

**University of Guelph**  
**Department of Family Relations & Applied Nutrition**  
**FRHD\*4260 Social Policy and Gerontology**  
**Winter 2018**

**COURSE OUTLINE**

**Instructor:** Dr. Kimberley Wilson  
**Office:** MINS 219  
**Phone:** 519-824-4120, ext. 53003  
**E mail:** [kim.wilson@uoguelph.ca](mailto:kim.wilson@uoguelph.ca)

**Teaching Assistants:**  
Curtis Holmes [holmesc@uoguelph.ca](mailto:holmesc@uoguelph.ca)  
Catherine Taylor [ctaylo14@uoguelph.ca](mailto:ctaylo14@uoguelph.ca)

**Class meetings:** Wednesday 7:00 – 9:50 p.m. MINS 103

**Office Hours:** Tuesdays 1:00 – 2:00 p.m. and Wednesdays 5:00 – 6:00 p.m.

**Calendar description:** An examination of aging and adult development in relation to social policy with special reference to families.

**Course objectives and Learning Outcomes**

In your future careers as gerontologists and specialists in human and family development, it will be beneficial to have an understanding of how social and health policies influence the lives of older adults and families. By the end of this course, students should have:

1. An increased knowledge about social policy and aging and an understanding of application of policy to 'real life.'
2. The ability to critically explore social policy from a social determinant of health perspective.
3. Familiarity with the current key local, provincial, and federal social policies and their impact on aging.
4. Developed policy analysis skills and the ability to critique and offer solutions to policy dilemmas.

**Required Textbook:** The required textbook for the course is available at the University Bookstores. Additional readings will be posted (or hyperlinked) on CourseLink. You are also expected to stay abreast of relevant policy issues in the news.

**Graham, J. R., Shier, M. L., & Delaney, R. (2017). Canadian social policy: A new introduction (5th ed.). Don Mills, ON: Pearson Canada Inc.**

**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 9<sup>th</sup> 2018. 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 your colleagues the same respect and maturity you hope to be given when sharing your thoughts both in the classroom and in online discussions.

**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.

### **Late Assignments**

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day *including* weekends EXCEPT under documented grounds for compassionate consideration.

Assignments submitted more than 5 days 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 let me know when you will be submitting your assignment.

### **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 2017/18 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. 31).

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.

**Course format:** This course is made up of weekly lectures that are seminar-style. Seminars are intended to foster debate, analytic thinking about the research literature and policies, and to provide a preparatory forum for graduate work. Class discussions will build on required readings, current events, lectures and guest speakers. Students will be expected to be active participants in the course and demonstrate critical thinking expected of senior undergraduate students.

The course is founded on the principle that a combination of theoretical perspectives and an understanding of applications of policy are vital aspects for understanding the impact of policy decision at the individual and system levels. Students will be challenged to show independent and creative thought throughout the duration of the course. A keen awareness of current events will be important for success in the course.

**Your Mental Health Matters to Me!**

If you need support please visit <https://uoguelph.morefeetontheground.ca/resources> for information about resources and supports available in our community.

**Methods of Evaluation:**

*\*\*Please note: detailed grading information is available on Courselink. Reviewing these in advance of your assignments is crucial for success.*

**Classroom Engagement: 20%**

Students are expected to be conscientious contributors to all seminars. This includes an expectation that students will do the assigned readings, and actively engage in classroom discussion. As a fourth year students, there is an expectation of independent learning and students will be challenged to put forward for debate answers/commentary and ask questions/commentary on their own initiative. A variety of evaluation methods will be used including small group work, in class assignments, online activities and overall contributions to a positive learning environment.

**Online Quizzes: 20%**

Students will write 10 quizzes (in weeks 2 through 8): 9 corresponding to the assigned textbook chapter readings for the previous week, plus a final, summative quiz on all 9 chapters. Each quiz will have 10 multiple choice questions. Quizzes must be completed independently. Quizzes open at 8:00 a.m. on Monday close at 11:59 p.m. on Sunday night.

**Policy Brief Part 1: Policy Backgrounder: 20%**

Students will write a policy backgrounder on a topic chosen from the list provided. This assignment will be done individually. This assignment will be submitted no later than 6:59 p.m. on the indicated due date using the Dropbox on CourseLink. Please refer to the assignment handout for detailed instructions.

**Policy Brief Part 2: Briefing Note: 20%**

Students will utilize the background information from Part 1 of this assignment to write a briefing note on their chosen topic. This assignment will be done in partners. Briefing notes will be discussed in greater length during the first week of classes and throughout the semester. In short, briefing notes are tools that are used in government and organizations to help inform leaders on a variety of topics. Given the large portfolios of minister and administrators, policy analysts are required to write brief memos to highlight the current issues around a particular topic. Briefing notes must be short in length, with clear, succinct messages. These should be based on a scan of current literature (from the Part 1 policy backgrounders) and should also show independent thought in your recommendations. Emphasis should be placed on proper spelling, grammar and APA style referencing. Briefing notes will be submitted no later than 6:59 p.m. on the indicated due date using the Dropbox on CourseLink. Please refer to the assignment handout for detailed instructions.

