



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD/NUTR*3060 Principles of Social Gerontology

COURSE OUTLINE – FALL 2021

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.

Credit Weight:	0.5 credits
Course Hours:	3-0 (36 lecture; 0 lab/seminar)
Pre-Requisite(s):	9.50 credits including (FRHD*1020 or SOAN*3100)
Co-Requisites(s):	N/A
Restriction(s):	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:	Fridays 3:30 p.m. – 6:20 p.m.
Location:	ROZH 102
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:	Fridays 2:30 p.m. – 3:30 pm and by appointment. Please book with instructor.
Teaching Assistant:	Marciane Any
Email:	many@uofguelph.ca
Office:	
Office Hours:	By appointment

5. LEARNING RESOURCES

Required Resource(s):

The textbook that was previously used in this course now costs around \$200. To avoid placing this financial burden on students, 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
1	Introduction, review of course outline, key terms, trends, and myths	Please see Appendix A and CourseLink.	
2	Theories of aging & successful aging	Please see Appendix A and CourseLink.	In-class engagement activity – 2%
3	Health, disability, and social determinants of health	Please see Appendix A and CourseLink.	In-class engagement activity – 2% Myth busters – Part 1 – 10% Monday, Oct. 4 by 11:59 pm

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
4	Work, retirement, income, pensions, & wealth	Please see Appendix A and CourseLink.	In-class engagement activity – 2% Online Quiz#1 – 10% Lectures 1 through 4 Thursday, Oct. 7 by 11:59 p.m.
5	Housing and aging in place	Please see Appendix A and CourseLink.	In-class engagement activity – 2%
6	Care and social support	Please see Appendix A and CourseLink.	In-class engagement activity – 2%
7	Ageism and elder abuse	Please see Appendix A and CourseLink.	In-class engagement activity – 2%
8	Vulnerable and marginalized aging populations – part 1	Please see Appendix A and CourseLink.	In-class engagement activity – 2% Online Quiz#2 – 10% Lectures 5 through 8 Thursday, Nov. 4 by 11:59 p.m.
9	Vulnerable and marginalized aging populations – part 2	Please see Appendix A and CourseLink.	In-class engagement activity – 2%
10	End-of-life	Please see Appendix A and CourseLink.	In-class engagement activity – 2% Myth busters – Part 2 – 20% Monday, Nov. 22 by 11:59 pm
11	Age-friendly societies	Please see Appendix A and CourseLink.	In-class engagement activity – 2%
12	Lifelong learning	Please see Appendix A and CourseLink.	Journal Article – 20% Monday, Dec. 6 by 11:59 p.m. Online Quiz #3 – 10% Lectures 9 through 12 Thursday, Dec . 9 by 11:59 pm

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 20 questions each quiz	1, 2, 4	Thursday, Oct. 7 by 11:59 p.m. Thursday, Nov. 4 by 11:59 p.m. Thursday, Dec . 9 by 11:59 pm	30
Myth busters – Part 1	1, 3, 4, 5	Monday, Oct. 4 by 11:59 pm	10
Myth busters – Part 2	1,3, 4, 5	Monday, Nov. 22 by 11:59 pm	20
Journal Article	1, 2, 3, 4	Monday, Dec. 6 by 11:59 p.m.	20
In-class engagement activities	1, 2, 3, 4, 5	Ongoing	20
Total:			100%

9. COURSE STATEMENTS

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 book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

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.](#)

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).

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.

Week 1 – Introduction, review of course outline, key terms, trends, and myths

Philips, J., Ajrouch, K., & Hillcoat, S. (2010). Gerontology. In, *Key concepts in social gerontology*. (pp. 115-247).

Thornton, J. E. (2002). Myths of aging or ageist stereotypes. *Educational Gerontology*, 28, 301–312,

Week 2 – Theories of aging and successful aging

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

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

Week 3 – Health, disability, and social determinants of health

Raphael et al. (2020). *Social determinants of health. The Canadian Facts – 2nd edition. Introduction, pp. 11-14.*

Raphael et al. (2020). *Social determinants of health. The Canadian Facts – 2nd edition. Stress, bodies, and illness, pp. 15-16.*

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

Government of Canada. (2014). The Chief Public Health Officer's Report on the State of Public Health in Canada 2014 - Changing demographics, aging and health.

