

HLTH AGE 1BB3: Aging and Society

Term 2, Jan. 5- Apr. 6, 2017

Instructor:

Anju Joshi

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Dept. of Health, Aging and Society
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Office Hours:

Thursdays 11:00 – 12:00 p.m. or by
appointment

Regular Classes:

Tuesday 2:30 – 3:20 pm
Thursday 2:30 – 3:20 pm
*Teaching Assistants' names, contact
information and office hours
will be posted on Avenue to Learn*

Important Notice re email:

Please do NOT email the Instructor or Teaching Assistants using Avenue to Learn. Send email directly to Instructor and Teaching Assistant to the McMaster e-mail accounts from your own McMaster e-mail account. Due to university policy, we are unable to reply to emails sent from gmail and other personal e-mail accounts.

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

Course Description:

The course “Aging and Society” is designed to provide you with an introduction to gerontology as a multi-disciplinary study of aging. It focuses on the social, psychological, physiological, economic and health aspects of aging. This course presents a profile of Canada’s current older population, and considers the experience of aging from the vantage point of current elderly people and, more broadly, from the vantage point of society. Content of the course is intended to provide a general background for more specialized studies in aging, as well as a deeper understanding of the meaning, experience, and context of growing old and later life. Readings, lectures, written assignments, discussions, tutorial participation, and ten (10) hours of experiential learning will be the main learning components of this course. There will also be films, guest speakers and class exercises designed to illustrate and illuminate the course material.

Course Evaluation:

| | | |
|--|-------|------------|
| Mid-term Multiple Choice Test (Feb. 9, 2017) | _____ | 20% |
| Experiential Learning (volunteer placement/discussion group) | _____ | 10% |
| Tutorials (Dates to be posted on Avenue to Learn....begin Jan. 16) | _____ | 10% |
| Integrative Reflection Assignment (Due April 6, 2017) | _____ | 20% |
| Final Multiple Choice Exam (Scheduled by the registrar) | _____ | 40% |

Further details on the assignments and examinations will be provided in class. Grades will be based on the McMaster University grading scale (see page 3 of course outline).

REQUIRED TEXTBOOK:

Novak, M., Campbell, L., & Northcott, H. (2013). *Aging & Society: A Canadian Perspective* (7th edition). Scarborough, ON: Nelson Thomson Learning. (please do not use the 6th edition).

Learning Outcomes:

Upon completion of this course, students will be able to:

1. Discuss the social, psychological, economic, environmental and health aspects of aging from individual and societal perspectives
2. Explain the demographic shifts and the resulting implications for Canadian society
3. Identify and explain major social and psychological theories and concepts key to the study of aging
4. Critically examine the experience of aging from individual perspective and the social construction of aging
5. Discuss institutional approaches and challenges in response to population aging
6. Demonstrate the ability to think critically, integrate knowledge with current practices and lived experiences of older people and write a well-organized reflection essay with proper citation

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.

Note: For information about academic support services that are available to students, contact the Student Accessibility Services (SAS), MUSC B107 (extension 24711) <http://sas.mcmaster.ca/>
Also see page 4 & 5 of this course outline.

Important info about Marks

Negative class participation: This course depends on you! During class, tutorial groups and discussion sessions with seniors, you are expected to participate fully. The teaching assistants, the senior class assistants and your instructor reserve the right to downgrade your mark (a maximum of 10 points) for negative class participation. Activities that will be considered negative class participation: failure to attend sessions consistently, talking to classmates about things that are not a contribution to the class discussion, general nonparticipation in the sessions, using any of the following devices: computer, cell phone, mp3 player, ipod, etc, sleeping, coming to class late or leaving early. Note that computers may be used for note taking only– evidence of using the computer for anything other than note taking is considered a part of the negative class participation mark. Also note: Students cannot make up missed tutorial grades with make up assignments.

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.

