

**AGING AND HEALTH: HLTH AGE 4I03**  
**Fall 2016 TERM 1**  
**(September 6<sup>th</sup> to December 7<sup>th</sup>)**

**Instructor:**

Dr. Yvonne LeBlanc  
Department of Health Aging and Society  
Kenneth Taylor Hall, Room 234  
Email: leblanyl@mcmaster.ca

**Office Hours:**

Thursday 12:30 pm – 1:30 pm or By Appointment  
Classes: Tuesday 11:30 -2:20 pm  
Location: TSH 122  
(905) 525-9140, Ext. 27227

\*\*\* Send all emails to my McMaster email account: leblanyl@mcmaster.ca.

**DO NOT USE AVENUE TO LEARN E-MAIL**

**COURSE DESCRIPTION**

This seminar course examines the health and aging of older adults. During the term, we will explore a range of social theories, concepts, debates, and topics/issues related to aging and health. The fundamental questions that we will consider are: how does aging impact the health of older adults? What social factors influence 'healthy aging'? What are the central issues/concerns associated with aging and health? To address these questions, we will consider health and aging trends at an international and national level, explore social determinants of health, examine active aging and healthy environments, consider self-care and chronic health issues in later life, as well as informal and formal care giving, and end of life decisions.

**COURSE OBJECTIVES:**

The central objective of the course is to provide an opportunity for students to think critically about health and aging in society. By the end of the course students will be able to:

- Assess the intersection of aging and health through various theoretical approaches
- Describe global and national health and aging trends
- Explain how social determinants influence healthy aging
- Discuss active aging in the context of healthy environments
- Identify and explain health challenges facing older people and their caregivers in later life and at end of life
- Advance written, research, and presentation skills

**REQUIRED READING**

There is no text book for this class. Required article readings will be available through the McMaster Library System.

**CLASS FORMAT**

The course will consist of lectures, discussions, and student presentations. Classes will involve short lectures but will largely be held in a seminar format that requires enthusiastic interaction and active participation from all students. Attendance at all seminars is an essential component of the course. Students are expected to read the assigned readings before class and actively participate in the seminar discussions and activities.

## COURSE EVALUATION

COMPLETION OF ALL ASSIGNMENTS IS MANDATORY TO PASS THE COURSE

| <b>Evaluation:</b>               |     | <b>Date Due</b>                             |
|----------------------------------|-----|---|
| Writing Assignment               | 10% | Sept 27 <sup>th</sup>                       |
| Reflections on Required Readings | 10% | Begin Sept 20 <sup>th</sup>                 |
| Class Participation              | 10% | On-going                                    |
| Group Presentation               | 20% | Begin Sept 27 <sup>th</sup>                 |
| Term Paper Presentation          | 10% | Nov 22 <sup>th</sup> , Nov 29 <sup>th</sup> |
| Term Paper                       | 40% | Dec 6 <sup>th</sup>                         |

### Assignments

Detailed instructions and a grading rubric for the writing assignments will be reviewed in class and posted on the Avenue to Learn Content Page. **Unless otherwise specified, each writing assignment must be submitted electronically in a WORD document to the appropriate Avenue to Learn drop box no later than 11:30 am on the date due; hardcopies or emailed copies will not be accepted.** All assignments should have a title page, all pages should be numbered and have 1 inch margins on all four sides. All text should be double-spaced, using 12-point Times New Roman Font. Assignments must be properly using the APA Style Guide. Carefully follow the manuscript formatting with respect to in-text citation references, reference page formatting, and manuscript writing style. See:

<http://library.mcmaster.ca/guides/apa-style-guide>

There will be a 10% penalty each day (including weekends and holidays) that assignments are late. Failure to adhere to these guidelines will be reflected in the mark for the assignment. Instructions on the assignments will be reviewed in class. No assignments will be accepted 1 week after the due date.

### Writing Assignment (10%)

Write an Op ED ('short for opposite the editorial page' in a newspaper or magazine) about a health and aging issue that you feel passionate about. Follow Tips on Writing an Op ED:

<https://www.mcgill.ca/newsroom/facstaffresources/op-ed>

The assignment will be reviewed in class.

