

**Western University  
Faculty of Health Sciences  
School of Health Studies  
HS 3701B – The Aging Body  
Winter 2023**

**\*\*\*TENTATIVE SYLLABUS, SUBJECT TO CHANGE UP TO JANUARY 10<sup>TH</sup>, 2023\*\*\***

<b>Instructor:</b> Dr. Ben Kajaste <b>Office:</b> TBD <b>Email:</b> <a href="mailto:bkajaste@uwo.ca">bkajaste@uwo.ca</a> <b>Phone:</b> 519/661-2111 x n/a <b>Office Hrs:</b> By appointment <b>TAs:</b> TBD	<b>Lectures:</b> Tuesday 230-520pm (in person) <b>Location:</b> FNB 2220 <b>Instruction Mode:</b> Blended
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**NOTE:** All course information including grades, assignment outlines, deadlines, etc. are available via OWL. Check the website regularly for course announcements.

**Calendar Course Description:** This course examines the complexities of aging from a physiological perspective and provides students with learning opportunities to examine normal and abnormal aging, theories of aging, common conditions associated with aging, compression of morbidity, the concept of frailty, aging as a developmental process, and the complex interaction of disease, disability, and function with advancing age.

**Prerequisite(s):** Health Sciences 2300A/B, Health Sciences 2700A/B and Health Sciences 2711A/B.

**Course Weight:** 0.50

*You are responsible for ensuring that you have successfully completed all course pre-requisites, and that you have not taken an anti-requisite course.*

### **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

**NOTE:** If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.

### **Learning Outcomes:**

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

1. Understand aging from a physiological perspective
2. Differentiate between normal and abnormal aging
3. Critically analyze theories of aging
4. Classify and assess common conditions associated with aging
5. Comprehend aging as a developmental process
6. Identify how biological & socio-cultural constraints shape aging
7. Identify the interactions between morbidity, frailty, disease, disability, function with aging
8. Grasp the physical and cognitive changes that take place in the body across the lifespan

**Tentative Schedule / Important Dates (subject to change if/as necessary):**

We will attempt to cover roughly one chapter from the text per week, online Revel quizzes (module & chapter) are due by 11pm (EST) on Sunday for the Chapter covered that week. Chapters intended to be covered are...

Week 1 (Jan. 9-13): Introduction / Syllabus / C1: Basic Concepts & Methods

Week 2 (Jan. 16-20): C2: Theories of Aging & Development

Week 3 (Jan. 23-27): C3: Prenatal Development & Birth

Week 4 (Jan. 30-Feb. 3): C4: Physical, Sensory, and Perceptual Aging & Development in Infancy

Week 5 (Feb. 6-10): C5: Cognitive Aging & Development in Infancy

Week 6 (Feb. 13-17): **Midterm Exam in class Feb. 14th, 230-520pm**

Week 7 (Feb. 20-24): READING WEEK, NO CLASS

Week 8 (Feb. 27-Mar. 3): C7: Physical and Cognitive Aging & Development in Early Childhood

Week 9 (Mar. 6-10): C9: Physical and Cognitive Aging & Development in Middle Childhood

Week 10 (Mar. 13-17): C11: Physical and Cognitive Aging & Development in Adolescence

Week 11 (Mar. 20-24): C13: Physical and Cognitive Aging & Development in Early Adulthood

Week 12 (Mar. 27-31): C15: Physical and Cognitive Aging & Development in Middle Adulthood

Week 13 (Apr. 3-7): C17: Physical and Cognitive Aging & Development in Late Adulthood

### **Required Course Material/Text:**

Revel Lifespan Development, 7e Canada Version by Denise Boyd, Paul A Johnson, Helen Bee  
ISBN-13: 9780135454886

**\*\*\*This selected text will be delivered through the REVEL platform, which features integrated chapter quizzes. Please acquire the digital REVEL version\*\*\***

<https://www.pearson.com/store/p/lifespan-development-canadian-edition/P200000002687/9780135454886>

### **Course Evaluation:**

Examinations will take place as stated in the course syllabus. Absences from exams will not be excused, except under medical or other compassionate circumstances with the appropriate documentation submitted via the program undergraduate office.

Missing an exam WITHOUT the appropriate documentation and subsequent excusal will result in a zero (0) grade on that exam.

Missing an exam WITH the appropriate documentation and subsequent excusal will result in the weighting of the missed exam being carried forward and added onto the subsequent exam. These will be dealt with on a case-by-case basis by the program office.

Assignments/quizzes will take place as stated in the course syllabus. Missed/late assignments/quizzes will not be excused, except under medical or other compassionate circumstances with the appropriate documentation submitted via the program undergraduate office.

