

**University of Guelph**  
**Department of Family Relations & Applied Nutrition**  
**FRHD\*4250 Aging & Health**  
**Winter 2016**  
**COURSE OUTLINE**

**Instructor:** Kimberley Wilson

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**Class meetings:** Tuesday & Thursday, 1:00 p.m. – 2:20 p.m. in MCKN Room 120

**Office Hours:** Tuesdays 10:00 a.m. – 11:00 a.m.; Wednesdays 5:30 p.m. – 6:30 p.m.

**Calendar description:** This course offers upper level undergraduates a forum to explore issues related to aging and health across the adult life span. More specifically, the conceptual groundwork necessary for understanding the roles of the life span developmental perspective, individual development, physiological changes in human aging, contextual influences and interactions, and several models/theories of aging and health will be examined. A primary objective of the course is the integration of models and theory to facilitate understanding of aging and health topics. Topics include but are not limited to: age changes and disease processes (both acute and chronic); mental health and illnesses; medication use; disease prevention and health promotion; influence of health on family relationships, caregiving, and placement decisions; systemic and societal influences on health; and ethical issues and controversies surrounding the end-of-life care and decision making, advanced directives, assisted suicide, and death and dying.

**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. By the end of this semester, the successful student will be able to:

1. Discern what science knows, does not know and speculates about in the research literature on health and aging.
2. Understand the importance of health and the impacts of illness in late life for individuals and society.
3. Apply theoretical lenses to research in aging and health.
4. Find and evaluate literature in the area of aging and health and facilitate discussions about the strength of evidence and literature base on a particular health topic.

My goal is to treat everyone as a fellow learner who is interested in the broad area 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. Given the nature of the class, participation is an expectation. Our goal together should be to create an open environment that promotes discussion and fosters critical thinking. Respectful debate is encouraged. Please offer you colleagues the same respect and maturity you hope to be given when sharing your thoughts both in the classroom and in online discussions. 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.

Kimberley Wilson

**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.

**Prerequisites:** 10.00 credits including (FRHD 2060)

**Required Textbook:** The required textbook for the course is available at the University Bookstore. Additional readings and resources will be posted the course website on Courselink. A copy of the textbook will be available from the library course reserves.

<b>Ferrini R.L. &amp; Ferrini A.F. (2012). <i>Health in the Later Years. 5<sup>th</sup> Edition.</i> Boston: McGraw-Hill</b>
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**Web Site:** Readings and information supplement the text will be available through Courselink. This is in lieu of a reading packet and is a cost savings to students.

**Appeals Procedure:** Please consult the undergraduate calendar for more information  
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

**Drop & Add Procedure:** Please consult the Undergraduate Calendar. The last date to drop this course without penalty is March 11<sup>th</sup> 2016. You will have received your grade from your first midterm in advance of this date. Should you have concerns about your standing in this course prior to the drop date please contact the instructor. For regulations and procedures for Dropping Course, please review the undergraduate calendar <https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

**Email and classroom etiquette:** As per university regulations, all students are required to check their uoguelph.ca email account regularly: email is the official route of communication between the University and Students. Please use discretion when emailing. You will receive a response within 48 hours (not including weekends) if your email is sent from a uoguelph email address. You will not receive a response if your email is sent from a Hotmail, Gmail, or similar web-based account. ***Please do not email questions related to the course content; these questions are more appropriate for Courselink.***

Given the nature of the class, participation is an expectation. Our goal together should be to create an open environment that promotes discussion and fosters critical thinking. Respectful debate is encouraged. Please offer you colleagues the same respect and maturity you hope to be given when sharing your thoughts both in the classroom and in online discussions.

**Course Structure:** Class time will involve: (a) introduction of new material through lecture, guest lectures, 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 journal article.

**Learning and Writing Services are there to help!** Specially trained Peer Helpers and professional staff in Learning and Writing Services can help you achieve your academic goals. Get personalized assistance in appointments or walk-in sessions, or stop by the Learning Commons (1st Floor Library) for free handouts and workshop information. Visit online at [www.learningcommons.uoguelph.ca](http://www.learningcommons.uoguelph.ca) or call ext. 53632.

**When you cannot meet course requirements:** When you find yourself unable to meet in-course or online requirements due to illness or compassionate reasons, please advise the course instructor in writing with your name, id # 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. **Note:** if appropriate documentation of your inability to meet that in course requirement is necessary, the course instructor, or delegate, will request it of you. Such documentation will rarely be required for course components representing less than 10% of the course grade. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

**Academic Integrity & Misconduct:**

It is the responsibility of every student to review the Academic Integrity policy at the University of Guelph found at the following link: <http://www.academicintegrity.uoguelph.ca/>. Please also review the Academic Misconduct Policy detailed in the Undergraduate Calendar: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. As the 2015/16 Undergraduate Calendar states: "Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it" (p. 29).

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph. All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

**Methods of Evaluation:****In-class examinations: 40% (20% per exam)**

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 and classroom discussions.

**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 17th, by 1 p.m. Papers should be submitted electronically via the dropbox on the Courselink site!

