

## HLTHAGE 3N03 – AGING AND MENTAL HEALTH Summer 2021

**Instructor:** Rachel Weldrick  
**Pronouns:** she/they  
**Email:** weldrirc@mcmaster.ca  
**Lecture:** Tuesdays & Thursdays,  
(asynchronous lectures)

**Virtual office:** Email/Zoom  
**Virtual office hour:** Tues 5-6PM EST  
(through Zoom), or by appointment

### Contents

Land Acknowledgement.....	2
Course Description.....	3
Course Objectives.....	3
Required Materials and Texts .....	3
Class Format.....	3
Course Evaluation – Overview.....	3
Course Evaluation – Details.....	4
Mental health & self-care reflection (10%), Part 1 due by June 29, 11:59 PM (EST); Part 2 due by August 7, 11:59 PM (EST).....	4
Test 1 (25%), due July 8 at 8:30AM (EST) .....	4
Test 2 (30%), due July 22 at 8:30AM (EST) .....	4
Paper: Mental health & the life course (35%), due August 6 at 7:00PM (EST).....	4
Weekly Course Schedule and Required Readings .....	4
Class 1 (June 22, 2021).....	4
Class 2 (June 24, 2021).....	5
Class 3 (June 29, 2021).....	5
Class 4 (July 6, 2021) .....	5
Class 5 (July 8, 2021) .....	6
Class 6 (July 13, 2021) .....	6
Class 7 (July 15, 2021) .....	6
Class 8 (July 20, 2021) .....	7
Class 9 (July 22, 2021) .....	7
Class 10 (July 27, 2021) .....	7
Class 11 (July 29, 2021) .....	7
Class 12 (August 3, 2021) .....	8
Class 13 (August 5, 2021) .....	8

Course Policies .....	8
Submission of Assignments.....	8
Grades.....	8
Late Assignments .....	8
Course Modification .....	9
University Policies .....	9
Academic Integrity .....	9
Authenticity / Plagiarism Detection .....	9
Courses with an On-line Element .....	10
Online Proctoring.....	10
Conduct Expectations.....	10
Academic Accommodation of Students With Disabilities .....	10
Requests For Relief For Missed Academic Term Work.....	10
Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO) .....	11
Copyright And Recording.....	11
Extreme Circumstances.....	11
Faculty of Social Sciences E-mail Communication Policy .....	11

## **Land Acknowledgement**

As part of the course, you will learn about diverse ways of knowing, including Indigenous ways of knowing. The land is foundational in this knowing.

*McMaster University is located on the traditional territories of the Mississaugas, Haudenosaunee and Anishinaabe nations. This territory, covered by the Upper Canada Treaties, is within the lands protected by the Dish With One Spoon Wampum agreement and is directly adjacent to the Haldimand Treaty territory. This land acknowledgement does not come without action for truth and reconciliation (see the [Calls to Actions](#) from the Truth and Reconciliation Commission of Canada).*

*(Learn more about the [significance of land acknowledgements](#))*

## **Course Description**

This course will examine the mental health of older adults from a variety of perspectives. Key topics include mental health and illness & the life course, cognitive functioning, depression & anxiety disorders, and intersectionality.

## **Course Objectives**

By the end of the course students should be able to:

- identify and describe several theoretical perspectives of mental health and aging;
- describe the experience of different mental illnesses, including the signs and symptoms, assessment protocols and treatment for the illnesses;
- describe the context in which mental health and aging occur in Canada, including consideration of the healthcare system, changing family structure, and various identities (culture, gender, race, sexual orientation, among others);
- use critical thinking to challenge the way in which aging and mental health is represented in society;
- apply diverse ways of knowing that apply to mental health and aging.

## **Required Materials and Texts**

- There is no required textbook
- Any readings for the course will be made available on Avenue to Learn or via the McMaster University library virtual collection

## **Class Format**

Class is lecture only. The class will consist of asynchronous learning. This means you are working through the material at your pace; that is, lectures are pre-recorded and posted for you to view at the time that works for you in the week. Readings and podcasts will be used to compliment lecture material. Avenue to Learn will be used as 'home base' for all course information and material. Zoom will be used for office hours. Recordings of all lectures will be posted on Avenue to Learn. See the 'Weekly Course Schedule and Required Readings' section for more detail.

