

HLTH AGE 4N03 – AGING & WELL BEING

FALL 2022

Instructor: Anthea Innes
Email: innesa2@mcmaster.ca
Lecture: Mondays 2.30-5.20, Room
BSB 238A or online. Please check
guidance for each week.

Office: KTH 233
Office Hours: by appointment

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Course Description

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

Course Objectives

By the end of the course students should be able to:

- Critically analyze and reflect on different theoretical understandings of aging and wellbeing to gain a deeper understanding of important theories, concepts, and current issues from different disciplinary perspectives
- Understand the impact in practice of age-related policy for the wellbeing of older adults
- Identify, and be able to offer an explanation of, at least three key aspects of wellbeing and the impact these have for older adults
- Demonstrate an understanding of the impact of social, physical, emotional, economic, political needs of older people and why these are important when considering how to support the wellbeing of older adults
- Have had the opportunity to develop critical thinking, analysis, collaborative work and writing skills both as an individual and a member of group.

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 or as open access materials online.

Class Format

Monday classes each week will feature a combination of lecture, group work and discussion. These will comprise mainly onsite classes (rules permitting) but will feature online recorded classes on occasion. We will move to fully online classes if required by covid circumstances. In all classes, there is an expectation that students will contribute to learning. The nature of this contribution will vary as the course unfolds.

Course Evaluation – Overview

Assignments 2 and 3 will be handed in online via A2L by 11:59pm on the day it is due. Please submit all assignments as a Word document (.doc/.docx) and include your last name in the assignment file name. Your assignments should be typed, double-spaced, and use a 12-point font of your choosing. Any citation style is acceptable, as long as it is correctly and consistently used. For assistance with citation style, please consult McMaster's Library website. Please do not use class lectures as a reference source.

Course Evaluation – Details

First Assignment (30%), Monday 17 October

Oral presentation of poster

This is a conference style poster submission that students will display at the **Gilbrea Centre for Research Studies in Aging (L.R. Wilson Hall, Room 2025-2028)**. Please ensure you arrive on time to put up your poster. Each student will have a 5-minute time slot to present the written contents orally to the class and judges. The poster judges will be the class instructor and two Gilbrea Centre colleagues who will use the rubric provided (available on A2L), your grade will be based on their scoring. The purpose of this poster is to present an overview where you discuss approaches to understanding health and well-being among older adults. This topic will be covered in the material (class and readings) of weeks 1 – 4 of the course. Students are expected to create and then print their power point poster to display and present orally during the scheduled class time.

Second Assignment (35%), due Friday 11 November

Group project.

At the beginning of the semester, students will be divided into small groups. Time will be allocated from the class timetable during weeks 6-10 where students will be expected to use the time assigned to this course to contribute to their group work activities.

Key tasks:

Each group will choose (from an instructor derived list) a place on campus which they will then visit as a group. This visit to a public space, internal or external, will involve assessing it in terms of how 'age-friendly' it is to use and navigate. Students should take pictures to include in the report to demonstrate features they may use in presenting their analysis as to what aspects of the space appear to be helpful or unhelpful to promoting wellbeing for older adults.

Groups to review their images and discuss how aspects of the space adheres to age-friendly guidelines. Full details of the assignment will be available on A2L.

Third Assignment (35%), due Monday 12 December

Final paper.

This paper will require reflection on all material covered throughout the course. Students are asked to consider an initiative intended to promote the wellbeing and health of older people.

To achieve this,

1. Students will explain reasons why they have selected a particular initiative and the intended benefits it has for the wellbeing of older people
2. They will identify and apply the understanding of aging they are using in their analysis
3. Students will then identify and evaluate a minimum of three wellbeing factors on which to focus their analysis.
4. Students will critically analyze the strengths and weaknesses of the aspects of the initiative they have identified and reflect on the possibilities offered to the wellbeing of older people.

Weekly Course Schedule and Required Readings

Week 1 (Monday 12 September)

Introduction

This week is ONLINE, no campus attendance necessary.

