

Selected Topics in Aging: Active Bodies in Later Life (HLTH AGE 2J03)

WINTER 2018

Instructor: Catherine Tong, PhD Candidate

Email: tongc9@mcmaster.ca

Office Hours: Mondays 1:00-2:00pm in KTH (Kenneth Taylor Hall) 233

Class Location: CNH B107 (Chester New Hall)

Lectures: Mondays, 2:30-3:20pm & Wednesday, 2:30-4:20pm

Course Description: This course will introduce you to the topic of active bodies in later life. 'Active bodies' includes physical activity and mobility in the 55+/65+ population. We will review the physical, psychosocial, and population-level benefits of activity in older age. This course will introduce you to the key theoretical models and conceptual frameworks guiding our understanding of physical activity and mobility among older adults. Finally, we will review many ways that mobility and physical activity can be measured, using quantitative, qualitative & mixed-method approaches.

Course Objectives. By the end of this course students should be able to:

- Describe the benefits of activity and mobility in later life, in a variety of settings and contexts
- Identify appropriate methods for assessing activity and mobility; students will have gained experience administering some of these methods
- Employ relevant conceptual frameworks and theoretical models to describe activity in later life, using real-world examples
- Advance skills in critical thinking, analysis, research and writing

Required Materials: There is no textbook for this course. All journal articles are available to you through the McMaster e-journal portal. You will need your McMaster username and password:

<http://library.mcmaster.ca/ejournals> The required readings are listed in the weekly overview, below.

For required readings that are open access, I have provided the link.

Evaluation:

In-class participation activities (20%)

Midterm (25%)

Written assignment (25%)

Final (30%)

Evaluation Activity	Details	Date(s)
In-class participation activities	Two in-class participation activities, worth 10% each To be described in-class.	Feb 7 th & March 7 th
Mid-term	The in-class midterm will consist of 40 multiple choice questions, to be completed in 50 minutes. The mid-term will cover all material to-date (readings, lectures, film clips shown in class, etc.)	Feb 12
Written assignment	An essay that integrates theoretical models on mobility with real-world testimony from older adults. Approx. 1500-1750 words. Further instructions and the marking rubric will be provided in writing and on Avenue to Learn on Jan 22nd	Due March 21 st
Final exam	The final exam will be cumulative, covering material from the entire semester. The final exam will consist of multiple choice and short answer questions, and one essay. We will dedicate at least lecture to review time.	TBD by registrar

Submission of assignments: In-class participation activities will be submitted in-class and/or through Avenue to Learn. *The written assignment must be submitted in-person, in-class on the due date.* Please submit the written assignment in hard copy. *I will not accept the written assignment via email, Avenue to Learn, or if it is slipped under and office door.* If you are unable to submit the written assignment in-class on the due date, you can submit it to the department's main office (KTH 226, open Monday-Thursday 8:30am-4:30pm, Friday 8:30am-4:00pm).

Penalties for late assignments: Assignments turned in late will incur a daily 5% penalty. Weekends incur a 5% penalty. *I will not accept the written assignment after March 28th (one week past the due date).*

Missed work & extensions: If you require an extension please speak to me in-person, after class or during office hours. Extensions must be discussed well in advance of the due date. Missed assignments and exams will receive a grade of 0. There will be one opportunity at the end of the semester to make up one missed in-class participation activity (worth 10%). **Please note that because the mid-term and written assignment are each worth 25% of your grade, they are not eligible for MSAF (McMaster Student Absence Form).** For exams and assignments that are not eligible for MSAF, you will need to submit a **Notification of Absence Form** (available in the Faculty office, KTH 129) to the Office of the Associate Dean within 2 business days of the end of your illness, along with supporting documentation.

IMPORTANT NOTE: Please familiarize yourself with revisions to the university policy for the McMaster Student Absence Form (MSAF).

Weekly overview and required readings:

