



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*4250 Aging & Health COURSE OUTLINE – WINTER 2019

1. 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.

Credit Weight:	0.5 credits
Course Hours:	3-0 (36 lecture; 0 lab/seminar)
Pre-Requisite(s):	Take 10 credits; FRHD*2060
Co-Requisites(s):	none
Restriction(s):	none

2. COURSE DESCRIPTION

Building on the foundations learned in previous human development courses, adult development & aging, and human ontogeny, students are challenged to delve more deeply into understanding human aging and health. Through a brief media presentation and investigating a selected aging and health topic, in-depth, students are encouraged to break down stereotypes and expand their knowledge base. Topics include but are not limited to: psychological/sociological/social determinant theories of aging and successful aging (including emphasis on Indigenous populations and aging), age changes and disease processes (both acute and chronic); mental health and impairment (including examining dementias); medication use; disease prevention, exercise and health promotion; caregiving and placement concerns (including impact on family); ethical concerns about end-of-life care, decision making, advanced directives, medical assistance in dying, death and dying.

3. TIMETABLE

Lecture:	Tuesday & Thursday 1:00 – 2:20 pm
Location:	Thornbrough (THRN) 1307
Final Exam:	no final exam during finals week

4. INSTRUCTIONAL SUPPORT

Course Instructor: Scott B. Maitland, Ph.D.
Email: smaitlan@uoguelph.ca
Telephone: 519-824-4120 ext. 56156
Office: MINS 225
Office Hours: By appt.

Teaching Assistant: Haley Watson
Email: hwatso04@uoguelph.ca
Office:
Office Hours: By Appt.

5. LEARNING RESOURCES

Required Resource(s):

Required Textbook: Saxon, S. V., Etten, M. J. & Perkins, E., A., (Eds). (2015). Physical change and aging – A guide for the helping professions (6th ed.). New York: NY, Springer.

Additional Readings: Made available on the Courselink site and listed on outline.

Recommended Resource(s):

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/>

Cavanaugh, J. C., & Blanchard-Fields, F. (2019). Adult development and aging (8th ed.). Boston, MA: Cengage.

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able 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. Understand the diversity among individuals and groups as they age

5. Critically evaluate literature on aging and health and facilitate discussion about the strength of the evidence
6. Integrate collaborative learning and co-operative skills into group work

7. TEACHING AND LEARNING ACTIVITIES

Week Class	Dates	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
1-1	Tuesday, 1/8	<ol style="list-style-type: none"> 1. Overview of Course 2. <u>Why Aging & Health?</u> 	<p>Start reading: SEP Ch 1, 2 Live to 100; Life-Span Theory</p>	<i>Readings provide basis for rest of course and your final paper)</i>
1-2	Thursday 1/10	<ol style="list-style-type: none"> 1. <u>Life Span Developmental perspective (& others)</u> 	Life-Span Theory Baltes & Graf Fuller-Iglesias	
2-1	Tuesday 1/15	<ol style="list-style-type: none"> 1. <u>Bio Theories of Aging</u> 2. Media Presentations #1 	<p>SEP Ch 1, 2 F&F Ch 2 Bio Theory</p>	
2-2	Thursday 1/17	<ol style="list-style-type: none"> 1. <u>Successful Aging</u> 2. Media Presentations #2 	Rowe & Kahn Aldwin et al	
3-1	Tuesday 1/22	<ol style="list-style-type: none"> 1. <u>Indigenous Aging 1</u> 2. Media Presentations #3 	Dr. Kimberly Anderson Baskin & Davey Pace & Grenier	
3-2	Thursday 1/24	<ol style="list-style-type: none"> 1. <u>Indigenous Aging 2</u> 2. Media Presentations #4 	Dr. Kimberly Anderson Baskin & Davey Pace & Grenier	

Week Class	Dates	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
4-1	Tuesday 1/29	1. <u>Age changes in body: 1</u> <ul style="list-style-type: none"> • Skin, hair, nails • Musculoskeletal • Sensory 2. Media Presentations #5	SEP Ch 3, 4, 7 F&F Ch 3	
4-2	Thursday 1/31	1. <u>Age changes in body: 2</u> <ul style="list-style-type: none"> • Nervous System • Cardiovascular System • Respiratory System 2. Media Presentations #6	SEP Ch 5, 8, 9 F&F Ch 3	
5-1	Tuesday 2/5	1. <u>Age changes in body: 3</u> <ul style="list-style-type: none"> • GI System • Urinary System • Endocrine/Immune 1. Media Presentations #7	SEP Ch 10, 11, 13, 14 F&F Ch 3	
5-2	Thursday 2/7	2. <u>Health Promotion & Exercise</u> 3. Media Presentations #8	SEP Ch 17 F&F Ch 12	
6-1	Tuesday 2/12	1. Catch-up/Review day 2. Media Presentations #9		
6-2	Thursday 2/14	Midterm 1		
7		Winter Break No class 2/19 or 2/21		
8-1	Tuesday, 2/26	<u>Mental Health</u> Media Presentations #10	F&F Ch 7 Mental Health Readings	
8-2	Thursday 2/28	<u>Dementia & Delirium</u> Media Presentations #11	SEP Ch 6 F&F Ch 7 Dementia Readings	Kathleen Wheeler Skype Q&A?