Please log on to the course via A2L and listen to the pre-recorded lecture.

Then read this systematic review, which is the essential reading for this week of the course, and come prepared to discuss on the 19 September.

Hornby-Turner, Y.C., Peel, N.M., Hubbard, R.E. (2017). Health assets in older age: a systematic review *BMJ Open* **7**:e013226. [Doi.org/10.1136/bmjopen-2016-013226](https://doi.org/10.1136/bmjopen-2016-013226) (open access journal)

Week 2 (Monday 19 September)

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.

Halaweh, H., Dahlin-Ivanoff, S., Svantesson, U., & Willén, C. (2018). Perspectives of Older Adults on Aging Well: A Focus Group Study. *Journal of Aging Research*, doi.org/10.1155/2018/9858252 (open access journal)

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 Date – topic

Levinger, P., Cerin, E., Milner C. & Hill, K.D. (2022) Older people and nature: the benefits of outdoors, parks and nature in light of COVID-19 and beyond– where to from here?, *International Journal of Environmental Health Research*, 32:6, 1329-1336, DOI: [10.1080/09603123.2021.1879739](https://doi.org/10.1080/09603123.2021.1879739)

World Health Organisation (2021) Aging and Health: FACT SHEET.
<https://www.who.int/news-room/fact-sheets/detail/ageing-and-health>
<https://www.who.int/news-room/fact-sheets/detail/ageing-and-health>

Week 3 (Monday 26 September)

Ways of understanding 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.

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.

Choi, JY.J., (2022) Understanding Aging in Place: Home and Community Features, Perceived Age-Friendliness of Community, and Intention Toward Aging in Place, *The Gerontologist*, 62(1), 46–55, <https://doi.org/10.1093/geront/gnab070>

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.

Webber, S.C., Porter, M.M., Menec, V.H. (2010) Mobility in Older Adults: A Comprehensive Framework, *The Gerontologist*, 50 (4), 443–450, <https://doi.org/10.1093/geront/gnq013>

Week 4 (Monday 3 October)

Paving the Way for an Age Friendly World

Guest Lecture – Age Friendly Hamilton, Tracy Gibbs, Hamilton Council on Aging

Readings:

Hamilton Council on Aging (2021) Hamilton's Plan for an Age Friendly Community: 2021 Community Progress Report Download available at: https://coahamilton.ca/wpcontent/uploads/2022/03/HCOA_AgeFriendly_Progress_Report_Pages.pdf

World Health Organization (2015) *World Report on Aging and Health* download available at: <https://www.who.int/publications/i/item/9789241565042>

Week 5 (Monday 10 October)

Reading week

Week 6 (Monday 17 October)

Assignment 1 – Poster presentations

The venue for this week will be: **Gilbrea Centre for Studies on Aging, L.R. Wilson Hall, Room 2025-2028, 1280 Main Street West, Hamilton, Ontario L8S 4K1**

Assignment 1 – First Assignment (30%), Monday 17 October

Oral presentation of poster to class and judging of posters to be displayed in the Gilbrea Centre.

Week 7 (Monday 24 October)

Initiatives to promote older adult wellbeing: policy and practice

Reading:

Owusu-Addo, E., Ofori-Asenso, R., Batchelor, F., Mahtani, K., Brijnath, B. (2021). Effective implementation approaches for healthy ageing interventions for older people: A rapid review, *Archives of Gerontology and Geriatrics*, 92, doi.org/10.1016/j.archger.2020.104263.

Skingley A, Martin A, Clift S. (2016). The Contribution of Community Singing Groups to the Well-Being of Older People: Participant Perspectives From the United Kingdom. *Journal of Applied Gerontology*. 35(12):1302-1324. doi:[10.1177/0733464815577141](https://doi.org/10.1177/0733464815577141)

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

And the attached link provides the background to guide group projects that will also be discussed in class. Please ensure you have reviewed this prior to class. <https://www.who.int/publications/i/item/9789241509695>

Week 8 (Monday 31 October)

Physical activity and wellbeing:

Readings:

Amireault, S., Baier, J. M., & Spencer, J. R. (2019). Physical activity preferences among older adults: A systematic review. *Journal of Aging and Physical Activity*, 27(1), 128–139. <https://doi.org/10.1123/japa.2017-0234>

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.