Late Penalty:

Planning your work, scheduling time and meeting deadlines, while especially challenging in your first year of university, are important skills and a reality of life inside and outside the university. As incentive to develop this skill, and to be fair and equitable to all involved, late papers will be penalized at the rate of three (3%) percent per day, including weekend days, except in the most extenuating of circumstances. (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).

The following McMaster Grading Scale will be used as noted in the McMaster Undergraduate Calendar:

| <u>MARK</u> | <u>GRADE</u> | | |
|-------------|--------------|-------|----|
| 90-100 | A+ | 63-66 | C |
| 85-90 | A | 60-62 | C- |
| 80-84 | A- | 57-59 | D+ |
| 77-79 | B+ | 53-56 | D |
| 73-76 | B | 50-52 | D- |
| 70-72 | B- | 47-49 | F |
| 67-69 | C+ | | |

Return of Assignments:

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data.

The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

University, Course & Instructor Policies

In this course if you miss an exam or assignment due date because of an excused absence, it is the Professor's policy that credit will not be transferred to another course assignment or test. You must complete all exams and assignments in a timely manner in this course.

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 less than three days in duration and worth 24% or less of your final grade you must use the McMaster Student Absence Form. The form can be accessed on Mosaic.
2. Absences lasting more than three days (or for missed academic work worth 25% or more of your final grade) must be reported to Faculty's Associate Dean's Office and appropriate documentation must be provided. For medical absences, the University reserves the right to require students to obtain medical documentation from the Campus Health Centre.
3. 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.
4. 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.
5. You may request relief of academic missed work ONCE using the McMaster Student

Absence Form per academic term. 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.

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.

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

Website

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

Location

MUSC B107

Student Wellness Centre (SWC)

Medical and Counselling Services

(905)-525-9140 x 27700

Wellness Education

(905) 525-9140 x 23312

Email

wellness@mcmaster.ca

Website

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

Location

MUSC B101, 107, and 106

Please feel free to discuss necessary accommodations with the instructor.

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. 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>

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. 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. The Avenue to Learn student database will be updated automatically from the Office of the Registrar several times weekly for the first few weeks of classes, so please be patient while your name is being added.

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>

Date **Class Schedule - Topics and Readings**

Week 1
Jan.5 **INTRODUCTION/COURSE OVERVIEW**

Week 2
Jan. 10 & 12 Course Expectations
Representations of Aging
TEXT: Chapter 1 (pp. 2 - 20)

SIGN UP for Discussion Groups with Seniors
THIS WEEK (Jan. 9th – 12thoutside Kenneth Taylor Hall 227A

Experiential Learning Forms for Discussion Groups with Seniors Completed on Avenue to Learn by Jan. 12

Week 3
Jan. 17 & 19 **THEORIES ON AGING/
RESEARCH ISSUES AND METHODS**
TEXT: Chapter 2 (pp. 21-44)

*Discussion Groups with Seniors Begin **THIS WEEK***

Tutorials also begin this week.

Week 4
Jan. 24 & 26 **DEMOGRAPHICS OF AGING IN CANADA
PERSONHOOD**
TEXT: Chapter 3 (pp. 45 - 71)

Experiential Learning Forms for Volunteer Placement Completed on Avenue to learn by Jan. 27th , 2017

Week 5
Jan. 31 &. Feb. 2 **THE AGING BODY:
BIOLOGY AND PHYSIOLOGY
PERSONAL HEALTH and ILLNESS**
Guest Speaker: Dr. Audrey Hicks
TEXT: Chapter 5 (pp. 89 - 122)

Week 6
Feb. 7 & 9 **PSYCHOLOGICAL ASPECTS OF AGING**
TEXT: Chapter 6 (pp. 125 – 159)
MIDTERM Feb. 9th

Week 7
Feb. 14 &16 **HEALTH CARE**
TEXT: Chapter 7 (pp: 160-189)