**Submit this assignment electronically to the Avenue to Learn Dropbox no later than 11:30 am Sept 27<sup>th</sup>.**

### Reflections on Required Readings (10%)

Students are expected to do all the readings assigned for each week. Commencing week 3 (Sept 20<sup>th</sup>) you are expected to submit reflections for 2 of the assigned weekly readings. Submit a 2 page double spaced word document (1 page reflection per article) that includes the following:

- the author(s) main arguments/points
- how the reading connects with the broader weekly theme
- two thoughtful questions in or about the article that merit discussion-possibly consider what is most insightful, puzzling, questionable or intriguing about the readings (this can include findings /arguments/ theoretical insights).

Write the reflection in your own words. Do not use direct quotes from the readings. Students will be expected to share their questions in class.

Each reflection is worth 2 points. No cover page is necessary for the reflection papers but place your name, student ID, date, and name of the articles in a header or at the top of the submitted document. Reflection papers are due in the Avenue Drop box no later than 11:30 am on the date due. **Students are required to complete a total of 7 reflection documents (based on 14 of the weekly required readings).** The best 5

out of 7 will make up your final grade out of 10. Papers will be evaluated on the thoughtfulness of the response, the quality of the questions posed, and the overall quality of the writing. A grading rubric will be posted on Avenue. **No hardcopies please.**

### **Class Participation (10%)**

Regular class attendance is necessary to optimize your success in this course. Students can earn up to 10 participation grades by actively engaging in discussion, group activities, and writing exercises on an ongoing basis throughout the term. Please note that all students should be prepared to actively contribute to class discussions and to share insights, comments, and questions posed in your individual reflections in class.

**Beginning Sept 27<sup>th</sup> a small group of students will be expected to lead the class in a general discussion of the required readings.** The group can use their individual reflective summaries on each of the assigned weekly readings to generate (and pose questions for) discussion. Group leaders are encouraged to be creative and to introduce a game, exercise activity, or video to reinforce concepts or ideas presented in the readings. A sign-up sheet will be distributed in class on Sept 13<sup>th</sup> and Sept 20<sup>th</sup>. Any student who does not sign up for leading the discussion of weekly readings by Sept 20<sup>th</sup> will be assigned by the instructor.

### **Group Presentations (20%)**

Commencing Sept 27<sup>th</sup> a small group of students will be required to give a presentation on a focused topic that relates to the weekly theme and **uses outside scholarly sources** (peer-reviewed articles or book chapters) along with credible internet information (for example, organizational or government websites, newspaper articles) to inform the presentation. The group should allow for a 1 hour presentation that involves an interactive lecture and discussion period (creativity is encouraged). Each student should contribute equitably to the oral presentation and actively engage the class in discussion; each group member should prepare at least 2 thoughtful questions about the chosen topic. A sign-up sheet for the presentations will be distributed in class September 13<sup>th</sup> and Sept 20<sup>th</sup>. Any student who does not sign up for a presentation date by Sept 20<sup>th</sup> will be assigned a date by the instructor. **It is mandatory that all seminar presentation topics for the term be discussed and approved by the instructor a minimum of 2 weeks prior to the presentation date.**

The group is responsible for providing a typed report that briefly (2 pages double spaced) summarizes the presentation in a word document. The summary should highlight the presentation points, comment on how the readings inform or link to the presentation topic, and outline the questions raised by each of the group members. Include a properly formatted (APA style) cover page with title of the topic, names of group members and IDs, and date of the presentation) and a separate reference page. Submit the power point presentation and summary to the Avenue Drop Box by 8:30 am on the date that the presentation is due. No hardcopies please.

### **Term Paper Presentation (10%)**

You are required to make an informal 10 minute oral presentation to the class based on your term paper. Organize the presentation into a mini-lecture where you explain, illustrate and discuss your paper. Provide a 1 page handout and 2 prepared questions for discussion. Allow 5 minutes for the presentation and 5 minutes for discussion. Further instructions and a grading rubric will be reviewed in class and posted on the Avenue to Learn Content Page.

### **Term Paper (40%)**

You will be required to conduct a library based research paper on a topic of your choice, related to a health and aging issue (do not use the same topic as your group presentation). The 10-12 page double spaced paper, excluding the reference page will require that you demonstrate a comprehensive understanding of, and facility with, the theoretical perspectives, concepts, major arguments and/or evidence presented in the

course that relate to your topic. The submitted paper (due Dec 6<sup>th</sup>) needs to be formatted in APA style, double spaced, with one inch borders, in Times New Roman, 12 point font. Further instructions about the paper and a grading rubric will be reviewed in class and posted on Avenue to Learn. **Submit this assignment electronically to the Avenue to Learn Dropbox by 11:30 am Dec 6<sup>th</sup>.**

