



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*4260 Social Policy & Gerontology COURSE OUTLINE – WINTER 2020

1. CALENDAR DESCRIPTION

An examination of aging and adult development in relation to social policy with special reference to families.

Credit Weight:	0.5 credits
Course Hours:	3-0 (36 lecture; 0 lab/seminar)
Pre-Requisite(s):	9.50 credits including FRHD*2060
Co-Requisites(s):	None.
Restriction(s):	None.

2. COURSE DESCRIPTION

In your future careers as gerontologists and specialists in human and family development, it will be beneficial to have an understanding of how social and health policies influence the lives of older adults and families. The focus of this course is on federal, provincial/territorial and municipal policies that affect older adults, aging individuals, and their families. Students are encouraged to develop an understanding of how social policies are currently discussed, to engage in critical thinking around policy impacts, and to link their previous learning in adult development to the policy issues discussed in this course.

3. TIMETABLE

Lecture:	Wednesday 7:00 – 9:50 p.m.
Location:	MINS Room 103
Final Exam:	n/a

4. INSTRUCTIONAL SUPPORT

Course Instructor:	Dr. Kimberley Wilson (she/her)
Email:	kim.wilson@uoguelph.ca
Telephone:	519-824-4120 ext. 53003
Office:	MINS Room 219
Office Hours:	Wednesday 4:30 – 6:00 p.m.

Teaching Assistants:	Monika Georgieva	Emma Lipinski
Emails:	mgeorgie@uoguelph.ca	elipinsk@uoguelph.ca

5. LEARNING RESOURCES

Required Resource(s):

- Graham, J.R., & Shier, M.L. & Delaney, R. (2017). Canadian social policy: A new introduction (5th ed.). Don Mills, ON: Pearson Canada Inc.

Additional required and optional readings are listed in the course schedule section of this outline and are available on the CourseLink site in the Content section.

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Demonstrate an increased knowledge about social policy and its impact on aging individuals and aging populations;
2. Explain the implications of social policies on the lives of older adults, their carers, and aging population by focusing on the social determinants of health;
3. Describe current policies at the federal, provincial, and municipal level that are relevant to older adults and aging populations;
4. Demonstrate critical analysis skills through review of existing policies and offering solutions to policy dilemmas;
5. Design policy briefs with a clearly stated purpose and position, presentations of perspectives and research support, and recommendations for strategic actions that advance the well-being of older adults, their carers, and aging populations; and
6. Contribute to a collaborative learning environment and demonstrate co-operative skills through in-class learning activities and group work.

7. TEACHING AND LEARNING ACTIVITIES

Note: this is subject to change given changes in the policy environment, student input, and guest lecture availability. Any changes will be provided in writing on CourseLink. Additional readings will be posted on CourseLink throughout the duration of the semester.

Week	Topics	Readings	Notes & Due Dates	
1	Jan 8	<ul style="list-style-type: none"> Welcome & Introductions What is social policy Why social policy and gerontology? Who is responsible for what? 	<ol style="list-style-type: none"> 1. Chapter 1 2. Chapter 3 	Chapter 1 Quiz: Closes Jan 14 Chapter 3 Quiz: Closes Jan 14
2	Jan 15	<ul style="list-style-type: none"> Models & Theories of Social Policy A brief history of social policy 	<ol style="list-style-type: none"> 1. Chapter 2 2. Chapter 4 	Chapter 2 Quiz: Closes Jan 19 Chapter 4 Quiz: Closes Jan 19
3	Jan 22	<ul style="list-style-type: none"> How is policy made / implemented? Do policy lenses work? Using social determinants of health approach to policy in Canada. 	<ol style="list-style-type: none"> 1. Chapter 5 2. Chapter 6 3. Halfon, N., Larson K., & Russ S. (2010). Why social determinants? Healthcare Quarterly, 14(Sp), 8-20. doi:10.12927/hcq.2010.21979 3. Chappell R. (2014). Analysis Through Lenses. In Social Welfare in Canadian Society. 5th Edition. (pp. 55-57). 	Chapter 5 Quiz: Closes Jan 26 Chapter 6 Quiz: Closes Jan 26