Week Class	Dates	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
9-1	Tuesday 3/5	<u>Sexuality and Aging</u> Media Presentations #12	SEP Ch 12 F&F Ch 11	
9-2	Thursday 3/7	1. <u>Special Topics: Aging with Lifelong Disability</u> 2. <u>Alcoholism, Falls, Foot Care, Pain</u> 3. Media Presentations #13	SEP Ch 15, 16	
10-1	Tuesday 3/12	1. <u>Accidents, Illnesses</u> 2. Media Presentations #14	F&F Ch 6	
10-2	Thursday 3/14	1. <u>Medication & Substance Use/Abuse</u> 2. Media Presentations #15	SEP Ch 20 F&F Ch 8	FINAL PAPERS DUE by 5 p.m.
11-1	Tuesday 3/19	1. <u>Caregiving</u> 2. Media Presentations #16	SEP Ch 21, 22	
11-2	Thursday 3/21	1. <u>Topics in Caregiving</u> 2. Media Presentations #17	Robin Smart, Public Ed Coord	
12-1	Tuesday 3/26	1. <u>Palliative Care, End of Life Decision Making</u> 2. Media Presentations #18	MoH Reports	
12-2	Thursday 3/28	1. <u>Death and Grief</u> 2. Media Presentations #19	SEP Ch 23, F&F Ch 15	
13-1	Tuesday 4/2	1. <u>Topics in Death & Grief</u> 2. Media Presentations #20	Norm Moore, Funeral Director	Funeral home site visit TBD
13-2	Thursday 4/4	Midterm II	Material since Midterm1	

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.

Lecture notes (slides) will be available on-line through Courselink. Remember that the slides do not contain a detailed account of the material covered in class, they only provide an outline. My final version of lecture slides will be based on the outline but may vary in content and presentation. It is strongly recommended that you take notes in class to supplement the slides. Exam questions will be connected to material presented in text and in class.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Midterm Exam 1 Ch (fill in chapters) (50 questions)	1-5	Thurs, 2/14	20
Aging & Health Media Presentation	1-6	Varies, Two Grp Present per Class.	20
Midterm Exam 2 Ch (Fill in chapters) (50 questions)	1-5	Thurs. 4/4	20
Major Paper	1-5	Thurs 3/14 5:00 p.m.	40
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 as Word documents. 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:

Papers will be accepted for a period of one week past the assigned due date with a 10% penalty. Papers will not be accepted after that period without a preauthorized approval by the program counselor and instructor. ***Late papers must be submitted as an email attachment or given to the instructor as a hard-copy!*** Late exam options are not available except for documented, approved circumstances (requires program counselor and instructor approval).

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.](#)

Two Exams (40% total)

There will be two examinations of mixed format (e.g., multiple choice, true/false, matching, etc). These exams will be used to test your knowledge of the readings, including text and any additional readings I have emphasized/told you were important. Additionally, material from guest speakers is testable

Guidelines for the Major Paper (40%):

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 the life span developmental perspective (**and/or** another theoretical perspective(s)) and discuss how your particular health topic can be evaluated and understood for this viewpoint. For example, ask yourself: What theoretical implications exist and how does theory help you to better understand your topic? What limitations exist in the current literature and what suggestions can you make to help improve the understanding of this topic? Are there particular research designs, intervention projects, and suggestions that you can make to enhance our current knowledge? **This paper should not exceed 8-10 double-spaced pages! Due date: Thursday, March 14th, by 5 p.m. Papers should be submitted electronically as a Word document, via the dropbox on the Courselink site!**

Group presentation of a recent health-related media item (20%)

You will work with a small group to lead the class in a discussion about a recent media item that you find interesting. This exercise is meant to make you aware of the constant flow of information concerning Aging & Health. Your presentation should include the reason your group selected the topic, a discussion of whether you believe the research presented in the media item was valid or not (i.e., provide a brief critique of methods used, the source, the sample, and suggest ways it could be improved). You will use audiovisual aids to do your presentation. The room is equipped with an overhead projector, document camera, TV/VCR, and PowerPoint will be available for your presentation (arrange equipment needs with Dr. Maitland). Talks will be limited to **6-8 minutes**, depending on class size. I will announce the allotted time after we know how many groups will be presenting.

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:

Courses that are one semester long must be dropped by the end of the fortieth class day; two-semester courses must be dropped by the last day of the add period 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 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.