Grades will be based on the McMaster University grading scale:

| <b>MARK</b> | <b>GRADE</b> |
|-------------|--------------|
| 90-100      | A+           |
| 85-90       | A            |
| 80-84       | A-           |
| 77-79       | B+           |
| 73-76       | B            |
| 70-72       | B-           |
| 67-69       | C+           |
| 63-66       | C            |
| 60-62       | C-           |
| 57-59       | D+           |
| 53-56       | D            |
| 50-52       | D-           |
| 0-49        | F            |

### **ACADEMIC INTEGRITY:**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process.

Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at

<http://www.mcmaster.ca/academicintegrity>.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

### **ABSENCES, MISSED WORK, ILLNESS**

All reasons for illness, injury and family emergency must be addressed through the office of the Associate Dean of Social Sciences who will notify the Professor of your absence. The policy contains the following requirements:

1. If you are seeking relief for missed academic work because of an absence lasting up to 3 days in duration, you must use the McMaster Student Absence Form.
2. You may submit a maximum of 1 Academic Work Missed request per term. It is YOUR responsibility to follow up with your Instructor immediately (NORMALLY WITHIN TWO WORKING DAYS) regarding the nature of the accommodation
3. If you are absent for reasons other than medical reasons, for more than 3 days, or exceed 1 request per term you MUST visit your Associate Dean's Office (Faculty Office). You may be required to provide supporting documentation. This form should be filled out immediately when you are about to return to class

after your absence. Additional requests for relief of academic missed work must be reported to your Faculty's Associate Dean's Office (Be prepared to submit appropriate documentation. Relief for missed academic work is not guaranteed).

MSAF is now available in MOSAIC Student Center (in the drop down menu under Academics)

4. You should expect to have academic commitments Monday through Saturday but not on Sunday or statutory holidays. If you require an accommodation to meet a religious obligation or to celebrate an important religious holiday, you may use the McMaster Student Absence Form or contact your Faculty's Associate Dean's Office.

5. In deciding whether or not to grant relief for missed work, factors such as the following may be taken into account: the timing in relation to the due date of the missed work and the degree of the student's incapacitation.

6. You are responsible to contact your Professor(s) promptly to discuss the appropriate relief.

7. It is the prerogative of the Professor of the course to determine the appropriate relief for missed term work in his/her course.

## COURSE POLICIES

**Late Assignments-** without approved excuses, you must make arrangements directly with me to hand in the assignment. Assignments will be marked down 10% if turned in late on the day it is due, and an additional 10 percentage points for each day it is late after that; this includes weekend days and holidays. If an assignment is due at the start of a class, it will be considered one day late any time after the end of class that day.

### **Email:**

Send all emails to my McMaster email account: leblanyl@mcmaster.ca. Please consider email equivalent to any other form of written communication. Students who write to their instructors are expected to follow rules of spelling, grammar and punctuation. In addition, please include a proper greeting, such as "Dear Dr. LeBlanc," and a closing that includes your full name, such as "Sincerely, John Smith." Email failing to meet these standards may be returned unanswered. Emails that require a very short reply will be answered within 4 working days (I will generally not respond to emails over the weekend). Email questions requiring a more detailed response will only be answered - in person - during office hours or by appointment.

### **Use of Mobile Devices**

Mobile devices, specifically laptops and tablets, may be used in this course for educational purposes only (i.e., learning directed related to the course). At times I may direct you to use your mobile device to complete an activity or task, other times I may ask you to close your laptop or turn off your tablet to focus your attention on other course related tasks. Off-task use (e.g., Facebook, texting, other) will result in your device being confiscated for the class and/or being asked to leave the classroom for all or part of the class.

|   |
|---|
| <p>The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.</p> |
|---|

## OTHER IMPORTANT COURSE INFORMATION

**Release of Grades:** Assignment grades will NOT be given out over the phone or by email. Final exam grades will not be released by the instructor. Final course grades will be released through the Registrar's Office.

**Review of Marks:** We will be diligent in marking all assignments fairly and accurately. However, occasionally students disagree with the marks they receive. If this occurs, the instructor will be happy to review the mark of any assignment or exam, if the procedure outlined below is followed. *Please note that when a mark is reviewed, the new mark may be lower than the original.*

If you would like additional feed-back or clarification about your assignment grades I strongly encourage you to meet with me. If you remain unsatisfied with your mark and wish to have your grade reviewed by the instructor, you must write a 1-page typed memo describing in detail the nature of the perceived marking error. Submit this memo (in person, not e-mail), with the original marked assignment, to the instructor. You may submit requests for review no sooner than 48 hours, and no later than 2 weeks after the assignments/exams are handed back to the class.

