

Western University  
School of Health Studies  
Health Sciences HS3704A  
Population Aging and Health

Instructor: Dr. M. Y. Savundranayagam

Fall 2022

Email: msavund@uwo.ca

Office Room Number: HSB347

Office Hours: By appointment

Course Meeting Times: **Tuesday 2:30-3:30 p.m. SH 2317 + online activity**

Location: TBD

### **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

Prerequisite: Health Sciences 2711

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### **Course Information**

Responding to the health needs of an aging population, this blended 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 Outcomes:** Participation in this course will enable students to:

1. Demonstrate a critical understanding of the causes of population health within global and national contexts.
2. Understand the consequence of population health on health policy and health care delivery.
3. Assess the extent to which the Canadian health care system is prepared for the unique needs of a growing older adult population.
4. Critically analyze the reciprocal impact of existing social and health policies and programs on older adults and their families.
5. Understand the intergenerational implications of social policies and programs.
6. Critically evaluate the impact of social care programs and proposals from the perspectives of practitioners, consumers, general public, and policy makers.
7. Demonstrate the ability to advocate for the needs of old adults.

## CLASSROOM PROCEDURES

This course will be taught using interactive lectures, online discussions, and videos. Each week starting on Sept. 13, 2022, the first session will be in class and include an overview of the scheduled topics. The second session will include online discussions. Students will receive a question at the beginning on each week. Responses must be made between 4:30-5:20 p.m. on Thursdays. Please refer to Appendix A for information on how discussions are graded. Note: This is a blended course and a strong internet connection is required for the online components.

## Course Materials

**Required Readings (on OWL) are listed within the table of readings and assignments. Texts are listed below. All other readings will be available on OWL. Please note that the timetable is subject to change, as needed, throughout the course.**

Marier, P. (2021). *The Four Lenses of Population Aging: Planning for the Future in Canada's Provinces*. University of Toronto Press. <https://doi.org/10.3138/9781442699816>

Picard, A. (2021). *Neglected No More: The Urgent Need to Improve the Lives of Canada's Elders in the Wake of a Pandemic*. Toronto: Random House Canada.

Session: Date	Readings/Assignments
1: Sept. 13	<b>Session 1: Population Aging</b> <ul style="list-style-type: none"><li>• United Nations, Department of Economic and Social Affairs, Population Division (2019). <i>World Population Ageing 2019</i>.</li><li>• Chapter 2, Population Aging. Chappell, N., McDonald, L. &amp; Stones, M. (2008). <i>Aging in Contemporary Canada, 2nd ed.</i> Toronto: Pearson/Prentice-Hall.</li><li>•</li></ul>
2: Sept. 14	Independently research topics for policy/issue brief. Bring questions and share challenges during the library training session on Oct. 25, 2022.
3: Sept. 20	<b>Session 2: Determinants of Health and Longevity</b> <ul style="list-style-type: none"><li>• Chapter 9, Health and the determinants of health. Chappell, N., McDonald, L. &amp; Stones, M. (2008). <i>Aging in Contemporary Canada, 2nd ed.</i> Toronto: Pearson/Prentice-Hall.</li><li>• Elo, Irma T. (2009.) Social class differential in health and mortality: Patterns and explanations in comparative perspective. <i>Annual Review of Sociology</i> 35:553-572.</li><li>• Herd, P. (2009). Social Class, Health and Longevity. In P. Uhlenberg (Ed.), <i>International Handbook of Population Aging</i> (Vol. 1, pp. 583-604): Springer Netherlands.</li></ul>
4: Sept. 22	<b>Online Discussion 1: Addressing Health Disparities</b> <p>You are a health policy advisor to the premier of Ontario. You brief the premier on the relationship between inequalities in SES and health. The</p>

