

HLTH AGE 1BB3 INTRODUCTION TO AGING AND SOCIETY

Winter 2022, January 10th to April 12th

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Course Description

This course introduces students to gerontology which is the multi-disciplinary study of aging. From a social science perspective, we will consider the social, psychological, economic, and health aspects of growing old in both an individual and societal context. Central to the course is an emphasis on social gerontology. Social gerontologists recognize the biological and psychological impacts of aging but are primarily interested in how society influences aging and how aging shapes society. Social Gerontological areas of interest include community involvement, family relationships, political economy, retirement, and the delivery of health and social services. During the term we will look at a range of topic areas, including population aging, ageism, family life, health, finances, retirement, work, housing, transportation, leisure, recreation, and end of life issues. The course content specifically focuses on older adults and is intended to provide a general background for more specialized studies on aging in later life.

Course Objectives

The central objective of the course is to provide an opportunity for you to think critically about aging in society and to demonstrate this knowledge both descriptively and analytically. During the term, you will have the opportunity reflect on your own attitudes toward older adults and growing old and to examine key issues currently facing older adults.

Learning Outcomes:

The learning outcomes of this course are consistent with [McMaster's Undergraduate Degree Level Expectations](#).

URL:<http://ccl.mcmaster.ca/COU/pdf/Undergraduate%20Degree%20Level%20Expectations.pdf>.

These connect to several of the undergraduate degree level expectations including developing a depth and breadth of knowledge and development of communication skills.

By the end of the course, you should be able to:

- Identify and describe career pathways in the field of aging
- describe myths about aging and identify implications of ageism
- identify and explain theories and concepts key to the study of aging
- explain key research methods used in the study of aging
- describe the ethno-cultural diversity of seniors in Canada
- explain the demographic shifts that have led to population aging
- describe key physical, psychological, and developmental changes that occur with age
- discuss institutional changes in response to population aging

- identify and explain challenges facing older people and their caregivers in later life
- advance writing, critical thinking, self-reflection, and library-based research skills

Required Materials and Texts

- Wister, A.V. (2019). *Aging as a Social Process: Canada and beyond*. (7th ed.). Don Mills, Ontario: Oxford University Press.
Please visit the Campus Store to purchase your course textbook. The Textbook is available in print or e-text.

Class Format

In class lectures will reinforce course readings, and involve power-point slides, in-class activities, films, media clips, and occasional guest speakers. Power-point presentations, intended to facilitate note taking, will be posted on Avenue to Learn immediately prior to the scheduled lecture. It is important to keep up with the assigned readings and to attend lectures to succeed in this course; regular attendance must be a central priority. Lectures will augment the required reading but will not cover all content presented in the text. Required reading should be completed prior to class on Tuesday and you should be prepared to actively participate in class.

In addition:

During the term, all course information including, announcements, power point slides, assignment guidelines and grading rubrics, and course resources as well as assignment submission folders can be accessed through [Avenue to Learn](https://avenue.mcmaster.ca/) (A2L) (<https://avenue.mcmaster.ca/>).

Course Evaluation – Overview

1. Midterm Test (25%) Feb 15th
2. Tutorial Participation (10%)
3. Experiential Learning Assignments- cumulative (10%)
4. Integrative Report (20%) Due April 9th 11:59 pm
5. Final Exam (35%) TBA – scheduled by the registrar

Course Evaluation – Details

Midterm Test (25%) Feb 15th

The midterm test will be based on material from the text, lectures, and any other class materials (for example, films, guest speakers, etc.). The test is worth 25% of your final grade and will consist of 40 multiple choice questions.

Final Exam (35%)

There will also be a final exam scheduled by the registrar. The final exam is worth 35% of your final grade and will consist of 80 multiple choice questions.

Further details on examinations will be reviewed in class.