<p>4 Jan 29</p>	<ul style="list-style-type: none"> The role of advocates/human service agencies in policy Building on social determinants – a focus on poverty 	<ol style="list-style-type: none"> Chapter 7 Raphael, D. (2011). Poverty in childhood and adverse health outcomes in adulthood. <i>Maturitas</i>, 69, 22-26. How Canada Performs: Elderly Poverty https://www.conferenceboard.ca/hcp/Details/society/elderly-poverty.aspx?AspxAutoDetectCookieSupport=1 Government of Ontario Health Equity Guidelines: http://health.gov.on.ca/en/pro/programs/public_health/oph_standards/docs/protocols_guidelines/Health_Equity_Guideline_2018_en.pdf 	<p>Chapter 7 Quiz: Closes Feb 2</p>
<p>5 Feb 5</p>	<ul style="list-style-type: none"> Human rights Federal / national priorities Social Isolation 	<ol style="list-style-type: none"> Chapter 8 Minister of Seniors Mandate Letter: https://pm.gc.ca/en/mandate-letters/minister-seniors-mandate-letter Social isolation of seniors: A Focus on Indigenous Seniors in Canada Social isolation of seniors: A focus on LGBTQ seniors in Canada Social isolation of seniors: A Focus on New Immigrant and Refugee Seniors in Canada 	<p>Chapter 8 Quiz: Closes Feb 9</p>
<p>6 Feb 12</p>	<ul style="list-style-type: none"> Financial Security in Late Life 	<ol style="list-style-type: none"> Chapter 9 Wellesley Institute (2018). Thriving in the City: What does it cost to have a healthy retirement? https://www.wellesleyinstitute.com/wp-content/uploads/2018/05/Thriving-Retirement-Costs-Wellesley-Institute-May-2018.pdf Wellesley Institute (2019). The Haves and the Have Nots: What proportion of older adults are not earning the thriving retirement income in the Toronto CMA? https://www.wellesleyinstitute.com/wp-content/uploads/2019/11/Thriving-Retirement_Nazeefah-Laher.pdf Sources of retirement income https://www.canada.ca/en/financial-consumer-agency/services/retirement-planning/sources-retirement-income.html 	<p>Chapter 9 Quiz: Closes Feb 16</p> <p>DUE FEB 12: Policy Backgrounder</p>
<p>Week of Feb 17-21: Winter Break!</p>			

