



# COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

## FRHD\*4250 Aging & Health COURSE OUTLINE – WINTER 2021

### Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website <https://news.uoguelph.ca/2019-novel-coronavirus-information/> and circulated by email.

### 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.

<b>Credit Weight:</b>	0.5 credits
<b>Course Hours:</b>	3-0 (36 lecture; 0 lab/seminar)
<b>Pre-Requisite(s):</b>	Take 10 credits; FRHD*2060
<b>Co-Requisites(s):</b>	none
<b>Restriction(s):</b>	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. Given the current global pandemic, we will also examine the impact of Covid-19 on issues of aging & health.

### 3. TIMETABLE

**Lecture:** Monday & Wednesday 5:30 – 6:50 pm

**Location:** Virtual Classroom - online

**Final Exam:** no final exam during finals week

### 4. INSTRUCTIONAL SUPPORT

**Course Instructor:** Scott B. Maitland, Ph.D.

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

**Telephone:** 519-824-4120 ext. 56156

**Office:** MINS 225

**Office Hours:** By appt.

**Teaching Assistant:** Monika Georgieva

**Email:** [mgeorgie@uoguelph.ca](mailto:mgeorgie@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.

**Note:** The book is available through the UoG library. There are also copies of the paperback version of this book available for purchase through the UoG bookstore. If you order the book from UoG bookstores, it will be shipped, free-of-charge, to you. You may be able to purchase the book cheaper through Amazon or other sources.

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

## Recommended Resource(s):

The course requires knowledge of APA style 7th edition – Purdue University provides an excellent summary here:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

Cavanaugh, J. C., & Blanchard-Fields, F. (2019). *Adult development and aging* (8<sup>th</sup> ed.). Boston, MA: Cengage. Other textbooks on aging, lifespan development, gerontology, and health are also useful.

## 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	Monday 1/11	1. Overview of Course 2. <u>Why Aging &amp; Health?</u>	<b>Start reading:</b> <b>SEP Ch 1, 2</b> Live to 100; Life-Span Theory	<i>These provide basis for rest of course and your final paper</i>
1-2	Wednesday 1/13	1. <u>Life Span Developmental perspective (&amp; others)</u>	Life-Span Theory Baltes & Graf Fuller-Iglesias	

<b>Week Class</b>	<b>Dates</b>	<b>Topics</b>	<b>Assigned Readings &amp; Guest Speakers</b>	<b>Notes &amp; Due Dates</b>
<b>2-1</b>	Monday 1/18	1. <u>Bio Theories of Aging</u>  2. Media Presentations #1 (Grps 1, 2)	<b>SEP Ch 1, 2</b> <b>F&amp;F Ch 2</b> Bio Theory	
<b>2-2</b>	Wednesday 1/20	1. <u>Successful Aging</u>  2. Media Presentations #2 (Grps 3, 4)	Rowe & Cosco Aldwin et al	
<b>3-1</b>	Monday 1/25	1. <u>Indigenous Aging 1</u>  2. Media Presentations #3 (Grps 5, 6)	Dr. Kimberly Anderson Baskin & Davey Pace & Grenier	
<b>3-2</b>	Wednesday 1/27	1. <u>Indigenous Aging 2</u>  2. Media Presentations #4 (Grps 7, 8)	Dr. Kimberly Anderson Baskin & Davey Pace & Grenier	
<b>4-1</b>	Monday 2/1	1. <u>Age changes in body: 1</u> <ul style="list-style-type: none"> <li>• Skin, hair, nails</li> <li>• Musculoskeletal</li> <li>• Sensory</li> </ul> 2. Media Presentations #5 (Grps 9, 10)	<b>SEP Ch 3, 4, 7</b> <b>F&amp;F Ch 3</b> <b>Videos from “Don’t Die Young”</b>	
<b>4-2</b>	Wednesday 2/3	1. <u>Age changes in body: 2</u> <ul style="list-style-type: none"> <li>• Nervous System</li> <li>• Cardiovascular System</li> <li>• Respiratory System</li> </ul> 2. Media Presentations #6 (Grps 11, 12)	<b>SEP Ch 5, 8, 9</b> <b>F&amp;F Ch 3</b> <b>Videos from “Don’t Die Young”</b>	
<b>5-1</b>	Monday 2/8	1. <u>Age changes in body: 3</u> <ul style="list-style-type: none"> <li>• GI System</li> <li>• Urinary System</li> <li>• Endocrine/Immune</li> </ul> 2. Media Presentations #7 (Grps 13, 14)	<b>SEP Ch 10, 11, 13, 14</b> <b>F&amp;F Ch 3</b> <b>Videos from “Don’t Die Young”</b>	