DEMENTIA and DEMENTIA CARE

Feb. 21 & 23 Break Week - No Classes

Week 8
Feb. 28 & Mar. 2 **FAMILY LIFE**
TEXT: Chapter 12 (pp. 283 - 307)
SEXUALITY AND AGING

Week 9
Mar. 7 & 9 **COMMUNITY CARE AND LONG TERM CARE**
TEXT: Chapter 7 (pp. 176-180)

Week 10
March 14 & 16 **SOCIAL SUPPORT IN LATER LIFE**
CAREGIVING
ABUSE AGAINST OLDER PERSONS
Chapter 13 (pp. 308 – 334)

Week 11
Mar. 21 & 23 **ETHNICITY AND AGING**
Chapter 4 (pp. 72 - 88)

RELIGION AND SPIRITUALITY
TEXT: Chapter 6 (pp. 142-144)

END OF LIFE ISSUES
TEXT: Chapter 14 (pp. 335 - 357)

Week 12
Mar. 28 & 30 **WORK, INCOME and RETIREMENT IN LATER LIFE**
TEXT: Chapter 8 (pp. 190-215)
Chapter 9 (pp. 216 -234)

Week 13
April 4 & 6 **ENVIRONMENT, HOUSING AND TRANSPORTATION**
TEXT: Chapter 12 (pp. 257 - 282)

LEISURE, RECREATION AND SERVICE IN LATER LIFE
TEXT: Chapter 10 (pp. 235 - 256)

*Integrative Reflection Assignment and Final Volunteer
Evaluation Form due on April 6, 2017*
EXAM REVIEW

**** FINAL EXAM: scheduled by Registrar during exam period April 2017****

Experiential Learning Component

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You have two options for fulfilling the experiential learning component of the course. Once you have decided which of the two options you wish to take part in, you will be required to complete and submit Experiential Learning Confirmation on Avenue to Learn by the due dates noted in your course outline. Further details about this requirement will be provided in class and on Avenue.

Option 1: Discussion Groups with Senior Class Assistants

You can choose to participate in small discussion groups led by Senior Class Assistants (older adults from the community). The purpose of the Discussion Groups is to provide you with exposure to real-life issues and perspectives related to aging from older adults themselves. Within these groups, you will have the opportunity to talk to older adults from the community and other students about aging and later life issues.

If you choose this option, you will be an active participant in **ten (10)** discussion sessions (50 minutes each) in which you will also get to practice your public speaking skills by giving a short presentation and leading the discussion in one of these sessions. **Discussion groups will begin the week of Jan. 16, 2017. If you choose this option, completed on line forms to be submitted on Avenue by Sept. 12, 2017. See sign up information below.**

Week of Jan. 16th to Week of Feb. 13 are Weeks 1- 5

Week Feb. 20 (BREAK - No Discussion Groups this week)

Week of Feb. 27 to Week of March 27 are Weeks 6-10

Each group session will consist of a maximum of 8 students. **You will meet for 10 sessions**, typically with two Senior Class Assistants leading the sessions. You are expected to attend all sessions and to come prepared to discuss the assigned topic and readings for that class.

When you sign up for your discussion group, you will choose a specific topic and date. Sign up for the group sessions and topics is based on a 'first come, first serve' basis. Based on past experience, this is an extremely popular option and so you are advised to sign up early. If you join the class after Jan. 12, you may not have this option available to you due to limited space.

On your selected date you will be responsible for doing a very short presentation to the group (about 5 minutes) after which you will facilitate and guide an open discussion of that topic. You will be expected to focus the group discussion by providing the group with several focused and thought provoking questions. You are expected to prepare a handout with a summary of major points from your research and the questions for the discussion. Your senior class assistants will give you complete details at the first discussion group.

The procedures and dates for signing up for discussion groups will be outlined in class and posted on Avenue.