<p>7 Feb 26</p>	<ul style="list-style-type: none"> History of health policy in Canada Navigating the health landscape – the experience of older adults 	<ol style="list-style-type: none"> 1. Strohschein L, & Weitz R. (2014). A history of healthcare in Canada. In The Sociology of Health, Illness & Health Care in Canada. A Critical Approach. (pp.230-255). Toronto, ON: Nelson Education. 2. Novak M., Campbell L. & Northcott HC. (2014). Healthcare. In Aging and Society. Canadian Perspectives. 7th Edition. (pp.161-189). Toronto, ON: Nelson Education. 3. Relieving the Burden of Navigating Health and Social Services for Older Adults and Caregivers. https://irpp.org/wp-content/uploads/2019/11/Relieving-the-Burden-of-Navigating-Health-and-Social-Services-for-Older-Adults-and-Caregivers.pdf <p>Another great resource: Ontario’s health system: Key insights for engaged citizens, professionals and policymakers. Available: https://www.mcmasterhealthforum.org/ontario's-health-system</p>	<p>Summative Quiz: Closes March 1</p>
<p>8 Mar 4</p>	<ul style="list-style-type: none"> Current health / aging policies and the impact on an aging population 	<ol style="list-style-type: none"> 1. Conference Board of Canada (2018). Meeting the Care Needs of Canada’s Aging Population 2. National Seniors Strategy: http://www.nationalseniorsstrategy.ca <p>Big changes in Ontario – here are some helpful resources:</p> <ul style="list-style-type: none"> • https://www.ontario.ca/page/improving-health-care-ontario • https://files.ontario.ca/moh-healthy-ontario-building-sustainable-health-care-en-2019-06-25.pdf • https://www.ontario.ca/page/ontario-health-agency?_ga=2.201846609.1504669049.1578092386-219011653.1578092386 • https://www.cbc.ca/news/canada/toronto/what-are-ontario-health-teams-doug-ford-government-1.5035750 	
<p>9 Mar 11</p>	<ul style="list-style-type: none"> Mental health policy: who, what, why? How does it affect older adults? 	<ol style="list-style-type: none"> 1. A Dementia Strategy for Canada: Together We Aspire: https://www.canada.ca/content/dam/phac-aspc/images/services/publications/diseases-conditions/dementia-strategy/National%20Dementia%20Strategy_ENG.pdf 2. The Federal Framework for Suicide Prevention-Progress Report 2018 https://www.canada.ca/en/public-health/services/publications/healthy-living/federal-framework-suicide-prevention-progress-report-2018.html 3. Improving Quality Mental Health and Addictions Services Across Ontario https://news.ontario.ca/mohltc/en/2019/05/improving-quality-mental-health-and-addictions-services-across-ontario.html 	<p>DUE March 11: Policy Recommendation & Analysis</p>

10	Mar 18	<ul style="list-style-type: none"> Indigenous older adults: Policy Considerations <p>Self Study: please do initial research on the Truth & Reconciliation Commission. This can be sensitive content and you should have a working understanding of the history of residential schools in Canada and the recent TRC reports.</p>	<ol style="list-style-type: none"> Health Council of Canada (2013). Canada's Most Vulnerable. Improving health care for First Nations, Inuit, and Metis seniors. Ottawa, ON: Health Council of Canada. The Indian Act Said What?! https://www.nwac.ca/wp-content/uploads/2018/04/The-Indian-Act-Said-WHAT-pdf-1.pdf 8 steps toward addressing Indigenous health inequities http://healthydebate.ca/2016/01/topi-c/8-steps-toward-addressing-indigenous-health-inequities CIHI (2018). Unpaid caregiver challenges and supports https://www.cihi.ca/en/dementia-in-canada/unpaid-caregiver-challenges-and-supports 	
11	Mar 25	<ul style="list-style-type: none"> Municipal policies – what's happening in Guelph? Knowledge Sharing Event – KT Tools 	Take a look at this site and the accompanying resources https://guelph.ca/plans-and-strategies/older-adult-strategy/ In class we'll discuss what is happening!	DUE Mar 25: KT Tool
12	Apr 1	<ul style="list-style-type: none"> End of life issues Caregiving and the impact of family policies 	<ol style="list-style-type: none"> Medical Assistance in Dying: https://www.canada.ca/en/health-canada/services/medical-assistance-dying.html CIHI (2018). Unpaid caregiver challenges and supports https://www.cihi.ca/en/dementia-in-canada/unpaid-caregiver-challenges-and-supports 	

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
In-class Engagement Activities	#6	Ongoing	20
Quizzes (10)	#1, #2, #3	Weeks 1-7	20
Policy Brief Assignment:			
Part 1: Policy Backgrounder	#1, #2, #3, #5	February 12	20
Part 2: Recommendations & Analysis	#1, #2, #4, #5	March 11	20
Knowledge Translation Tool	#2, #3, #4	March 25	20
Total:			100%

Your Mental Health Matters to Me!

If you need support please visit <https://uoguelph.morefeetontheground.ca/resources> for information about resources and supports available in our community

Territorial 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 Métis neighbours as we strive to strengthen our relationships with them. Today, this gathering place is home to many First Nations, Métis and Inuit peoples and acknowledging them reminds us of our important connection to this land where we learn and work.

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 five days 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.