	<p>premier asks for advice on approaches to address the health disparities. What would you target?</p>
5: Sept. 27	<p><b>Session 3 : Prevalence of <u>Chronic Illness</u></b></p> <ul style="list-style-type: none"> <li>• Denton, F. T., &amp; Spencer, B. G. (2010). Chronic health conditions: Changing prevalence in an aging population and some implications for the delivery of health care services. <i>Canadian Journal on Aging, 29</i>(1), 11-11-21. doi:10.1017/S0714980809990390</li> </ul> <p><b>Special Case of <u>Dementia</u></b></p> <ul style="list-style-type: none"> <li>• Alzheimer Society of Canada. (2010). <i>Rising tide: The impact of dementia on Canadian society</i>. *Note: read pages 15-25, 48-56. The other pages are supplemental.</li> <li>• Sloane, P. D., Zimmerman, S., Suchindran, C., Reed, P., Wang, L., Boustani, M., et al. (2002). The public health impact of Alzheimer's disease, 2000-2050: Potential implication of treatment advances. <i>Annual Review of Public Health, 23</i>(1), 213-31.</li> <li>• Picard (2021). Ch. 5, Forgotten: Caring for Elders with Dementia, pages 76-91</li> </ul>
6: Sept. 29	<p><b>Online Discussion 2: Tight Budgets</b></p> <p>You are in charge of addressing the results regarding projected economic costs of dementia care. We discussed 4 strategies to address this topic in class. If you have to choose ONE strategy, what would you choose and why? Create your own strategy if none appeal to you. Be sure to provide evidence for the (potential) outcomes of your strategy.</p>
7: Oct. 4	<p><b>Session 4: Impact of Population Aging on <u>Health Policy</u></b></p> <ul style="list-style-type: none"> <li>• Crystal, S., &amp; Siegel, M. J. (2009). Population Aging and Health Care Policy in Cross-National Perspective. In P. Uhlenberg (Ed.), <i>International Handbook of Population Aging</i> (Vol. 1, pp. 607-630): Springer Netherlands.</li> <li>• Special Issue (2011), Evidence-based policy prescription for an aging population. <i>Healthcare Papers</i>. *Note: Read pages 8-16, 25-50, 52-91</li> </ul>
8. Oct. 6	<p><b>Online Discussion 3: Health Policy</b></p> <p>Respond to the policy prescription set forth by Chappell and Hollander. Which of the topics do you endorse as the most pressing and why?</p>
9. Oct. 11	<p><b>Session 5: Impact of Population Aging on <u>Health Care Expenditures</u></b></p> <ul style="list-style-type: none"> <li>• Norton, E. C., &amp; Stearns, S. C. (2009). Health Care Expenditures. In P. Uhlenberg (Ed.), <i>International Handbook of Population Aging</i> (Vol. 1, pp. 631-645): Springer Netherlands.</li> <li>• Martíín, J. J. M., González, M. P. L. A. G., &amp; García, M. D. C. (2010). Review of the literature on the determinants of healthcare expenditure. <i>Applied Economics, 43</i>(1), 19-46.</li> <li>• Morgan, S., &amp; Cunningham, C. (2011). Population aging and the determinants of healthcare expenditures: The case of hospital, medical and pharmaceutical care in British Columbia, 1996 to 2006. <i>Healthcare Policy, 7</i>(1), 68-79.</li> </ul>