<p>Week 1 Jan. 8 & 10</p>	<p>Topic: Introduction; Importance & Benefits of PA in older age</p> <p>Reading(s):</p> <p>Taylor, D. (2013). Physical activity is medicine for older adults. Postgraduate medical journal, postgradmedj-2012. Link: http://pmj.bmj.com/content/postgradmedj/90/1059/26.full.pdf</p>
<p>Week 2 Jan 15 & 17</p>	<p>Topic: Types of Activity; Introduction to Mobility</p> <p>Reading(s):</p> <p>Ashe, M. C., Miller, W. C., Eng, J. J., & Noreau, L. (2009). Older adults, chronic disease and leisure-time physical activity. Gerontology, 55(1), 64-72.</p> <p>Satariano, W. A., Guralnik, J. M., Jackson, R. J., Marottoli, R. A., Phelan, E. A., & Prohaska, T. R. (2012). Mobility and aging: new directions for public health action. American Journal of Public Health, 102(8), 1508-1515. Link: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3464831/</p>
<p>Week 3 Jan 22 & 24</p>	<p>Topic: Theoretical Frameworks on Mobility (Lawton, Peel, Webber, Wahl)</p> <p>*We will review the written assignment requirements in-class on Jan. 22nd</p> <p>Reading(s):</p> <p>Webber, S. C., Porter, M. M., & Menec, V. H. (2010). Mobility in older adults: a comprehensive framework. The Gerontologist, 50(4), 443-450.</p> <p>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. Link: https://academic.oup.com/gerontologist/article/52/3/306/582623</p>
<p>Week 4 Jan 29 & 31</p>	<p>Topic: The Role of the Environment (Built & Social)</p> <p>Reading(s):</p> <p>Rosso, A. L., Auchincloss, A. H., & Michael, Y. L. (2011). The urban built environment and mobility in older adults: a comprehensive review. Journal of Aging Research, 2011. Link: https://www.hindawi.com/journals/jar/2011/816106/abs/</p>

	<p>Hanson, H. M., Ashe, M., McKay, H. A., & Winters, M. (2012). Intersection between the built and social environments and older adults' mobility: an evidence review. National Collaborating Centre For Environmental Health.</p> <p>Link: http://ncceh.ca/sites/default/files/Built_and_Social_Environments_Older_Adults_Nov_2012.pdf</p>
<p>Week 5 Feb 5 & 7</p>	<p>Topic: Measurements of Activity in Older Adults</p> <p>Feb 7th: IN-CLASS PARTICIPATION ACTIVITY</p> <p>Reading(s):</p> <p>Stewart, A. L., Mills, K. M., King, A. C., Haskell, W. L., Gillis, D. A. W. N., & Ritter, P. L. (2001). CHAMPS physical activity questionnaire for older adults: outcomes for interventions. <i>Medicine & Science in Sports & Exercise</i>, 33(7), 1126-1141.</p> <p>Chen, K. Y., & Basset, D. (2005). The technology of accelerometry-based activity monitors: current and future. <i>Medicine & Science in Sports & Exercise</i>, 37(11), S490-S500.</p> <p>Link: http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.462.3135&rep=rep1&type=pdf</p>
<p>Week 6 Feb 12 & 14</p>	<p>FEB 12th: MID-TERM EXAM</p> <p>Feb 14th Topic: The role of “light” activity</p> <p>Feb 14th reading:</p> <p>Füzéki, E., Engeroff, T., & Banzer, W. (2017). Health benefits of light-intensity physical activity: a systematic review of accelerometer data of the national health and nutrition examination survey (NHANES). <i>Sports Medicine</i>, 1-25.</p>
<p>Week 7 Feb 19 & 21</p>	<p>Mid-term Recess- NO CLASS</p>
<p>Week 8 Feb 26 & 28</p>	<p>Topic: Activity Interventions in Different Settings (community, home care, long term care, etc.)</p> <p>Reading(s):</p> <p>Sims-Gould, J., Tong, C. E., Wallis-Mayer, L., & Ashe, M. C. (2017). Reablement, Reactivation, Rehabilitation and Restorative Interventions with Older Adults in Receipt of Home Care: A Systematic Review. <i>Journal of the American Medical Directors Association</i>, 18(8), 653-663.</p> <p>Silva, R. B., Eslick, G. D., & Duque, G. (2013). Exercise for falls and fracture prevention in long term care facilities: a systematic review and meta-analysis. <i>Journal of the American Medical Directors Association</i>, 14(9), 685-689.</p>

