

# HLTH AGE 4N03 – AGING & WELL BEING

Fall 2021

**Instructor:** Dr. James Gillett  
**Email:** [gillett@mcmaster.ca](mailto:gillett@mcmaster.ca)

**Room:** Virtual Classroom  
**Office:** KTH 234, ext.24825  
**Office Hours:** by appointment  
**Online Session:** Wed 10:00AM - 11:30AM

## Contents

Course Objectives .....	3
Required Materials and Texts .....	3
Class Format.....	3
Course Evaluation .....	3
Written Assignments.....	3
Weekly Course Schedule and Required Readings .....	4
INTRODUCTION TO THE COURSE.....	4
Week 1 (September 15).....	4
PART ONE .....	4
Week 2 (September 22).....	4
Week 3 (September 29).....	4
Week 4 (October 6).....	4
PART TWO.....	5
Week 5 (October 13).....	5
Week 6 (October 20).....	5
Week 7 (October 27).....	5
Week 8 (November 3).....	5
Week 9 (November 10).....	5
PART THREE .....	6
Week 10 (November 17).....	6
Week 11 (November 24).....	6
Week 12 (December 1).....	6
Week 13 (December 8).....	6
Course Policies .....	7

Grades .....	7
Late Assignments .....	7
Course Modification .....	7
University Policies .....	7
Academic Integrity .....	7
Authenticity / Plagiarism Detection .....	8
Courses with an On-line Element .....	8
Online Proctoring .....	8
Conduct Expectations.....	9
Academic Accommodation of Students With Disabilities .....	9
Requests For Relief For Missed Academic Term Work.....	9
Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO) .....	9
Copyright And Recording.....	9
Extreme Circumstances.....	10
Faculty of Social Sciences E-mail Communication Policy .....	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.

### **1. Writing Assignment – 35% (due between October 18 and October 22)**

- **First** (35%; due between October 18 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. Conference Poster – 30% (due between November 22 and November 26)**

- **Second** (30%; is due between November 22 to November 26) 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. Analysis – 35% (due between December 13 and December 17)**

- **Third** (35%; due between December 13 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**

### **INTRODUCTION TO THE COURSE**

#### **Week 1 (September 15)**

##### **Course Overview**

No Readings

### **PART ONE**

#### **Week 2 (September 22)**

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

Readings:

- Gillear, 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 29)**

##### **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 6)**

##### **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.

## **PART TWO**

### **Week 5 (October 13)**

#### **Reading Week**

### **Week 6 (October 20)**

#### **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 18 and October 22**

### **Week 7 (October 27)**

#### **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 (November 3)**

#### **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 10)**

#### **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 17)**

#### **Conference Style Poster Submission Preparation**

No Readings

### **Week 11 (November 24)**

#### **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 22 to November 26**

### **Week 12 (December 1)**

#### **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 8)**

#### **Conclusion**

No Readings

**Assignment 3 is due between December 13 and December 17**

## **Course Policies**

### **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

### **Late Assignments**

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

### **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](http://www.mcmaster.ca/academicintegrity).

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

**Some courses may** use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

### **Online Proctoring**

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



## Conduct Expectations

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

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

## Academic Accommodation of Students With Disabilities

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

## Requests For Relief For Missed Academic Term Work

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

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

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

## Copyright And Recording

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

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

### **Extreme Circumstances**

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

### **Faculty of Social Sciences E-mail Communication Policy**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.