

FRHD*4250: Aging & Health
Department of Family Relations & Applied Nutrition
University of Guelph
Winter 2018

COURSE OUTLINE

Instructor: Anna Dawczyk
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Class time: Tues. and Thurs. 1:00 – 2:20 p.m.
Room: Landscape Architecture 204

Office hours: by appointment

Teaching assistant: Nicole Leibowitz
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Prerequisite(s): 10.00 credits including FRHD*2060

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.

Intended Learning Outcomes

The purpose of this course is to develop new knowledge and skills in the area of aging and health. By the end of this course, students should have the ability to:

1. Explain the importance of health and the impact of illness in later life for individuals, families, and society
2. Discern what is known about aging and health in the scientific literature, what remains unknown, and where research is speculative
3. Apply theoretical lenses to research in aging and health
4. Critically evaluate literature on aging and health and facilitate discussion about the strength of the evidence
5. Integrate collaborative learning and co-operative skills into group work

Course Structure

This course consists of two 80-minute (i.e., one hour and twenty minute) classes per week. Each week, time will be dedicated for a lecture component, and active learning where students engage with course material through *individual*, *collaborative* (i.e., working in groups for a common goal and assessed as a group), and/or *cooperative* learning (i.e., working together and assessed individually) formats.

Required readings

Sazon, S. V., Perkins, E., A., & Etten, M. J. (Eds). (2014). Physical change and aging – A guide for the helping professions (6th ed.). New York: NY, Springer.

Required open access readings and links will be posted on Courselink.

Highly recommended reading

The course requires knowledge of APA style 6th edition – Purdue University provides an excellent summary here: <http://owl.english.purdue.edu/owl/resource/560/01/>

Approximate Schedule

This schedule is fluid and discussion topics will be shaped by students' interest and emerging issues in aging and health. Additional scheduling details will be provided on Courselink and announced throughout the course. Readings are from the course textbook and other required sources are posted on Courselink.

Week 1		
Tues. Jan. 9 th	Introductions and orientation to the course	Textbook: chapter 1 Olshansky et al. (2001)
Thurs. Jan. 11 th	Why aging and health <ul style="list-style-type: none"> • Background • Theories 	Textbook: chapter 2 Jin (2010)
Week 2		
Tues. Jan. 16 th	Age-related changes in the body (Part 1) <ul style="list-style-type: none"> • Skin, hair, and nails • Musculoskeletal system • Endocrine system 	Textbook: chapters 3, 4, 13
Thurs. Jan. 18 th	Age-related changes in the body (Part 2) <ul style="list-style-type: none"> • Nervous system • Dementia and delirium • Sensory systems 	Textbook: chapters 5, 6, 7
Week 3		
Tues. Jan. 23 rd	Mental health	MacCourt et al. (2011) (pages 1 – 21)
Thurs. Jan. 25 th	Eating and nutrition <ul style="list-style-type: none"> • Gastrointestinal system • Urinary system • Nutrition Group presentation: #1	Textbook: chapters 10, 11, 19

Week 4		
Tues. Jan. 30 th	Bodily movement and physical activity <ul style="list-style-type: none"> • Cardiovascular system • Respiratory system • Exercise Group presentation: #2	Textbook: chapters 8, 9, 17
Thurs. Feb. 1 st	Acute illness and accidents Group presentation: #3	Textbook: chapters 14, 16 (p. 270-283)
Week 5		
Tues. Feb. 6 th	Chronic illness and disabilities Group presentation: #4	Textbook: chapter 15
Thurs. Feb. 8 th	Medication Group presentation: #5	Textbook: chapter 20
Week 6		
Tues. Feb. 13 th	Health promotion and accident prevention Group presentation: #6	Prevention and health promotion (2013)
Thurs. Feb. 15 th	Embodiment and biomedicalization Group presentation: #7	Funk, L. (2016)
Winter break		
Feb. 19 th – 23 rd no classes		
Week 7		
Tues. Feb. 27 th	Sexuality and aging Group presentation: #8	Textbook: chapter 12 Tessler et al. (2007)
Thurs. Mar. 1 st	Systems and structures in health care Group presentation: #9	Health care in Canada – A focus on seniors and aging (2011) pages 9 – 20, and 27 – 45
Week 8		
Tues. Mar. 6 th	Long-term care Group presentation: #10	Seniors in transition – exploring pathways across the care continuum (2017)
Thurs. Mar. 8 th	Palliative care, end of treatment, withdrawing treatment, and withholding treatment Group presentation: #11	Rome et al. (2011).

