



## COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

# FRHD/NUTR\*3060 Principles of Social Gerontology

## COURSE OUTLINE – FALL 2024

### 1. CALENDAR DESCRIPTION

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

<b>Credit Weight:</b>	0.5 credits
<b>Course Hours:</b>	3-0 (36 lecture; 0 lab/seminar)
<b>Pre-Requisite(s):</b>	9.50 credits including (FRHD*1020 or SOAN*3100)
<b>Co-Requisites(s):</b>	N/A
<b>Restriction(s):</b>	N/A

### 2. COURSE DESCRIPTION

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

- How does aging affect individuals (in the context of their society)?
- How is society influenced by its aging individuals?

### 3. TIMETABLE

**Lecture:**

**Location:**

**Final Exam:** N/A

### 4. INSTRUCTIONAL SUPPORT

**Course Instructor:** Dr. Leslie Malloy-Weir

**Email:** lmweir@uoguelph.ca

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

**Office:**

**Office Hours:** By appointment.

**Teaching Assistant:** Julia Linares-Roake

**Email:** linaresj@uoguelph.ca

**Office:**

**Office Hours:** By appointment

## 5. LEARNING RESOURCES

### Required Resource(s):

A set of weekly readings are listed in Appendix A. These readings, or links to these readings, have been posted to CourseLink. Please review these readings on a weekly basis. If you have any problems accessing the readings, please contact the instructor for assistance.

### Recommended Resource(s):

Please visit 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 a 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

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
<b>Thursday, Sept 5 – in-person</b>	Welcome, introduction, review of learning outcomes and assessments	Please see Appendix A and CourseLink.	
<b>Tuesday, Sept 10 asynchronous</b>	Key terms, trends, and myths	Please see Appendix A and CourseLink	
<b>Thursday, Sept 12 In-person</b>	Ageism	Please see Appendix A and CourseLink.	
<b>Tuesday, Sept 17 asynchronous</b>	Theories of aging	Please see Appendix A and CourseLink.	
<b>Thursday, Sept 19 in-person</b>	Theories of aging & successful aging	Please see Appendix A and CourseLink	

<b>Week</b>	<b>Topics</b>	<b>Assigned Readings &amp; Guest Speakers</b>	<b>Notes &amp; Due Dates</b>
<b>Tuesday, Sept 24 asynchronous</b>	Cross-cultural perceptions of aging	Please see Appendix A and CourseLink	Media assignment Part 1 due by 11:59 pm (10%)
<b>Thursday, Sept 26 In-person</b>	Social Determinants of Health as a lens for understanding social gerontology	Please see Appendix A and CourseLink	
<b>Tuesday, Oct 1 asynchronous</b>	Embedding a diversity lens into the study of gerontology	Please see Appendix A and CourseLink	
<b>Thursday, Oct 3 in-person</b>	Considering individuals and considering policies	Please see Appendix A and CourseLink	
<b>Tuesday, Oct 8 asynchronous</b>	No new material will be covered	Quiz #1 – tests content from Sept 5 to Oct 3	Quiz #1 must be completed online by 11:59 pm (15%)
<b>Thursday, Oct 10 in-person</b>	Health and aging	Please see Appendix A and CourseLink.	
<b>Tuesday, Oct 15 asynchronous</b>	No class	Fall Study Break Day	
<b>Thursday, Oct 17 In-person</b>	Care and caring	Please see Appendix A and CourseLink.	
<b>Tuesday, Oct 22 asynchronous</b>	Disability and aging	Please see Appendix A and CourseLink.	
<b>Thursday, Oct 24 In-person</b>	Aging and dying in prison	Please see Appendix A and CourseLink.	
<b>Tuesday, Oct 29 asynchronous</b>	Social isolation, loneliness, and social well-being	Please see Appendix A and CourseLink.	
<b>Thursday, Oct 31 asynchronous</b>	No new material will be covered	Quiz #2 – tests content from Oct 10 to Oct 24	Quiz #2 must be completed online by 11:59 pm (15%)
<b>Tuesday, Nov 5 asynchronous</b>	Work, retirement, income, pensions, & wealth	Please see Appendix A and CourseLink	Journal Club submission is due by 11:59 pm
<b>Thursday, Nov 7 In-person</b>	Age-friendly communities	Please see Appendix A and CourseLink.	
<b>Tuesday, Nov 12 asynchronous</b>	Elder abuse	Please see Appendix A and CourseLink.	

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
<b>Thursday, Nov 14</b> In-person	Housing	Please see Appendix A and CourseLink.	
<b>Tuesday, Nov 19</b> asynchronous	Lifelong learning	Please see Appendix A and CourseLink.	
<b>Thursday, Nov 21</b> In-person	Super Agers	Please see Appendix A and CourseLink.	
<b>Tuesday, Nov 26</b> asynchronous	No new material will be covered	Quiz #3 – tests content from Oct 29 to Nov 21	Quiz #3 must be completed online by 11:59 pm (15%)
<b>Thursday, Nov 29</b> In-person	No new material will be covered	Media assignment Part 2 is due by 11:59 pm	Media assignment Part 2 is due by 11:59 pm (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 – Online via CourseLink (3 X 15% each)	1, 2, 4	See above	45
Media Assignment – Part 1	1, 3, 4, 5		10
Media Assignment – Part 2			20
Journal Club	1,2,3,4		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/services/counselling/mental-health-support-resources> for information about resources and supports available in our community.