Sign up only if you are committed to this option, as space is limited in these discussion groups. Once you sign up on these sheets, you need to submit the online form (details of the information you need for Avenue is on **page 20** of this course outline). You will not be able to change your option once you submit your choice on Avenue. If there are any spaces remaining after the first week, students may be able to join a discussion group. Otherwise, you will need to complete option 2 (volunteer placement).

Your attendance and participation in these group discussions is very important. These groups can be fun and rewarding experiences if everyone makes an effort to participate. Your attendance, participation, presentation, and discussion leadership will all be graded by your Senior Class Assistant(s) and will determine your grade out of 10. This is worth 10% of your final grade for the course. At the end of the discussion groups, you will write a reflection paper that gives you the opportunity to reflect on your experience - what you learned from the experience and how it relates to material in the course. Guidelines for the reflection paper are included in this course outline on **page 16**.

If you miss a discussion group due to illness or other valid reason, you must attend another discussion group that same week and get a form signed by a Senior Class Assistant from the make up discussion group and give it to your own Senior Class Assistant. The SCA have these forms.

Option 2: Volunteer Placement Experience

If you would rather volunteer with older adults instead of participating in discussion groups, then this option is for you. This option also is an integral component of this course and provides students with 'hands on' experience interacting with older adults. This placement involves a minimum of ten (10) hours of volunteer work in an agency, organization, hospital, long-term care home, or other social services or health care setting serving older adults. **This volunteer placement is worth 10% of your final grade and must be completed and all forms submitted to fulfill the requirements of this course (if you choose option 2).**

ARRANGING YOUR PLACEMENT: Each student is responsible for arranging his or her own volunteer placement. You are encouraged to use OSCAR plus (on-line directory of placements), consult with Ruthanne Talbot in Experiential Education (info on page 17 of course outline), consult with the course instructor or your Teaching Assistant, regarding appropriate agencies or services. In choosing a placement, it is important to be aware that some agencies require volunteers to commit to more than 10 hours of volunteer service. Also, some locations require a police check and this takes time. Your placement cannot be done at your place of employment or outside the structure of an 'official' organization or service (visiting your grandmother 10 hours over the term, while a good idea, does not fit the requirements of the course). You are free to find a placement outside of Hamilton if that is more convenient for you. It is important to not do a placement at your place of employment.

YOU ARE STRONGLY ADVISED TO FIND A PLACEMENT AS EARLY AS POSSIBLE TO ALLOW TIME TO COMPLETE THE SECURITY AND HEALTH REQUIREMENTS and TO COMPLETE THE VOLUNTEER HOURS BEFORE YOUR ASSIGNMENT DUE DATE OF April 6, 2017

AFTER YOUR PLACEMENT HAS BEEN ARRANGED: After you have arranged your placement, you must complete information about your placement **on Avenue to Learn by Jan. 27th, 2017** (type of information you need to know is in your course outline, page 21). For the 'confirmation' on Avenue you are to provide information about your placement: the name of the agency or organization and the name, position, and telephone number of your immediate supervisor. You must also write a brief description of what your responsibilities will be at your volunteer placement. The information must be completed and submitted on Avenue **by Jan. 27, 2017**.

HEALTH AND SAFETY REQUIREMENTS

It is strongly recommended that all students completing an Academic Placement complete the Office WHMIS McMaster University health and safety training module which can be found at <http://ccl.mcmaster.ca/eohss/>.

Health and Safety Information for Placements will be posted on Avenue. You must follow the University procedures for your health and safety as well for the health and safety of those you will be volunteering with. **The forms: Student Declaration of Understanding, Placement Employer form and the Safety Orientation check list must be completed and submitted to your course Instructor prior to beginning your volunteer work for this course.**

