

The University of Western Ontario

in health care.

4. Introduce career opportunities in the fields of gerontology and geriatrics.

Pre-Requisite(s): Health Sciences 1001A/B and 1002A/B or HS 1000

Course format: 2 hour lecture, 1 hour tutorial, 0.5 credit

Lecture: 001 Fri 9:30 - 11:30 SSC-2050

Tutorials: Group 1 A/B 002 Mon 11:30 - 12:30 HSB-9 Michelle  
Group 2 A/B 003 Mon 10:30 - 11:30 TH-4185 Rufina

Group 8 A/B 009 Thu 11:30 - 12:30 TH-4185 Kori  
Group 9 A/B 010 Wed 4:30 - 5:30 UCC-65 Katherine  
Specific dates for group tutorials can be found in Class Schedule (p. 2-4).  
Changing tutorial groups is not allowed.

Course Instructor: Aleksandra Zecevic, Ph.D.  
Health Sciences Building, Room 220, 519-661-2111 x80455, [azecevi2@uwo.ca](mailto:azecevi2@uwo.ca)  
Office Hours: Friday 12-1pm, HSB Room 220

Teaching Assistants: Katherine Salter ([kcharle2@uwo.ca](mailto:kcharle2@uwo.ca))  
(259.0/Cs6 cs.54 24 scn 103 1384 2.001 Tw7)

Class Schedule and Content:

Week	Lecture	Tutorial
1 Jan 13	<p>COURSE ROADMAP and GLOBAL AGING</p> <p>Welcome, introductions, overview of syllabus and expectations Introduction to Photovoice, instructions for assignment submissions Myths and stereotypes, Worldwide demographic shift Short movie <i>Edgar</i></p> <p>Readings: WHO (1999). Aging – Exploring the myths. <a href="http://whqlibdoc.who.int/hq/1999/WHO_HSC_AHE_99.1.pdf">http://whqlibdoc.who.int/hq/1999/WHO_HSC_AHE_99.1.pdf</a> Wang &amp; Redwood-Jones (2001) Photovoice Perspectives from Flint Photovoice. <i>Health Education &amp; Behavior</i>, 28(5), pp.560-572.</p>	No tutorials
2 Jan 20	<p>SPECIAL MOVIE PRESENTATION - <i>Andrew Jenks Room 335</i></p>	<p>Jan 16-20</p> <p>Photovoice Introduction and Ethics</p>
3 Jan 27	<p>CANADIAN LONGEVITY REVOLUTION and APPROACHES TO THE STUDY OF AGING</p> <p>Short movie <i>Gregor's Greatest Invention</i> Demographics of aging in Canada Interdisciplinary approach to aging Bio-psycho-social approach, Systems perspectives and Life course perspective</p> <p>Readings: Statistics Canada (2007). A Portrait of Seniors in Canada 2006. (selected sections) <a href="http://www.statcan.gc.ca/pub/89-519-x/89-519-x2006001-eng.pdf">http://www.statcan.gc.ca/pub/89-519-x/89-519-x2006001-eng.pdf</a> Ministry of Public Works (2002). Canada's Aging Population. <a href="http://www.phac-aspc.gc.ca/seniors/pubs/fed_paper/pdfs/fedpaper_e.pdf">http://www.phac-aspc.gc.ca/seniors/pubs/fed_paper/pdfs/fedpaper_e.pdf</a></p>	<p>Jan 23-27</p> <p>Photovoice Discussion Student consents Creation of A and B sub-groups</p>
4 Feb 3	<p>THEORIES OF AGING</p> <p>Short Movie <i>Second life of the sugar bowl</i> Biological, psychological and social theories of aging</p> <p>Readings: Berk (2008). Chapter 18 (pp.471-473 and pp.478-480) Balcombe, N. &amp; Sinclair A. (2001). Ageing: Definitions, mechanisms and the magnitude of the problem. <i>Best Practice &amp; Research in Clinical Gastroenterology</i>, 15 (6), pp.835-849. Moody (2006). Basic Concepts of Aging: <i>Concepts and controversies</i>. Thousand Oaks, CA: SAGE, pp.7-25.</p>	<p>Jan 30-Feb 3</p> <p>Assignment 1 due Mon, Jan 30 at 7 am for all groups Groups 1-8 Discussion</p>

