Aging and Health
FRHD 4250
Winter 2014

Instructor: Dr. Scott B. Maitland
MINS 225
Tel. 824-4120 ext. 56156
email: smaitlan@uoguelph.ca

Teaching Assistant: Kimberley Wilson
MINS 123
Tel. 824-4120 ext. 56325
email: kwilso01@uoguelph.ca

Class Times: Tuesday & Thursday 1:00 - 2:20
MACK 120

Office Hours: by appointment, TBA

Course Description
This course is designed to provide upper-level undergraduate students a forum to become acquainted with and discuss issues related to health and aging across the adult life span. More specifically, the conceptual groundwork necessary for understanding the roles of life span developmental theory, individual development, physiological changes in human aging, contextual changes and interactions, and how health is impacted as we age are discussed. Topics include but are not limited to: particular systemic age changes and disease influences; influence of health on familial relationships; societal influences on health; and, issues and controversies concerning advanced directives, end of life decision making, and death and dying. This course will involve in-class lectures, discussions, and debates and will be reading and writing intensive.

Web Site
A Courselink site to accompany the text and course materials exists. Please take some time to look at the options available. If you have suggestions for improving the site please let me know.

Required Readings

Readings to supplement the text will be available through course reserve and URLs included here. This is in lieu of a reading packet and is a cost savings to students. Copies of the text and readings will be available at the reserve desk in the library.
Recommended Background and Support Materials

Introductory texts in life span development, health psychology (or sociology or anthropology), and other resources on human aging will prove helpful.

A Comment about the Readings
You are expected to stay current with your reading and to search for additional materials that will help you to gain expertise in the area of aging and health. The assigned readings are just the starting point to peak your interest and to help you to develop your own knowledge base in this ever-growing area.

Course Objectives
The purpose of this course is to develop new knowledge and skills in the area of aging and health. This should prove highly valuable regardless of your career intentions.

My goal is to treat everyone as a fellow scientist who is interested in the broad arena of aging and health. My assumption is that each of you brings into this class the will to learn, the tools to accomplish that, and the interest in making this the best experience possible. We come from a variety of backgrounds and the various foci of research and interests among our group require that we examine topics from a variety of perspectives. I encourage everyone to respect and to be open to the ideas of others. This is not meant to discourage discussion, debate, or to quell anyone’s opinion. Quite the contrary, I encourage you to understand the variety of approaches, speak your mind, and assimilate the ideas of others (that’s assimilate, not plagiarize!)

Course Structure
Class time will involve: (a) introduction of new material through lecture and discussion, (b) interpretations of empirical examples from the literature, (c) group discussions of hot-topic issues/debates, and, (d) a group presentation/critique of a recent media item.

Course Requirements
Lively discussion and debate is critical to the success of this course. Please keep in mind that you are expected to be present, thoroughly prepared, and ready to be an active participant in this course. As you will see below, your participation will be an important component of your final grade.

Evaluation
1. Two Exams (40% total)
   There will be two examinations of mixed format (e.g., multiple choice, short answer, matching, etc). These exams will be used to test your knowledge of the readings, including both text and reading packet materials.
2. **Major Paper** (40%)  
You are required to prepare a paper on an approved topic in aging and health. You are expected to provide a literature review discussing and integrating previous work on your topic. Also, this paper will challenge you to go beyond simply reporting a summary of published work. You are expected to integrate the assumptions of the life span developmental perspective (and/or another theoretical perspective(s)) and discuss how your particular health topic can be evaluated and understood for this viewpoint. For example, ask yourself: What theoretical implications exist and how does theory help you to better understand your topic? What limitations exist in the current literature and what suggestions can you make to help improve the understanding of this topic? Are there particular research designs, intervention projects, and suggestions that you can make to enhance our current knowledge? **This paper should not exceed 8-10 double-spaced pages!** Due date: Thursday, March 13th, by 5 p.m. Papers should be submitted electronically via the dropbox on the CourseLink site!

