

# HLTH AGE 4N03 – AGING & WELL BEING

Fall 2019

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## **Course Objectives**

This course explores the diverse meanings of health and wellness to older adults and analyzes the different mechanisms through which health and well-being can be maximized such as providing for physical, emotional, economic and political needs of older people.

## **Required Materials and Texts**

There is no text in this course. The schedule below lists the readings for each week. All are available through the McMaster library system.

## **Class Format**

Each class will feature a combination of lecture, presentations and discussion. In each class, there is an expectation that students will contribute to learning. The nature of this contribution will vary as the course unfolds.

## **Course Evaluation**

Please submit all written assignments double-spaced with one-inch borders in 12-pitch font. Please include a list of references and a title page that includes your name, ID number and date. Please use APA style or another standardized style found in a scholarly journal.

## ***Written Assignments***

There are two written assignments and one group presentation in the course.

1. **First** (25%; due October 10<sup>th</sup> ; 4-5 pages) is an individual written assignment in which students discuss approaches to understanding health and well-being among older adults drawing on readings in Section One of the course. Students are expected to connect approaches to health and well-being to the project, "Walking with a Doc."
2. **Second** (25%; poster presentation; November 14<sup>th</sup> – 28<sup>th</sup>) is a group presentation. The purpose of this presentation is to analyze the "Walking with a Doc" program in relation to the course material on the second section of the course. Groups are expected to make a 10-15 minute presentation and submit their presentation slides.
3. **Third** (25%; due between November 28<sup>th</sup> and December 12<sup>th</sup>; 4-6 pages) drawing on the course material write a short analysis expanding on your group presentation.

## **Weekly Group Work and Presentations (25%)**

In each class, there will be informal mandatory group work and presentations marked pass or fail. For inadequate or missed presentations, students can submit a two page written summary. Assigning full marks happens once students and/or groups have

provided an adequate presentation or summary for each week. For completed presentations students automatically receive a grade in the A range.

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

### **Week 1 (September 5)**

#### **Course Overview**

No Readings

## **PART ONE**

### **Week 2 (September 12)**

#### **Aging and Well Being**

Readings:

- Gilleard, C., Hyde, M., & Higgs, P. (2007). The impact of age, place, aging in place, and attachment to place on the well-being of the over 50s in England. *Research on Aging, 29*(6), 590-605.
- Hand, C., Huot, S., Laliberte Rudman, D., & Wijekoon, S. (2017). Qualitative–geospatial methods of exploring person–place transactions in aging adults: a scoping review. *The Gerontologist, 57*(3), e47-e61.

*Group Work: Establishing Groups and Setting Learning Objectives*

### **Week 3 (September 19)**

#### **Forms of Aging**

Readings:

- Phillipson, C., & Biggs, S. (1998). Modernity and identity: Themes and perspectives in the study of older adults. *Journal of Aging and Identity, 3*(1), 11-23.
- Biggs, S., & Powell, J. L. (2001). A Foucauldian analysis of old age and the power of social welfare. *Journal of aging & social policy, 12*(2), 93-112.

*Group Work: Research Project*

### **Week 4 (September 26)**

#### **Posthumanism and Aging**

Readings:

- Andrews, G. J., Evans, J., & Wiles, J. L. (2013). Re-spacing and replacing gerontology: relationality and affect. *Ageing & Society, 33*(8), 1339-1373.
- Andrews, G., & Duff, C. (2019). Understanding the vital emergence and expression of aging: How matter comes to matter in gerontology's posthumanist turn. *Journal of aging studies, 49*, 46-55.

*Group Work: Going for a Walk*

## **PART TWO**

### **Week 5 (October 3)**

#### **Physical Activity, Aging and Well Being**

##### Readings:

- Carr, K., Smith, K., Weir, P., & Horton, S. (2018). Sport, Physical Activity, and Aging: Are We on the Right Track?. In *Sport and Physical Activity across the Lifespan* (pp. 317-346). Palgrave Macmillan, London.
- Horton, S., Dionigi, R. A., Gard, M., Baker, J., & Weir, P. (2018). "Don't sit back with the geraniums, get out": The complexity of older women's stories of sport participation. *Journal of Amateur Sport*, 4(1), 24-51.

