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Fax: (403) 329-2668
Email: chad.witcher@uleth.ca
Office hours: By appointment (email is preferred method of contact)

COURSE DESCRIPTION:

HLSC 3802, Gerontology, provides an overview of the study of aging from a biopsychosocial perspective and introduces topics related to: the phenomenon of population aging, aging theory, aging research, older adult health promotion, physiology, health care delivery, aging stereotypes, retirement, caregiving and issues associated with the end of life.

GOALS:

Upon completing this course, students should:

1. Be aware of demographic trends with respect to population aging (in Canada and abroad) as well as their possible implications.
2. Understand the field of gerontology and aging from a variety of perspectives.
3. Be able to identify, understand and discuss a range of issues related to individual and population aging.
4. Be able to articulate an educated, well-informed perspective regarding the aging experience.

COURSE FORMAT:

Classes will take place in room AH116 (Anderson Hall) from 3:00PM to 5:50PM (MST) on Mondays, beginning January 11th, 2016 and ending April 11th, 2016 (please see course schedule on page 7).

Course objectives will be achieved through a combination of lecture/guest lectures, class discussion and written assignments. As necessary, materials such as handouts from guest speakers and other relevant materials will be posted to the Moodle webpage and/or distributed by email.

REQUIRED TEXT:


SUPPLEMENTAL TEXT:

EVALUATION:

Your final grade will be based upon your performance on the following (please note values and exam dates/due dates):

1. **Mid-term Exam (15%)** – February 8, 2016 at 3PM

2. **Discussion Facilitation/Group Presentation (25%)** – Final version of presentation and discussion plan due at the beginning of the appropriate class. **All presentation/discussion materials (including a presentation handout) must be submitted to the instructor at least 72 hours prior to the due date. Failure to adhere to this policy will result in a one-mark reduction of the final grade for this portion of the evaluation.**

**NOTE:**

i. You will be evaluated in the following manner: Professor’s evaluation (x/20 marks) + audience’s evaluation (x/5 rating converted to x/2.5 marks) + group member evaluation (x/5 rating converted to 2.5 marks) = x/25 marks. See rating scales on page 3.

ii. Submitting a rating as a member of the “audience” is a requirement (due at the end of each respective class). Therefore, being absent from class during a presentation will result in a 1 mark (out of 25) deduction for any/each absence, unless proper documentation which explains your absence is provided (see page 79 of the Academic Calendar ["Expectations of Students" – point 6] for more information).

3. **Discussion Question (5%)** – Due 9AM (via email) on the appropriate Monday

4. **Individual Paper (25%)** – Due on March 14, 2016 at 3PM MST

5. **Final Exam (30%)** – Friday, April 22, 2016; 9AM-11AM (Please verify with Registrar in March as this date is tentative and subject to change)

EVALUATION GUIDELINES:

1. **Mid-term Exam (15% of final grade):**

The mid-term exam will consist of various types of short answer as well as essay questions, based upon all materials covered, assigned and discussed in weeks 1-4.

2. **Discussion facilitation and group presentation (25% of final grade):**

The objective of this exercise is to facilitate class discussion, debate and analysis regarding a variety of issues broadly related to numerous topics covered in the course. Specifically, groups (two students/group) will be required to facilitate a discussion and deliver a presentation on February 1, February 22, February 29, March 7, March 14, March 21 and April 4. The objective of the presentation is to, in approximately 15-20 minutes, summarize an assigned commentary or research article (see page 8). With respect to the former, a group’s presentation will focus on providing a summary of the major points presented in the article. With respect to the latter, groups will focus on providing a summary of the research study, emphasizing the background of the study, method, major findings and conclusion.

With respect to the discussion facilitation component, groups are to design and execute a discussion plan that, explores the issues (or findings) communicated in the assigned article in more depth and/or introduces additional information relevant to the overall topic of the assigned article. For example, a group may wish to structure the class as a debate and/or refer to contemporary examples in the media to reinforce the main points made in the assigned article. It is important to provide the audience with opportunities to actively discuss, and engage with, any material(s) presented. Groups may (and are encouraged to) use supplemental materials to help facilitate discussion (e.g. readings, videos, etc.). However, these materials must be provided to the instructor at least 72 hours prior to
the presentation/discussion so that this information can be made available to all students for review via Moodle.

All students, as members of the “audience,” are required to evaluate each presentation and student-facilitated discussion based on the following 5-point scale. This feedback is to be emailed to the instructor at the end of each respective class.