Tutorial Participation (10%)

In this course skilled Teaching Assistants will be available to support your academic in a variety of ways. The TA's will hold office hours, lead tutorial sessions, and provide instructions and guidance regarding assignments, readings, and preparing for exams. Your assignments will be graded by your TA and he or she will provide feedback to you on your progress in the course. You will be assigned to a specific Teaching Assistant based on which tutorial section you are enrolled in and the tutorial information and office hours and office location will be posted on Avenue to Learn.

It is mandatory that you attend and fully participate in 5 tutorials during the term to achieve the maximum grade of 10%. Make-up assignments will not be prepared for conflicting schedules or other forms of competing obligations. You must enroll in tutorial sections on Mosaic. You are responsible for knowing the times and dates for your tutorial section as scheduled in Mosaic. To keep the size of the tutorials small each tutorial section will be further divided into 2 groups; for example, T01 will have Group A & Group B, T02 will have Group A & Group B, T03 Group A & B etc. Tutorial lists detailing the group (A or B) to which you are assigned and the tutorial dates and times when your group is scheduled to attend will be posted on the Content Page of A2L, Week 2 (after the university add/drop date). **Scheduled tutorials do not begin until week 3.**

At each tutorial your TA will take attendance. You can earn 1 point for attendance and 1 point for full participation. There are a variety of ways to earn participation grades, including bringing insights and questions for discussion, sharing media clips or news items that illustrate or reinforce course content, and participating in tutorial exercises. Ways to earn participation marks will be reviewed by your TA during the first tutorial.

If, due to exceptional circumstances, you are unable to attend the tutorial section in which you are registered, you can request to be moved to another tutorial session. However, it may not be possible to grant all these requests.

Experiential Learning Assignments (10%)

Experiential education involves hands on, active learning. With respect to this course you will be required to complete one of two options, intended to increase your knowledge and understanding of older adults and your own attitudes toward aging and growing old. The decision to choose between options will occur at the beginning of the term, and finalized between weeks 1 and 2.

Option 1: Conversations with Senior Partners/SCAs (worth 10%)

Transforming ageist attitudes has long been a goal of aging studies courses. To break down ageist barriers and to gain better insight into your own attitudes about aging and growing old this assignment provides you with the opportunity to participate in one on one, weekly conversations with a community dwelling senior citizen to exchange ideas, and views about aging topics covered in this course.

During the term, commencing week 3, and over the course of 10 weeks (weeks 3- 6 & 8-13) you will be required to participate in 5 (minimum 20- minute) conversations with an older adult. The older adult (60 years of age or older) must be someone you know and trust: a relative, friend of your family, a retired former teacher, an older co-worker etc. If you are interested in this option, but have no older adult contacts, I do have a short list of Senior volunteers (known as SCA's- Senior Class Assistants) who participate in the HLTH AGE 1BB3 Program and who are willing to partner with students for this assignment.

As provincial Covid 19 restrictions remain fluid, the expectation is that you and your senior partner or SCA will hold your weekly conversations remotely, in a method that you mutually agree upon; for example by phone, Skype, Zoom, etc. After each conversation you will keep a log detailing the date, specific topic(s) discussed and length of time spent in conversation, and then write a short (300 -500 word) reflection and record these entries in a word document. **One reflection must be completed prior to the mid-term recess and 4 completed after the mid-term recess.**

You will be provided with a reflective journal template along with questions designed to guide your reflections. You will submit each completed journal entry in the Avenue Assignment Drop Box that corresponds with the Weekly course theme. Entries should be submitted no later than Saturday at 11:59 pm on the week that they are due. (See the submission schedule in the Option 1 Assignment instructions). Further assignment details and a grading rubric will be available on Avenue and reviewed in class during week 1. A mandatory workshop for Option 1 will be held week 2 during class, January 18, 2022.

Please note that to participate in this option you must choose this option by the end of week 1 and must identify a willing Senior Partner by the end of week 2. Students who wish to participate in conversations with a SCA will be matched by the end of week 2.