<p>Week 9 Mar 5 & 7</p>	<p>Topic: Measurement of Activity in Older Adults: Qualitative Approaches</p> <p>Mar 7th: IN-CLASS PARTICIPATION ACTIVITY</p> <p>Reading(s):</p> <p>Mahmood, A., Chaudhury, H., Michael, Y. L., Campo, M., Hay, K., & Sarte, A. (2012). A photovoice documentation of the role of neighborhood physical and social environments in older adults' physical activity in two metropolitan areas in North America. <i>Social Science & medicine</i>, 74(8), 1180-1192.</p> <p>Carpiano, R. M. (2009). Come take a walk with me: The "Go-Along" interview as a novel method for studying the implications of place for health and well-being. <i>Health & Place</i>, 15(1), 263-272.</p>
<p>Week 10 Mar 12 & 14</p>	<p>Topic: Highly Active Older Adults</p> <p>*We will also review the results of the in-class participation activity from March 7th</p> <p>Reading(s):</p> <p>Franke, T., Tong, C., Ashe, M. C., McKay, H., Sims-Gould, J., & Team, W. T. T. (2013). The secrets of highly active older adults. <i>Journal of Aging Studies</i>, 27(4), 398-409.</p>
<p>Week 11 Mar 19 & 21</p>	<p>MARCH 21st: WRITTEN ASSIGNMENT DUE</p> <p>Topic: Active Older Adults around the Globe</p> <p>Reading(s):</p> <p>Cerin, E., Sit, C. H., Barnett, A., Johnston, J. M., Cheung, M. C., & Chan, W. M. (2014). Ageing in an ultra-dense metropolis: perceived neighbourhood characteristics and utilitarian walking in Hong Kong elders. <i>Public health nutrition</i>, 17(1), 225-232.</p> <p>Link: https://www.cambridge.org/core/journals/public-health-nutrition/article/ageing-in-an-ultra-dense-metropolis-perceived-neighbourhood-characteristics-and-utilitarian-walking-in-hong-kong-elders/B8E379FE048D440C94EACAECF68ACD8A</p> <p>Buettner, D. (2015). The secrets of long life. <i>National Geographic</i>.</p> <p>Link: https://bluezones.com/wp-content/uploads/2015/01/Nat_Geo_LongevityF.pdf</p>

<p>Week 12 Mar 26 & 28</p>	<p>Topic: Physical Activity in Older Immigrant Populations</p> <p>Reading(s):</p> <p>Bird, S., Radermacher, H., Feldman, S., Sims, J., Kurowski, W., Browning, C., & Thomas, S. (2009). Factors influencing the physical activity levels of older people from culturally-diverse communities: an Australian experience. <i>Ageing & Society</i>, 29(8), 1275-1294.</p> <p>Belza, B., Walwick, J., Schwartz, S., LoGerfo, J., Shiu-Thornton, S., & Taylor, M. (2004). Older Adult perspectives on Physical Activity and Exercise: Voices from Multiple Cultures. <i>Preventing Chronic Disease</i>, 1(4). Link: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1277949/</p> <p>Tong, C., Sims-Gould, J., & McKay, H. (2017). Physical activity among foreign-born older adults in Canada: A mixed-method study conducted in five languages. In-Press with the <i>Journal of Aging and Physical Activity</i>. (This is still In Press, I WILL POST ON AVENUE TO LEARNING)</p>
<p>Week 13 Apr 2 & 4</p>	<p>Topic: TBD</p> <p>Reading: TBD</p> <p>*Opportunity to make up one missed in-class participation activity</p>
<p>Week 14 Apr 9</p>	<p>Last day of class- Review for FINAL</p>

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

Potential for Course Modifications:

The outline provided above is **tentative**, and may be altered. I will endeavour to provide ample notice for any changes to the weekly topics, readings, due dates and/or examinations dates.

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 his/her McMaster email and course websites weekly during the term and to note any changes.

University Email 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.

My email is tongc9@mcmaster.ca . You can expect me to respond to emails within 24 hours, excluding weekends and holidays.

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.

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 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.

Students Requiring Accommodations:

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>

Grading for written assignments & essay answers in the final exam:

Letter Grade	Grade Point	Percentage	Grade guideline
A+	12	90-100	Exceptional work of the highest quality that fully meets the assignment requirements. Where it is a written, such work will at a level that could be submitted for publication (with minor modifications) in a newsletter or minor non-refereed journal. Where the work is not written it will be of a comparable level of excellence to such publishable work
A	11	85-89	Exceptional work that fully meets assignment requirements. Such work will contain characteristics such as high levels of creativity, originality of thought, sophisticated levels of interpretation and argument, highly developed critiques, an outstanding ability to connect ideas and issues, and/or other characteristics relevant to the assignment
A-	10	80-84	Exceptional work that fully meets the assignment requirements. Such work will contain characteristics such as creativity, originality of thought, sophisticated levels of interpretation and argument, well developed critiques a good ability to connect ideas and issues, and/or other characteristics relevant to the assignment
B+	09	77-79	Very good work that fully meets all the assignment requirements and contains some characteristics such as creativity, originality of thought, good levels of interpretation and argument, well developed critiques a good ability to connect ideas and issues, and/or other characteristics relevant to the assignment
B	08	73-76	Very good work that meets all the assignment requirements

B-	07	70-72	Good work that meets all the assignment requirements
C+	06	67-69	Satisfactory work that meets the assignment requirements
C	05	63-66	Satisfactory work that largely meets the assignment requirements
C-	04	60-62	Less satisfactory work but it largely meets the assignment requirements
D+	03	57-59	Weak work which meets assignment requirements
D	02	53-56	Weak work which marginally meets assignment requirements
D-	01	50-52	Weak work which marginally meets assignment requirements and is barely adequate for a pass
Fail	0	0-49	Very weak work which does not meet the standards for a pass