**Knowledge Translation Activity: What Older Adults Need to Know: 20%**

Navigating the policy landscape can be challenging! This activity is designed to distil key information from current policies into a user-friendly format for older adults. It is vital you consider your audience when you decide how best to share the policy details. You are encouraged to be creative in your delivery – you are free to develop an infographic / print based tool (max 2 pages) or a video or audio clip (max 2 minutes). Should you decide to create an alternate form please consult the instructor to ensure it is appropriate. You have the choice to complete this individually or with a partner. Ten topics are available for this activity with a maximum of six students/pairs on each topic.

**Note: Students are expected to fulfill the course requirements in accordance with University policies on Academic Misconduct. See Undergraduate Calendar for details.**

**APPROXIMATE SCHEDULING OF CLASS TIME**

*Note: this is subject to change given changes in the policy environment, student input, and guest lecture availability. Any changes will be provided in writing on Courselink. Additional readings will be posted on Courselink throughout the duration of the semester.*

<b>Week</b>	<b>Proposed Topics &amp; Readings</b>	<b>Notes &amp; Due Dates</b>
<b>1</b> <b>Jan 10</b>	Welcome & Introductions What is social policy Why social policy and gerontology? Who is responsible for what?  <b>Readings:</b> 1. Chapters 1 & 3	
<b>2</b> <b>Jan 17</b>	Models & Theories of Social Policy A brief history of social policy  <b>Readings:</b> 1. Chapters 2 & 4	<b>Chapter 1 Quiz:</b> open Jan 15-21 <b>Chapter 3 Quiz:</b> open Jan 15-21
<b>3</b> <b>Jan 24</b>	How is policy made / implemented? Do policy lenses work? Using social determinants of health approach to policy in Canada.  <b>Readings:</b> 1. Chapters 5 & 6 2. Halfon, N., Larson K., & Russ S. (2010). Why social determinants? <i>Healthcare Quarterly</i> , 14(Sp), 8-20. doi:10.12927/hcq.2010.21979 3. Chappell R. (2014). Analysis Through Lenses. In <i>Social Welfare in Canadian Society. 5th Edition.</i> (pp. 55-57). Toronto, ON: Nelson Education.	<b>Chapter 2 Quiz:</b> open Jan 22-28 <b>Chapter 4 Quiz:</b> open Jan 22-28  <i>*Policy Brief Part 1: Policy Backgrounder Assignment distributed</i>
<b>4</b> <b>Jan 31</b>	The role of advocates/human service agencies in policy Building on social determinants – a focus on poverty  <b>Readings:</b> 1. Chapter 7 2. Raphael, D. (2011). Poverty in childhood and adverse health outcomes in adulthood. <i>Maturitas</i> , 69, 22-26.	<b>Chapter 5 Quiz:</b> open Jan 29-Feb 4 <b>Chapter 6 Quiz:</b> open Jan 29-Feb 4

Week	Proposed Topics & Readings	Notes & Due Dates
<p><b>5</b> <b>Feb 7</b></p>	<p>Intro to Policy Analysis Human rights – focus on late life Diversity &amp; social inequality</p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>Chapter 8</li> <li>Carstairs, S &amp; Keon W.J. (2009). Countering Ageism. In Special Senate Committee Report on Aging Final Report. <i>Canada's Aging Population: Seizing the Opportunity.</i> (pp. 11-32). Ottawa: The Senate.</li> <li>Butler-Jones, D. (2012). Sex, ender, and Public Health. <i>The Chief Public Health Officer's Report on the State of Public Health in Canada, 2012. Influencing Health - The Importance of Sex and Gender</i> (pp 35-40). Ottawa, ON: Public Health Agency of Canada.</li> </ol>	<p><b>Chapter 7 Quiz:</b> open Feb 5-11</p>
<p><b>6</b> <b>Feb 14</b></p>	<p>Financial Security in Late Life</p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>Chapter 9</li> <li>McFarland, J. &amp; McGugan I. (January 5<sup>th</sup>, 2017). <i>A new premium on retirement.</i> The Globe &amp; Mail. Available: <a href="http://www.theglobeandmail.com/globe-investor/retirement/cpp-reform-whats-changing-and-how-it-will-affectyou/article30551445/">http://www.theglobeandmail.com/globe-investor/retirement/cpp-reform-whats-changing-and-how-it-will-affectyou/article30551445/</a></li> <li>Vettese, F (2014). "Why Canada Has No Retirement Crisis." Rotman International Journal of Pension Management. Toronto: Rotman School of Management.</li> <li>Carstairs, S &amp; Keon W.J. (2009). Eliminating Poverty. In <i>Special Senate Committee Report on Aging Final Report. Canada's Aging Population: Seizing the Opportunity.</i> (pp.93-116). Ottawa: The Senate.</li> </ol>	<p><b>Chapter 8 Quiz:</b> open Feb 12-18 <b>DUE Feb 14:</b> Policy Backgrounder</p>
<p><b>Week of Feb 19-23: Winter Break!</b></p>		