## **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 Metis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this and land and 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:**

*All deadlines have a grace period of 48 hours.* This means that there will not be docked marks if you submit before the extra 48 hours period expires. Please, do not treat the grace period as the deadline, because it is not. The deadline is a hard deadline and the grace period is in place to account for potential difficulties and life events that can occur at the time of the hard deadline.

*Emails asking for late submission during the grace period are not needed* and will not be answered: just submit within the grace period. CourseLink will say that it is late, but if it is within 48 hours of the deadline is within the grace period and it is not late.

*No extensions over the grace period will be given.* You can submit the assignment after the grace period has expired; however, your mark will be docked 10% per day including weekends 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. This policy is in place to guarantee fairness for all students.

## **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 in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

### **Drop date:**

Students have until the last day of classes to drop courses without academic penalty. 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.

**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-campuses/how-u-of-g-is-preparing-for-your-safe-return/>

<https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

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



**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.

**Appendix A: Weekly reading list. All readings, or links to readings, have been posted on CourseLink. If you have any problems accessing the readings, please contact the instructor for assistance.**

**Thursday, September 5 – Introduction, review of course outline**

Please see course outline and assignments posted on CourseLink

**Tuesday, September 10 – Key terms, trends, and myths**

Little, W. (2014). Who are the elderly? Aging in Society. Section 13.1 only. In, Introduction to Sociology – 1<sup>st</sup> Canadian Edition.

Available at: <https://opentextbc.ca/introductiontosociology3rdedition/chapter/13-1-who-are-the-elderly-aging-in-society/>

**Thursday, September 12 – Ageism**

WHO. (2021). *Global report on ageism*. Chapters 1, 2 and 3. Please focus mainly on the content presented in class.

Available at: <https://iris.who.int/bitstream/handle/10665/340208/9789240016866-eng.pdf>

**Tuesday, September 17 - Theories of aging**

Philips, J., Ajrouch, K., & Hillcoat, S. (2010). Social theories of aging. In, *Key concepts in social gerontology*.

**Thursday, September 19 - Theories of aging & successful aging**

Philips, J., Ajrouch, K., & Hillcoat, S. (2010). Successful aging. In, *Key concepts in social gerontology*.

**Tuesday, September 24 – Cross-cultural perceptions of aging**

Coso et al. (2015). Cross-cultural perspectives of successful aging: young Turks and Europeans. *Educational Gerontology*, 41, 800-813. <https://doi.org/10.1080/03601277.2015.1050899>

**Thursday, September 26: Social determinants of health as a lens for understanding social gerontology**

Pages 11-14 of the Canadian Facts. This is a recently updated and very comprehensive resource that reviews Canadian evidence about the different social determinants of health. Direct link:

[https://thecanadianfacts.org/The\\_Canadian\\_Facts-2nd\\_ed.pdf](https://thecanadianfacts.org/The_Canadian_Facts-2nd_ed.pdf)

Perez, F. P., Perez, C. A., & Chumbiauca, M. N. (2022). Insights into the social determinants of health in older adults. *Journal of biomedical science and engineering*, 15(11), 261.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9681180/pdf/nihms-1850883.pdf>

### **Tuesday, October 1 - Embedding a diversity lens into the study of gerontology**

“Triple Jeopardy” chapter in Phillips, J. E., Ajrouch, K. J., & Hillcoat-Nallétamby, S. (2010). Key concepts in social gerontology. Sage.

<https://ebookcentral.proquest.com/lib/uoguelph/reader.action?docID=743515&ppg=203>

Garcia, M. A., Homan, P. A., García, C., & Brown, T. H. (2021). The color of COVID-19: Structural racism and the disproportionate impact of the pandemic on older Black and Latinx adults. *The Journals of Gerontology: Series B*, 76(3), e75-e80.

<https://academic.oup.com/psychsocgerontology/article/76/3/e75/5881410?login=false>

### **Thursday, October 3 – Considering individuals and considering policies**

Population Aging chapter in Phillips, J. E., Ajrouch, K. J., & Hillcoat-Nallétamby, S. (2010). Key concepts in social gerontology. Sage.

<https://ebookcentral.proquest.com/lib/uoguelph/reader.action?docID=743515&ppg=166>

### **Tuesday, October 8 – Please complete Quiz#1 by 11:59 pm**

### **Thursday, October 10 – Health and aging**

World Health Organization. (2018, February 5). Ageing and health. Key facts.

Aging & Health section of the PHAC report: <https://www.canada.ca/en/public-health/services/publications/diseases-conditions/aging-chronic-diseases-profile-canadian-seniors-report.html#a2>

Chronic diseases and conditions, other health outcomes, and multimorbidity

<https://www.canada.ca/en/public-health/services/publications/diseases-conditions/aging-chronic-diseases-profile-canadian-seniors-report.html#a3>

### **Tuesday, October 15 – Fall Study Break Day**

### **Thursday, October 17 – Care and Caring**

Quick Facts: Caregiving to Older Canadians <https://vanierinstitute.ca/in-focus-2020-caregiving-to-older-canadians/>

Arriagada, P. (2020). The experiences and needs of older caregivers in Canada.

