

PSYCHOSOCIAL ASPECTS OF AGING

GRT 2100

**LOUISE EDMONDS
FALL 2020**

Class Schedule: Monday 8:30 – 10:00
Thursday 10:00 – 11:30

Office Hours: Wednesdays 2:30 - 3:30 pm, online (appointments recommended)
Contact information: ledmonds@uottawa.ca

Teaching Assistant: Shamim Razaghi Kashami
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OFFICIAL COURSE DESCRIPTION

Theories and models of aging and retirement. Social construction of aging. Impact of gender, ethnicity and race. Issues related to death and dying. Implications for individuals, their families and the care givers.

SPECIFIC OBJECTIVES

This course is an introduction to the psychological development of older adults within a social environment. It focuses on familiarizing students with the various issues individuals encounter as they age in terms of the social environment within which they live and interact. This includes a brief look at aspects that concern individuals as they age, such as retirement, economics, health (longevity, illness & death), habitation, and stereotyping. It also includes a look at the potential differential impacts of gender, ethnicity, race, and religion on aging. A specific focus will highlight Covid-10 and seniors.

Textbook

An electronic textbook has been assigned and is available for rent or purchase here: <https://retail.tophat.com/products/9780176700010> OR here: <https://www.vitalsource.com/en-ca/products/aging-and-society-canadian-perspectives-novak-campbell-v9780176820480>

Novak, M., Campbell, J. & Northcott, H. (2018). *Aging and society: A Canadian Perspective*. Toronto, ON: Nelson. [8th edition].

All other required material is either available electronically, is on electronic Reserve in Morisset Library or will otherwise be made available to students.

GENERAL COURSE OBJECTIVES

It is expected that by the end of this course, students will be capable of:

- Mastering models of aging and the ability to incorporate them within a social context.
- Understanding the concept of longevity, its impacts for the aging individual & society.
- Appreciating stereotypes associated with aging and evaluate their impact.
- Discussing retirement within psychological, social and economic perspectives and understanding the geographical sensitivities associated with them.
- Explaining differential aging in terms of gender, ethnicity, and race with the ability to link it to the concept of social construction.
- Understanding the impact of immigration on the perception of the aging individual.
- Defining the concepts of mourning and death and understanding how these issues affect the aging individual as well as their caregivers.
- Discussing the concept of aging as well as the psychosocial attributes which contribute to accelerated maturation.

TEACHING METHODS

During this course you are likely to experience online lectures, presentations, discussions, guest speakers, and documentary films. The teaching approach places particular emphasis on the participation of the students. Via an interactive approach, it is hoped that students engage with the themes discussed in order to develop a more in-depth understanding of aging. It is expected that students will complete the readings and will take an active part in the exercises/activities performed in online classes. Students should be present during lectures.

- No recordings of any kind allowed in the online classroom

Justification of absence from an examination or of late submission of assignments (9.5)

Absences from all exams must be supported by a medical certificate in writing to the academic secretariat of the Faculty within **five business days** following the date of the exam. Deferral (DFR) forms must be completed for both midterms and final exams. The form can be obtained at <https://socialsciences.uottawa.ca/students/undergraduate-forms> Any approved deferred Midterm exam will be written Tuesday **Jan. 5, 2021**. Deferred final exams will be held **Feb. 14-20, 2021 (Reading Week)**. Students will receive a response to their deferral request (approved or denied) via email to their Uottawa account.



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Cruella de Vil as she appears in Disney's *101 Dalmatians*: “mean old hags”

See the University Policy on this matter. <http://www.uottawa.ca/governance/regulations.html#:r36>

POLICY ON CLASS ATTENDANCE, LANGUAGE QUALITY AND LATE SUBMISSIONS

Policy on language quality

Class attendance is necessary to successfully complete this course.

You will also be judged on your writing abilities. It is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc. You may be penalized up to 15%, to the professor's discretion.

Policy on late submissions and missed exams

Late submissions are not tolerated. Exceptions are made only for illness or other serious situations deemed as such by the professor. There will be a penalty for late submissions. A penalty of 5% will be given for each subsequent day following the due date (weekends included). University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate.