- 1 = Very poor [Presenters/discussants appeared unprepared; presentation and discussion was unfocused, disorganized and unclear]
- 2 = Poor [Presentation and discussion needed improvement in most aspects (e.g., preparation of presenters/discussants, organization, clarity, informativeness, appeal)]
- 3 = Fair [Presentation and discussion was reasonable in most aspects]
- 4 = Good [Presentation and discussion excelled in some or most aspects (e.g., preparation of presenters, organization, clarity, informativeness, appeal)]
- 5 = Very good [Presentation and discussion excelled in all aspects: interesting and informative; well-organized and delivered in a clear, easy to follow manner]

All students are required to evaluate each group member’s performance based on the following 6-point scale. This feedback is to be emailed to the instructor by 4PM MST, April 12, 2016.

- 0 = No contribution
- 1 = Contributed the bare minimum
- 2 = Contribution exceed the bare minimum but inadequate in most areas
- 3 = Contribution adequate but lacking in one or more areas
- 4 = Contribution almost met expectations
- 5 = Contribution met or exceeded expectations

3. Discussion Question (5% of final grade)

The objective of this component is to create and pose a question that reflects thoughtfulness and critical thinking, based on your review of an upcoming group presentation and/or supplemental materials provided.

Each student is to review an upcoming presentation (handouts to be posted on Friday afternoons) and submit one question to the instructor via email by 9AM on the day the presentation is due. Each student will be responsible to pose her or his question during, or following, the presentation as appropriate. The presentation schedule will be posted to Moodle once finalized.

4. Written Assignment: Identification, Description and Explanation of Positive and Negative Representations/Portrayals of “Old Age”/Aging (25% of final grade):

The objectives of this assignment are to construct a paper (max. 5 pages excluding title page and references) which:

1) Describes two examples of a media representation/portrayal of aging/“old” (e.g., blog, news or entertainment article, advertisement, etc. – on the internet, television, radio, or in print). Choose one positive representation/portrayal and another that is negative.

2) Identifies various explicit and/or implicit messages portrayed in each example and situates these messages within the empirical literature on ageism and stereotypes of aging. In other words, the
body of the paper should explain and discuss the significance and implications of such positive and negative representations/portrayals on society’s understanding of aging. You must support the arguments put forth in the paper with peer-reviewed articles. Please use a minimum of five academic references.

5. Final Exam (30% of final grade):

The final exam will consist of various types of short answer as well as essay questions, based upon all materials covered in the course.

GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002:

<table>
<thead>
<tr>
<th>Letter</th>
<th>GPA</th>
<th>Percent</th>
<th>Letter</th>
<th>GPA</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>95 - 100%</td>
<td>C+</td>
<td>2.3</td>
<td>71 - 74.9%</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>91 - 94.9%</td>
<td>C</td>
<td>2.0</td>
<td>67 - 70.9%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>87 - 90.9%</td>
<td>C-</td>
<td>1.7</td>
<td>63 - 66.9%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>83 - 86.9%</td>
<td>D+</td>
<td>1.3</td>
<td>59 - 62.9%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>79 - 82.9%</td>
<td>D</td>
<td>1.0</td>
<td>55 - 58.9%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>75 - 78.9%</td>
<td>F</td>
<td>0</td>
<td>0 - 54.9%</td>
</tr>
</tbody>
</table>

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre to set up an appointment at 403-329-2766 http://www.uleth.ca/ross/counselling/index.html. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least *two weeks* in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

COPYRIGHT STATEMENT:

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University’s Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the FAQs),
- guidance on whether you need permission or a license to copy a particular work (see the Copyright Permissions Flow Chart),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the Guidelines for Copying under Fair Dealing), and
• a permissions look-up tool to help you determine the kinds of copying and other uses permitted by the Library’s license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

STUDENT DISCIPLINE:

Students in the course are subject to the student discipline policy for academic and non-academic offenses in accordance with the University Calendar.

GENERAL GUIDELINES AND INFORMATION:

Expectations and Etiquette

Students are expected to attend all classes, arrive on time and stay for the duration of each class. If a student must leave before the end of class, he or she must inform the instructor prior to the start of class. Students are also expected to be active participants in the class. The use of laptop/notebook computers and tablets is permitted for course-related activities. However, the use of these and all other portable electronic devices for any other reason during class time is prohibited unless a student has received special consent from the instructor. Students violating this policy may be asked to leave the classroom.

Note Regarding Email Messages

Do not assume a message has been received until you receive a confirmation response from the instructor. Please use your @uleth account for all correspondence.

Written Work

Written assignments should be prepared in APA style (6th edition) with headings, in-text citations and a complete reference list. Your cover sheet must contain the following: Title, author names and affiliation. Please use one-inch margins and a 12-point font throughout. Assignments are to be submitted electronically via the Moodle “Assignment” tool. Please submit documents as .rtf, .doc or .docx files.