<p>6 Feb 17</p>	<p>Exam is during regular class time this week but is different!. Tutorials as scheduled.</p> <p style="text-align: center;"><b>MIDTERM EXAM</b></p> <p>Date: Friday Feb<sup>th</sup> 17 2012 Rooms: NCB 101 Time : 9:30 – 11:30 am</p>	<p>Feb 13-17</p> <p>Photovoice Assignment 2 due Mon, Feb 13 at 7 am for all groups</p> <p>Groups A1-8 Discussion</p>
<p>7 Feb 24</p>	<p>READING WEEK No Classes</p>	<p>No Tutorials</p>

GIANTS OF GERIATRICS (part I) COMMON GERIATRIC CONDITIONS

- x Short Movie Sunday Paper p.2B
  - x Incontinence
  - x Intellectual impairment (memory, deent (memo)3 1 Tf f 1 Tf 4.lz12 T9A 13.8 alstsf1e, dTD ( 0 0 12 242.7
  - Discussion Sunday Paper p.2B
- 8  
Mar 2

	(Individual differences pp.475-480 & Social Contexts pp.480-497) Judy Steed (2007). Ontario braces for a grey wave. <i>Social Report</i> <i>or Not</i> . The Atkinson Fellowship in Public Policy 2007.	
12 Mar 30	COURSE REVIEW  Short movie <i>Mr. Happy Man</i> Review of course objectives Examples of final exam questions Final Photovoice and celebration	Mar 26-30  Assignment 4 due Mon, Mar 26 at 7 am For all groups  Group 1-8 Discussion
13 Apr 6	GOOD FRIDAY - No Classes	Apr 2-6 No tutorials

Course Evaluation:

Mid-term Exam	<b>25%</b> (includes all readings and lecture content presented in weeks 1-5; exam format: multiple choice)
Tutorials	<b>35%</b> (4 assignments)
Final Exam	<b>40%</b> (cumulative, includes all lectures and required readings, exam format: multiple choice. Date and time will be determined by the Registrar's office.)

Code of Conduct:

Active student involvement is essential. You are expected to attend all classes and tutorials (as scheduled); come to class on time, prepared and ready to participate; to work collaboratively and to contribute to the learning of your classmates. Disruptive behaviour in the classroom (e.g., ringing cell phones; talking; text messaging; Facebook, Twitter, disturbing consumption of

### Accommodation for Medical Illness or Non-Medical Absences

[http://www.uwo.ca/univsec/handbook/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf)

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website:

<https://studentservices.uwo.ca/secure/index.cfm>.

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact their Faculty Academic Counselling Office for what documentation is needed.

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted, as soon as possible, to the appropriate Academic Counselling Office of the student's Faculty of registration. For BHSc students, you may go to the School of Health Studies Office in HSB room 222.

### Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

[http://www.uwo.ca/univsec/handbook/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf) .

Additionally,

1. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).
2. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

### Support Services

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

### General Study Hints:

Learning is a shared responsibility of students and faculty. Students are expected to complete all readings BEFORE lectures on the dates of the assigned readings. Every attempt will be made to make lectures and tutorials interesting and thought-provoking using active learning and learner-centered strategies. Some material covered during lectures might not be in course texts. Note taking is the responsibility of the student.

If you have any problems or difficulties with any aspect of the course, please contact Dr. Zecevic. Do not hesitate to provide constructive feedback, comments and suggestions to the professor and/or Teaching Assistants.

## HS 2711B Tutorials and Assignments

Tutorials begin on January 16, 2012. Due to the large number of students enrolled in this course, at the end of the second week tutorial each group will be divided into A and B sub-groups. The schedule of tutorial sessions for each sub-group is available in the Class Schedule (pages 2-4 of this handout). Please note that the group number is NOT the same as a tutorial class section. Please check page 1 of this syllabus to identify your GROUP (not section) number.

The purposes of the tutorials in this course are:

- to allow students' "hands-on" learning experience;
- to promote students' self-reflection and self-understanding;
- to provide students with an opportunity to examine and critically reflect on health issues in aging that are of interest to them, in light of their education and future careers;
- to discuss issues of interest with classmates.

