

Aging and Health

FRHD 4250

Winter 2014

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Class Times: Tuesday & Thursday 1:00 - 2:20
MACK 120

Office Hours: by appointment, TBA

Course Description

This course is designed to provide upper-level undergraduate students a forum to become acquainted with and discuss issues related to health and aging across the adult life span. More specifically, the conceptual groundwork necessary for understanding the roles of life span developmental theory, individual development, physiological changes in human aging, contextual changes and interactions, and how health is impacted as we age are discussed. Topics include but are not limited to: particular systemic age changes and disease influences; influence of health on familial relationships; societal influences on health; and, issues and controversies concerning advanced directives, end of life decision making, and death and dying. This course will involve in-class lectures, discussions, and debates and will be reading and writing intensive.

Web Site

A Courselink site to accompany the text and course materials exists. Please take some time to look at the options available. If you have suggestions for improving the site please let me know.

Required Readings

Ferrini, A. F. & Ferrini, R. L. (2013). *Health in the Later Years* (5th ed.). Boston: McGraw-Hill.

Readings to supplement the text will be available through course reserve and URLs included here. This is in lieu of a reading packet and is a cost savings to students. Copies of the text and readings will be available at the reserve desk in the library.

Recommended Background and Support Materials

American Psychological Association. (2009). *Publication manual* (6th ed.). Washington, DC: Author.

Introductory texts in life span development, health psychology (or sociology or anthropology), and other resources on human aging will prove helpful.

A Comment about the Readings

You are expected to stay current with your reading and to search for additional materials that will help you to gain expertise in the area of aging and health. The assigned readings are just the starting point to peak your interest and to help you to develop your own knowledge base in this ever-growing area.

Course Objectives

The purpose of this course is to develop new knowledge and skills in the area of aging and health. This should prove highly valuable regardless of your career intentions.

My goal is to treat everyone as a fellow scientist who is interested in the broad arena of aging and health. My assumption is that each of you brings into this class the will to learn, the tools to accomplish that, and the interest in making this the best experience possible. We come from a variety of backgrounds and the various foci of research and interests among our group require that we examine topics from a variety of perspectives. I encourage everyone to respect and to be open to the ideas of others. This is not meant to discourage discussion, debate, or to quell anyone's opinion. Quite the contrary, I encourage you to understand the variety of approaches, speak your mind, and assimilate the ideas of others (*that's assimilate, not plagiarize!*)

Course Structure

Class time will involve: (a) introduction of new material through lecture and discussion, (b) interpretations of empirical examples from the literature, (c) group discussions of hot-topic issues/debates, and, (d) a group presentation/critique of a recent media item.

Course Requirements

Lively discussion and debate is critical to the success of this course. Please keep in mind that you are expected to be present, thoroughly prepared, and ready to be an active participant in this course. As you will see below, your participation will be an important component of your final grade.

Evaluation

1. Two Exams (40% total)

There will be two examinations of mixed format (e.g., multiple choice, short answer, matching, etc). These exams will be used to test your knowledge of the readings, including both text and reading packet materials.

2. Major Paper (40%)

You are required to prepare a paper on an *approved* topic in aging and health. You are expected to provide a literature review discussing *and* integrating previous work on your topic. Also, this paper will challenge you to go beyond simply reporting a summary of published work. You are expected to integrate the assumptions of the life span developmental perspective (*and/or* another theoretical perspective(s)) and discuss how your particular health topic can be evaluated and understood for this viewpoint. For example, ask yourself: What theoretical implications exist and how does theory help you to better understand your topic? What limitations exist in the current literature and what suggestions can you make to help improve the understanding of this topic? Are there particular research designs, intervention projects, and suggestions that you can make to enhance our current knowledge? **This paper should not exceed 8-10 double-spaced pages! Due date: Thursday, March 13th, by 5 p.m. Papers should be submitted electronically via the dropbox on the Courselink site!**

3. Group Presentation of a recent health-related Media Item (20%)

You will work with a small group to lead the class in a discussion about a recent media item that you find interesting. This exercise is meant to make you aware of the constant flow of information concerning Aging & Health. Your presentation should include the reason your group selected the topic, a discussion of whether you believe the research presented in the media item was valid or not (i.e., provide a brief critique of methods used, the source, the sample, and suggest ways it could be improved). You will use audiovisual aids to do your presentation. The room is equipped with an overhead projector, document camera, TV/VCR, and PowerPoint will be available for your presentation (arrange equipment needs with Dr. Maitland). Talks will be limited to **6-8 minutes**, depending on class size. I will announce the allotted time after we know how many teams will be presenting.

When You Cannot Meet Course Requirements

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise the course instructor (or Program Counselor) in writing, with name, address and e-mail contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date and certainly no longer than one week later. See the undergraduate calendar for information on regulations and procedures for Academic Consideration:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Late Policy

Papers will be accepted for a period of one week past the assigned due date with a 10% penalty. Papers will not be accepted after that period without a preauthorized approval by the program counselor and instructor. ***Late papers must be submitted as an email attachment or given to the instructor as a hard-copy!*** Late exam options are not available except for documented, approved circumstances (requires program counselor and instructor approval).