**Turnitin:** In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com so that it can be checked for academic dishonesty. Assignments for this course should be uploaded in the appropriate digital drop-box on Avenue to Learn prior to the assignment deadline. When you upload your assignment to the digital drop-box on Avenue to Learn your assignment will be automatically forwarded to Turnitin.com to be checked for academic dishonesty. To see the Turnitin.com Policy, please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity) Students who do not wish to submit their work to Turnitin.com must still submit a hard copy of the assignment to the instructor. No penalty will be assigned to a student who does not submit their work to Turnitin.com.

### **ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES:**

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities: <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

If you require this information in an alternate/accessible format, please contact the Department of Health, Aging & Society (ext. 27227 | e-mail: [hasdept@mcmaster.ca](mailto:hasdept@mcmaster.ca)).

### **Accommodations:**

I am committed to making appropriate accommodations for students' observance of religious holidays. Please contact me as early in the term as possible to make individual arrangements.

I am also committed to working with students with disabilities to make individualized accommodations according to your specific needs. All such arrangements must be made through Student Accessibility Services (SAS). Please drop by my office at the beginning of the term to make individual arrangements and to complete the necessary paperwork. All such arrangements will remain confidential.

Student Accessibility Services: For information about academic support services, contact SAS at MUSC B107 (ext. 28652) or <http://sas.mcmaster.ca>.

### **Support Services and Accommodations**

The Student Accessibility Services (SAS) office (\*formerly, the Centre for Student Development) offers group and individual consultation about effective learning strategies, essay writing, and study habits; accommodations, assistive technology, advocacy and support for students with disabilities. Personal/group counseling is offered at the Student Wellness Centre (SWC). If you believe these services may be helpful to you, contact:

#### **\*Student Accessibility Services (SAS)**

**Phone**

(905) 525 9140 x 28652

**Teletypewriter (TTY)**

(905) 528-4307

**Email**

[sas@mcmaster.ca](mailto:sas@mcmaster.ca)

**Website**

<http://sas.mcmaster.ca/>

**Location**

MUSC B107

#### **Student Wellness Centre (SWC)**

**Medical and Counseling Services**

(905)-525-9140 x 27700

**Wellness Education**

(905) 525-9140 x 23312

**Email**

[wellness@mcmaster.ca](mailto:wellness@mcmaster.ca)

**Website**

<http://swc.mcmaster.ca/>

**Location**

MUSC B101, 107, and 106

### **FACULTY OF SOCIAL SCIENCES E-MAIL COMMUNICATION POLICY**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Email Forwarding in MUGSI:

<http://www.mcmaster.ca/uts/support/email/emailforward.html>

\*Forwarding will take effect 24-hours after students complete the process at the above link

(Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

### **THE USE OF AVENUE TO LEARN IN THIS COURSE:**

In this course we will be using Avenue to Learn. Course information will be posted here throughout the term. Please check this site often to keep informed of assignment instructions, links to course resources, important announcements, and interim grades. It is the responsibility of all students to be aware of all information posted on Avenue to Learn.

Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is

dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

**Step 1: Make sure you are in the Avenue to Learn system.** If you officially registered for the course, you were automatically enrolled in the Avenue To Learn system. Go directly to step 2. Students who registered late for this course need to be added to the Avenue to Learn database before they can perform the next step. The best way to do this is to make sure that you are officially registered for this course.

**Step 2: Logon to Avenue to learn. Go to <http://Avenue.mcmaster.ca/>**

All the information you need for logging on to the site, for configuring your web browser, and for adding this course to your account are available here.