Students who are excused for missing an exam will be required to write a deferred exam. DFR forms must be completed for both midterms and final exams. The form can be obtained at <https://socialsciences.uottawa.ca/students/undergraduate-forms> . Once completed, the form with supporting documentation (ex. medical certificate) must be sent to the Social Work academic unit. The request must be completed **within five working days of the exam** and must respect all the conditions of Academic Regulation I9.5 (<https://www.uottawa.ca/administration-and-governance/academic-regulation-9-evaluation-of-student-learning>).

The Faculty reserves the right to accept or refuse the reason. Reasons such as travel, jobs, or any misreading of the examination timetable are not acceptable.



North East Indian Woman, INDIA

EVALUATION

1. Test (20%)

This online Brightspace test will be held on **Monday October 5th at 9 am**. It will cover material presented from September 10th, the beginning of term, to October 1st inclusive. Further details on format and expectations to be provided in class.

2. Mid-Term Exam (30%)

The midterm will evaluate your understanding of the material presented in class and via the obligatory readings. It will consist of multiple choice questions and may also contain several short and long answer questions, True or False, Matching and or/ Fill in the blank exercises etc. The exam will take place on **Thursday October 22nd, 10 am via Brightspace** and will last 1hr 20 min. It will cover all material from the beginning of the course to October 19th inclusive.

3. Ageism Critique (10%)

One of the subjects under discussion in the course is society's perceptions of aging particularly negative examples of ageism. Students will focus on a film, television program, or advertisement and provide a 2-page critique on ageism. Further directions to be provided in class. **Due November 19 in Brightspace.**

4. Final Exam (40%)

The final exam will evaluate your understanding of all the material presented in the course and includes lectures, obligatory readings, guest speakers and films. It will be cumulative and similar in structure to the mid-term. It will last 3 hours and will take place during the official exam period in Brightspace.

Evaluation Tool	Weight	Covers	Date/Time
Test	20%	September 10 - Oct. 1	Monday Oct. 5 at 9 am
Mid-Term Exam	30%	September 10 – Oct. 19	Thurs. Oct. 22 at 10 am
Ageism Critique	10%	Due in Brightspace	November 19
Final Exam	40%	September 10 – Dec. 7	During Final Exam Period (Dec. 10-22)
			*Deferred Final Exam: Feb. 14-20, 2021

Students must complete all course requirements to obtain a final grade.

COURSE OUTLINE

(The order of presentations as well as material covered may be altered due to the scheduling of the guest speakers.) Optional readings are *not* required. All Chapters below refer to *Aging & Society* (2018)

1. September 10: Course Overview

Contents of the course; Teaching approach, course objectives, evaluation

Required Readings & Important Dates and deadlines

Class Activity: Bucket List; Death Clock

Read the following: Yeginsujan, C. (2018, January 17). UK appoints a minister for loneliness. *New York Times*. <https://www.nytimes.com/2018/01/17/world/europe/uk-britain-loneliness.html>

Weil, E. (2018, March 22). Alone at sea: Why he kayaked across the Atlantic at 70 (for the third time). *New York Times*. <https://www.nytimes.com/interactive/2018/03/22/magazine/voyages-kayaking-across-ocean-at-70.html>

2. September 14 and 17: Psychosocial Development in Late Adulthood Part I

Aging as a social construction: the social clock; stereotypes of aging

Ageism Critique explained**

Explore this Organization: CARP <http://www.carp.ca/>

Explore this Magazine: Zoomer

Reading: *Aging & Society*, Chapter 1, Aging Today

3. September 21: Aging in Canada and the World

Ethnicity, race, socioeconomic status, religion and spiritual issues

Canadian statistics (immigration, death rates, birth rates, baby boom)

Reading: Chapter 3 and 4, *Aging and Society*

4. September 24: Aging and Gender

Impact of sex and gender on aging

Explore this organization: Ottawa Senior Pride Network

Reading: Gibson, D. (1996). Broken down by age and gender: The problem of old women. *Gender & Society*. 10(4), 433-448.