Week 9		
Tues. Mar. 13 th	Guest speaker: Robin Smart (Public Education Coordinator from Alzheimer Society Waterloo Wellington)	Readings are available on CourseLink
Thurs. Mar. 15 th	Dying, death, and grief Group presentation: #12	Textbook: chapter 23
Week 10		
Tues. Mar. 20 th	Bereavement and death education Group presentation: #13	Death education as a public health issue (2015)
Thurs. Mar. 22 nd	Guest speaker: Cyndy McLean (Lived experience of spinal-cord injury)	
Week 11		
Tues. Mar. 27 th	Carers and care-givers Group presentation: #14	Textbook: chapter 22
Thurs. Mar. 29 th	Ethics and morals Group presentation: #15	A guide for reflection on ethical issues concerning assisted suicide and voluntary euthanasia (2015)
Week 12		
Tues. Apr. 3 rd	Course wrap-up and exam preparation	
Thurs. Apr. 5 th	Final Examination	

Assessment Description and Requirements

Assessment #1: Course participation/Active-learning (25%)

Students are expected to be conscientious contributors throughout the semester by completing the assigned readings and actively engaging in classroom discussions and activities. Dedicated time will be provided six times throughout the semester for students to respond to specific questions (provided by the instructor). Written responses must integrate course readings and lecture material. In pairs or groups of three (i.e., will be specified each time), and through a combination of independent thinking and group discussions, students will complete the in-class assignments and submit them to the instructor by the end of each class.

There will be six course participation activities throughout the semester and each will receive a grade out of 100 that is based on integration of assigned readings and course materials (e.g., lectures, videos, discussions, etc.) and critical analysis of the specific topics.

Your top five grades will contribute to your overall course participation grade. Your lowest grade, including a zero for a non-complete assessment, will be dropped.

<p>Assessment #2: Group Presentation (20%)</p> <p>You will work in a group of approximately four students to facilitate a mock journal club on a set date throughout the semester. This presentation should be approximately 6-8 minutes in length and formatted according to APA 6. Students are expected to follow the instructions outlined in the <i>Group Presentation Outline</i> document.</p> <p>Presentation dates are throughout the semester and schedule will be solidified during the first week of classes.</p>
<p>Assessment #3: Individual paper (30%)</p> <p>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 a theoretical perspective (e.g., the life span developmental perspective, etc.) and discuss how your particular health topic can be evaluated and understood from this perspective.</p> <p>Students are expected to follow the instructions in the <i>Individual Paper Outline</i> document.</p> <p>Optional date to submit a two-page annotated bibliography two weeks prior to the due date for feedback. Please note that: a) grades will not be given for this submission (but the feedback may improve your overall quality of your assignment), and b) late submissions will not be accepted past the Friday March 2nd at 11:59 p.m. deadline. No exceptions.</p> <p>Individual paper due: FRIDAY MARCH 16th at 11:59 p.m.</p>
<p>Assessment #4: Final examination (25%)</p> <p>The final examination will be a multiple-choice examination and will take place on our last class date. All course materials -- including the textbook and other required readings, and information from guest-speakers -- is testable.</p> <p>Tuesday April 5th, 2018 from 1:00 – 2:20 p.m.</p>

Late Policy

Late assignments will receive a penalty of 5% per day (including weekends and holidays) EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you know you are going to be handing an assignment in late, you must contact your instructor.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration: <https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-acac.shtml>

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

E-mail Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly as e-mail is the official route of communication. Please try to keep email to a minimum. However, do not hesitate to contact me if there is an emergency. Do not use email to ask a question about course content. Content-related questions can be posted on the discussion board of CourseLink.

Drop Date

The last date to drop one-semester courses, without academic penalty, is **FRIDAY MARCH 9th, 2018**. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar: <https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible. For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: <http://www.csd.uoguelph.ca/csd/>

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: 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. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the Undergraduate Calendar: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08amisconduct.shtml>

Turnitin

You will have access to Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences. 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.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.