### Photovoice background

To facilitate learning and engagement in three assignments we will use a modified version of a qualitative research method called Photovoice. Photovoice has been used in rural China and local communities in the USA as a participatory health promotion strategy whereby people use photographs to document their realities and advocate for change. It has been described as a strategy that gives a voice to people who ordinarily would not be heard. In 2001, Photovoice was used as an educational tool for nursing students to communicate their perceptions of a culture's effect on health. Three years later Photovoice was used by final year medical students at the University of Michigan to explore their professional values and health policy issues. In this course, Photovoice will allow you to record, reflect and communicate your feelings about experiencing health issues in aging and to learn about aging by interviewing an elderly person from your family or community.

### Voices of Youth through Images of Aging

As a student registered in this course you will be invited to participate in a research project, Voices of Youth through Images of Aging. The purpose of this research project is to explore attitudes and perceptions of School of Health Studies undergraduate students about health issues in aging of interest to them personally, their undergraduate education and future career. Our goal is to identify students' interests and educational needs and inform future curriculum development. If you agree to participate in this project the photographs and narratives that you submit for your assignments will be used in this research study.

On the course WebCT OWL website you will find a file named "Letter of Information-Student" that describes the details of your involvement, handling of collected data and provisions to establish confidentiality. On your second tutorial session you will be invited to take part and you will be presented with a consent form. Only if you specifically agree (by checking the appropriate boxes on the consent form) will your identity as the author of the photographs and narratives be revealed in future exhibitions, presentations, journal articles and/or media. This project involves less than minimal risk for the participants and falls within the criteria outlined in the "Guidelines for Ethics Review of Undergraduate Course-Based Research Projects Involving Humans". More information on ethical research involving humans can be found on the UWO Office of Research Ethics website:  
<http://www.uwo.ca/research/ethics/>

### Photovoice Assignment Requirements

Your task is to take multiple photographs of people, events, places or objects that reflect health in aging of interest or importance to you. You will select ONE photo for further discussion with your classmates. For each photograph you will write a one page narrative (reflective piece) according to the Reflective Narrative instructions (see below). A template with proper formatting for all narratives is available on the course WebCT OWL website.

It is of great importance that you read: Wang & Redwood-Jones (2001) Photovoice Ethics: Perspectives from Flint Photovoice. *Health Education & Behavior*, 28(5), pp.560-572 and attend the first tutorial session (week 2). At that time we will discuss the ethics of picture taking and requirements to obtain consent PRIOR to taking a photo of person(s). Please remember to always provide the person(s) you photograph with a copy of the Letter of Information and copy of the signed Consent form. Every person

(or their legally-authorized representative) in the photograph must provide a consent form. Do not forget to sign this form and submit it to your TA together with hard copies of the photo and narrative.

#### Photographs

Photographs submitted electronically must be in jpeg format. Hard copy printouts of photos submitted during tutorial must be printed on 8" x 10" size high quality photo paper. The artistic quality of each photograph is very important as some might be publicly exhibited at a later date (if you agree). Protect the photo by placing it in a plastic sheet protector that has a 3-hole punch on the left hand margin.

#### Reflective Narratives (applicable to all 4 assignments)

All reflective narratives are to be written in Word. Please note the narratives have to concur with the following criteria: caption describing the photograph has to be in the title, line spacing 1.5, font Arial 11, margins 1" for all sides, max 450 words, ONE page only. TA's are instructed not to read more than one page. Anything you write beyond this limit will not be graded! Try to use three paragraphs to reflect on the topic of your narrative. A template created using these formatting instructions is available on WebCT. Use it!

The following general questions may help as a guide in assignments 2 and 3: What do you see here? What is really happening? Why did this situation happen? How does this relate to my/our lives? What can I/we do about it? What change(s), if any, could I propose? For assignments 1 and 4 guiding questions please look under the assignment description below.

#### Naming files

The file name for the reflective piece should be the same as the file name of the photograph. It should include your initials (last and first initial only) and the first 4 words of the caption you have chosen for the photo (e.g. "ZA - buggy and sidewalk crack"). Less than 4 words in the name is also acceptable. You will lose points if you do not properly name your files. Remember, the title of the narrative or the caption of the photograph must not contain personal identifiers (such as name(s) of the person(s) &/or the location(s)).