Reading: Fredriksen-Goldsen, K. (2016). The future of LGBTQ aging. *Generations*. 40(2), 6-15. The American Society on Aging.

Reading: Naughton, J. (2018, August 20). A visual record of the joys, fears and hopes of older transgender people, *New York Times*.

<https://www.nytimes.com/2018/08/20/lens/older-transgender-people.html>

5. Sept. 28: Psychosocial Dev't in Late Adulthood Part II Theories and Methods: Structural society level

Theories in the field of aging: Structural society level

Reading: Chapter 2, *Aging and Society*

6. October 1: Theories and Methods: Individual aging

What is psychosocial aging?

Theories in the field of aging: individual aging; Theories about optimal aging

Reading: Chapter 6, Aging and Society

*******In-Class Online Test: October 5th*******

7. October 5th: Online Test 9:00 am (Covering material from Sept. 10 to Oct. 1st inclusive)

8. October 8: Introduction to Retirement

Retirement and Work

Reading: Chapter 9, Aging and Society

Chapter 8 Aging and Society (optional)

9. October 12: THANKSGIVING – NO CLASS

10. October 15: Personal Health and Illness

Personal health and illness; Technology

Reading: Alex Mihailidis (2012) Institute for the Life Course and Aging. Designing technology to support aging-in-place: Approaches and examples. https://play.library.utoronto.ca/Yur3kF5_Uup

Reading: Chapter 5, Aging and Society (recommended)

11. October 19: Death and Society: Bereavement, Death & Dying

The hospice movement, palliative care; concepts of mourning and death

Reading: Chapter 14, Aging and Society

Explore these organizations: Bereavement Ontario Network; Death Doula Ottawa

Optional: Arya, A. (2020, July 16). Palliative care has been lacking for decades in long-term care. *Policy Options*. https://policyoptions.irpp.org/magazines/july-2020/palliative-care-has-been-lacking-for-decades-in-long-term-care/?mc_cid=6776579a91&mc_eid=5d61962154

*******Midterm Exam*******

12. October 22 Midterm Exam at 10 am (Covering material from Sept. 10 – Oct. 19)

13. October 26 to October 30 READING WEEK (no classes)

14. November 2: Suicide and Euthanasia: International Perspectives

Assisted suicide, euthanasia, medical assisted in dying (MAiD), informed consent

Reading: *A Short Stay in Switzerland* <https://www2.putlockertv.to/watch/a-short-stay-in-switzerland.4qpvx/0x2orr>

OR Documentary: *How to Die in Oregon* (2011)

Optional: Downie, J., & Chandler, J. (2018) Interpreting Canada's Medical Assistance in Dying Legislation. Institute for Research on Public Policy. http://irpp.org/research-studies/interpreting-canadas-medical-assistance-in-dying-maid-legislation/?mc_cid=da7de66d2f&mc_eid=5d61962154

Optional: Full Report: <http://irpp.org/wp-content/uploads/2018/03/Interpreting-Canadas-Medical-Assistance-in-Dying-Legislation-MAiD.pdf>

15. November 5: Guest Speaker: Hospice Renfrew (TBD) or May Court

Review in Advance: <http://www.hospicerenfrew.ca/> <https://www.hospicecareottawa.ca/>

16. November 9: Support Systems I: Family Support

Family life and social support; role changes – family life, marital status, sexuality

Reading: Chapter 12, Aging and Society

17. November 12: Support Systems II: Social Support

Informal supports for older people; caregivers; caregiver support

Reading: Chapter 13, Aging and Society

Review this organization: Advocacy Centre for the Elderly (ACE)

<http://www.advocacycentreelderly.org/>

18. November 16: Maturational Change II

Psychological and physical changes; Normal aging is different from disease

Abnormal aging: dementia, Alzheimer's Disease

Reading: US Department of Health & Human Services, National Institute on Aging,

<https://www.nia.nih.gov/alzheimers/publication/alzheimers-disease-fact-sheet> (+ 3 related)

19. November 19: Seniors and Health

Ageism Critique due**

The health care system and older people's HC needs; long term care; community care