## **Course Evaluation – Overview**

1. Mental health & self-care reflection – 10% (Part 1 due by June 29, 11:59 PM (EST); Part 2 due by August 7, 11:59 PM).
2. Test 1 – 25%, available on Tuesday, July 6 at 8:30AM (EST), drop box closes on July 8 at 8:30AM (EST)
3. Test 2 – 30%, available on July 20 at 8:30AM (EST), drop box closes on July 22 at 8:30AM (EST)
4. Assignment: Mental health and the life course – 35% due August 6 by 7PM (EST)

## **Course Evaluation – Details**

### **Mental health & self-care reflection (10%), Part 1 due by June 29, 11:59 PM (EST); Part 2 due by August 7, 11:59 PM (EST)**

For this reflection, you will be asked to submit an informal, 200-word plan for your self-care throughout this course. Content in this course will cover several challenging topics related to mental illness. Self-care is critical to maintaining good mental health, particularly when working with challenging themes. This self-care plan is not intended to be a formal plan of action, but rather an informal plan for how you intend to take care of yourself and your mental health for the duration of the course. Examples of this type of reflection will be shared in the first class (June 22, 2021). The second part of this reflection is due at the end of the term (August 7, 2021) will require you to reflect on your self-care plan, whether you were able to uphold your plan, and whether it was helpful to you and your mental health. Examples of this type of reflection will also be shared in the first class.

### **Test 1 (25%), due July 8 at 8:30AM (EST)**

This test will cover material from June 22, 24, and 29. It will be an open book test with multiple choice and short answer questions. You will have 48 hours to finish the test. The test will be made available at 8:30AM (EST) on July 6<sup>th</sup> and the drop box will close at 8:30AM (EST) on July 8<sup>th</sup>.

### **Test 2 (30%), due July 22 at 8:30AM (EST)**

This test will cover material from June 22 – July 15. It will be an open book test with multiple choice and short answer questions. There will also be a capstone application question for which you will draw on content from across the course. You will have 48 hours to finish the test. The test will be made available at 8:30AM (EST) on July 20<sup>th</sup> and the drop box will close at 8:30AM (EST) on July 22<sup>nd</sup>.

### **Paper: Mental health & the life course (35%), due August 6 at 7:00PM (EST)**

For this assignment, you will be asked to apply theoretical perspectives on mental health and aging to a topic of your choice. This assignment will require you to draw upon course material and critically examine an issue at the intersection of mental health, aging, and the life course. More details about this assignment will be posted on Avenue to Learn and will be discussed on in the first class (June 22, 2021). The assignment is due in the drop box by August 6, 2021 at 7:00 PM (EST).

## **Weekly Course Schedule and Required Readings**

### **Class 1 (June 22, 2021)**

**Introduction to the course; Mental health, aging & the life course (Asynchronous)**

Readings:

- Mental Health and Aging: An Introduction. (2017). In D. L. Segal, S. H. Qualls, & M. A. Smyer, *Aging and Mental Health* (pp. 1–19). John Wiley & Sons, Inc. <https://doi.org/10.1002/9781119133186.ch1> (Available as a digital book chapter via McMaster Library website; must be logged in with McMaster credentials to access)

Class Activities:

- Watch introductory lecture videos

## **Class 2 (June 24, 2021)**

### **Mental health, aging, and the life course (Asynchronous)**

Readings:

- George, L. K. (2013). Life-course perspectives on mental health. In C. S. Aneshensel, J. C. Phelan, & A. Bierman (Eds.), *Handbook of the Sociology of Mental Health* (2nd ed., pp. 585–602). New York: Springer. (Available as a digital book chapter via McMaster Library website; must be logged in with McMaster credentials to access)

Class Activities:

- Watch lecture videos
- Reminder: Self-care reflection (part 1) due by June 29<sup>th</sup>, 2021

## **Class 3 (June 29, 2021)**

### **Biopsychosocial approach to mental health and aging**

Readings:

- Dowrick, C., May, C., Richardson, M., & Bundred, P. (1996). The biopsychosocial model of general practice: Rhetoric or reality? *British Journal of General Practice*, 46(403), 105-107.

Class Activities:

- Watch lecture videos

## **Class 4 (July 6, 2021)**

### **Test #1**

## **Class 5 (July 8, 2021)**

### **Cognitive impairment and neurocognitive disorders**

#### Readings:

- Ken and Mark: <https://ilivewithdementia.ca/ken-and-mark/>
- Janet: <https://ilivewithdementia.ca/janet/>
- Earl: <https://ilivewithdementia.ca/earl/>
- Liam: <https://ilivewithdementia.ca/liam/>

#### Class Activities:

- Watch lecture videos

## **Class 6 (July 13, 2021)**

### **Depression, anxiety, and related topics**

#### Readings:

- Spoelhof, G. D., Davis, G. L., & Licari, A. (2011). Clinical vignettes in geriatric depression. *American Family Physician*, 84(10), 1149-1154.
- Conejero, I., Olié, E., Courtet, P., & Calati, R. (2018). Suicide in older adults: Current perspectives. *Clinical Interventions in Aging*, 13, 691-699.