OR

Option 2 ‘What’s in the news: reflections on aging’ (worth 10%)

The purpose of these assignments is to become familiar with and reflect on the real-life issues of older people. Between weeks 4 and week 13 you are required to write 2 ‘Aging Reflections’. **One reflection must be completed prior to the mid-term recess and one completed after the mid-term recess.** To complete the assignment you must locate a ‘news article’ or ‘story’ that relates to the course material for that week and discusses a real-life situation, issue, or occurrence about aging. Submissions must follow APA formatting, be properly referenced, and contain a separate reference page.

The reflections will be evaluated on the quality of the response, writing mechanics, and formatting/referencing accuracy. You will submit each completed 'Aging Reflection' in the Avenue Assignment Drop Box. Entries should be submitted no later than Saturday at 11:59 pm on the week that they are due. (See the submission schedule in the Option 1 Assignment instructions). Detailed instructions on completing the assignment and a grading rubric will be reviewed in class and posted on Avenue. Further assignment details and a grading rubric will be available on Avenue and reviewed in class week 1.

Integrative Report (20%) Due April 9 at 11:59 pm

Both Integrative reports provide you with the opportunity to further explore and expand upon the knowledge gained through completing your experiential assignments.

Option 1

This assignment gives you the opportunity to further reflect on what you have learned from your conversations with your Senior Partner/SCA and how this experience relates to scholarly material. In a 5-page double spaced paper, you will be expected to describe the most important personal insights that you gained during your conversations with older adults and how they relate to a specific course topic. Show with specific examples, the ways in which your observations relate to a relevant theoretical concept, findings, and/or ideas in the required text readings, and a minimum of 2 outside scholarly sources. Then, personally reflect on what you have learned about older people and yourself by participating in these conversations.

Option 2

This assignment gives you the opportunity to explore one of the news items presented in your aging reflection assignments in greater depth and to share your insights in writing. Using your assignment entries and insights as a starting point, write a 5-page essay that integrates theory and relevant findings from required the course material and an additional 4 scholarly sources. The essay must reflect a focused topic; for example, financial abuse of the elderly in nursing homes. Topics must be approved by your TA. The purpose of the assignment is to evaluate your ability to relate information from required the required readings and additional scholarly articles to your topic.

Important

For each of the Integrative Report Options, the scholarly articles must be located in a peer reviewed social science journal (like The Canadian Journal on Aging) published on or after 2012. Articles from popular periodicals (magazines, newspapers or Internet sites, etc.) or science journals will not be accepted. Submit the assignment in a WORD document electronically to the Avenue drop box no later than 11:59 pm on the date that it is due. PDFs will not be accepted.

Weekly Course Schedule and Required Readings

Week 1 (Tuesday January 11th)

TOPIC: INTRODUCTION TO THE COURSE

Required Readings

- Course Outline posted on the Content Page of Avenue

Notes:

- Sign up for Experiential Assignment Option 1

Week 2 (Tuesday January 18th)

TOPIC: INTRODUCTION TO AGING AS A SOCIAL PROCESS

Required Readings:

- TEXT: Chapter 1

Notes:

- Mandatory Workshop for Experiential Assignment Option 1
- Final Sign up for Experiential Assignment Option 1

Week 3 (Tuesday January 25th)

TOPIC: DEMOGRAPHICS OF AGING IN CANADA

Required Readings:

- TEXT: Chapter 4

Notes:

- *Tentative Guest Presentation: Experiential learning – Career Planning*
- Tutorials (T-01 Group A to T06 Group A) begin this week: Introductions, Review of APA formatting & Referencing

Week 4 (Tuesday February 1st)

TOPIC: THEORIES ON AGING / RESEARCH ISSUES AND METHODS

Required Readings:

- TEXT: Chapter 5

Notes:

- Tutorials (T-01 Group B to T06 Group B) begin this week. Introductions: Review of APA formatting & Referencing

Week 5 (Tuesday February 8th)

TOPIC: MATURATIONAL CHANGE: THE AGING BODY & THE AGING MIND

Required Readings:

- TEXT: Chapter 3

Notes:

