



## COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

### FRHD\*4250: Aging & Health COURSE OUTLINE – WINTER 2022

#### 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):** 13.00 credits including (1 of BIOM\*2000, BIOM\*3200, FRHD\*2060) - Must be completed prior to taking this course.

**Co-Requisites(s):**

**Restriction(s):**

#### 2. COURSE DESCRIPTION

Building on the foundations learned in previous courses, students are challenged to delve more deeply into understanding human aging and health. My goal is to treat everyone as a fellow learner who is interested in the broad area of aging and health. My assumption is that each of you brings into this class the will to learn, the tools to accomplish that, and the interest in making this the best experience possible. This semester we will explore topics such as theories related to aging and health, indigenous perspectives on aging and health, age-related changes in the body, common chronic and acute illness associated with aging, health promotion, mental health and illness, neurocognitive disorders, and ethical issues related to aging and health. Given the current global pandemic, we will also consider covid-19 impacts the health and well-being of older adults.

### 3. TIMETABLE

**Lecture:** Mondays and Wednesdays 5:30 – 6:50 p.m.

**Location:** MACS, Room 209 (**Note:** as per University guidelines via Zoom until at least January 24<sup>th</sup>)

**Final Exam:** n/a

### 4. INSTRUCTIONAL SUPPORT

**Course Instructor:** Dr. Kimberley Wilson (Please call me Kim). Pronouns: She/her/hers

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

Please note: I do not email after 6pm on weekdays or on weekends.

**Telephone:** 519-824-4120 ext. 53003

**Office:** MINS 219

**Office Hours:** By appointment

**Teaching Assistant:** Kareena Karani

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

### 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.

**\*Please note:** This is available free of charge via Ares. There are limited copies available via the bookstore for purchase. There is a 7<sup>th</sup> edition (2021) now available, however I have elected to use the 6<sup>th</sup> edition to ensure free online access. Additional resources will be available via Courselink.

### 6. LEARNING OUTCOMES

The purpose of this course is to develop new knowledge and skills in the area of aging and health. This should prove highly valuable regardless of your career intentions. By the end of this semester, the successful student will be able to:

1. Discern what science knows, does not know and speculates about in the research literature on health and aging;
2. Understand and explain the importance of health and the impacts of illness in late life for diverse individuals and within aging societies;
3. Apply theoretical lenses to research in aging and health; and
4. Find and evaluate literature in the area of aging and health and facilitate discussions about the strength of evidence and literature base on a particular health topic.

## 7. TEACHING AND LEARNING ACTIVITIES

Date		Topic	Readings & Important Notes
1.	Monday January 10 <sup>th</sup>	Welcome & Introductions	Please review course outline
2.	Wednesday January 12 <sup>th</sup>	Why aging & health matters	
3.	Monday January 17 <sup>th</sup>	Intro to theory	Chapter 2
4.	Wednesday January 19 <sup>th</sup>	Theory for aging & health	Social Theories of Aging Life Course Perspective
5.	Monday January 24 <sup>th</sup>	Theory for aging & health	Meyer, I. H. (2015). Resilience in the study of minority stress and health of sexual and gender minorities. <i>Psychology of Sexual Orientation and Gender Diversity</i> , 2(3), 209.  Dannefer, D. (2003). Cumulative advantage/disadvantage and the life course: Cross-fertilizing age and social science theory. <i>The Journals of Gerontology Series B: Psychological Sciences and Social Sciences</i> , 58(6), S327-S337.
6.	Wednesday January 26 <sup>th</sup>	What is successful aging?	Teater, B., & Chonody, J. M. (2020). How do older adults define successful aging? A scoping review. <i>The International Journal of Aging and Human Development</i> , 91(4), 599-625.
7.	Monday January 31 <sup>st</sup>	Concepts of health promotion	Online resources  Chapter 17
8.	Wednesday February 2 <sup>nd</sup>	<b>Two Part Guest lecture:</b> Dr. Kim Anderson	Baskin, C., & Davey, C. J. (2015). Grannies, elders, and friends: Aging Aboriginal women in Toronto. <i>Journal of gerontological social work</i> , 58(1), 46-65.  Pace, J. E., & Grenier, A. (2017). Expanding the circle of knowledge: Reconceptualizing successful aging among North American older Indigenous peoples. <i>Journals of Gerontology Series B: Psychological Sciences and Social Sciences</i> , 72(2), 248-258.
9.	Monday February 7 <sup>th</sup>	Q & A with Dr. Kim Anderson	Please have reviewed lecture and readings from Feb 2 <sup>nd</sup> to engage in Q & A
10.	Wednesday February 9 <sup>th</sup>	<b>Application Activity #1</b>	
11.	Monday February 14 <sup>th</sup>	Age changes in the body	Chapters 3, 4, 5, 7, 8, 9, 10, 11, 13, 14 *Guidance will be given in advance on ordering and priorities
12.	Wednesday February 16 <sup>th</sup>	Age changes in the body	
<b>READING WEEK</b>			
13.	Monday February 28 <sup>th</sup>	Age changes in the body	<b>Journal club presentation must be posted in discussion area</b>
14.	Wednesday March 2 <sup>nd</sup>	Age changes in the body / Chronic illness	
15.	Monday March 7 <sup>th</sup>	Mental health & illness	Woodhead, E. L., Brown, P., & Kwan, V. (2018). Mental health and aging. In B. P. Yochim & E. L.