#### Class Activities:

- Watch lecture videos

## **Class 7 (July 15, 2021)**

### **Schizophrenia, hoarding, post-traumatic stress disorder, substance use**

#### Video & Podcast:

- Ted Talk: Elyn Saks  
[https://www.ted.com/talks/elyn\\_saks\\_a\\_tale\\_of\\_mental\\_illness\\_from\\_the\\_inside?language=en](https://www.ted.com/talks/elyn_saks_a_tale_of_mental_illness_from_the_inside?language=en)
- Podcast: <https://www.hazeldenbettyford.org/articles/podcasts/addiction-recovery-older-adults>

#### Class Activities:

- Watch lecture videos

## **Class 8 (July 20, 2021)**

### **Test #2**

## **Class 9 (July 22, 2021)**

### **Intersectionality and related topics**

#### Readings:

- Warner, D. F., & Brown, T. H. (2011). Understanding how race/ethnicity and gender define age-trajectories of disability: An intersectionality approach. *Social science & medicine*, 72(8), 1236-1248.

#### Class Activities:

- Watch lecture videos

## **Class 10 (July 27, 2021)**

### **Indigenous perspectives on dementia and aging**

#### Readings:

- Indigenous Cognition & Aging Awareness Research Exchange (I-CAARE) Factsheets. Available at: <https://www.i-caare.ca/factsheets>

#### Class Activities:

- Watch lecture videos
- Reminder: Final paper due on August 6<sup>th</sup>

## **Class 11 (July 29, 2021)**

### **Mental health, aging & the healthcare system**

#### Readings:

- Sealy, P., & Whitehead, P. C. (2004). Forty years of deinstitutionalization of psychiatric services in Canada: an empirical assessment. *The Canadian Journal of Psychiatry*, 49(4), 249-257.
- Kates, N., Craven, M., Bishop, J., Clinton, T., Kraftcheck, D., LeClair, K., ... & Turner, T. (1997). Shared mental health care in Canada. *The Canadian Journal of Psychiatry*, 42(8), 1-12.

#### Class Activities:

- Watch lecture recordings
- Schedule paper consultation with course instructor for August 3<sup>rd</sup> (if desired)

## **Class 12 (August 3, 2021)**

### **Wrap-up class & paper consultations**

Class Activities:

- Watch lecture recording
- Paper consultations (if scheduled ahead of time)

## **Class 13 (August 5, 2021)**

**No Class (Final papers due by 11:59 PM (EST) on August 6, 2021)**

## **Course Policies**

### **Submission of Assignments**

All assignments are to be submitted online via the Avenue to Learn drop-box by the deadline noted on the course outline. Assignments are to be formatted using the American Psychological Association (APA) 7th Edition guidelines. Generally, your assignment should be typed using Microsoft Word, double-spaced in 12-point Times New Roman font, 1-inch margins. Ways to format references (if included), among other style requirements can be found in the APA 7<sup>th</sup> Edition manual.

### **Grades**

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

### **Late Assignments**

Extensions for course assignments will only be granted under conditions of medical, family, or other extraordinary circumstances. All other late assignments will be penalized at a rate of 5% per day. Late assignments will not be accepted after 7 days beyond the original deadline without appropriate documentation from the Office of the



Associate Dean of Social Sciences. There will be no redistribution of grade breakdown for missed assignments.

### **Course Modification**

The instructor reserves the right to modify elements of the course during the term. If any 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.

## **University Policies**

### **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. **It is your responsibility to understand what constitutes academic dishonesty.**

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. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

### **Authenticity / Plagiarism Detection**

**Some courses may** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

### **Courses with an On-line Element**

**Some courses may** use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

### **Online Proctoring**

**Some courses may** use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

### **Conduct Expectations**

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

### **Academic Accommodation of Students With Disabilities**

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

### **Requests For Relief For Missed Academic Term Work**

[McMaster Student Absence Form \(MSAF\)](#): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

## **Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO)**

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## **Copyright And Recording**

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

## **Extreme Circumstances**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

## **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.