



## COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

# FRHD \*3060: Principles of Social Gerontology

## COURSE OUTLINE – FALL 2022

### 1. CALENDAR DESCRIPTION

A study of social and health aspects of individual and population aging, including theories and implications for understanding and working with the elderly.

**Credit Weight:** 0.5 credits

**Course Hours:** 3-0 (36 lecture; 0 lab/seminar)

**Pre-Requisite(s):** 8.00 credits including (1 of ANTH\*1150, FRHD\*1010, FRHD\*1020, FRHD\*1100, PSYC\*1000, SOC\*1100)

### 2. COURSE DESCRIPTION

This course aims to answer and explore two core questions throughout the semester:

- How aging affects an individual (in the context of their society); and
- How society is influenced by its aging individuals.

### 3. TIMETABLE

**Lecture:** T/Th 10:00 AM - 11:20 AM

**Location:** MCKN, 120 LEC

**Final Exam:** N/A

### 4. INSTRUCTIONAL SUPPORT

**Course Instructor:** Dr. Kimberley Wilson [she/her]

**Email:** [kim.wilson@uoguelph.ca](mailto:kim.wilson@uoguelph.ca)

**Telephone:** 519-824-4120 ext. 53003

**Office:** MINS 219

**Office Hours:** By appointment

**Teaching Assistant:** Julia Linares-Roake [she/they]

**Email:** [linaresj@uoguelph.ca](mailto:linaresj@uoguelph.ca)

**Office Hours:** By appointment

## 5. LEARNING RESOURCES

### Required Resource(s):

- Wister, A.V. (2019). *Aging as a Social Process: Canada and Beyond*. Oxford University Press.
- Online resources as found on Courselink

## 6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Be able to critically appraise public dialogue, political discourse, and research related to the study of social gerontology in order to differentiate common myths from facts/evidence about aging and population aging.
2. Engage with peers in respectful debate around social issues related to aging in order to enhance your own knowledge and perspective while appreciating the diversity of opinions of others.
3. Apply gerontological theory and evidence to the analysis of contemporary social and health issues and related to aging.
4. Value older adults and an aging population and embed anti-ageism into your perspective.
5. Reflect on your position as an active, engaged citizen and consider your influence of power and agency on your own (and others) experience of aging.

## 7. TEACHING AND LEARNING ACTIVITIES

Below is a summary of the three units for this course and the associated topics. Please see the companion document on Courselink for details about required readings and assignment instructions. Although this course is running in-person and on campus, recognizing the current state of the COVID-19 pandemic, all methods of assessment are conducted online. Additional details will be provided in class and on Courselink.

### Unit 1: Introduction and Lenses for Understanding Social Gerontology

Thursday September 8 <sup>th</sup>	Welcome, Introductions, Review of Learning Outcomes and Assessments
Tuesday September 13 <sup>th</sup>	What is social gerontology? Guiding questions for our semester
Thursday September 15 <sup>th</sup>	Ageism, Apocalyptic Demography and the Elephant in the Room
Tuesday September 20 <sup>th</sup>	Considering individuals and considering policies ... what matters more?
Thursday September 22 <sup>nd</sup>	Social Determinants of Health as Lens for Understanding Social Gerontology
Tuesday September 27 <sup>th</sup>	Embedding a diversity lens into the study of social gerontology <b>Media Assignment Part 1 due at 10:00 a.m. (10%)</b>
Thursday September 29 <sup>th</sup>	Theories of gerontology
Tuesday October 4 <sup>th</sup>	Theories of gerontology
Thursday October 6 <sup>th</sup>	<b>Unit 1 Quiz must be completed by 6:00 p.m (15%)</b>

## Unit 2: Health & Well-being for Aging Individuals and Aging Populations

Thursday October 13 <sup>th</sup>	Overview of health and illness in later life
Tuesday October 18 <sup>th</sup>	Mental health and mental illness in later life
Thursday October 20 <sup>th</sup>	<b>Virtual lecture</b> (Canadian Association on Gerontology conference) Diversity spotlight: health and aging within 2SLGBTQ+ communities
Tuesday October 25 <sup>th</sup>	What to expect as we grow older: Cognition and aging
Thursday October 27 <sup>th</sup>	Care and caring: Caregiving experiences and policies
Tuesday November 1 <sup>st</sup>	Social Isolation, Loneliness, and Social Well-being
Thursday November 3 <sup>rd</sup>	Unit 2 Quiz must be completed by 6:00 p.m. (15%)

## Unit 3: Systems and Structures

Tuesday November 8 <sup>th</sup>	Long-term care and housing models
Thursday November 10 <sup>th</sup>	Health and healthcare policy
Tuesday November 15 <sup>th</sup>	Navigating the “system” Journal club submission deadline (6:00 p.m.) (25%)
Thursday November 17 <sup>th</sup>	Financial security and retirement transitions
Tuesday November 22 <sup>nd</sup>	Age friendly communities
Thursday November 24 <sup>th</sup>	Wrap up & Integration
Tuesday November 29 <sup>th</sup>	Unit 3 Quiz must be completed by 6:00 p.m. (15%)
Thursday December 1 <sup>st</sup>	Media Assignment Part 2 due (20%)

**Note:** This is a tentative schedule; however, due to various unknown factors there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

## 8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Unit Quizzes (3 x 15% each)	1,2,4	See above	45
Media Assignment	1,3,4,5	Sept 27 <sup>th</sup> Dec 1 <sup>st</sup>	30
Journal Club	1,2,3,4	Nov 15 <sup>th</sup>	25
<b>Total:</b>			<b>100%</b>

## 9. COURSE STATEMENTS

### Your Mental Health Matters to Me!

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

### COVID-19 and Studying Gerontology

Below you will find university statements and policies regarding COVID-19. I am asking that students consider our topic of interest (aging) and our own personal responsibilities to improve the quality of life for older adults in our own lives and in our communities. As we will discuss in depth in this course, the pandemic has disproportionality impacted older adults. In this course, as per learning outcome #6, I am strongly encouraging the use of masks in this classroom as we consider our positions as active, engaged citizens and consider our influence of power and agency on our own (and others) experience of aging.

Aligning with my own commitment to transmission low to protect older adults and those who are immunocompromised, I will make any accommodations necessary to ensure that students do not return to class with an active COVID-19 infection despite changes to provincial policies.

### Land Acknowledgement:

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

### Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

### Late Assignments:

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day 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 are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

### Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade

during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

#### **Turnitin Software:**

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.

## **10. UNIVERSITY STATEMENTS**

#### **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.

#### **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](#).

#### **Drop date:**

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

#### **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.

#### **Accessibility:**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

### **Academic misconduct:**

The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

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.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

### **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.

**Resources:**

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

**Disclaimer:**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

**Illness:**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

**COVID-19 Safety Protocols:**

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.