Week	Proposed Topics & Readings	Notes & Due Dates
7 Feb 28	<p>History of health policy in Canada Navigating the health landscape – the experience of older adults</p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Strohschein L, &amp; Weitz R. (2014). A history of healthcare in Canada. In <i>The Sociology of Health, Illness &amp; Health Care in Canada. A Critical Approach</i>. (pp.230-255). Toronto, ON: Nelson Education.</li> <li>2. Novak M., Campbell L. &amp; Northcott HC. (2014). Healthcare. In <i>Aging and Society. Canadian Perspectives. 7<sup>th</sup> Edition</i>. (pp.161-189). Toronto, ON: Nelson Education.</li> <li>3. Chappell, N.L. (2011). Population Aging and the Evolving Care Needs of Older Canadians: An Overview of the Policy Challenges. IRPP Study 21. Montreal: Institute for Research on Public Policy.</li> </ol> <p><b>Another great resource:</b> Ontario's health system: Key insights for engaged citizens, professionals and policymakers. Available: <a href="https://www.mcmasterhealthforum.org/ontario's-health-system">https://www.mcmasterhealthforum.org/ontario's-health-system</a></p>	<p><b>Chapter 9 Quiz:</b> open Feb 26-Mar 4</p>
8 Mar 7	<p>Current health / aging policies and the impact on an aging population</p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Ministry of Health and Long-Term Care. (2015). Patients First: Action Plan for Health Care. Toronto, ON: MOHLTC.</li> <li>2. Ministry of Seniors Affairs. (2017). Aging with Confidence: Ontario's Action Plan for Seniors. Toronto, ON: MSA.</li> </ol>	<p><b>Summative Quiz:</b> open Mar 5-11</p>
9 Mar 14	<p>Mental health policy: who, what, why? How does it affect older adults?</p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Government of Ontario. (2016). Developing Ontario's Dementia Strategy: A Consultation Paper. Available: <a href="https://files.ontario.ca/developing_ontarios_dementia_strategy_-_a_discussion_paper_2016-09-21.pdf">https://files.ontario.ca/developing_ontarios_dementia_strategy_-_a_discussion_paper_2016-09-21.pdf</a></li> <li>2. MacCourt P., Wilson K., &amp; Tourigny-Rivard MF. (2011). <i>Guidelines for Comprehensive Mental Health Services for Older Adults in Canada</i>. Calgary: AB: Mental Health Commission of Canada.</li> <li>3. Bill C-233: An Act respecting a national strategy for Alzheimer's disease and other dementias. <a href="http://www.alzheimer.ca/sites/default/files/files/national_advocacy/c-233_4.pdf">http://www.alzheimer.ca/sites/default/files/files/national_advocacy/c-233_4.pdf</a></li> </ol>	<p><i>*Policy Brief Part 2: Briefing Note Assignment distributed</i></p>

Week	Proposed Topics & Readings	Notes & Due Dates
<b>10</b> <b>Mar 21</b>	Municipal polices: Age Friendly Guelph  <b>Readings:</b> <ol style="list-style-type: none"> <li>The Osborne Group (2012). Older Adult Strategy for the City of Guelph. Guelph, ON: City of Guelph.</li> </ol>	<b>*NOTE: Shortened class 7:00 – 8:30 p.m. *remaining time available to work with your partners to work on your briefing note</b>
<b>11</b> <b>Mar 28</b>	Caregiving and the impact of family policies End of life issues  <b>Readings:</b> <ol style="list-style-type: none"> <li>Fast, J. (2015). Caregiving for Older Adults with Disabilities: Present Costs, Future Challenges. IRPP Study 58. Montreal: Institute for Research on Public Policy.</li> <li>Sinha M. (2012). <i>Spotlight on Canadians. Results from the 2012 General Social Survey: Portrait of Caregivers.</i> Ottawa: ON, Statistics Canada.</li> <li>Carstairs, S &amp; Keon W.J. (2009). Supporting Caregivers. In <i>Special Senate Committee Report on Aging Final Report. Canada's Aging Population: Seizing the Opportunity.</i> (pp. 117-130). Ottawa: The Senate.</li> </ol>	<b>DUE Mar 28: Briefing Note</b>
<b>12</b> <b>Apr 4</b>	Indigenous older adults: Policy Considerations Knowledge sharing event  <b>Readings:</b> <ol style="list-style-type: none"> <li>Health Council of Canada (2013). <i>Canada's Most Vulnerable. Improving health care for First Nations, Inuit, and Metis seniors.</i> Ottawa, ON: Health Council of Canada.</li> <li>8 steps toward addressing Indigenous health inequities <a href="http://healthydebate.ca/2016/01/topic/8-steps-toward-addressing-indigenous-health-inequities">http://healthydebate.ca/2016/01/topic/8-steps-toward-addressing-indigenous-health-inequities</a></li> </ol> <b>Self Study: please do initial research on the Truth &amp; Reconciliation Commission. This can be sensitive content and you should have a working understanding of the history of residential schools in Canada and the recent TRC reports.</b>	<b>DUE Apr 4: KT Assignment</b>