AT THE COMPLETION OF YOUR PLACEMENT: At the end of your placement, your placement supervisor will be asked to fill out an Evaluation Form (also included in your course outline, page 19) which acknowledges that you have completed the required time and responsibilities at your placement. This will form part of your final grade in this assignment. This form asks placement supervisors to state whether or not you have fulfilled your volunteer agreement, and to rate your performance (excellent, satisfactory, or unsatisfactory). A rating of excellent or satisfactory is required to fulfill this component of the course. It is your responsibility to ensure that the placement supervisor (or her or his designate) receives this form and is able to complete and sign it before it is **due in class with your final assignment on April 6, 2017**. THE FORM MUST BE RETURNED WITH YOUR SUPERVISOR'S SIGNATURE. **The completed evaluation form is worth 10%.**

You must have completed your volunteer placement hours in order for your assignment to be graded. The Integrative reflection assignment is based on your experience so you can not be evaluated on your reflection if you did not complete your volunteer experience during the current term.

Police Record Check Information for Students

Your academic placement may require you to complete a police record check depending on the nature of your responsibilities at the placement. This document provides information to help make the process run more smoothly.

The below information is referenced from the Hamilton Police Service web site and was accurate at the time of printing. Visit www.hamiltonpolice.on.ca/hps for updated information.

There are three types of police checks for volunteering: Police Criminal Record Check (\$15), Police Information Check (\$20), and Police Vulnerable Sector Check (\$25). Depending on the type of volunteer work you will be doing, your host organization will advise you as to which check you need to complete.

How to Obtain a Police Record Check

***OPTION A – In Person** Go to the Records Business Centre at the Hamilton Police Service Central Station at **155 King William Street** in Hamilton (**open Mon-Fri 8:30am-6:00pm**),

- Fill out the appropriate form,
- Show acceptable identification (see below), and
- Pay the applicable fee (**to be paid by cash, debit or credit only**)

Bring any police record check letter that your placement agency provided you with to prove that that your police record check is for a volunteer placement and therefore less expensive than for employment, and will also distinguish which of the three police record checks is required. NOTE: If you get the wrong police record check completed, your organization may require you to complete it again, which may delay you starting in your placement and may also cost you for the additional police record check. **Also, bring the letter provided by your instructor** along with you as it will allow the search to be completed in approximately two weeks rather than four weeks as the placement is for academic purposes. NOTE: If acceptable identification verifying your identity, along with proof of volunteer or student status, is provided at the time of “application” for your police record check, the completed search results may be mailed back to you and you will not have to visit the police station again to pick up. Forms of acceptable identification are listed on page 2 of this document.

***OPTION B - Online**

Hamilton Police Service has introduced a new online process for persons needing a police screening check for volunteer or employment purposes. This system allows you to apply for a police screening check 24 hours a day without having to go to the Hamilton Police Service location. All aspects of the process - including verification of your identification, and fee payment - are handled electronically. If there are no concerns or follow-up required, your police screening documents will be mailed to you in a confidential envelope.

There are three levels of screening checks. The type of position you are applying for will determine which type of check you will require. In all cases you should consult with the agency, organization or employer that requires you to obtain a police check to determine which one is needed.

In order to use the online solution, a **\$9.95 processing / authentication fee will be added to the price of each police background check**. This covers the cost of processing the web application and authentication with a licenced consumer credit reporting agency. In the event that you do not wish to pay the convenience fee, you may come in person during regular working hours to the Hamilton Police Service. In many cases, the additional fee to process and authenticate on-line will be a reasonable offset to the time and costs associated with visiting the police facility, including frequent wait times. It also eliminates delays in finding an available opportunity to get to the station. Visit the online Police Background Check at www.policesolutions.ca/checks/services/hamilton/

Additional Information

Hamilton Police Service no longer accepts requests for police screening from persons residing outside the City of Hamilton. ****However, for students who reside temporarily in Hamilton (but your permanent residence is outside of Hamilton) this policy will be waived and you will be allowed to have your screening done through Hamilton Police Service if you can show proof of temporary residence in Hamilton** (eg. a lease agreement, a bill with your name and address on it, verification of residence on campus, etc.). For students who have no Hamilton address, you must go to the police service that serves the municipality in which you permanently reside. The processes, policies and fees listed above may be different in other municipalities.