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.

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

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.

Son, J.S., Nimrod, G., West, S.T., Janke, M.C., Liechty, T., & Naar, J.J. (2021) Promoting Older Adults' Physical Activity and Social Well-Being during COVID-19, *Leisure Sciences*, 43:1-2, 287-294, DOI: [10.1080/01490400.2020.1774015](https://doi.org/10.1080/01490400.2020.1774015)

Week 9 (Monday 7 November)
Aging, Agency and Well Being

Readings:

Dehi Aroogh, M., & Mohammadi Shahboulaghi, F. (2020). Social Participation of Older Adults: A Concept Analysis. *International Journal of Community Based Nursing and Midwifery*, 8(1), 55–72.

<https://doi.org/10.30476/IJCBNM.2019.82222.1055>

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

Government of South Australia (2019) *Better Together: A Practical Guide to Effective Engagement with Older People*

<https://www.sahealth.sa.gov.au/wps/wcm/connect/efc56a004efc69f1b7ccf79ea2e2f365/Better+Together+-+A+Practical+Guide+to+Effective+Engagement+with+Older+People.pdf?MOD=AJPERES&CACHEID=ROOTWORKSPACE-efc56a004efc69f1b7ccf79ea2e2f365-nwLmRMW>

Liljas, A., Walters, K., Jovicic, A., Iliffe, S., Manthorpe, J., Goodman, C., & Kharicha, K. (2017). Strategies to improve engagement of 'hard to reach' older people in research on health promotion: a systematic review. *BMC public health*, 17(1), 349. <https://doi.org/10.1186/s12889-017-4241-8>

Assignment 2, group project, (35%), due Friday 11 November

Week 10 (Monday 14 November)
Programming to support the wellbeing of older people

Guest Lecture, *Mind-Busters*. Duncan Young, YWCA, Hamilton Active Living Centre

Readings: Students will be divided into groups and assigned a film to watch and to prepare a response to questions which will also be given out at the end of class on the 14 November that will form the basis of a discussion in class on Monday 21 November.

Week 11 (Monday 21 November)

Representations of aging in film

This week we will have a discussion of representations of aging in film and how these represent theoretical understandings of aging considered in the course thus far. Students are asked to come to class prepared to discuss representations of aging in the film allocated to their group. Film allocation per group and the questions to prepare for today's discussion will be posted on A2L.

Week 12 (Monday 28 November)

Strategies for Enhancing Well Being among Older Adults

Readings:

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.

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.

Suragarn, U., Hain, D., and Pfaff, G. (2021) Approaches to enhance social connection in older adults: an integrative review of literature, *Aging and Health Research*, 1(3), <https://doi.org/10.1016/j.ahr.2021.100029>.

Week 13 (Monday 5 December)

Conclusions, reflections and discussion relating to final paper

Reading:

Batsis, J.A., Daniel, K., Eckstrom, E., Goldlist, K., Kusz, H., Lane, D., Loewenthal, J., Coll, P.P. and Friedman, S.M. (2021), Promoting Healthy Aging During COVID-19. *Journal of the American Geriatrics Society*, 69: 572-580. <https://doi.org/10.1111/jgs.17035>

Week 14 (Monday 12 December)

Assignment 3, final paper (35%) Monday 12 December

Course Policies

Submission of Assignments

Assignments 2 and 3 should be submitted via Avenue To Learn.

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

Extensions for course assignments will only be granted under conditions of medical, family, or other extraordinary circumstances. All other late assignments will be penalized at a rate of 3% per day, including weekend days and holidays. Assignments more than one week overdue will not be accepted. Assignments submitted on time will receive a letter grade and written comments; late assignments will receive minimal feedback.

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 A2L 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

This course will 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

In the event of an absence for medical or other reasons, students should review and follow the [Policy on 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.