

The University of Western Ontario  
School of Health Studies  
**Health Sciences: Aging and Marginalized Populations**  
**HS4721A**  
Sep.-Dec. 2022

Instructor: Dr. Afshin Vafaei  
Email: [avafaei2@uwo.ca](mailto:avafaei2@uwo.ca)

Office Hours: Wednesdays 2:00 to 3:00 PM or by appointment  
Location: Health Sciences Building – Room 215

TA: TDB  
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Times: Wednesday 3:30-5:30  
Location: University Community Centre (UCC) – Room 67  
Online component: to be completed no later than each Friday 11:59 pm  
Course Website: <https://owl.uwo.ca/>

### **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.

*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 if you are dropped from a course for failing to have the necessary prerequisites*

### **Course Description**

This **blended** course examines aging from the perspective of vulnerable, at-risk and under-served populations. Students will develop an understanding of the unique health experiences and challenges faced by older individuals who are relegated to, or find themselves on, the margins of society.

Students will develop an understanding of how the intersection between age and other socio-demographic characteristics (e.g., gender, ethnicity, socio-economic status, place of residence, and sexual orientation) contributes to marginality and health inequities.

### **Learning Objectives**

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

- a) Be aware of the heterogeneity among older adults associated with socio-demographic characteristics, such as gender, ethnicity, socio-economic status, and sexual orientation.
- b) Relate observed health inequities to socio-demographic characteristics among older adults.
- c) Articulate personal, cultural and societal attitudes affecting marginalization populations.
- d) Develop the ability to bring a life course lens when assessing the strengths and challenges facing marginalized populations.

- e) Identify, tailor, and implement public health and clinical strategies and interventions to address health disparities in marginalized older adults.

### **Course Materials and Reading List**

There is no required textbook for this course. Readings (either in PDF format or through Western library links) will be posted in OWL.

*A main requirement is arrangement for a strong internet connection for accessing online materials.*

### **Statement on contingency plan for in-person class pivoting to 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 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 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.**

## Class Schedule (subject to change)

The issues related to marginalized older adults will be explored systematically in three sections. By November 9th, 2022, students will know 20% of their final grade.

Week/Date	Topic/Focus	Readings	Online Discussion
<b>Section 1: The Concept and Theoretical Basis of Marginalization</b>			
1: Sept. 14, 2022	Marginalization and health inequities	Chapter 1 of Arya & Piggott (2018) <i>Under-Served: Health Determinants of Indigenous, Inner-City, and Migrant Populations in Canada</i> : Deconstructing the concept of special populations for health care, research, and policy. <a href="#">Clark &amp; Preto (2018). Exploring the concept of vulnerability in health care. CMAJ, 190 (11) E308-E309</a>	<a href="#">Hutcherson (2017). My White Friend Asked Me on Facebook to Explain White Privilege. I Decided to Be Honest. Yes Magazine.</a>
2: Sept. 21, 2022	Theoretical/conceptual frameworks of marginalization	<a href="#">Crenshaw (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics. The University of Chicago Legal Forum. 140:139-67.</a> <a href="#">Canadian Council on Social Determinants of Health. A review of frameworks on the determinants of health 2015.</a>	<a href="#">Hankivsky et al (2014). An intersectionality- based policy analysis framework: critical reflections on a methodology for advancing equity. Int J Equity Health;13:119.</a>
3. Sept. 28, 2022	Community participation	<a href="#">Wallerstein &amp; Duran (2009): Community-Based Participatory Research Contributions to Intervention Research: The Intersection of Science and Practice to Improve Health Equity. American Journal of Public Health 100, S40_S46</a>	<a href="#">Kiran et al (2019). Patient perspectives on routinely being asked about their race and ethnicity: Qualitative study in primary care. Can Fam Physician;65 (8):e363-e369.</a>
<b>Section 2: Main Marginalized Older Adult Groups</b>			
4. Oct. 5, 2022	Aging Prisoners	Documentary: Prisoners of Age Maschi, et al (2013). The high cost of the international aging prisoner crisis: Well-being as the common denominator for action. <i>Gerontologist</i> ,53(4):1-12.  <b>Exam#1</b>	Canadian Human Rights Commission (2019), Aging and dying in prison: An investigation into the experiences of older individuals in federal custody, Canadian Human Rights Commission, CanLIIDocs 1773, <a href="https://canlii.ca/t/sjd8">https://canlii.ca/t/sjd8</a> Discussion: Should aging prisoners be placed elsewhere?
5. Oct. 12, 2022	Remote and Rural Residents	Keating & Eales (2011). Chapter 23 of <i>Health in Rural Canada: Diversity among Older Adults in Rural Canada: Health in context</i> (available through Western libraries)	Chapter 10 of Shiff & MØller (2021) <i>Health and Health Care in Northern Canada: Elder care and long-term care: Northern Indigenous Elder and long-term care services</i> (available through Western libraries)
6. Oct. 19,	Ethnocultural	Lavoie et al. (2010). Service use by	Thomson et al. (2015). Improving