Acceptable Identification Every applicant must have **two** pieces of identification, one of which **must** be government-issued and include all of the following: 1) applicant's name, 2) applicant's date of birth, 3) applicant's signature and 4) photo of the applicant.

Government-Issued

- Driver's License (issued by Canadian province or territory)
- Foreign Driver's License
- Canadian/Foreign Passport
- Canadian Citizenship Card/Permanent Residence (PR) Card
- Certificate of Indian Status
- International Student Identity Card Firearms Acquisition Certificate (FAC)
- Canadian National Institute for the Blind (CNIB) Identification Card
- Federal, provincial or municipal employee identification card
- Military Family Identification Card (MFID)
- Health Card (with photo)
- Student Card (with photo)

If you are unable to supply identification from this list, your alternative is to submit fingerprints to the RCMP for search and comparison.

A **second** piece of ID may include any of the following:

- Birth Certificate
- Immigration Documents
- Ontario Age of Majority Card
- Marriage Certificate
- Student Card (with photo)
- Vehicle Insurance or Ownership
- Utility bills or government mail with your name and current address S.I.N. cards or credit cards are NOT accepted as forms of identification.

If you have any questions about your placement or how to obtain a police check, please contact Ruthanne Talbot, Faculty of Social Sciences, at talbotr@mcmaster.ca or 905-525-9140, ext.23382.

Integrative Reflection Assignment - REQUIRED

The ‘reflection report’ is due on April 6, 2017 and is worth 20% of your final grade.

At or near the end of your Volunteer Placement or Discussion Group participation, you are to prepare and submit a FIVE page ‘Reflection Report’ based on your experience. This paper gives you the opportunity to reflect IN FIRST PERSON on your experiences and to share them in writing. This paper is to begin with an ‘introduction’ that tells your reader the PURPOSE/OBJECTIVE of the paper (what you will discuss in the paper) and the topics you have selected to explore.

In the paper, you are encouraged to talk about your feelings about the experience (for example, what you learned about older adults and/or about yourself from the experience). However, another IMPORTANT COMPONENT of this paper is to identify THREE different issues or findings or topics from the course (text and/or class material) and link this material to your volunteer or discussion group experience. More specifically, within the context of your own experience, you are to discuss how information or knowledge from the course reflected your experience or assisted you to better understand ‘real life’ situations you were confronted with interacting with older adults during your placement, or issues addressed in your discussion groups, OR how your own personal experience was different from what the research suggests.

The evaluation of the Integrative Reflection Assignment will be based upon your ability to reflect on your own experience but, particularly, on your ability to relate material from the course to your experience in your discussions or volunteering. You will need to reflect on whether knowledge you gained from the course helped you to better understand your own ‘real life’ experience with older adults, or did not help you and why. While this report IS to be written in a ‘personal and subjective’ manner (in first person), it is still expected to reflect clear, coherent writing, and proper sentence structure, grammar, spelling, etc.

Tutorials – REQUIRED Full Participation = 10%

You are required to attend five tutorials this term on specific dates for your assigned group. You must select the tutorial time that fits into your schedule on MOSAIC if you have not been assigned one already. You must do this by **Jan. 12th, 2017**. Students will be divided into groups A or B for each time slot and they will attend tutorials on alternate weeks. You will need to check Avenue to Learn for all further details (particularly about tutorial groups, dates and locations). This information will be posted by **Jan. 14th**. You will attend the same tutorial session each of the five times. In other words you can not switch tutorial slots or your group once you have registered for a tutorial on MOSAIC. You are responsible for knowing the times, dates and locations for your tutorial group. **Tutorials will begin the week of Jan. 16, 2017.**

Each tutorial session will be facilitated by a Teaching Assistant. She/He will record your attendance. In the tutorial, you will have an opportunity to participate in learning activities, ask questions and also discuss your participation and experience with seniors either as a volunteer or as discussion group participant. Full attendance and full participation will be required to obtain

your 10%. For each tutorial you miss, you will lose 2.0 %. Your participation in tutorials is very important as these discussions will assist you in understanding the course content but also facilitate reflection on your learning experience with older adults. **Please remember that the teaching assistants can deduct marks for negative participation.** Also note that students cannot make up tutorial grades with make up assignments.