			Woodhead (Eds.) <i>Psychology of aging: A biopsychosocial perspective</i> (pp. 135 - 156). New York: Springer.  Online resources
16.	Wednesday March 9 <sup>th</sup>	Neurocognitive disorders	Chapter 6  Forrester, S. N., Gallo, J. J., Whitfield, K. E., & Thorpe Jr, R. J. (2019). A framework of minority stress: From physiological manifestations to cognitive outcomes. <i>The Gerontologist</i> , 59(6), 1017-1023.
17.	Monday March 14 <sup>th</sup>	Nutrition and aging Physical activity and aging	Chapter 19
18.	Wednesday March 16 <sup>th</sup>	Medication use	Chapter 20
19.	Monday March 21 <sup>st</sup>	End of life <b>Guest Lecture:</b> Kareena Karani	Chapter 23 (only up to page 441) <b>Major paper due</b>
20.	Wednesday March 23 <sup>rd</sup>	Sexual health and aging	Chapter 12
21.	Monday March 28 <sup>th</sup>	Wrap up and prep	
22.	Wednesday March 30 <sup>th</sup>	<b>Application Activity #2</b>	
23.	Monday April 4 <sup>th</sup>	Journal Club interactive time	
24.	Wednesday April 6 <sup>th</sup>	Journal Club interactive time	

**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
In class application activities			
#1	1, 3	Feb 9 <sup>th</sup>	20
#2	1, 2, 3	March 30 <sup>th</sup>	30
Journal Club	1, 2, 3, 4	Feb 28 <sup>th</sup> (no penalty if submitted by March 5 <sup>th</sup> )	20
Major paper	1, 2, 3, 4	March 21 <sup>st</sup> (no penalty if submitted by March 26 <sup>th</sup> )	30

**\*please note: in this course all Dropbox submissions close at 6:00 p.m.**

## 9. COURSE STATEMENTS

### Course Planning and Expectations for Winter 2022:

Below you will find information related to COVID-19 protocols that come from the university. I wanted to share with you my planning and expectations for FRHD 4250 given my own beliefs but also our particular focus on aging and health. I have modified learning activities this semester to reduce group work and engagement activities,

recognizing that given the current policies many of us will likely have time when we need to isolate this semester, either due to illness or close contact exposure. Your health, mental health, and well-being are priorities for me. I also believe we have a social responsibility to reduce the risk of illness for our communities, particularly those who are vulnerable to the impacts of COVID-19, for example, older adults. My goal is to create a positive learning environment while also prioritizing safety. If/when we return to on campus learning, please do NOT attend class if you have any symptoms of covid-19 or if you have a known high-risk exposure.

### **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:**

Typically, my policy is that 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.

Given the current policies in Ontario, many of us will likely have a time when we need to isolate this semester, either due to illness or close contact exposure. Knowing this, my advice is to work ahead as possible to meet the suggested deadlines. Within the course outline you will see deadlines; please note there is no penalty for submitting up to 5 days late (including weekends). If you go beyond 5 days without contacting the instructor (should you require additional accommodations) you will be subject to a 10% penalty per day for the following 5 days. Ten days after the original deadline, submissions will not be accepted (again, without communication and approval from the instructor). If you are ill on the date of a scheduled in-class application activity, please contact the instructor in advance to schedule an alternate date. For accessibility reasons, application activities will be completed online.

### **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 final paper 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. Please note, for application activities you will not see your Turnitin reports.

#### Your Mental Health Matters to Me!

If you need support, please visit <https://wellness.uoguelph.ca> 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.

## 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 an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail 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 last day of classes; two-semester courses must be dropped by the last day of classes 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 make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or

changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. 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 outlined 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.

### **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.

### **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).

### **COVID-19 Safety Protocols:**

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.