#### Submitting the assignments

Latest on MONDAY before 7 am deadline, you will submit the electronic version of the narrative and/or photograph onto the course WebCT OWL. There you will find two icons – 'Assignment 2 Photo' to upload the photo and 'Assignment 2 Narrative' to submit the reflective piece to Turnitin. Please be advised that **you must upload both files on time (latest 6:59) am to receive full points** for your assignment.

At the time of the tutorial session you will bring and submit to your TA:

1. A printout of the narrative  
For Photovoice assignments you will also submit to the TA:
2. A printout of the photo (size: 10" x 8", printed on a photo quality paper)
3. And the consent form(s) signed by all the people appearing in the photograph  
(Note: All three things must be packaged in a plastic protective sheet with a 3-hole punch down the left hand margin).

Please note that hard copies of all Photovoice assignments must be submitted to your TA in a plastic sheet protector.

#### Assignment Evaluations

Evaluation of Photovoice assignments include: Quality of your photograph (max 5 pts), your reflective narrative (max 6 pts), participation in group discussion (max 5 pts), adherence to the instructions (max 5 pts), and originality (max 4 pts).

Evaluation of Narrative assignments include: quality of narrative (max 11 pts), Participation in group discussion (max 5 pts) and adherence to the instructions (max 5 pts), and originality (max 4 pts).

Assignment topics

**Assignment 1 – Narrative: What did Andrew Jenks inspire me to do?**

**25 points**

To complete this assignment you have to attend the second class and watch the movie 'Andrew Jenks – Room 335'. This movie is currently not available in the video stores. Your challenge is to reflect on the movie and write a one page STORY on what you have learned using the following questions as guide.

What do you think about the potential for inter-generational learning, based on what you saw in the movie? What did Andrew learn? What did his elderly friends learn? Who learned more?

Did any scene from this movie resonate with you? If so, why? What did this movie teach you about life and the process of growing older?

What did Andrew Jenks inspire you to do? How can you privately or in your future profession make the lives of elderly people better, richer, happier, more comfortable, calmer, easier, healthier...

What do you plan to do TODAY to improve the life of ONE elderly person?

**Assignment 2 – Photovoice: How does it feel to be old?**

**25 points**

The second assignment, and your first Photovoice, will allow you to experience what it feels like to live

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## Assignment 4

25 points

This assignment is different from others as it offers you a choice. Both choices carry the same number of points, and require you to read additional material (a book or community report). In either version of the assignment you will reflect on a chosen topic by writing a narrative and for the Age Friendly Cities you will also take a photograph. Here are detailed descriptions of your two choices:

### **Assignment 4A – Photovoice: Age Friendly London**

The Age Friendly London assignment will give you an opportunity to learn about a World Health Organization project Age-Friendly Cities and apply it to London. You will first familiarize yourself with the project ([http://www.who.int/ageing/age\\_friendly\\_cities/en/index.html](http://www.who.int/ageing/age_friendly_cities/en/index.html)) and read relevant reports such as the Global Age-friendly Cities Guide ([http://www.who.int/ageing/publications/Global\\_age\\_friendly\\_cities\\_Guide\\_English.pdf](http://www.who.int/ageing/publications/Global_age_friendly_cities_Guide_English.pdf)), and Age Friendly London Report to the Community (<http://www.london.ca/Seniors/pdf/afl-report.pdf>). You will then print a checklist and pair up with an elderly person (older than 65 years of age) who resides in London and together go through a checklist. You will choose one issue, identified during the assessment, take a photograph that reflects on this issue and write your narrative. Your goal is to identify the elder's experience with strengths or deficiencies of London's age friendliness. You can also suggest changes for improvement of the issue. You will submit to your TA a printout of the photo, narrative, filled-in checklist, consent form signed by the elder you interviewed, and consent forms from anyone else that might be in your photograph.

OR

### **Assignment 4B – Narrative: Tuesdays with Morrie**

The purpose of this assignment is to reflect on lessons Mitch Albom learned by describing conversations with his former professor Morrie, as described in the book "Tuesdays with Morrie" by Mitch Albom. (Assignment 4B) /T improb0022 Tokt of thue.8144 offers