Missing an assignment/quiz WITHOUT the appropriate documentation and subsequent excusal will result in a zero (0) grade on that assignment/quiz.

Missing an assignment/quiz WITH the appropriate documentation and subsequent excusal will result in that assignment/quiz being accepted late without penalty. These will be dealt with on a case-by-case basis by the program office.

### **Evaluation breakdown:**

1. Revel Chapter/Module online Quizzes: one set of quizzes per chapter covered, due by Sunday at 11pm EST for the chapter covered that week. Marks from each quiz will be cumulative and translate to 25% of course grade when totaled.
2. Mid Term Exam: in class (Feb. 14<sup>th</sup>/2023, 230-520pm) 35% of course grade. Format = mixed (multiple choice & short answer questions).
3. Final Exam: 40% of course grade, date TBD (scheduled by Registrar's Office); will be cumulative but weighted towards the material covered after the midterm exam. This will be a combination of multiple choice and short/long answer questions.

### **Notes:**

1. Over the duration of the course, we will attempt to cover the material indicated (one chapter of reading from the text and one associated lecture per week as per the schedule above). It is possible that we might not complete the suggested material, that the order of material may need to be shuffled around, or that additional material may be added.
2. Lectures will be developed with the text as the primary source however additional material will be included.
3. The learning objectives associated with each section are designed to assist the student in focusing their reading and effort. The topics to be discussed cannot be considered exclusive however, and the student is responsible for all material covered in both text and lecture.
4. Exams: please report any known potential conflicts as soon as possible. Exams have been scheduled well in advance, hence, only emergencies will be accepted as valid reasons to miss a scheduled exam. As a general policy, the instructor will not entertain any questions within a one-day period before the day of a scheduled exam.
5. Covid considerations: it is possible that the global pandemic may disrupt our planned course schedule. In the event that it does, we will adapt and follow any guidelines set out by the School of Health Studies/the Faculty of Health Sciences/the University.

### **Course/University Policies**

1. The website for Registrarial Services is <http://www.registrar.uwo.ca>.

In accordance with policy, the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

### **2. 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, in the [Academic Calendar \(westerncalendar.uwo.ca\)](http://westerncalendar.uwo.ca).

### **Plagiarism**

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All 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 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 Western University and Turnitin.com ([www.turnitin.com](http://www.turnitin.com)).

### **Re-submission of Previously Graded Material**

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

### **Use of Statistical Pattern Recognition 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.

## **3. 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.**

**Personal Response Systems** (“clickers”) may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course instructor immediately, if you have any concerns about whether or not your clicker is malfunctioning. You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the grade:

- The use of somebody else's clicker in class constitutes a scholastic offence;
- The possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offense

## **4. Academic Considerations and Absences from Lectures and Assessments**

### ***Religious Accommodation***

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic counsellors in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

### ***Academic Accommodation***

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

### ***Academic Consideration***

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5) business days of their return to academic responsibilities. Any such documents will be retained in the student's file, and will be held in confidence in accordance with the University's [Official Student Record Information Privacy Policy](#). Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”).

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

### ***Examination Conflicts***

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts

as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request academic considerations with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online tests and examinations, use of a “Conflict Room,” wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

#### 5. **Contingency Plan for an In-Person Class Pivoting to 100% Online Learning**

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

#### 6. **Online Proctoring**

Tests and examinations in this course may 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>.

#### 7. **Grades**

Where possible assignment objectives and rubrics will be posted on OWL.

Generally, students can expect some form of feedback on their performance in a course before the drop date.

- November 12th, 2022 (for first term half-courses)
- November 30th, 2022 (for full-year courses)
- March 7th, 2023 (for second term half-or full year courses)

A+	90-100	<i>One could scarcely expect better from a student at this</i>
A	80-89	<i>Superior work that is clearly above average</i>
B	70-79	<i>Good work, meeting all requirements and eminently satisfactory</i>
C	60-69	<i>Competent work, meeting requirements</i>
D	50-59	<i>Fair work, minimally acceptable.</i>
F	below 50	<i>Fail</i>

**Rounding of Grades** (for example, bumping a 79 to 80%):

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or ‘giving away’ of marks. Please don’t ask me to do this for you; the response will be “please review the course outline where this is presented”.

**Appealing a Grade Within this Course**

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student's Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31<sup>st</sup> (for first-term half courses) or June 30<sup>th</sup> (for second-term half courses or full-year courses).

## 8. Support Services

### **Health and Wellness:**

Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.health.uwo.ca/>) for a complete list of options about how to obtain help.

There are various support services around campus, these include, but are not limited to:  
*Student Development Centre* -- <http://www.sdc.uwo.ca/ssd/>  
*Ombudsperson Office* -- <http://www.uwo.ca/ombuds/>

## 9. 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 Western University, 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. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>