<b>Week Class</b>	<b>Dates</b>	<b>Topics</b>	<b>Assigned Readings &amp; Guest Speakers</b>	<b>Notes &amp; Due Dates</b>
5-2	Wednesday 2/10	1. <u>Health Promotion &amp; Exercise</u> 2. Media Presentations #8 (Grps 15, 16)	SEP Ch 17 F&F Ch 12	<b>Aging &amp; Health in a Pandemic Discussion</b> Items due by Friday 2/12 at 11:59 p.m.
<b>Week 6</b>		<b>Winter Break</b> <b>No class 2/15 or 2/17</b>		
7-1	Monday 2/22	1. Catch-up/Review day 2. Media Presentations #9 (Grps 17, 18)		
7-2	Wednesday 2/24	<b>Midterm 1</b>	50 questions on material to date	<b>Midterm available on-line 12:00 a.m. – 11:59 p.m. 60 mins to complete</b>
8-1	Monday 3/1	<u>Mental Health</u> Media Presentations #10 (Grps 19, 20)	F&F Ch 7 <b>Mental Health Readings</b>	
8-2	Wednesday 3/3	<u>Dementia &amp; Delirium</u> Media Presentations #11 (Grps 21, 22)	SEP Ch 6 F&F Ch 7 <b>Dementia Readings</b>	
9-1	Monday 3/8	<u>Sexuality and Aging</u> Media Presentations #12 (Grps 23, 24)	SEP Ch 12 F&F Ch 11 <b>Dr Tuuli Tuukonen</b>	
9-2	Wednesday 3/10	1. <u>Special Topics: Aging with Lifelong Disability</u> 2. <u>Alcoholism, Falls, Foot Care, Pain</u> 3. Media Presentations #13 (Grps 25, 26)	SEP Ch 15, 16	
10-1	Monday 3/15	1. <u>Accidents, Illnesses</u> 2. Media Presentations #14 (Grps 27, 28)	F&F Ch 6	

Week Class	Dates	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
10-2	Wednesday 3/17	1. <u>Medication &amp; Substance Use/Abuse</u> 2. Media Presentations #15 (Grps 29, 30)	SEP Ch 20 F&F Ch 8	MAJOR PAPERS DUE by 5 p.m. Submit through Dropbox as Word document
11-1	Monday 3/22	1. <u>Caregiving</u> 2. Media Presentations #16 (Grps 31,32)	SEP Ch 21, 22	
11-2	Wednesday 3/24	1. <u>Topics in Caregiving</u> 2. Media Presentations #17 (Grps 33, 34)		
12-1	Monday 3/29	1. <u>Palliative Care, End of Life Decision Making</u> 2. Media Presentations #18 (Grps 35, 36)	Robin Smart, Public Ed Coord MOH Reports	
12-2	Wednesday 3/31	1. <u>Death and Grief</u> 2. Media Presentations #19 (Grps 37, 38)	SEP Ch 23, F&F Ch 15	
13-1	Monday 4/5	1. <u>Topics in Death &amp; Grief</u> 2. Media Presentations #20 (Grps 39, 40)	Norm Moore, Funeral Director	
13-2	Wednesday 4/7	Midterm II	Material since Midterm1 60 questions	Midterm available on-line 12:00 a.m. – 11:59 p.m. 72 mins to complete

**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 will be available on-line through Courselink. Remember that these do not contain a detailed account of the material covered in class, they only provide an outline. My final version of lecture notes will be based on the outline but may vary in content and presentation. It is strongly recommended that you take notes 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 (see Lecture schedule) (50 questions)	1-5	Thurs, 2/24 12 a.m. – 11:59 pm	20
Aging & Health Media Presentation	1-6	Varies, Two Grp Present per Class.	20
Aging & Health In a Global Pandemic Discussion Grp Posts (10 posts)	1-6	Fri, 2/12 11:59 p.m. Discussion Grp Closes	10
Midterm Exam 2 Ch (See Lecture schedule) (60 questions)	1-5	Thurs. 4/7	20
Major Paper	1-5	Thurs 3/17 5:00 p.m.	30
<b>Total:</b>			<b>100%</b>

## 9. COURSE STATEMENTS

### Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

### Illness:

The University will not require verification of illness (doctor's notes) for the fall 2020 or winter 2021 semester.

### 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 or through email. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

### **Late Assignments:**

Late assignments will be devalued by **5% per day, including weekends**. In special unforeseeable circumstances where due dates cannot be met, students must contact their teaching assistant, **no later than 48 hours after the due date** to make alternative arrangements. Latecomers without acceptable documentation or those who contact the TA **after the 48-hour period** will be penalized **5% per day, including weekends**, for the assignment. *Late papers must be submitted to Professor Maitland as a Word document email attachment!* Late exam options are not available except for 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 lecture material, the readings, including text and any additional readings I have emphasized/told you were important. Additionally, material from guest speakers is testable. **Exams will be online w/Respondus Lockdown browser. You will have the entire 24-hour window to log in for your test. You will have a limited amount of time to complete the test after you have logged in. The first exam has 50 questions and will allow 60 minutes. The second exam has 60 questions and will allow 72 minutes. If you are registered with SAS you will receive the accommodated amount of time (i.e., 1.25, 1.5, 2x).**