**Step 3: Support**

If you are interested in viewing the support for Avenue to Learn, including quick help guides and other resources please visit <http://avenue.mcmaster.ca/help/>



| Week | Dates                 | Weekly Theme   | Required Readings   |
|------|-----------------------|--|---|
| 1    | Sept 6 <sup>th</sup>  | Course Overview  | No Assigned Readings  |
| 2    | Sept 13 <sup>th</sup> | Health and Aging Trends  | <p>WHO 10 facts on ageing and the life course. 2014.<br/> <a href="http://www.who.int/features/factfiles/ageing/en/">http://www.who.int/features/factfiles/ageing/en/</a><br/>           and<br/> <a href="http://www.who.int/features/factfiles/ageing/ageing_facts/en/">http://www.who.int/features/factfiles/ageing/ageing_facts/en/</a></p> <p>WHO 2011 Global Health and Aging. Pp. 1-25<br/> <a href="http://www.who.int/ageing/publications/global_health.pdf">http://www.who.int/ageing/publications/global_health.pdf</a></p> <p>CIHI. 2011. Health Care in Canada, 2011: A Focus on Seniors and Aging. Pp 9-20.<br/> <a href="https://secure.cihi.ca/free_products/HCIC_2011_seniors_report_en.pdf">https://secure.cihi.ca/free_products/HCIC_2011_seniors_report_en.pdf</a></p>  |
| 3    | Sept 20 <sup>th</sup> | <p>Social Determinants of Health</p> <p>(Advanced Library Research Methods- Librarian presentation)</p>                                  | <p>Raphael D. 2011. A Discourse Analysis of the Social Determinants of Health. <i>Critical Public Health</i>. 21(2): 221–236 doi: 10.1080/09581596.2010.485606<br/> <a href="http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/09581596/v21i0002/221_adaotsdoh.xml">http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/09581596/v21i0002/221_adaotsdoh.xml</a></p> <p>Vallgarda S. 2007. Health Inequalities: Political Problematizations in Denmark and Sweden <i>Critical Public Health</i>. 17(1): 45–56. doi: 10.1080/09581590601071705<br/> <a href="http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/09581596/v17i0001/45_hippidas.xml">http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/09581596/v17i0001/45_hippidas.xml</a></p> <p>McDonough, Peggy, Amanda Sacker, and Richard D. Wiggins. 2005. “Time on My Side? Life Course Trajectories of Poverty and Health.” <i>Social Science &amp; Medicine</i> 61: 1795-1808.<br/> <a href="http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/02779536/v61i0008/1795_tomsctopah.xml">http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/02779536/v61i0008/1795_tomsctopah.xml</a></p> |
| 4    | Sept 27 <sup>th</sup> | <p>Gender, Racialization, Ethnicity</p> <p>* Tentative Guest Presentation</p> <p><b>Student Led Discussions on required Readings</b></p> | <p>Hankivsky, O &amp; A. Christofferson (2008). Intersectionality and the Determinants of Health. <i>Critical Public Health</i>. 18(3):271-283.</p> <p>Wilson K., M. W. Rosenberg, S. Abonyi and R. Lovelace. 2010. Aging and Health: An Examination of Differences between Older Aboriginal and non-Aboriginal People. <i>Canadian Journal on Aging / La Revue canadienne du vieillissement</i>, 29: 369-382.</p>  |

|   |                            |  |   |
|---|----------------------------|--|---|
|   |                            | <b>Group Presentations</b>   | Jette S. and P. Vertinsky. 2011. Exercise is medicine?: Understanding the exercise beliefs and practices of older Chinese women immigrants in British Columbia, Canada. <i>Journal of Aging Studies</i> . 25 272–284.   |
| 5 | Oct 4 <sup>th</sup>        | Active Aging & Healthy Environments<br><br><b>Student Led Discussions on required Readings</b><br><br><b>Group Presentations</b> | Age-friendly Cities- checklist (World Health Organization)<br><a href="http://www.who.int/ageing/publications/Age_friendly_cities_checklist.pdf">http://www.who.int/ageing/publications/Age_friendly_cities_checklist.pdf</a><br><br>Keating N., J. Eales and J.E. Phillips. 2013. Age-Friendly Rural Communities: Conceptualizing ‘Best-Fit’. <i>Canadian Journal on Aging / La Revue canadienne du vieillissement</i> . 1-14.<br><br>Parry J., J. Mathers, C. Laburn- Peart, J. Orford, and S. Dalton. 2007. Improving health in deprived communities: What can residents teach us? <i>Critical Public Health</i> . 17(2): 123–136. |
| 6 | <b>Oct 11<sup>th</sup></b> | <b>Mid Term Recess</b>   | <b>No Assigned Readings</b>   |
| 7 | Oct 18 <sup>th</sup>       | Experiencing Illness In Later Life<br><br><b>Student Led Discussions on required Readings</b><br><br><b>Group Presentations</b>  | Hurd Clarke L. and M. Griffin. 2008. Failing Bodies: Body Image and Multiple Chronic Conditions in Later Life. <i>Qualitative Health Research</i> . 18 (8): 1084-1095.<br><br>Charmaz. The Body, Identity, and Self: Adapting to Impairment.1995. <i>The Sociological Quarterly</i> , 36 (4): 657-680.<br><br>Grenier, A. Constructions of frailty in the English language, care practice and the lived experience. <i>Ageing and Society</i> . 2007, 27, 425–445.  |
| 8 | Oct 25 <sup>th</sup>       | Aging & Self- Care<br><br><b>Student Led Discussions on required Readings</b><br><br><b>Group Presentations</b>                  | Hurd Clarke L. and Erica V. Bennett. 2012. Constructing the moral body: Self-care among older adults with multiple chronic conditions. <i>Health</i> . 17(3) 211–228.<br><br>Leontowitsch M., P. Higgs, F. Stevenson, and I. R. Jones. 2010. Taking care of yourself in later life: A qualitative study into the use of non-prescription medicines by people aged 60+. <i>Health</i> . 14(2) 213–231.<br><br>M. G. Ory et al., (2013). National Study of Chronic Disease Self-Management: Six-Month Outcome Findings. <i>Journal of Aging and Health</i> . 25(7) 1258–1274.   |
| 9 | Nov 1 <sup>st</sup>        | Informal Caregiving  | Pinquart M. and S. Sörensen. 2011. Spouses, Adult Children, and Children-in-Law as  |