**Journal Club Presentation: 20%**

You will work within a group of approximately 4 students to facilitate a mock journal club on a set date throughout the semester. It is up to your group how you want to manage the facilitation within your group of 4 student leaders. As the facilitators you are required to:

- Select an appropriate academic article on a relevant topic. Articles must be no more than 5 years old and available using the Guelph library.
- Submit the citation to the instructor at least one week prior to your presentation date so it can be posted on the Courselink site.
- Prepare a brief 6-8 minute presentation intended to spark discussion within the classroom. You should plan to introduce the article generally, discuss the methods (is this a good article?), the content (what were the findings?) and the relevance for both students/researchers/practitioners (what should we know as professionals in the field) and older adults (what would be the take away messages we should be sharing with older adults).
- Submit a one-page overview at the start of your presentation to the course instructor.

This assignment is intended to develop your skills as researchers and facilitators. Evidence-informed practice relies on understanding 'what the evidence says' and this exercise allows you to develop your confidence in ranking the strength of evidence and determining if research would change your clinical practice / personal practice. As future clinicians / programmers / educators / caregivers (and future older adults) knowing what the evidence says (and does not say) is a key skill that will set you apart from others.

**Late Policy:** Papers will be accepted for a period of one week past the assigned due date with a daily penalty of 10% (including weekends). The instructor will not accept papers after that period without preauthorized approval. Late exam options are not available except for documented, approved circumstances (instructor approval). If you are unable to attend the your group's presentation due to illness or unforeseen circumstances you should notify your co-facilitators and copy the course instructor in advance of the presentation or within a period of 24-hours. Given that groups will be assigned presentation dates early in the semester it is recommended you work ahead in case of any unexpected absence. As always, for compassionate reasons please contact the course instructor.

## APPROXIMATE SCHEDULING OF CLASS TIME

Date	Topic	Readings / Comments
Tuesday January 12 <sup>th</sup>	Welcome & Introductions Orientation to the course	
Thursday January 14 <sup>th</sup>	Why Aging & Health; What is health? Background & Theories	Textbook introduction CPHO report p.1-10
Tuesday January 19 <sup>th</sup>	Biological Aging Theories & Longevity Understanding health factors	Textbook chapter 2 CPHO report p. 11-12
Thursday January 21 <sup>st</sup>	Age Changes in the body – part one	Textbook Chapter 3
Tuesday January 26 <sup>th</sup>	Age Changes in the body – part two Journal club presentation #1 & 2	
Thursday January 28 <sup>th</sup>	Understanding chronic illness Journal club presentations #3 & 4	Textbook Chapters 4&5 CPHO p. 23-26
Tuesday February 2 <sup>nd</sup>	Aging & Sexuality <b>Guest lecture:</b> Dr. Tuuli Kukkonen	Textbook Chapter 11
Thursday February 4 <sup>th</sup>	Chronic Illness part two Journal club presentations #5 & 6	Textbook Chapters 4&5 CPHO p. 23-26
Tuesday February 9 <sup>th</sup>	Mental Health & Illness Journal club presentation #7 & 8	Textbook chapter 7 Online quiz “how well do you know dementia” (via CourseLink)
Thursday February 11 <sup>th</sup>	<b>EXAM #1</b>	
<b>READING WEEK (no classes February 16<sup>th</sup> &amp; 18<sup>th</sup>)</b>		
Tuesday February 23 <sup>rd</sup>	Physical activity & aging Journal club # 9 & 10	Textbook chapter 9 Canadian Physical Activity Guidelines
Thursday February 25 <sup>th</sup>	Nutrition & Aging Journal club presentation #11 & 12	Textbook chapter 10
Tuesday March 1 <sup>st</sup>	Acute Illness & Accidents	Textbook Chapter 6
Thursday March 3 <sup>rd</sup>	<b>Class Cancelled: Paper Preparation Period</b>	
Tuesday March 8 <sup>th</sup>	Health Promotion & Illness Prevention Journal club presentation #13	Textbook Chapter 12
Thursday March 10 <sup>th</sup>	Medication Use Journal club presentations #14 & 15	Textbook Chapter 8
Tuesday March 15 <sup>th</sup>	Death, dying, grief Journal club presentation #16 & 17	Textbook Chapter 15
Thursday March 17 <sup>th</sup>	Advanced Care Planning. <b>Guest lecture:</b> Robin Smart	<b>Final Papers due by 1:00 p.m.</b>
Tuesday March 22 <sup>nd</sup>	Geriatric Giants Part I Journal club presentation #18 & 19	Online readings
Thursday March 24 <sup>th</sup>	Geriatric Giants Part II Journal club presentation #20 & 21	Online readings
Tuesday March 29 <sup>th</sup>	Systems & Structures in Healthcare Journal Club #22 & 23	CPHO p.75-85
Thursday March 31 <sup>st</sup>	Application of skills & knowledge Journal club #24 as needed	
Tuesday April 5 <sup>th</sup>	Wrap Up & Exam Prep	
Thursday April 7 <sup>th</sup>	<b>Exam #2</b>	