3. **Group Presentation of a recent health-related Media Item** (20%)  
You will work with a small group to lead the class in a discussion about a recent media item that you find interesting. This exercise is meant to make you aware of the constant flow of information concerning Aging & Health. Your presentation should include the reason your group selected the topic, a discussion of whether you believe the research presented in the media item was valid or not (i.e., provide a brief critique of methods used, the source, the sample, and suggest ways it could be improved). You will use audiovisual aids to do your presentation. The room is equipped with an overhead projector, document camera, TV/VCR, and PowerPoint will be available for your presentation (arrange equipment needs with Dr. Maitland). Talks will be limited to 6-8 minutes, depending on class size. I will announce the allotted time after we know how many teams will be presenting.

**When You Cannot Meet Course Requirements**  
When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise the course instructor (or Program Counselor) in writing, with name, address and e-mail contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date and certainly no longer than one week later. See the undergraduate calendar for information on regulations and procedures for Academic Consideration:  
http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml

**Late Policy**  
Papers will be accepted for a period of one week past the assigned due date with a 10% penalty. Papers will not be accepted after that period without a preauthorized approval by the program counselor and instructor. **Late papers must be submitted as an email attachment or given to the instructor as a hard-copy!** Late exam options are not available except for documented, approved circumstances (requires program counselor and instructor approval).
Academic Misconduct
Policies regarding academic misconduct/plagiarism:
A student guilty of plagiarism- the use of another person’s thoughts and writings as his own-is liable to a zero grade and/or other disciplinary action as set by the university. For information on categories of academic misconduct and forms of penalties, students should consult the University of Guelph undergraduate calendar on-line:
http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amusconduct.shtml

Drop Date
The last date to drop one-semester courses, without academic penalty, is Friday, March 7th. Refer to the Undergraduate Calendar for the schedule of dates:
http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c03/c03-wintersem.shtml

E-mail Communication
As per university regulations, all students are required to check their uoguelph.ca e-mail account regularly: e-mail is the official route of communication between the University and its students.

Recording of Materials
Presentations which are made in relation to course work—including lectures—cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a classmate or guest lecturer.

