PM
Location: Health Sciences Building – Room 207; Via Zoom until February

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Times: Tuesdays 11:30-12:30; Wednesdays 9:30 AM to 11:30 AM
Location: Health Sciences Building – Room 35; Via Zoom until February
Course Website: <https://owl.uwo.ca/>
Zoom : <https://westernuniversity.zoom.us/j/91084367935>

Prerequisite Checking

Health Sciences 2711A/B; or registration in third or fourth year of the Honours Specialization or Specialization in Global Health Studies at Huron University College.

Course Description

The core objectives of this course are to provide an introduction to the issue of population aging and have students gain an understanding of how we can respond to the associated health needs. 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

Textbook & Reading List

Most reading are selected chapters of these two textbooks that are available in electronic format (PDF, EPUB) through [Western Libraries](#). You do not need to purchase a copy.

- 1) Rowland DT (2012). Population Aging: The Transformation of Societies. Dordrecht: Springer.
- 2) Newman A & Cauley JA (2012). The Epidemiology of Aging. New York: Springer.

The articles are also available through the library. Additional readings will be posted in OWL.

Course Delivery with Respect to the COVID-19 Pandemic

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online **synchronously** (i.e., at the times indicated in the timetable). **The grading scheme will not change.** Any assessments affected will be conducted online as determined by the course instructor.

When deemed necessary, tests and examinations in this course will be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

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 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.**

Class Schedule (subject to change)

The three sections of this course are designed to systematically address issues related to population health and aging. By March 3rd, 2022, students will know 20% of their final grade.

Lecture Date	Topic(s) Covered	Required Reading (s)
Section 1: Aging population		
Week 1 Jan. 11& 12, 2022	- Course overview - The issue of aging population - Myths and attitudes about aging	- Course outline -Newman, Chapter 1 - Rowland, Chapter 2
Week 2 Jan. 18& 19, 2022	- Aging in Canada - Challenges and Opportunities	- Keating et al. (2011). Aging in rural Canada: A retrospective and review. <i>Canadian Journal on Aging</i> , 30(3), 323-338. TBD; in OWL
Week 3 Jan. 25&26, 2022	- Aging Prospects	- Rowland, Chapters 16, 17
Week 4 Feb. 1&2, 2022	-Policy response to aging Quiz # 1	- Rowland, Chapters 12, 13
Section 2: Determinants and social aspects of aging		
Week 5 Feb. 8&9, 2022	- Determinants of Longevity	- Rowland, Chapters 4, 5
Week 6 Feb. 15&16, 2022	-Models of aging Eco-social -Lifecourse	-Newman, Chapter 10 - Chapter 2 of Satariano (2016): Aging, health, and the environment http://samples.ibpub.com/9781284069389/Chapter2.pdf
February 19-27 Spring Reading Week		
Week 7 March 1&2, 2022	-Social and environmental factors	-Newman, Chapter 6
Week 8 March 8&9, 2022	Age-Friendly Cities Quiz # 2	-Plouffe & Kalache. (2010). Towards global age-friendly cities: Determining urban features that promote active aging. <i>Journal of Urban Health</i> , 87(5), 733-739.
Section 3: Health and Healthcare		
Week 9 March 15&16, 2022	-Healthy aging	-PHAC Healthy Aging document; in OWL -Lu et al (2018). Domains and measurements of healthy aging in epidemiological studies: A review. <i>The Gerontologist</i>
Week 10 March 22&23, 2022	- Aging, health, and illness	- Chapter 8 (p 185-196) of Aging, society and lifecourse (Morgan 2011); in OWL
Week 11 March 29&30, 2022	- Long term care, home care	- Chapter 3 of Aging in Canada; in OWL Keefe (2011) Supporting Caregivers and Caregiving in an Aging Canada. IRPP Study, No. 23, November 2011 https://irpp.org/research-studies/supporting-caregivers-and-caregiving-in-an-aging-canada/
Week 12 April 5&6, 2022	- Review of the course -wrap up Quiz # 3	

