



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*4250 Aging & Health

COURSE OUTLINE – WINTER 2020

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):	10 credits including (FRHD*2060)
Co-Requisites(s):	N/A
Restriction(s):	N/A

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: Mondays & Wednesdays 5:30 p.m.– 6:50 p.m.
Location: THRN 1307
Final Exam: TBD.

4. INSTRUCTIONAL SUPPORT

Course Instructor: Kelsey Harvey
Email: kharve12@uoguelph.ca
Telephone: 519-824-4120 ext.
Office: MINS 133E
Office Hours: Mondays 3:00pm – 5:00 pm and by appointment Wednesdays

Teaching Assistant: Elisabeth Miltenburg
Email: emiltenb@uoguelph.ca
Office: MACS 321 or MACS 329
Office Hours: By appointment and as posted on CourseLink

5. LEARNING RESOURCES

Required Resource(s):

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.

The required textbook for the course is available at the University Bookstore. Used and electronic copies are available. Additional readings and resources will be posted the course website on CourseLink. A copy of the textbook is available from the library course reserves.

Recommended Resource(s):

Listed in course schedule section of this outline and available on CourseLink site in the Content section.

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	Topics	Assigned Readings	Notes & Due Dates
1 Jan 6 & 8th	Jan 6 th : Welcome, Introductions, and Review of Course Outline Jan 8 th : Immune Aging Biological Theories of Aging	Jan 6 th : No Assigned Readings Jan 8 th : Chapter 1, Chapter 2 pp 7-10, Chapter 14, & Supplemental Readings	In-Class Participation: What is Aging? What is Health? Online Participation Jan. 12 : Learning Questionnaire & Immune System
2 Jan 13 & 15	Jan 13 th Health Promotion Jan 15 th Integumentary System, Falls & Footcare	Jan 13 th : Chapter 17 pp 285-292 Jan 15 th : Chapter 3 Chapter 16 pp 270-276, & Supplemental Readings	In-Class Participation: Falls Action Plans Online Participation Jan 19 : Integumentary System
3 Jan 20 & 22	Jan 20 th : Psychological Theories & Caregiving (Care partner panel 6-6:45) Jan 22 nd : Musculoskeletal Aging	Jan 20 th : Chapter 2 pp. 11-16 Chapter 22 & Supplemental Readings Jan 22 nd : Chapter 4	Group 1 Jan 22: Disease of the Musculoskeletal System Jan 26th Seminar Paper 1: Biological Theory of Aging Online Participation Jan 26 Musculoskeletal System
4 Jan 27 & 29	Jan 27 th : Disability Jan 29 th : Cardiovascular Aging	Jan 27 th : Chapter 15 & Supplemental Readings Jan 29 th : Chapter 8	Group 2 Jan 29: Disease of the Cardiovascular System Online Participation Feb 2 : Cardiovascular System
5 Feb 3 & 5	Feb. 3 rd : Respiratory Aging Feb. 5 th : BBC The Human Body #6 As Time Goes By	Feb 3 rd : Chapter 9 Feb 5 th : No Assigned Readings	Group 3 Feb 3: Disease of the Respiratory System Online Participation Feb 9 : Respiratory System
6 Feb 10 & 12	Feb. 10 th : Sensory Aging Feb. 12 th : Sociological Theories Successful Aging	Feb 10 th : Chapter 7 Feb 12 th : Supplemental Readings	Group 4 Feb 10: Disease of the Sensory System Feb 16th Seminar Paper 2: Psychological Theory of Aging Online Participation Feb 16 : Sensory System & Mid-term Learning Questionnaire
7 Feb 17 & 19	Winter Break	No Assigned Readings	No Classes

Week	Topics	Assigned Readings	Notes & Due Dates
8 Feb 24 & 26	Feb. 24 th : Nervous System Aging Feb. 26 th : Dementias	Feb 24 th : Chapter 5 & Supplemental Readings Feb 26 th : Chapter 6 & Supplemental Readings	In-Class Participation: Dementia Simulation Online Participation March 1: Nervous System
9 March 2 & 4	March 2 nd : Endocrine Aging March 4 th : Physical Activity (Guest Speaker: Patricia Barlow, MA, Older Adult Fitness Consultant)	March 2 nd : Chapter 13 March 4 th : Chapter 17 pp. 292-end & Supplemental Readings	Group 5 March 2: Disease of the Endocrine System March 8th Seminar Paper 3: Social Theory of Aging Online Participation March 8: Endocrine System
10 March 9 & 11	March 9 th : GI Aging March 11 th : Nutrition, Medications & CAMT	March 9 th : Chapter 10 March 11 th : Chapters 18, 19, & 20	Group 6 March 9: Disease of the GI system Online Participation March 15: GI System
11 March 16 & 18	March 16 th : Indigenous Aging March 18 th : Urinary Aging	March 16 th : Supplemental Readings March 18 th : Chapter 11	Group 7 March 18: Disease of the Urinary System Online Participation March 22: Urinary System
12 March 23 & 25	March 23 rd : Reproductive Aging March 25 th : Immortality, Death & Dying Part 1: BBC The Human Body #7 The End of Life	March 23 rd : Chapter 12 March 25 th : No Assigned Readings	Group 8 March 23: Disease of the Reproductive System Online Participation March 29: Reproductive System
13 March 30 & April 1	March 30 th : Immortality, Death & Dying Part 2 (Guest Speaker: Scott Harvey, MS, Lecturer in Psychology/Thanatology) April 1 st : Summary & Integration: Returning to our Learning Outcomes	March 30 th : Chapter 23 & Supplemental Readings April 1 st : No Assigned Readings	No Online Participation Body Systems Portfolio due April 3rd

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
Participation (In-Class & Online)	1,2,3,4,5	Sundays Weekly And In-Class	20%
Group Presentations / Lessons	1,2,3,4,5,6	Varies Groups 1-8	20%
Seminar Papers (3)	1,2,3,4,5	January 26	30%
		February 16	
		March 8	
Body Systems Portfolio	1,2,3,4,5	April 3	30%
Total:			100%

1. Participation – equally weighted throughout the semester.

Given learning outcomes #1, 2, 3, 4 and 5, active engagement is essential for success in this class, and thus participation is an expectation. Students are expected to attend all classes and to be prepared for class. This includes arriving on time and striving to comprehend reading and media assignments, as well as completing written assignments in a timely manner. Our goal together should be to create an open environment that promotes discussion and fosters critical thinking.