Disabilities Statement
If you will require special accommodations due to a disability, please register with the Centre for Disabilities, at the University Centre 3rd Floor or call 519-824-4120 x56208 or 519-837-0993 (TTY only).
# Class Schedule and Reading Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>1. Course overview</td>
<td>F&amp;F Intro and Ch. 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wright (2003)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Whitman (1999)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adler (1999)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cole &amp; Holstein (1996)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Whitman (1999)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adler (1999)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hagestad (1996)</td>
</tr>
<tr>
<td>Tuesday</td>
<td>1. Biological Aging Theories &amp; Longevity</td>
<td>F&amp;F Ch. 2</td>
</tr>
<tr>
<td>January 14</td>
<td></td>
<td>Lethenthal et al., (2001)</td>
</tr>
<tr>
<td>Thursday</td>
<td>1. Age Changes in the Body – I</td>
<td>F&amp;F Ch. 3</td>
</tr>
<tr>
<td>January 16</td>
<td>2. Two Media presentations</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>1. Age Changes in the Body – II</td>
<td>F&amp;F Ch. 3</td>
</tr>
<tr>
<td>January 21</td>
<td>2. Two Media presentations</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>1. Physical Activity</td>
<td>F&amp;F Ch. 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>George Sheehan articles (x2)</td>
</tr>
<tr>
<td>Tuesday</td>
<td>1. Sexuality &amp; Aging</td>
<td>F&amp;F Ch. 11</td>
</tr>
<tr>
<td>Thursday</td>
<td>1. (Title?) – Robin Milhausen, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>January 30</td>
<td>2. Two Media presentations</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>1. Nutrition and Aging Guest Lecture – Andrea Bucholz, Ph.D.</td>
<td>F&amp;F Ch. 10</td>
</tr>
<tr>
<td>February 4</td>
<td>2. Two Media presentations</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>1. Mental Health and Illness (including the moral challenges of dementia)</td>
<td>F&amp;F Ch. 7</td>
</tr>
<tr>
<td>February 6</td>
<td>2. Two Media presentations</td>
<td>Gatz &amp; Zarit (1999)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cole &amp; Holstein (1996)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kapp (2003)</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>References</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
</tbody>
</table>
| Tuesday February 11| 1. Mental Health Issues – (Guest speaker or exam prep...)  
2. Two Media presentations | *Kier & Molinari (2003)*  
*Johnson & Johnson (2000)* |
| Thursday February 13| Exam I                                                                |                                                 |
| February 18 & 20   | Winter Break – no classes                                            |                                                 |
| Tuesday February 25| 1. Chronic Illness, Health Effects of Caregiving, and Being Ill  
2. Two Media presentations | *F&F Ch. 4-5*  
*Vachon (1999)*  
*Deeg et al (1996)*  
*Pearlin et al (2001)* |
| Thursday February 27| 1. Acute Illness & Accidents  
2. Two Media presentations | *F&F Ch. 6*  
*Deeg et al (1996)* |
| Tuesday March 4     | 1. Spinal Cord Injury - Cyndy McClean  
2. Two Media presentations | *F&F Ch. 6* |
| Thursday March 6    | 1. Medication Use  
2. Two Media presentations | *F&F Ch. 8* |
| Tuesday March 11    | 1. Medical Care - Advance Directives, the Goals of Medicine  
2. Two Media presentations | *F&F Ch. 13*  
*Kluge (1999) Ch. 8*  
*Lassey & Lassey (2001)* |
| Thursday March 13   | 1. Guest Lecture on Long-Term Care/Decision Making – Robin Smart – Alzheimer’s Society  
2. Two Media presentations | *FINAL PAPERS DUE by 5 p.m.* |
| Tuesday March 18    | 1. Prevention and Health Promotion & Scientific Advances  
2. Two Media presentations | *F&F Ch. 12*  
*Cassel & Neugarten (1991)*  
*Lassey & Lassey (2001)* |
| Thursday March 20   | 1. Long Term Care, Placement, End of Treatment (Assisted suicide, euthanasia, withdrawing and withholding treatment) | *F&F Ch. 14*  
*Moody (1992)*  
*Kluge (1999) Ch. 14*  
*Mullens (1997)*  
*Adirmaal (1996)* |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuesday</strong>&lt;br&gt;March 25</td>
<td>1. Death, Dying, &amp; Grief  &lt;br&gt;2. Two Media presentations</td>
<td>F&amp;F Ch. 15  &lt;br&gt;Admiraal (1996)  &lt;br&gt;Brophy (1997)</td>
</tr>
<tr>
<td><strong>Thursday</strong>&lt;br&gt;March 27</td>
<td>Guest Lecture – Mike Ward, Funeral Director, Family Services Director at the Trillium Gift of Life Network  &lt;br&gt;2. Two Media presentations</td>
<td>F&amp;F Ch. 15  &lt;br&gt;Admiraal (1996)  &lt;br&gt;Brophy (1997)</td>
</tr>
<tr>
<td><strong>Tuesday</strong>&lt;br&gt;April 1</td>
<td>Course wrap-up – Exam questions</td>
<td></td>
</tr>
<tr>
<td><strong>Thursday</strong>&lt;br&gt;April 3</td>
<td>Exam II</td>
<td></td>
</tr>
</tbody>
</table>
References


http://aaja.sagepub.com/content/15/2/87.full.pdf+html

http://gerontologist.oxfordjournals.org/content/43/3/292.full.pdf+html

http://gerontologist.oxfordjournals.org/content/43/3/295.full.pdf+html


(Make following article available)


1 Listed in the order they appear in the course reading packet.