	<ul style="list-style-type: none"> <li>• Marier (2021). Ch. 5 – Health Care Expenditures, pages 132-143</li> <li>• Picard (2021). Ch. 8, This is the End, pages 144-157</li> </ul>
10: Oct. 13	<p><b>Online Discussion 4: Managing Health Care Costs</b>  You are in charge of creating policy recommendations to manage current and future health care costs Make one recommendation and explain your rationale.  ***Submit Policy/Issue Brief Topics***</p>
11: Oct. 18	<b>Session 6: Midterm Exam</b>
12: Oct. 20	Work on Issue Brief
13: Oct. 25	<p><b>Library: Policy/Issue Brief</b>  Activity: Assess whether there is sufficient evidence to support your policy/issue brief based on the lessons learned in the library instruction.</p>
14: Oct. 27	<p><b>Online Discussion 5:</b> Lessons learned from Library Session  Describe what you found useful about the library session. Be sure to connect the information from the library session to the material we have covered thus far in our class.</p>
15: Nov. 1	Reading Week
16: Nov. 3	Reading Week
17: Nov. 8	<p><b>Session 7: Impact of Population Aging on <u>Health Care Delivery</u></b>  <b>Organization of care delivery systems for older adults, Long term home care, Informal Care:</b></p> <ul style="list-style-type: none"> <li>• Hollander, M. J., Chappell, N. L., Prince, M. J., &amp; Shapiro, E. (2007). Providing care and support for an aging population: Briefing notes on key policy issues. <i>Healthcare Quarterly</i>, 10(3), 34-45.</li> </ul> <p><b>Integrated Care</b></p> <ul style="list-style-type: none"> <li>• MacAdam, M. (2008). <i>Frameworks of Integrated Care for the Elderly: A Systematic Review</i>. Ottawa, ON: Canadian Policy Research Network.</li> <li>• MacAdam, M. (2009). <i>Moving toward Health Service Integration: Provincial Progress in System Change for Seniors</i>. Ottawa, ON: Canadian Policy Research Network.</li> </ul>
18: Nov. 10	<p><b>Online Discussion 6:</b> Review Tables 1-9 in Appendix 2 of the reading by MacAdam (2009). Use the data in the tables for Ontario to develop up 2-3 policy recommendations for integrated care for seniors.</p>
19: Nov. 15	<p><b>Session 8: Impact of Population Aging on Family <u>Caregiving</u></b>  <b>Overview</b></p> <ul style="list-style-type: none"> <li>• Montgomery, R. J. V., Rowe, J. M., &amp; Kosloski, K. (2007). Family Caregiving. In J. A. Blackburn &amp; C. N. Dulmus (Eds.), <i>Handbook of Gerontology: Evidence-Based Approaches to Theory, Practice, and Policy</i> (pp. 426-454). Indianapolis: John Wiley &amp; Sons.</li> <li>• <b>Supplemental reading:</b> Agree, E. M., &amp; Glaser, K. (2009). Demography of informal caregiving. In P. Uhlenberg (Ed.), <i>International Handbook of Population Aging</i> (Vol. 1, pp. 647-668): Springer Netherlands.</li> </ul>

	<p><b>Caregiving as a Public Health Issue</b></p> <ul style="list-style-type: none"> <li>Talley, R. C., &amp; Crews, J. E. (2007). Framing the public health of caregiving. <i>American Journal of Public Health, 97</i>(2), 224-228.</li> </ul> <p><b>Assessing Burden:</b></p> <ul style="list-style-type: none"> <li>Savundranayagam, M. Y., Montgomery, R. J. V., &amp; Kosloski, K. (2011). A dimensional analysis of caregiver burden among spouses and adult-children. <i>The Gerontologist, 51</i>(3), 321-331.</li> <li>Marier (2021). Ch. 6, Caregiving, pages 182-187</li> <li>Picard (2021) Ch. 7, Conscripted by Love, pages. 127-143</li> </ul>
20: Nov. 17	<p><b>Online Discussion 7:</b> Is the Employment Insurance Compassionate Care Benefit sufficient? Why or why not? How would you change it?</p>
21: Nov. 22	<p><b>Session 9: Impact of Population Aging on <u>Home Care</u></b></p> <ul style="list-style-type: none"> <li>Canadian Healthcare Association. 2009. <i>Homecare in Canada: From the Margins to the Mainstream</i>. Ottawa, ON: Author. *Note: read pages 23-32, 56-57, 59-84.</li> <li>Hollander, M. J., MacAdam, M., Miller, J. A., Chappell, N., &amp; Pedlar, D. (2009). Increasing value for money in the Canadian healthcare system: New findings and the case for integrated care for seniors. <i>Healthcare Quarterly, 12</i>(1), 38-47.</li> <li>Chappell, N.L., Havens, B., Hollander, M.J., Miller, J.A. &amp; McWilliam, C. (2004). Comparative costs of home care and residential care. <i>The Gerontologist, 44</i>: 389–400.</li> <li>Marier (2021). Ch. 6, Home care, pages 163-182 and Home Care as a Universal Solution for Population Aging? pages 187-196.</li> <li>Picard (2021) Ch. 4, Home Sweet Home, pages 75-93</li> </ul>
22: Nov. 24	<p><b>Online Discussion 8:</b> The readings discussed unmet challenges for home care. Given the unmet challenges, what are your recommendations to enhance home care in Canada? Please give 2-3 recommendations and provide support from the readings and your experiences.</p>
23: Nov. 29	<p><b>Session 10: Impact of Population Aging on <u>Residential Long-term Care</u></b></p> <ul style="list-style-type: none"> <li>Special Issue (2011), Residential long-term care: Public solutions to access and quality problems. <i>Healthcare Papers</i>. *Note: Read pages 8-19, 24-49, 58-62.</li> <li>Marier (2021). Ch. 5, Long-Term Care: Residential Care, pages 143-162</li> <li>Picard (2021) Ch. 3, Long-Term carelessness, pages 44-59</li> <li>Picard (2021) Ch. 6, Healing Hands, pages 112-126</li> </ul>
24: Dec. 1	<p><b>Online Discussion 9:</b> How would you reform the current long-term care system? What would be your goal or priority? What problem would you tackle? Explain your rationale.</p>
25: Dec. 6	<p><b>Session 11: <u>Age-Friendly Cities</u> as a Response to Population Aging</b></p> <ul style="list-style-type: none"> <li>Plouffe, L., &amp; Kalache, A. (2010). Towards global age-friendly cities: Determining urban features that promote active aging. <i>Journal of Urban</i></li> </ul>