Students are also expected to participate on the course site outside of class meetings as assigned. In-class and online participation assignments are designed to assist with growth leading to the final submission of the body systems portfolio. *Online participation assignments are due on Sundays of each week.*

Students who must miss a class are asked to please e-mail the instructor (in advance of an anticipated absence where possible) for make-up opportunities. Make-up assignments may include a two-page summary of the lecture material or consist of completing the assignment that was missed in class.

Class participation grades in this course will be based upon: (a) the quality of the discussion each week; (b) observed mastery of the required readings assigned each week; (c) observed ability to engage other students in discussion relevant to the course; (d) consistency of participation in the course. Allowances will be made for differences in personal style. In-class participation assignments may consist of: creative problem solving, arts-based concept mapping, ungraded concept-check quizzes, case studies, action plans, simulations, reflection questions, etc.

2. Group Lessons (detailed rubric on CourseLink)

Learning outcome #6 asks learners to integrate collaborative learning and co-operative skills into group work. Therefore, you are asked to participate in the creation of a group presentation/lesson on a disease of choice related to a major body system (groups 1-8). Groups will be formed at the start of the term and posted on CourseLink.

Group work is graded individually. Learners who are less comfortable presenting in front of the class may choose to focus on preparing the presentation, rather than deliver the oral material. In order to maintain a flow that is conducive to learning, presentations/lessons should be limited to 15 minutes. Your group may desire to create a video that can be shown in class or present your lesson “live.” Creative approaches to delivering the material are highly encouraged.

3. Seminar Papers (detailed rubric on CourseLink)

This assignment supports your success towards meeting learning outcomes 1,2, 3,4 and 5. You are asked to write a short, 2-page paper on a biological, psychological, and social theory (respectively) of your choosing. A brief overview of these theories will be provided in class and your task for these papers is to research the theory and provide as much detail as possible regarding the history of that theory (aka-how it came about or what theories upon which it was built), how the theory has contributed to gerontology, the problems with the theory, and the details of the theory (Paper length and number of references will vary depending up on the subject being researched. That said, papers should be about 2 pages in length and contain a minimum of 2 sources.).

4. Body Systems Portfolio (detailed rubric on CourseLink)

The body systems portfolio is intended to measure your success meeting learning outcomes #1, 2, 3, 4, and 5. It is expected for this project that you build upon earlier assignments (seminar papers and online participation), expanding upon and synthesizing your previous work. Taking a biopsychosocial approach, learners will create a case study to which they will apply their knowledge of normal and pathological aging. Using scholarly and grey literature, learners will complete an action plan based on the case study's definition of successful aging.

Grading: Points earned are translated to letter grades as follows:

- A range. 90-100 = A+ | 85-89 = A | 80-84 = A-

Work exceeds criteria set forth in rubric and/or assignment guidelines. Between excellent and exceptional work that combines the following characteristics in differing degrees: a superior grasp of course material, both conceptual and substantive; a strong analytic reading of written materials used; some original insights and generally very thoughtful; and exceptional, creative writing skills.

- B range. 77-79 = B+ | 73-76 = B | 70-72 = B-

Work meets criteria set forth in rubric and/or assignment guidelines. Strong, good work that combines the following characteristics in differing degrees: a firm grasp of course material, though there may be some minor errors or misunderstandings; a competent analytic reading of written materials used; not especially original but well considered; and competent writing skills.

- C range. 67-69 = C+ | 63-66 = C | 60-62 = C-

Work generally meets criteria set forth in rubric and/or assignment guidelines. Average work that displays the following characteristics in differing degrees: perhaps shaky but passable understanding of course material; largely reiterative or summative (rather than analytic) reading of written material; displays a moderate effort to think through issues; and writing skills that require further development.

- D range. 57-59 = D+ | 53-56 = D | 50-52 = D-

Work fails to meet criteria set forth in rubric and/or assignment guidelines. Poor work that displays the following characteristics in differing degrees: Student appears to have made little to no effort to tackle seminar or reading materials; misunderstands them fairly seriously; and/or has poor writing skills.

- (F) Failure. 0-49 = F

Student either did not turn in work or what was turned in showed no serious effort to keep up with or tackle course material, took no care with readings, and/or was carelessly presented.

*All grades will be rounded using conventional mathematical methods (.0-.4 is rounded down to the nearest whole number; .5-.9 is rounded up to the nearest whole number).

Grade Review: All course work will be graded carefully. On occasion, students may disagree with the mark they receive. If this occurs, I would be happy to review the mark, provided the following procedure is followed:

- Write a one-page statement detailing why you believe a marking error was made. Use the grade rubric(s) to support your argument, citing specific examples from your paper as to why you believe you satisfied the criteria better than your grade reflected.
- Submit your statement and assignment to me for review no sooner than 48-hours after the assignment was returned and no later than two-weeks after feedback was returned.

* I will review your mark and get back to you with written feedback. Please note that there is a possibility that following a grade review, that new grade may be lower than the original.

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:

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 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.