- *Recorded Guest Lecture- Dr. Ellen Ryan “Aging with Spirit”*
- Tutorials T01 – T06 Groups A and B
 - Sign up for Sharing of Experiential Assignments
 - Review for Midterm Test

Week 6 (Tuesday February 15th)

TOPIC: SOCIAL STRUCTURES AND AGING

Required Readings:

- TEXT: Chapter 6

Notes:

- No Tutorials this week
- *Midterm Test Tuesday February 15, 2022; Based on Course Material Weeks 1-5

Week 7 (Midterm Recess February 21st – February 27th)

No Required Readings:

Week 8 (March 1st)

TOPIC: THE LIVED ENVIRONMENT: HOUSING AND TRANSPORTATION

Required Readings:

- TEXT: Chapter 8

Notes:

- Tutorials (T01 – T6 Group A) Research and Writing Tutorial

Week 9 (Tuesday March 8th)

TOPIC: WORK, INCOME AND RETIREMENT IN LATER LIFE

Required Readings:

- TEXT: Chapter 10

Notes:

- *Tentative Guest Presentation on Retirement*
- Tutorials (T01 – T06 Group B) Research and Writing Tutorial

Week 10 (Tuesday March 15th)

TOPIC: AGING, HEALTH, AND HEALTH CARE

Required Readings:

- Text: Chapter 7

Notes:

- Tutorials (T01 – T06 Group A) Sharing of Experiential Assignments

Week 11 (Tuesday March 22nd)

TOPIC: INFORMAL CAREGIVING & END OF LIFE ISSUES

Required Readings:

- TEXT: Chapter 12

Notes:

- *Tentative guest presentation on grief and bereavement*
- Tutorials (T01 – T06 Group B) Sharing of Experiential Assignments

Week 12 (Tuesday March 29th)

TOPIC: FAMILY TIES RELATIONSHIPS & TRANSITIONS

Required Readings:

- TEXT: Chapter 9

Notes:

- **** No Scheduled Tutorials This Week: Independent work on Integrative Reports

Week 13 (Tuesday April 5th)

SOCIAL PARTICIPATION AND CONNECTEDNESS & LEISURE IN LATER LIFE

Required Readings:

- Text: Chapter 11

Notes:

- Course Wrap Up
- Tutorials (T01 – T06 Groups A and B) ‘Review for Final Exam’
- Integrative Report Due April 9th at 11:59 pm.

Week 14 (Tuesday April 12th)

No Required Readings

Notes:

- ***No scheduled classes this week
- Final Exam TBA: as scheduled by the registrar- check Mosaic

Course Policies

Submission of Assignments

Detailed instructions and grading rubrics for assignments will be posted on Avenue to Learn. 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 11:59 pm on the date due; emailed copies will not be accepted. All assignments should have a title page, all pages should be numbered and have 2.54 cm (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.

Writing assignments will be submitted into the Avenue Assignment drop box. You can access all assignment submission folders by clicking on ‘Assessments’ on either the Course Announcement or Content Page of Avenue. Under ‘Assessments’ click on “Assignments”. You will also find a direct a link to each specific assignment drop box in the weekly module that the assignment is due.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
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

Assignments will be marked down 5% if turned in late on the day it is due, and an additional 5 percentage points for each day it is late after that; this includes weekend days and holidays. Without formal accommodations, late penalties will apply and no assignments will be accepted 1 week after the due date. This means that accommodation for missed work requires MSAF, SAS OR RIS approval (see pp. 13-14 for details on these forms of accommodation). It is not possible to grant accommodations for missed work due to individual work schedules, vacation/trips, or time management issues.

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, I (Dr. LeBlanc) will be happy to review the mark of any assignment, if the procedure outlined below is followed. Please note that when a mark is reviewed, the new mark may be lower than the original.

To request a review of a mark, write a 1-page typed memo describing in detail the nature of the perceived marking error. Submit this memo via email to me. You may submit requests for review no sooner than 48 hours, and no later than 1 week after the assignment feedback is distributed via the Avenue drop box.

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.

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 his/her 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.

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 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.