[https://www150.statcan.gc.ca/n1/en/pub/75-006-x/2020001/article/00007-eng.pdf?st=O3bOa\\_X4](https://www150.statcan.gc.ca/n1/en/pub/75-006-x/2020001/article/00007-eng.pdf?st=O3bOa_X4)

### **Thursday, October 22 – Disability and aging**

Moon, L. M., et al. (2020). Aging Concerns, Challenges, and Everyday Solution Strategies (ACCESS) for adults aging with a long-term mobility disability.

Available at: <https://www.sciencedirect.com/science/article/pii/S1936657420300613>

**Thursday, October 24 – Aging and dying in prison**

Government of Canada. (2019). Aging and Dying in Prison: An Investigation into the Experiences of Older Individuals in Federal Custody.

Available at: <https://www.publications.gc.ca/site/eng/9.867536/publication.html>

**Tuesday, October 29 – Social isolation, loneliness and social well being**

MacCourt, P. (2017). Social isolation of seniors-Volume 1: understanding the issue and finding solutions. In Government of Canada.

Read: Part 1: Social Isolation <https://www.canada.ca/en/employment-social-development/corporate/partners/seniors-forum/social-isolation-toolkit-vol1.html#section5>

Menec, V. H., Newall, N. E., Mackenzie, C. S., Shooshtari, S., & Nowicki, S. (2020). Examining social isolation and loneliness in combination in relation to social support and psychological distress using Canadian Longitudinal Study of Aging (CLSA) data. PloS one, 15(3), e0230673.

<https://journals.plos.org/plosone/article/file?id=10.1371/journal.pone.0230673&type=printable>

**Thursday, October 31 - Please complete Quiz#2 by 11:59 pm**

**Tuesday, November 5 – Work, retirement, income, pensions, & wealth \*\*\*Please note that these are short readings.**

Government of Canada. (n.d.). Main sources of retirement income. Available at: <https://retraite-retirement.service.canada.ca/en/learn/main-sources-of-retirement-income>

Statistics Canada. (2018). Reasons for working at 60 and beyond. Available at: <https://www150.statcan.gc.ca/n1/pub/71-222-x/71-222-x2018003-eng.htm>

Statistics Canada. (2019). Study: Occupations with older workers. Available at: <https://www150.statcan.gc.ca/n1/daily-quotidien/190725/dq190725b-eng.htm>

**Thursday, November 7 – Age-friendly communities**

“Age-Friendly Communities” <https://www.canada.ca/en/public-health/services/health-promotion/aging-seniors/friendly-communities.html>

Menec, V. H., Means, R., Keating, N., Parkhurst, G., & Eales, J. (2011). Conceptualizing age-friendly communities. Canadian Journal on Aging/La revue canadienne du vieillissement, 30(3), 479-493 <https://www.cambridge.org/core/services/aop-cambridge->

[core/content/view/11F7B9EF0A9DD345BA10D3D934E7DB11/S0714980811000237a.pdf/div-class-title-conceptualizing-age-friendly-communities-a-href-fn1-ref-type-fn-a-div.pdf](https://www.ontario.ca/page/information-about-elder-abuse)

### **Tuesday, November 12 – Elder abuse**

Government of Ontario. (2019). Information about elder abuse. Available at: <https://www.ontario.ca/page/information-about-elder-abuse>

WHO. (2024). Abuse of older people. Available at: <https://www.who.int/news-room/fact-sheets/detail/abuse-of-older-people>

### **Thursday, November 14 - Housing and aging in place**

Federal/Provincial/Territorial Ministers Responsible for Seniors. (2019, June). *Report on housing needs of seniors*. \*\*\* Please focus only on details of this report that are covered on the lecture slides. You are not required to know the entire contents of this document.

Grenier et al. (2016). 'Growing old' in shelters and 'on the street': experiences of older homeless people. *Journal of Gerontological Social Work*, 59(6), 458–477.

### **Tuesday, November 19 – Lifelong learning**

Li, A., & Wei, H. (2019). Lifelong learning for aging people in Taiwan: innovative programs and social effects. *New Directions for Adult and Continuing Education*, 162, 97-110.

Zu, Y., & Zhang, W. (2019). Active learning for active ageing: Chinese senior immigrants' lifelong learning in Canada. *Educational Gerontology*, 45(8), 506–518.

### **Thursday, November 21 – Super Agers and wrap up**

Rice, X. (2017, April 7-20). Rise of the super-agers. *New Statesmen*

Yu, J., et al. (2019). Super-cognition in aging: cognitive profiles and associated lifestyle factors. *Applied Neuropsychology: Adult*. doi: 10.1080/23279095.2019.1570928

### **Tuesday, November 26 – Please complete Quiz #3 by 11:59 pm**

### **Thursday, November 29 – Media assignment Part 2 due by 11:59 pm**