|    |                      |   |  |
|----|----------------------|---|--|
|    |                      | <p><b>Student Led Discussions on required Readings</b></p> <p><b>Group Presentations</b></p>  | <p>Caregivers of Older Adults: a Meta-Analytic Comparison. <i>Psychology and Aging</i>. 26 (1): 1–14.</p> <p>Giosa J.L., P. Stolee, S. L. Dupuis, S. E. Mock and S. M. Santi. 2014. An Examination of Family Caregiver Experiences during Care Transitions of Older Adults. <i>Canadian Journal on Aging / La Revue canadienne du vieillissement</i>. 33 (02): 137 - 153</p> <p>Bledsoe L.K., S. E. Moore &amp; W. Lott Collins. 2010. Long Distance Caregiving: An Evaluative Review of the Literature. <i>Ageing International</i>. 35: 293–310.</p>                                 |
| 10 | Nov 8 <sup>th</sup>  | <p>Formal Health Care</p> <p><b>Student Led Discussions on required Readings</b></p> <p><b>Group Presentations</b></p>  | <p>DeForgea R., P. van Wyk, J.Hall, and A. Salmoni. 2011. Afraid to care; unable to care: A critical ethnography within a long-term care home. <i>Journal of Aging Studies</i>. 25 (2011): 415–426.</p> <p>Frankowski, A. C. 2015. Don't touch! The Taboo of Intimacy in Assisted Living. <i>Aging Today</i>. 36 (4): 3-3, 16</p> <p>Clarke L.H., E. V. Bennett and A. Korotchenko. 2013. Negotiating Vulnerabilities: How Older Adults with Multiple Chronic Conditions Interact with Physicians.1-12. □</p>  |
| 11 | Nov 15 <sup>th</sup> | <p>End of Life Issues</p> <p>*Tentative Guest Presentation:<br/>Hospice End of Life Caregiving</p> <p><b>Student Led Discussions on required Readings</b></p> <p><b>Group Presentations</b></p> | <p>Lloyd-Williams M., V. Kennedy, A. Sixsmith, and J. Sixsmith. 2007. The End of Life: A Qualitative Study of the Perceptions of People Over the Age of 80 on Issues Surrounding Death and Dying. <i>Journal of Pain and Symptom Management</i>. 34 (1): 60-66.</p> <p>Clarke A. and J. Seymour. 2010. “At the Foot of a Very Long Ladder”: Discussing the End of Life with Older People and Informal Caregivers. <i>Journal of Pain and Symptom Management</i>. 1-11.</p> <p>End-of-Life Law and Policy in Canada<br/><a href="http://eol.law.dal.ca/">http://eol.law.dal.ca/</a></p> |
| 12 | Nov 22 <sup>nd</sup> | <b>Term Paper Presentations</b>   | Readings: Independent Research   |
| 13 | Nov 29 <sup>th</sup> | <b>Term Paper Presentations</b>   | Readings: Independent Research   |
| 14 | Dec 6 <sup>th</sup>  | Course Wrap Up  | <b>Term Paper Due Dec 6<sup>th</sup></b>   |