

HLTH AGE 4N03 – AGING & WELL BEING

Fall 2020

Instructor: Dr. James Gillett
Email: gillett@mcmaster.ca

Room: Virtual Classroom
Office: KTH 234, ext.24825
Office Hours: [by appointment]
Lecture: Thursday 2:30PM - 5:20PM

Contents

Course Objectives	3
Required Materials and Texts	3
Class Format.....	3
Course Evaluation.....	3
<i>Written Assignments</i>	3
Writing Assignment – 35% (due between October 15 and October 22).....	3
Conference Poster – 30% (due between November 19 and December 3)	3
Analysis – 35% (due between December 10 and December 17).....	3
Weekly Course Schedule and Required Readings	4
Week 1 (September 10)	4
PART ONE	4
Week 2 (September 17)	4
Week 3 (September 24)	4
Week 4 (October 1)	4
PART TWO.....	4
Week 5 (October 8)	4
Assignment 1 us due between October 15 and October 22.....	5
Week 6 (October 15)	5
Week 7 (October 22)	5
Week 8 (October 29)	5
Week 9 (November 5).....	5
PART THREE	5
Week 10 (November 12)	5
Week 11 (November 19)	6

Week 12 (November 26)	6
Week 13 (December 3)	6
Course Policies	7
Grades	7
Late Assignments	7
Academic Integrity Statement.....	7
Requests For Relief For Missed Academic Term Work.....	8
Copyright And Recording	8
Avenue to Learn	8
Authenticity / Plagiarism Detection	8
Course Modification.....	9
University Policies	9
Conduct Expectations.....	9
Academic Accommodation of Students With Disabilities	9
Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO).....	9
Faculty of Social Sciences E-mail Communication Policy.....	9
Extreme Circumstances.....	10

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 recorded lecture that will be posted to Avenue to Learn prior to each scheduled class time. Students are invited to join an online zoom meeting during the scheduled class time to discuss the lecture material, readings and assignments. The zoom meeting each week will be recorded and posted to Avenue to Learn.

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. Submission of assignments will be done through Avenue to Learn. Evaluation of assignment will also be provided through Avenue to Learn.

Written Assignments

There are two written assignments and one conference style poster submission in the course.

Writing Assignment – 35% (due between October 15 and October 22)

Conference Poster – 30% (due between November 19 and December 3)

Analysis – 35% (due between December 10 and December 17)

1. **First** (35%; due between October 15 and October 22; 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.
2. **Second** (30%; is due between November 19 to December 3) is a conference style poster submission. The purpose of this poster is to apply the course material from the second section of the course to a program or intervention designed to improve the well-being of older adults. Students are expected to create a power point poster.
3. **Third** (35%; due between December 10 and December 17; 4-6 pages) drawing on the course material write a short analysis expanding on your poster.

Weekly Course Schedule and Required Readings

Week 1 (September 10)

Course Overview

No Readings

PART ONE

Week 2 (September 17)

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.

Week 3 (September 24)

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.

Week 4 (October 1)

Posthumanism and Aging

Readings:

- Andrews, G. J., Evans, J., & Wiles, J. L. (2013). Re-spacing and re-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.

PART TWO

Week 5 (October 8)

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.

Assignment 1 is due between October 15 and October 22

Week 6 (October 15)

Reading Week

Week 7 (October 22)

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.

Week 8 (October 29)

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.

Week 9 (November 5)

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.

PART THREE

Week 10 (November 12)

Conference Style Poster Submission Preparation

No Readings

Week 11 (November 19)

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.

Assignment 2 is due between November 19 to December 3

Week 12 (November 26)

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.

Week 13 (December 3)

Conclusion

No Readings

Assignment 3 is due between December 10 and December 17

Course Policies

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

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

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.

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.

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”.

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.

Avenue to Learn

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.

Authenticity / Plagiarism Detection

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.

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

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.

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.

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.