Week 4 – Work, retirement, income, pensions, & wealth *Please note that these are short readings.**

Raphael, D., et al. (2020). *Social determinants of health. The Canadian Facts - 2nd Edition. Income and income distribution, pp. 17-20.*

Raphael, D., et al. (2020). *Social determinants of health. The Canadian Facts - 2nd Edition. Employment and job security, pp. 24-26.*

Raphael, D., et al. (2020). *Social determinants of health. The Canadian Facts - 2nd Edition. Employment and working conditions, pp. 27-30.*

Government of Canada. (2019). Sources of retirement income.

Statistics Canada. (2018). Reasons for working at 60 and beyond.

Statistics Canada. (2019). Study: Occupations with older workers.

Statistics Canada. (2018). Seniors' income from 1976 to 2014: Four decades, two stories

Week 5 – Housing and aging in place

Raphael, D., et al. (2020). *Social determinants of health. The Canadian Facts - 2nd Edition. Housing, pp. 38-41.*

Raphael, D., et al. (2020). *Social determinants of health. The Canadian Facts - 2nd Edition. Geography, pp. 52-54.*

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.*

Week 6 – Care and social support

Raphael, D., et al. (2020). *Social determinants of health. The Canadian Facts - 2nd Edition. Social safety net, pp. 45-47.*

Arriagada, P. (2020, November 4). *The experiences and needs of older caregivers in Canada.* Statistics Canada.

Sibalaja, J., et al. (2020). Social support, social participation, & depression among caregivers and noncaregivers in Canada: a population health perspective. *Aging & Mental Health, 24(5), 765–773.*

Week 7 – Ageism and elder abuse

Ontario Human Rights Commission. (n.d.). Ageism and age discrimination (fact sheet).

Government of Ontario. (2019). Information about elder abuse.

Pillemer et al., K. (2016). Elder abuse: global situation, risk factors, and prevention strategies. *The Gerontologist, 56(S2), S194-S205.*

Week 8 – Vulnerable and marginalized aging populations – part 1

Raphael, D., et al. (2020). *Social determinants of health. The Canadian Facts - 2nd Edition*. **Social exclusion, pp. 42-44.**

Government of Canada. (2019). *Aging and dying in prison: an investigation into the experiences of older individuals in federal custody*.

Raphael, D., et al. (2020). *Social determinants of health. The Canadian Facts - 2nd Edition*. **Disability, pp. 55-58.**

Martin, L., Ouellette-Kuntz, H., & McKenzie, K. (2017). The power of population health data on aging and intellectual and developmental disabilities: reactions of knowledge users. *Journal of Policy and Practice in Intellectual Disabilities, 14*(4), 268-278.

Week 9 – Vulnerable and marginalized aging populations – part 2

Raphael, D., et al. (2020). *Social determinants of health. The Canadian Facts - 2nd Edition*. **Indigenous ancestry, pp. 59-62.**

Ballard, M., Coughlin, J., & Martin, D. (2019). Reconciling with Minoaywin: First Nations elders' advice to promote healing from forced displacement. *Canadian Journal on Aging, 39* (2), 169–177.

Raphael, D., et al. (2020). *Social determinants of health. The Canadian Facts - 2nd Edition*. **Race, pp. 71-74.**

Raphael, D., et al. (2020). *Social determinants of health. The Canadian Facts - 2nd Edition*. **Immigration, pp. 67-70.**

Guruge, S., Thompson, M. S., & Seifie, S. G. (2015). Mental health and service issues faced by older immigrants in Canada: a scoping review. *Canadian Journal on Aging, 34* (4), 431 – 444.

Week 10 – End-of-life

Meier et al.. (2016). Defining a Good Death (Successful Dying): Literature Review and a Call for Research and Public Dialogue. *The American Journal of Geriatric Psychiatry, 24*(4), 261-27.

Yu, M., Guerriere, D. N., & Coyte, P. C. (2015). Societal costs of home and hospital end-of-life care for palliative care patients in Ontario, Canada. *Health Soc Care Community, 23*(6):605-18.

CIHI. (2021). *Seniors living with dementia in Canada facing gap in palliative care*.

Week 11 – Age-friendly societies

Government of Canada. (2016). *Age-friendly communities*.

McCrillis, E., Skinner, M. W., & Colibaba, A. (2021). Developing rural insights for building age-friendly communities. *Journal of Rural Studies*, 81, 336-344.

Week 12 – Lifelong learning

Raphael, D., et al. (2020). *Social determinants of health. The Canadian Facts - 2nd Edition. Education, pp. 21-23.*

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.