Evaluation and assignments

Assessment	Weight of Final Mark	Due Date
In-class quizzes At the end of sections 1 &2	30% (15% each)	Feb. 2, 2022 March 9, 2022
'Myths' Group Presentation	30%	Varies
Final Exam	30%	During the exam period (April 10-30)
Participation	10%	Ongoing

Participation/In-class Activities: 10% of the overall grade

Students are encouraged to contribute to creating a dynamic learning environment. There will be opportunities for constructive discussions and brief but structured in-class activities. Depending on the nature of the activity, students are expected to complete the activity in-class or submit their work to OWL. There will be 10+ in-class participation activities randomly throughout the term - students must attend at least 6 of these events to get a full grade

Group Presentation about a Myth: 30% of the overall grade

Each week (week 3 and after) 1 or 2 myths related to the topic of the class will be discussed. A list of the myths is posted on OWL and students in groups of 5-6 should select a myth of their interest and in 10-15 minutes present a discussion in the class. The instructor will provide the required readings and help students in the process. **Students are allowed to choose their group members** and those who do not select a group **and/or** a myth (by January 19, 2022), will be randomly assigned to a vacant spot. Detailed information about this assignment will be provided at the first meeting (January 11, 2022).

Quizzes and Final Exams: 60% of the overall grade

At the end of sections 1 & 2 (Feb. 2, March 9), in-class short quizzes that consist of 5-10 multiple choice questions and 5-10 short answer questions will be held. The goal is evaluation of understanding topics covered in each section before they are jammed for the final exam.

Final exam will evaluate students' deep understanding of **ALL** course materials and will be scheduled by the Office of the Registrar during the formal exam period (April 10 to April 30; 2022).

Missed work

Attendance to all classes is **mandatory**, and it is not possible to provide equal opportunity for all students to make-up the missed classes. **All materials** covered in the classes are **testable**. If you are absent from a graded class activity, you will receive a zero on the activity.

Missed quizzes and final exam

If you are too ill to write a quiz or exam or there are other 'extenuating circumstances beyond your control' you **must** document this either with a medical certificate (if available) or by notifying the instructor in writing (with your signature). If you are ill for an extended period of time, it is your responsibility to contact the instructor immediately on your return to campus.

Only **one** makeup time will be scheduled for missed quizzes one week after the midterm on **February 9 and March 16, 2022**. Makeup exam for the final will be scheduled within 14 days after the final exam date.

Missed oral presentation

MSAFs are not accepted for the oral presentation component of 'myth' assignment, as it is completed as a group. Your group will be expected to present even if members of your group are absent on the day of the presentation. Consider how you will deal with this scenario while preparing the oral presentation and group contract.

ADDITIONAL STATEMENTS

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: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academic/calendar/)

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 electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

During Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

Accommodation for illness:

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

Support Services:

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

1. Student Development Centre -- <http://academicsupport.uwo.ca/>
2. Student Health -- <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombudsperson Office -- <http://www.uwo.ca/ombuds/>

Health and Wellness:

The undergraduate experience is rewarding and challenging socially, emotionally, and intellectually. Finding ways to balance scholarly life with our personal lives can be tough, but it's important to learn how to manage stress. Western provides several health and wellness-related services to students, which may be found at <http://www.health.uwo.ca/>. You can also check out the Campus Recreation Centre or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>), for alternative spaces to reconnect with your bodies and restore your spirit. You may also want to access local resources that are closer to where you are living during the school year. Recalibrating ourselves emotionally begins with slowing down, reminding ourselves that we are ok, and taking a few deep, slow breaths. This remarkably effective strategy brings the body from stress mode into a more relaxed state.

If you are in emotional or mental distress should refer to Mental Health@Western [Mental Health Support - Health & Wellness - Western University \(uwo.ca\)](#) for a complete list of options about how to obtain help or Thames Valley Family Services (<https://www.familyservicethamesvalley.com/>), a trusted provider within the community. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [Health & Wellness - Western University \(uwo.ca\)](#). It's also advisable to have a wellness safety plan if you don't want to reach out to formal services. Having the numbers of a few trusted individuals is another strategy.

Grade 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 74-78. 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.