Before submitting a paper to your instructor, be sure to consider the following elements (preferably, have a peer evaluate the paper for these elements):

• Clear communication of ideas
• Adequate and appropriate referencing
• Correct spelling and grammar (use a computer spell-check to help)
• Page numbering
• Usage of direct quotes (use very sparingly, if at all)
• Proper referencing (no first names or initials in text (e.g., John Smith))
• Please avoid relying on textbooks or other articles for interpretation – always go to the original source

Students are strongly encouraged to access services offered by the Academic Writing Centre (see below), as a high proficiency in academic writing is expected from all students.

The Academic Writing Centre
L1006A, Library
4401 University Drive
Lethbridge, Alberta T1K 3M4
Phone: 403-394-3963
Email: writing.centre@uleth.ca
Problems Submitting Assignments

The inability to submit an assignment by the deadline due to technological difficulties on the student’s part (e.g., problems with the student’s computer or internet access) is not a valid reason for late submission. In such a situation, the student must: (1) inform the instructor (via phone or email) about the difficulties experienced prior to the deadline, and (2) either fax the assignment to the instructor or drop it off in the instructor’s mailbox prior to the deadline. **Failure to submit the assignment prior to the deadline will result in a grade of zero.**

Late Assignments and Missed Exams

**Written work that is not submitted on time will not be accepted and will receive a grade of zero with the following exception:** Groups may hand in assignments late without penalty due only to extraordinary circumstances encountered by a group member (i.e., valid health concern or bereavement) which significantly affects the group’s ability to complete and/or submit their work AND provided the instructor receives the appropriate documentation as defined by the university calendar prior to the due date of the assignment. With respect to exams, students may be excused due to extraordinary circumstances only (i.e., valid health concern or bereavement) AND provided the instructor receives the appropriate documentation as defined by the university calendar prior to the day of the exam. **Groups not submitting term work or students who miss exams without a valid reason will receive a zero for that part of the course grade.**

Students who cannot write final examinations for reasons beyond their control may request alternative scheduling from the Dean of Health Sciences. However, the instructor will refuse requests related to scheduling conflicts due to previously scheduled flights, trips, etc. **All students are required to be available on the day of the final exam, which is set by the Registrar’s Office.**

Support

A variety of services are available to support students’ well-being via Counselling Services. Please visit [www.uleth.ca/counselling](http://www.uleth.ca/counselling) for more information. Counselling Services is located in Turcotte Hall (TH218).

Phone: 403-317-2845
Email: counselling.services@uleth.ca
<table>
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<tr>
<th>Topics</th>
<th>Assigned Readings</th>
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| WEEK 1 – Jan 11  
Introductions, course overview and "warm-up" | |
| WEEK 2 – Jan 18  
Introduction to the Study of Aging and Field of Gerontology | C & H Chapters 1 and 2 (Moodle)  
W & M Chapter 1 |
| WEEK 3 – Jan 25  
Population Aging | W & M Chapter 4 |
| WEEK 4 – Feb 1  
Study of Aging: Theory and Research | W & M Chapter 5 |
| WEEK 5 – Feb 8: MID-TERM EXAM | |
| FEB 15 – FAMILY DAY: NO CLASS | |
| WEEK 6 – Feb 22  
Ageism and Stereotypes | To be distributed |
| WEEK 7 – Feb 29  
Physiology of Aging - G | W & M Chapter 3; Others to be distributed |
| WEEK 8 – Mar 7  
Health and Physical Activity Promotion Among Older Adults/Rural Older Adults | To be distributed |
| WEEK 9 – Mar 14  
Individual Paper due  
Aging and Health Care; Continuing Care - G | C & H Chapter 4 (Moodle)  
W & M Chapter 7 (pp. 212-231)  
W & M Chapter 12 (pp. 371-388) |
| WEEK 10 – Mar 21  
Work, Retirement and Social Participation | W & M Chapters 10 and 11 |
| MAR 28 – EASTER MONDAY: NO CLASS | |
| WEEK 11 – Apr 1  
End of the Life Course - G | W & M Chapter 12 (pp. 388-403) |
| WEEK 12 – Apr 11 | |

*Discussion facilitation and group presentation  
G = Guest Speaker
Discussion Readings for Groups

**Week 4 (Study of Aging: Theory and Research):**


**Week 6 (Ageism and Stereotypes):**


**Week 7 (Physiology of Aging):**


**Week 8 (Health and Physical Activity Promotion Among Older Adults/Rural Older Adults):**


**Week 9 (Aging and Health Care; Continuing Care):**


**Week 10 (Work, Retirement and Social Participation):**


**Week 11 (End of the Life Course):**