TUTORIAL PARTICIPATION

In this course (as you know), 10% of your grade is being assigned based on tutorial participation and attendance. Tutorial participation includes making verbal contributions during your tutorial sessions, which your Teaching Assistants will later document. However, we recognize that some students will be more comfortable speaking up in a group setting than others. For this reason, we would like to encourage EVERYONE (and especially those who are quiet in group settings) to contribute by writing brief (5-7 sentences or 1 single-spaced paragraph) responses to some of the topics being discussed in class or in the media related to aging. Your responses should contain critical and interesting reflective comments based on the issue being discussed; your writing does not need to contain academic references. If you are a student who does not verbally participate in the tutorial, in order to have your participation recognized, you need to provide a hard-copy (printed) of your written response for that week to your Teaching Assistant in person during tutorial.

We (your professor and TAs) encourage everyone to have something written to offer in tutorials. ***It is expected that quiet students should hand-in comments on a regular basis throughout the term (for every scheduled tutorial). If you actively participate in tutorial in a relevant and appropriate manner, then you are required to submit only 2 responses during the term.***

Important note: You can only hand in a MAXIMUM of one written response per tutorial session. This means that on the last day of tutorial you cannot hand in 4-5 completed responses in order to make up for previously missed participation.

Mid-term In-Class Test REQUIRED

There will be a mid-term multiple-choice test written in class (location of rooms will be confirmed in class) on **Feb. 9, 2017**. It will be worth 20% of your final grade.

Final Exam - REQUIRED

There will also be a final multiple choice exam scheduled by the Registrar's office during the final exam period in April. It will be worth 40% of your final grade. More details on the mid-term test and final exam will be provided in class.

Some suggestions/guidelines for the structure and content of your reflections:

Basically you are addressing three simple questions: **What?/ So What? Now What?**

What ?

Descriptive account (brief)
Facts, what happened, with whom
Substance of group interaction/activity

So What ?

Shift from descriptive to interpretive
Meaning of experience for you
Feelings involved, lessons learned
Understanding why of the experience and activity?

Now what?

Contextual - what does this activity, experience/situation mean in the broader context
Applying lessons learned / insights gained to new situations
Setting future goals (e.g. learning goals or plan of action)

Reference: Facilitating Reflection : A Manual for Higher Education,
http://www.uvm.edu/~dewey/reflection_manual/activities.html

Here are some questions you may consider addressing in your reflections:

What are three things that were the highlights of this experience and why?
How were you a different person when you left the activity compared to when you entered?
What have you learned about yourself by participating in this experience?
What connections do you see between this experience and what you have learned in your courses at McMaster or elsewhere?
What have you learned about a societal issue through this activity/experience?
How did this experience challenge your assumptions and stereotypes about aging or any other population group?
How has your experience/ participation in this activity contributed to your growth in any of these areas: civic responsibility, political consciousness, professional development, spiritual fulfillment, social understanding, intellectual pursuit?
How would you do something differently in a particular location/setting if you were in charge?
How can society better deal with the problem/issue that you have identified?
How can this experience apply to other situations in your life?
How can some of the solutions you saw/heard/ experienced apply to other problems of other groups?
What was the most challenging thing that happened during your experience?