*Group Work: Poster Presentation Planning*

### **Week 6 (October 10)**

#### **Social Engagement, Mobility and Well Being**

##### Readings:

- Murray, L. (2015). Age-friendly mobilities: A transdisciplinary and intergenerational perspective. *Journal of Transport & Health*, 2(2), 302-307.
- Lee, G. R., & Ishii-Kuntz, M. (1987). Social interaction, loneliness, and emotional well-being among the elderly. *Research on aging*, 9(4), 459-482.

*Group Work: Mapping out the Poster*

### **Assignment 1 is due**

### **Week 7 (October 17)**

#### **Reading Week**

### **Week 8 (October 24)**

#### **Aging, Nature and Well Being**

##### Readings:

- Wahl, H. W., Iwarsson, S., & Oswald, F. (2012). Aging well and the environment: Toward an integrative model and research agenda for the future. *The Gerontologist*, 52(3), 306-316.
- Keskinen, K. E., Rantakokko, M., Suomi, K., Rantanen, T., & Portegijs, E. (2018). Nature as a facilitator for physical activity: Defining relationships between the objective and perceived environment and physical activity among community-dwelling older people. *Health & place*, 49, 111-119.

*Group Work: Planning the Presentation*

**Week 9 (October 31)**

**Aging, Agency and Well Being**

Readings:

- Hand, C., Rudman, D. L., Huot, S., Pack, R., & Gilliland, J. (2018). Enacting agency: exploring how older adults shape their neighbourhoods. *Ageing & Society*, 1-19.
- Burns, R., Gallant, K. A., Fenton, L., White, C., & Hamilton-Hinch, B. (2019). The go-along interview: a valuable tool for leisure research. *Leisure Sciences*, 1-18.

*Group Work: Preparing the Presentation*

**PART THREE**

**Week 10 (November 7)**

**Group Work and Poster Presentation Preparation**

No Readings

**Week 11 (November 14)**

**Aging and Mobility Interventions**

Readings:

- Burns, R., Gallant, K. A., Fenton, L., White, C., & Hamilton-Hinch, B. (2019). The go-along interview: a valuable tool for leisure research. *Leisure Sciences*, 1-18.
- Simonsick, E. M., Guralnik, J. M., Volpato, S., Balfour, J., & Fried, L. P. (2005). Just get out the door! Importance of walking outside the home for maintaining mobility: findings from the women's health and aging study. *Journal of the American Geriatrics Society*, 53(2), 198-203.

*Group Work: Presentations*

**Week 12 (November 21)**

**Strategies for Enhancing Well Being among Older Adults**

Readings:

- Menec, V. H. (2003). The relation between everyday activities and successful aging: A 6-year longitudinal study. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 58(2), S74-S82.
- Dowds, G., Currie, M., Philip, L., & Masthoff, J. (2018). A Window to the Outside World. Digital Technology to Stimulate Imaginative Mobility for Housebound Older Adults in Rural Areas. In *Geographies of Transport and Ageing* (pp. 101-130). Palgrave Macmillan, Cham.

*Group Work: Presentations*

**Week 13 (November 28)**

**Conclusion**

No Readings

*Group Work: Presentations*

**Assignment 3 is due between November 28<sup>th</sup> and December 12<sup>th</sup>**

## **Course Policies**

### **Grades**

Grades are 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**

Please contact the professor if you have a late assignment or anticipate that an assignment will be late.

### **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”.

### **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 Statement**

You are expected to exhibit honesty and use ethical behavior 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 behavior 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 [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

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 credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

### **Academic Accommodation of Students with Disabilities**

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

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

### **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 requiring a RISO accommodation 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.

### **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.

**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.