



Western University
Health Studies 4705B-001 (Winter 2022)
Aging and Community Health

Remote Teaching (January 10 to January 31)
In-person Teaching (from February 7 to April 4)
Mondays, 11:30am – 1:30pm

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Course Description

Focusing on innovative multi-sectorial collaborative models to support economical, optimal aging at home for older adults with multiple chronic diseases, the objective of this course is to introduce students to the concepts of active aging, consumer engagement in health, community capacity development, and the role of communities in promoting health.

Prerequisite

Registration in the third or fourth year of the school of health studies

Course objectives

- Identify core components of active ageing
- Understand how ageing consumers engage in health and health system
- Describe how communities can build capacity
- Critique models for community capacity development and building
- Delineate community roles in promoting healthy ageing

Course delivery with respect to the COVID-19 pandemic

Although the intent is for this course to be delivered in-person,

Critical Response Assignment (15%) – Monday, February 28

In this course, you will complete a critical response assignment based on two questions I develop from the weekly topics. When preparing answers, you will demonstrate your comprehension of the material, such as readings and recorded lectures, by connecting course topic ideas, and proposing new ideas inspired by the course materials. This response assignment should be around **4 pages, double-spaced**, excluding the title and reference page. Please see the detailed instruction sheet on OWL. Please submit it to OWL by Monday, -

Then, your group will analyze and evaluate all the information you gather. Specifically, your group will discuss how existing resources address a focal issue of healthy ageing at the community level. You must identify both strengths and weaknesses of the chosen resources through your program evaluation skills. In this project, you must relate your discussion to key concepts and themes covered in this course. Your group will submit one group paper **(6 pages max., double-spaced, 12-inch font)**. Please use **the 7th edition of the APA** for this assignment and **fully edit your paper** before your group submission by 11:55pm, **Wednesday April 6**. The structure of the research paper assignment is listed as follows:

- ¾ Summarize the chosen topic by highlighting key ideas, importance and purpose of your research and including your research question (0.5 pages).
- ¾ Analyze the information you have gathered with relevant course material (e.g., theories, concepts) and discuss both strengths and weaknesses of the chosen resources (2.5 pages).
- ¾ Propose a new program/policy to address the issue (1.5 pages).

Weekly Topic and Reading Assignment

Week 1 (January 10 - 16): Introduction to the Course

Course orientation

Group sign-up & Download the reading from OWL

Introductory Video – Healthy Aging: Aging Matters

<https://www.youtube.com/watch?v=4tLkfbiqC34>

Week 2 (January 17 - 23): Aging and Health in the Community

Wister, A., Kendig, H., Mitchell, B., Fyffe, I., & Loh, V. (2016). Multimorbidity, health and aging in Canada and Australia: a tale of two countries. *BMC Geriatrics*, 16:163.

Week 10 (March 14 - 20): Community-based Health Research

Flicker, S., Savan, B., Kolenda, B. & Mildenerger, M. (2008). A snapshot of community-based research in Canada: Who? What? Why? *Health Education Research*. 23(1): 106-114.

Wallerstein, N. & Duran, B. (2006). Using community-based participatory research to address health disparities. *Health Promotion Practice*. 7(3): 312-323.

Week 11 (March 21 - 27): Caregiving and Community Caring

Ward-Griffin, C. & Marshall, V.W. (2003) Reconceptualizing the relationship between “public” and “private” eldercare. *Journal of Aging Studies*, 17 (2), 189–208.

Lee, Y., Barken, R., Gonzales, E. (2020). Utilization of Formal and Informal Home Care: How Do Older Canadians’ Experiences Vary by Care Arrangements? *Journal of Applied Gerontology*, 39(2), 129-140.

Week 12 (March 28 - April 3): Aging, Health and Technology

Wang, J., Coleman, D., Peck, M., Myneni, S., Kang, H., & Gong, Y. (2019). Mobile and Connected Health Technology Needs for Older Adults Aging in Place: Cross-Sectional Survey Study. *JMIR Aging*, 2(1).

Choi, Y.K., Thompson, H.J., & Demiris, G. (2020). Use of an Internet-of-Things Smart Home System for Healthy Aging in Older Adults in Residential Settings: Pilot Feasibility Study. *JMIR Aging*, 3(2).

Week 13 (April 4): Group Presentation Week

In-class Group Presentation on Monday, April 4
Group Paper Due by Wednesday, April 6, 11:55pm

Important Policies

A Note on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).

Plagiarism Checking:

Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g., argument with a friend) are not normally an appropriate basis for a self-reported absence;
Must communicate with their instructors no later than 24 hours after the end of the period covered by either the self-

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 web site:

www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Support Services

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western's Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (<http://www.music.uwo.ca/>), or the McIntosh Gallery (<http://mcintoshgallery.ca/>). Further information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

If you are in emotional or mental distress, please visit Western Psychological Services (<https://www.uwo.ca/health/psych>) for a list of options for obtaining help. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: <https://uwo.ca/health/wec/education/learning.html>.

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. Ombud's Office -- <http://www.uwo.ca/ombuds/>