Reference: Facilitating Reflection : A Manual for Higher Education, (n.d.) Retrieved August 16, 2003 from http://www.uvm.edu/~dewey/reflection_manual/activities.html

Finding an Academic Placement Health, Aging & Society 1BB3

- 1) Sign into OSCARplus at <https://www.oscarplumcmaster.ca> under the student login.
- 2) Once on the home screen, update your profile:
 - Select **My Account** (beside the Overview button, Not at the top of the screen) and ensure all information is correct and complete.
 - Once you have made all your changes, select **Save** at the bottom of the screen to ensure all your information is saved.
- 3) Search for positions:
 - Select **Placements** in the grey left navigation bar.
 - It should default to **Academic Placements Home**.
 - Once on the **Academic Placements** home page, select **Placement Postings**.
 - Under **Quick Searches** select **HLTHAGE 1BB3**.
 - Review available positions and follow application instructions on each posting.

IMPORTANT NOTE: OSCARplus will only allow you to access Academic Placements if you have previously been on the system. If this is the first time you have accessed OSCARplus, you will be logged off the system when you attempt to view Academic Placements. If this happens, please email Ruthanne Talbot at the below email with your student number and she will add access for you.

For assistance, please contact:
Ruthanne Talbot
Faculty of Social Sciences, Experiential Education
talbotr@mcmaster.ca
905-525-9140 ext. 23382
KTH Room 102

Student's Name: _____

Student #: _____

Integrative Reflection Assignment – Due April 6, 2017
 Marking Scheme – **include this sheet with your assignment**
 This assignment is worth 20% of your final grade

- | | |
|---|------------|
| 1. Introduction/Objectives of the paper clearly outlined | /5 |
| 2. Reflection: | /12 |
| Discusses what he/she learned from the volunteer experience (about aging, older adults, about themselves) Writing is reflective, not just descriptive | |
| 3. Relating experience to course content: | /14 |
| Discusses how the Discussion Group experience or the volunteer experience relates to the material in the course (lectures, guest speakers, class discussions, videos shown in class and/or material in the textbook), Identifies three different issues/topics to demonstrate the link between the experiential component and the academic component; can discuss how the experience reflected or did not reflect research evidence | |
| 4. Structure, organization, writing style: | /9 |
| References accurately and includes a “References” page (APA Citation Style) Meets page length requirements (5 pages maximum): Writes in first person Writes in a well organized manner Uses accurate spelling, grammar and sentence structure | |
| Total: | /40 |

You may combine items 2 and 3 above, i.e. you do not have to separate your reflection from the course content, they can be integrated.

Comments:

McMaster University: HLTH AGE 1BB3
Aging and Society

EXPERIENTIAL LEARNING CONFIRMATION FORM

OPTION 1: Discussion Groups with Senior Class Assistants

The information on this form must be submitted on Avenue to Learn once you have chosen your experiential learning option. **Please complete this form on Avenue by Jan. 12, 2017 to ensure your spot in the Discussion Groups.**

IT IS IMPORTANT THAT YOU KEEP A COMPLETED COPY OF THIS FORM FOR YOUR RECORDS.

Student Name: _____ Student Number: _____

Discussion Group Number: _____ Date and Time of 1st meeting: _____

Location of Discussion Session: _____

Senior Class Assistants' Names: _____

Discussion Topic: _____

Date of Presentation: _____

McMaster University: HLTH AGE 1BB3
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EXPERIENTIAL LEARNING CONFIRMATION FORM

Option 2: Volunteer Placement

The information on this form must be submitted on Avenue to Learn once you have chosen your experiential learning option. Please complete the Avenue form on or before **Jan. 27, 2017. IT IS IMPORTANT THAT YOU KEEP A COPY OF THIS FORM FOR YOUR RECORDS.**

Student Name: _____ Student Number: _____

Volunteer Placement Experience:

Agency Name: _____ Agency Phone Number: _____

Agency Address: _____

Volunteer Placement Supervisor: _____

Supervisor's Name and Position: _____

Supervisor's Phone Number: _____

Supervisor's Signature: _____ Date _____

Supervisor's email address: _____

Volunteer Placement Duties/Responsibilities: _____