Academic Misconduct**Policies regarding academic misconduct/plagiarism:**

A student guilty of plagiarism- the use of another person's thoughts and writings as his own-is liable to a zero grade and/or other disciplinary action as set by the university. For information on categories of academic misconduct and forms of penalties, students should consult the University of Guelph undergraduate calendar on-line:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Drop Date

The last date to drop one-semester courses, without academic penalty, is **Friday, March 7th**. Refer to the Undergraduate Calendar for the schedule of dates:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c03/c03-wintersem.shtml>

E-mail Communication

As per university regulations, all students are required to check their **uoguelph.ca** e-mail account regularly: e-mail is the official route of communication between the University and its students.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a classmate or guest lecturer.

Disabilities Statement

If you will require special accommodations due to a disability, please register with the Centre for Disabilities, at the University Centre 3rd Floor or call 519-824-4120 x56208 or 519-837-0993 (TTY only).

Class Schedule and Reading Assignments

Date	Topic	Readings and Comments
Tuesday January 7	1. Course overview 2. Introduction: Why Aging & Health: Background and Theory	F&F Intro and Ch. 1 <i>Olshansky et al (2001)</i> Wright (2003) <i>Whitman (1999)</i> Adler (1999) Cole & Holstein (1996)
Thursday January 9	1. Why Aging & Health: Theoretical Framework	<i>Baltes & Graf (1996)</i> <i>Fuller-Iglesias, Smith, & Antonucci, (2010)</i> <i>Whitman (1999)</i> Adler (1999) Hagestad (1996)
Tuesday January 14	1. Biological Aging Theories & Longevity	F&F Ch. 2 Levanthal et al., (2001)
Thursday January 16	1. Age Changes in the Body – I 2. Two Media presentations	F&F Ch. 3
Tuesday January 21	1. Age Changes in the Body – II 2. Two Media presentations	F&F Ch. 3
Thursday January 23	1. Physical Activity 2. Two Media presentations	F&F Ch. 9 Deeg et al (1996) George Sheehan articles (x2)
Tuesday January 28	1. Sexuality & Aging 2. Two Media presentations	F&F Ch. 11 <i>Koch & Mansfield (2002)</i>
Thursday January 30	1. (Title?) –Robin Milhausen, Ph.D. 2. Two Media presentations	
Tuesday February 4	1. Nutrition and Aging Guest Lecture – Andrea Buccholz, Ph.D. 2. Two Media presentations	F&F Ch. 10
Thursday February 6	1. Mental Health and Illness (including the moral challenges of dementia) 2. Two Media presentations	F&F Ch. 7 Gatz & Zarit (1999) Cole & Holstein (1996) <i>Kapp (2003)</i>

		<i>Kier & Molinari (2003)</i> <i>Johnson & Johnson (2000)</i>
Tuesday February 11	1. Mental Health Issues – (Guest speaker or exam prep...) 2. Two Media presentations	
Thursday February 13	Exam I	
February 18 & 20	Winter Break – no classes	
Tuesday February 25	1. Chronic Illness, Health Effects of Caregiving, and Being Ill 2. Two Media presentations	F&F Ch. 4-5 Vachon (1999) Deeg et al (1996) Pearlin et al (2001)
Thursday February 27	1. Acute Illness & Accidents 2. Two Media presentations	F&F Ch. 6 Deeg et al (1996)
Tuesday March 4	1. Spinal Cord Injury - Cyndy McClean 2. Two Media presentations	F&F Ch. 6
Thursday March 6	1. Medication Use 2. Two Media presentations	F&F Ch. 8
Tuesday March 11	1. Medical Care - Advance Directives, the Goals of Medicine 2. Two Media presentations	F&F Ch. 13 Kluge (1999) Ch. 8 Lassey & Lassey (2001)
Thursday March 13	1. Guest Lecture on Long-Term Care/Decision Making – Robin Smart – Alzheimer’s Society 2. Two Media presentations	FINAL PAPERS DUE by 5 p.m.
Tuesday March 18	1. Prevention and Health Promotion & Scientific Advances 2. Two Media presentations	F&F Ch. 12 Cassel & Neugarten (1991) Lassey & Lassey (2001)
Thursday March 20	1. Long Term Care, Placement, End of Treatment (Assisted suicide, euthanasia, withdrawing and withholding treatment)	F&F Ch. 14 Moody (1992) Kluge (1999) Ch. 14 Mullens (1997) Admiraal (1996)

