

*The University of Western Ontario*  
*Faculty of Health Sciences, School of Health Studies*  
**Health Sciences 2711B 2013 – Health Issues in Aging**

**DRAFT OUTLINE – SUBJECT TO CHANGE**

Course Description:



	Excerpts from chapters: 5 (Immobility 1: definitions and history) and 7 (Instability 1: causes, mechanisms, and history).	
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6  
Feb 17

Exam is during regular class time this week but the room is different!. Tutorials as scheduled.

Feb 13-17  
Photovoice  
Assignment 2 due  
Mon, Feb 13 at 7 am  
for all groups  
Groups



English Proficiency for the Assignment of Grades

Visit the website <http://www.uwo.ca/univsec/handbook/exam/english.pdf>.

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)

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

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.









## **Assignment topics**

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

**25 points**

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,

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 for one full day (from morning to night, not only a few hours) with conditions or contexts frequently associated with later life. You can choose any biological, psychological or social issue. Previous students explored sensory losses, reduced physical and functional ability, different chronic conditions, use of assistive devices, isolation issues, etc. but you are encouraged to address any aspect of aging you find interesting regardless if it is positive or negative. You can also choose to simulate wellness or successful aging. The only topic restricted from this exercise is the simulation of cognitive impairment (dementia) that would allow you to forget to do the assignment! This assignment requires creativity and you will need to dedicate time to it. Do not give

## 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 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 *Tuesdays with Morrie*. Your narrative should include what YOU have learned from their relationship, how it evolved, special moments they shared and overall message of the book. You will discuss your impressions in the last tutorial. Here are some questions that will help you prepare the narrative:

Who are Mitch and Morrie?

Why do you think Mitch came back into

Which part of the book resonated with you the most? Did anything surprise you?

What is the most powerful lesson YOU learned about life from Morrie?

Has anything about this book changed the way you look upon growing older and dying?

Morrie f

Have you ever thought about reconnecting with your favorite teacher? What will you do about it now that you read this book?

In the past, many students vocalized their satisfaction and joy of learning valuable lessons related both to life and the course content. They left empowered and inspired by the opportunity to explore their own ideas and make them a reality. I hope your experience in this course will be as wonderful as theirs.

Dr. Aleksandra Zecevic