### **Guidelines for the Major Paper (30%):**

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. 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 aging & 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? **How does the current pandemic impact the topic you are discussing (e.g., has access to healthcare been impacted, is the condition you are researching directly impacted by the virus, has mask wearing or social distancing created problems for those with your disease/condition of interest?**

**This paper should not exceed 8-10 double-spaced pages (not including title page and references)!**

**Due date: Wednesday, March 17<sup>th</sup>, by 5 p.m. Papers should be submitted electronically as a Word document, via the Dropbox (includes Turnitin) on the Courselink site!**

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

You will work with a small group (2) to lead the class in a presentation/discussion about a recent aging & health media item that you find interesting. This exercise is meant to raise awareness of the constant flow of information concerning Aging & Health. You are responsible for signing your groups members up under "Groups" on the Courselink site. Select the date you want to present and each member of your group must enroll/sign up to reserve a spot. Sign up will be first-come, first served...pick your spot and coordinate with your team member so you both sign up. If someone else already has a name in a spot, please pick a different date/slot. Please do not sign yourself onto someone else's slot/presentation without their permission...you should reach an agreement that you will work together BEFORE signing up!

Your presentation should include the reason your group selected the topic, a brief summary of 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, the target audience, usefulness and purpose of the item, and suggest ways it could be improved). **There is an information sheet available on the Courselink site that describes what is expected for this assignment and how you will be evaluated.**

You will use audiovisual aids (Powerpoint, Google Slides, etc) to do your presentation. Talks will be limited to **6-8 minutes**. Practice your presentation and stick to the time limit.

If we have 2 groups present each day that takes up to 20 or minutes of class time which leaves me about 60 minutes to lecture.

**You MUST upload your presentation materials to your Group Discussion Space at least 24 hours before your presentation! This includes a copy of your Powerpoint slides (or other modality) AND your URL or a method to access your media item (ie, most will have a URL, if it is an article or other item you could send me the paper/article, the URL where it available, etc). Failure to do so will result in a penalty. If you have difficulty or cannot upload to your Group Discussion space, send these files/information to me via email.**

**The reason for this is to provide access to the media item before your presentation for those who wish to preview it. It will also serve as an emergency backup if your video/media item does not work properly during your presentation. Providing the Powerpoint slides allows me to evaluate your presentation should any problems arise with the presentation on-line! It is critical that you provide both the presentation and the URL (or media item) to keep things moving forward should issues arise.**

### **Aging & Health During a Global Pandemic Discussion Group (10%)**

You will participate in a discussion group about **Aging & Health During a Global Pandemic**. We are all living in unprecedented times due to Covid-19 and the pandemic. This activity is meant to provide you with a discussion forum about issues related to how the pandemic has impacted aging and health. I do not want to be overly stringent on what should be posted – rather, I see this as a chance for you to discuss your thoughts, concerns, and related to this topic.

Given the impact of Covid-19, you should think/discuss how the pandemic impacts aging and health issues for all of us and from different perspectives. ***Note that I have not limited this only to later life issues – we are all aging and we are all experiencing the pandemic!*** I expect that many media items might be related to the pandemic as well so please do not post your same topic/idea/link from your media presentation to this discussion. You may choose to discuss an item you heard/saw/read or you could speak about a personal experience (or one from your family members or friends). The pandemic has impacted every aspect of life...this is your chance to discuss how it has impacted aging & health related issues.

I do not want to impose too much structure or “rules” – I ask everyone to be respectful of others and realize there may be many different beliefs or opinions on the same topic. We are not here to argue or prove who is right or wrong, rather, to promote discussion that will help all of us to become better informed during these unique times. ***Your posts DO NOT have to be***

***tied to a course topic other than being related to aging and health (and quite frankly...what topic is not)!***

A discussion group: **Aging & Health During a Global Pandemic** is on the CourseLink site.

You are expected to make **5 original posts/ideas and 5 responses/comments to posts by others**. The discussion group will be open through **Week 5 (group will be locked/closing Friday, February 12<sup>th</sup>, at 11:59 pm)**. This assignment is worth 10% of your grade.

We are not simply counting 10 items but looking for meaningful, constructive posts/comments. New threads are welcomed as long as they are related to the overall topic of the impact of the pandemic on issues of aging and health. There is no “magic length” to a post...it could be a sentence or two to generate a new topic or you might need a paragraph to express your thoughts. Try to keep them manageable and written in a manner that others can read/understand your point and posted in a way that others may respond or provide their thoughts/comments to your post.

#### **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](http://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.

## **Aging & Health During a Global Pandemic**

### **Discussion Group**

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