	2. Two Media presentations	Brophy (1997); Daniel (2006)
Tuesday March 25	1. Death, Dying, & Grief 2. Two Media presentations	F&F Ch. 15 Admiraal (1996) Brophy (1997)
Thursday March 27	Guest Lecture – Mike Ward, Funeral Director, Family Services Director at the Trillium Gift of Life Network 2. Two Media presentations	F&F Ch. 15 Admiraal (1996) Brophy (1997)
Tuesday April 1	Course wrap-up – Exam questions	
Thursday April 3	Exam II	

References¹

- Olshansky, S. J., Carnes, B. A., Butler, R. N. (2001, March). If humans were built to last. *Scientific American*, 95 - 100.
- Wright, K. (2003, November). Staying alive. *Discover*, 64 - 71.
- Whitman, T. L. (1999). Conceptual frameworks for studying health and illness. In T. L. Whitman, T. V. Merluzzi, & R. D. White (Eds.). *Life-span perspectives on health and illness* (pp. 3 - 21). Mahwah, NJ: Erlbaum.
- Adler, B. (1999). Psychological model of health. *Psychology of health: Applications for health professionals* (pp. 51 - 73). The Netherlands: Harwood Publishers.
- Leventhal, H., Rabin, C., Levanthal, E. A., & Burns, E. (2001). Health risk behaviors and aging. In J. E. Birren & K. W. Schaie (Eds.). *Handbook of the psychology of aging* (pp. 186 - 214). San Diego, CA: Academic Press.
- Cole, T. R. & Holstein, M.. (1996). Ethics and aging. In R. H. Binstock & L. K. George (Eds.). *Handbook of aging and the social sciences* (pp. 480 - 497). San Diego, CA: Academic Press.
- Fuller-Iglesias, H., Smith, J., & Antonucci, T. C. (2010). Theories of aging from a Life-Course and Life-Span perspective. *Annual Review of Gerontology and Geriatrics*, 29, 3 - 25.
- Baltes, P. B. & Graf, P. (1996). Psychological aspects of aging: Facts and frontiers. In D. Magnusson (Ed.), *The lifespan development of individuals: Behavioral, neurobiological, and psychological perspectives: A synthesis* (pp. 427 - 460). Cambridge: Cambridge University Press.
- Hagestad, G. O. (1996). On-time, off-time, out of time? Reflections on continuity and discontinuity from an illness process. In V. L. Bengtson (Ed.) *Adulthood and aging: Research on continuities and discontinuities* (pp. 204 - 227). New York: Springer.
- Deeg, D. J. H., Kardaun, J. W. P. F., & Fozard, J. L. (1996). Health, behavior, and aging. In J. E. Birren & K. W. Schaie (Eds.). *Handbook of the psychology of aging* (pp. 129 - 149). San Diego, CA: Academic Press.
- Koch, P. B. & Mansfield, P. K. (2001/2002). Women's sexuality as they age: The more things change, the more they stay the same. *SIECUS Report*, Vol. 30, No. 2, pp 5 - 9.
- Gatz, M. & Zarit, S. H. (1999). A good old age: Paradox or possibility. In V. L. Bengtson and K. W. Schaie (Eds.) *Handbook of theories of aging* (pp. 396 - 416). New York: Springer.
- Johnson, C. J. & Johnson, R. H. (2000). Alzheimer's disease as a "trip back in time". *American Journal of Alzheimer's Disease*, pp. 87 - 93. Available online: <http://aja.sagepub.com/content/15/2/87.full.pdf+html>
- Kapp, M. B. (2003). Should home screening tests for Alzheimer's Disease be regulated? *The Gerontologist*, 43, 292 - 294. Available online: <http://gerontologist.oxfordjournals.org/content/43/3/292.full.pdf+html>
- Kier, F. J., & Molinari, V. (2003). Do-it-yourself dementia testing: Issues regarding an Alzheimer's home screening test. *The Gerontologist*, 43, 295 - 301. Available online: <http://gerontologist.oxfordjournals.org/content/43/3/295.full.pdf+html>

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- Lasseby, W. R. & Lasseby, M. L. (2001). Canada: Seeking equity and universality. In W. R. Lasseby & M. L. Lasseby, *Quality of life for older people: An international perspective* (pp. 259 - 285). Upper Saddle, NJ: Prentice Hall.
- Kluge, E-H. W. (1999). Advance directives. In E-H. W. Kluge (Ed.) *Readings in biomedical ethics: A Canadian focus* (pp. 200 - 222). Scarborough, ON: Prentice-Hall.
- Moody, H. R. (1992). The long-term good-bye: The ethics of nursing home placement. *Ethics in an aging society* (pp. 91 - 108). Baltimore, MD: Johns Hopkins.
- (Make following article available)
- Kluge, E-H. W. (1999). Assisted suicide, euthanasia, and cessation of treatment. In E-H. W. Kluge (Ed.) *Readings in biomedical ethics: A Canadian focus* (pp. 363 - 404). Scarborough, ON: Prentice-Hall.
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¹ Listed in the order they appear in the course reading packet.