	<p><i>Health</i>, 87(5), 733-739.</p> <ul style="list-style-type: none"> <li>Phillipson, C. (2011). Developing age-friendly communities: New approaches to growing old in urban environments. In J. R. A. Settersten &amp; J. L. Angel (Eds.), <i>Handbook of Sociology of Aging</i> (pp. 279-293). New York: Springer.</li> <li>Picard (2021) Ch. 9, Aging in Place, pages 159-170</li> </ul>
26: Dec. 8	<p><b>Online Discussion 10:</b> Does the civic engagement movement devalue older adults who cannot participate or choose not to participate? Explain.</p> <p><b>**Policy/Issue Briefs Due on OWL**</b></p>

## Evaluation

Class attendance is mandatory. There will be one midterm examination and one final examination. These exams will be comprised of multiple choice, short answer, and true/false questions. The content of examinations will be facilitated through lecture material and assigned readings.

**Midterm examination** = 30% (Oct. 11, 2022)

**Participation in Online Discussions** = 10% (students must participate in every online session to be evaluated)

**Policy/Issue Brief** = 20% (Topics are due on Oct. 13, 2022; Final Brief is due on Dec. 8, 2022)

**Final Examination** = 40% (to be scheduled between Dec. 10-22, 2022). Content from sessions 17-26 will be on the final examination.

Note: Examinations must be taken on the day and time they are scheduled unless other arrangements are made due to health reasons that can be fully documented according to the requirement of the School of Health Sciences program and the University of Western Ontario. If an examination is missed without appropriate documentation as required, no make-up examination will be offered and the student will forfeit that portion of the exam weighting. All approvals for make-up exams must be processed through the School of Health Studies; once approved, they will notify the instructor as to whether a make-up exam is to be scheduled.

**Student Inquiries:** Students may contact the instructor after class or via email at [msavund@uwo.ca](mailto:msavund@uwo.ca). Please include "HS 3704A" in the email subject line. It is expected that email communication will be used respectfully and judiciously.

### Contingency plan for an in-person class pivoting to 100% online learning:

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, 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.

**In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction,** 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 Participation**

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 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.**

## **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) 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
- (ii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to academic advising office 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 an SMC;
- Are advised that all necessary documentation, forms, etc. are to be submitted to the academic advising office within two business days after the date specified for resuming responsibilities

## **Scholastic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

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

Additionally,

1. 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> ).
2. 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.



## **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 \(uwo.ca\)](http://www.uwo.ca/mentalhealthsupport) 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 \(uwo.ca\)](http://www.uwo.ca/healthandwellness). 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.

## **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. For more information, visit <http://www.uwo.ca/univsec/board/code.pdf>.

### **The university-wide descriptor of the meaning of letter grades, as approved by Senate:**

A+	90-100	<i>One could scarcely expect better from a student at this level</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>

*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.*

## Common Concerns Guidelines

Concern	How to address concern
Course administrative matters	Read through the course outline or email instructor if question cannot be answered from information in the course outline
Course content questions	Refer to the OWL Resources (notes, calendar, etc.). Email the instructor.
Grade disputes and requests for appeals	A student requesting an appeal to a specific course with respect to a grade for an assignment or examination must first contact their instructor to discuss such matters.  Visit the following website for guide on submitting an appeal: <a href="https://uwo.ca/fhs/policies/appeals.html">https://uwo.ca/fhs/policies/appeals.html</a>