2022	Minority Older Adults: Health care and service use	immigrant families caring for an older relative. In Durst & MacLean. <i>Diversity and aging among immigrant seniors in Canada: Changing faces and greying temples.</i>	immigrant populations' access to mental health services in Canada: A review of barriers and recommendations. <i>Journal of Immigrant and Minority Health.</i> doi 10.1007/s10903-015-0175-3
7. Oct. 26, 2022	Health of LGBTQ Older Adults	Fredriksen-Goldsen et al. (2013). The physical and mental health of lesbian, gay male, and bisexual (LGB) older adults: The role of key health indicators and risk and protective factors. <i>The Gerontologist</i> , 53(4): 664-675. Fredriksen-Goldsen (2017). Dismantling the silence: LGBTQ Aging Emerging from the Margins, <i>The Gerontologist</i> , 57(1): 121-128.	Documentary: How We Got Gay Brotman et al (2003). The health and social service needs of gay and lesbian elders and their families in Canada. <i>The Gerontologist</i> , 43(2), 192-202. Furlotte et al. (2016). "Could we hold hands?": Older lesbian and gay couples' perceptions of long-term care homes and home care. <i>Canadian Journal on Aging</i> , 35(4), 432-446.
<b>Fall Reading Week: October 31 – November 9</b>			
8. Nov. 9, 2022	Poverty Homelessness	The Retirement Income System in Canada Battle et al. (2012) <i>Old age insecurity?</i> Caledon Institute of Social Policy. Ottawa. <a href="https://maytree.com/wp-content/uploads/983ENG.pdf">https://maytree.com/wp-content/uploads/983ENG.pdf</a>	McDonald et al. (2007). Living on the margins: Older homeless adults in Toronto. <i>Journal of Gerontological Social Work</i> , 49(1-2), 19-46.
9. Nov.16, 2022	Elder abuse	Edwards (2012). <i>Elder abuse in Canada.</i> Ottawa: Public Health Agency of Canada, Division of Aging and Seniors. Note: read pages 5-30 only. <a href="https://publications.gc.ca/collections/collection_2012/aspc-phac/HP10-21-2012-eng.pdf">https://publications.gc.ca/collections/collection_2012/aspc-phac/HP10-21-2012-eng.pdf</a> DeLiema et al. (2018). Using latent class analysis to identify profiles of elder abuse perpetrators. <i>The Journals of Gerontology: Series B</i> , 79(5), e49–e58. <a href="https://doi.org/10.1093/geronb/gbx023">https://doi.org/10.1093/geronb/gbx023</a>	Case studies: diverse situations of elder abuse Discussion: Abused Older Men Discussion: Identify patterns in diverse cases of elder abuse. What are unique circumstances that perpetuate abuse of older adults?
<b>Exam#2</b>			
<b>Section 3: Policy and Healthcare System Response</b>			
10. Nov. 23, 2022	Healthcare system design Identifying strategies	Chapter 7 of Novak (2018). <i>Aging and Society: Canadian Perspectives: Healthcare</i> <b>Presentations 1 to 3</b>	<a href="#">Browne et al (2012). Closing the health equity gap: evidence-based strategies for primary health care organizations. Int J Equity Health;11:59.</a> <a href="#">Andermann (2016). Taking action on the social determinants of health in clinical practice: a framework for health professionals, CMAJ, 188 (17-18) E474-E483</a>
11. Nov. 30, 2022	Public health program design Identifying strategies	Page 420-426 of Wister 2019; Chapter 16 of Satariano & Maus (2018). <i>Aging, Place, and Health: Aging and Public Health: New Directions</i> <b>Presentations 4 to 6</b>	<a href="#">Cohen &amp; Marshall (2016). Does public health advocacy seek to redress health inequities? A scoping review. Health and Social Care in the Community.</a>
12. Dec. 7, 2022	Closing the Gap Review of the Course	<b>Presentations 7 to 10</b>	<a href="#">Gore et al (2013). Getting to the Root of the Problem: Health Promotion Strategies to Address the Social Determinants of Health Canadian Journal of Public Health; 104 (1): e52-4.</a>

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<b>Assessment</b>	<b>Weight of Final Mark</b>	<b>Due Date</b>
Exam 1	20%	Oct. 5, 2022
Group Project		
Presentation	15%	Varies
Paper	30%	Dec. xx
Exam 2	20%	Nov. 16, 2022
Online Discussions	12.5%	Ongoing
Participation	2.5%	Ongoing

### **Evaluation and assignments**

By **November 9<sup>th</sup>**, 2022, students will know 20% of their final grade.

#### **Participation/In-class Activities: 2.5% 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 as part of the online discussions (see below).

#### **Online Discussions/reflections: 12.5% of the overall grade**

As part of this blended course students are **required** to participate in weekly online discussions. The topic and materials are available and following the instruction student will reflect on the issue. Detailed information about mandatory online activities will be provided in the first class.

#### **Group Assignment: 45% of the overall grade (Presentation 15%; Paper 30%)**

This assignment will be completed in groups of 6-7 students and includes two components: a short (5-6 minutes) in-class presentation and a written paper. The goal of this assignment is a thorough assessment of health inequities in a marginalized older adult population with consideration of strategies to address the inequities. The presentation provides an opportunity for real-time feedback from the instructor and fellow classmates. Please check your timing during a practice run.

Details will be discussed at the first class.

#### **Two In-class Exams: 40% of the overall grade (each 20%)**

Two in-class short exams that consist of 10-15 multiple choice questions and 5-10 short answer questions will be held on October 5 and November 16, 2022. The goal is an evaluation of understanding the topics before they are jammed for the final exam.

#### **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**.

#### **Missed Exams**

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.

## 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 \(uwo.ca\)](#)

### **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) 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 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 the

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

### **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/mentalhealth) 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.

### **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 74-80**. 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.