The social determinants of health; social prescribing

Reading: Chapter 7, Aging and Society

20. November 26: Seniors in LTC: Covid-19

Brown, M. (2020, April 11). How COVID-19 overwhelmed Canada's long-term care system. *Folio*. University of Alberta. <https://www.folio.ca/how-covid-19-overwhelmed-canadas-long-term-care-system/>

Canadian Foundation for Healthcare Improvement and the Canadian Patient Safety Institute. (2020). Reimagining Care for Older Adults: Next Steps in COVID-19 Response in Long-Term Care and Retirement Homes. [Executive Summary] https://www.cfhi-fcass.ca/docs/default-source/itr/tools-and-resources/re-imagining-care-for-older-adults-covid-19-executive-summary-e.pdf?sfvrsn=3212c0ba_8

Peng, I. (2020, June 5). We can draw lessons from countries with strong long-term care systems. *Policy Options*. <https://policyoptions.irpp.org/magazines/june-2020/we-can-draw-lessons-from-countries-with-strong-long-term-care-systems/>

21. November 30: Psychosocial Factors: Relocation

Coping with maturational change: relocation and housing changes
Reading: Chapter 11, Aging and Society

22. December 3: Social Changes: Leisure & Recreation

Social changes: leisure, recreation, service pursuits in later life
Reading: Chapter 10, Aging and Society

23. December 7: Leisure & Recreation (continued)

Reading: Kalache A. (2009). Towards age-friendly societies: From research to policy, from policy to society. *International Journal of Integrated Care*. 9(5).

Reading: WHO Global Age-Friendly Cities Project
http://www.who.int/ageing/projects/age_friendly_cities/en/

24. December 9: Course Review and Final Exam Discussion (rescheduled Thanksgiving class)

Policy – Prevention of Sexual Violence

“The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint.”

EQUITY, DIVERSITY AND INCLUSION COMMITTEE (CEDI)

The School of Social Work recognizes that several social groups are disadvantaged because of historically constructed inequalities embedded in the social structures, institutions and ideological discourses that justify them. These inequalities based on sex, gender, race, ethnicity, religion, age, sexuality, gender identity, language, class, disability and ability lead to inequalities in access to education and to various sites of economic, political, social and cultural power. In response to these issues, the School is committed to equity, diversity and inclusion in the following areas: 1) recruitment, admission and retention of students; 2) curriculum; 3) research; 4) recruitment of administrative and teaching staff; and 5) internships and other community collaborations.

To support its willingness to respect this commitment, the School of Social Work has set up an Equity, Diversity and Inclusion Committee (CEDI) whose mandate includes implementing EDI actions and acting as an information and reference body for all EDI measures.

The EDI Committee is composed of various members, including the School's director, the professors responsible for undergraduate and graduate studies, an internship coordinator and a professor responsible for directing the committee's activities. In addition, the CEDI is composed of student members.

Each year, the CEDI recruits new members from among the student body to become involved in the School's activities aimed at greater equity, diversity and inclusion of marginalized groups. Full details on how to get involved in our activities can be found in the document "CEDI Student Member Recruitment".

Visit the CEDI page on the School's website.

Statement of Principles in Support of Inclusion and Diversity

In conformance with the University of Ottawa's policy regarding inclusion and diversity, this statement of principles outlines the position of the School of Social Work on these two important issues. Indeed, the School's mission is grounded in the values of social justice, equality and the recognition of human rights.

As defined by the University's Human Rights Office, an inclusive campus embraces the following three key elements: "(1) it is free of barriers, harassment and discrimination; (2) it provides the opportunity for everyone to strive towards their full potential; and (3) it actively seeks out differing perspectives, experiences and knowledge and uses these unique qualities to create safe, innovative and vibrant environments."

In keeping with this explanation, the School of Social Work seeks to create a learning environment based on respect for differences among students, teaching staff, administrative employees and the community at large. We work together to promote and implement the *Code of Ethics* of the Canadian Association of Social Workers, the codes of ethics entrenched in the University's collective agreements, and the accreditation standards of the Canadian Association for Social Work Education.

The School of Social Work upholds the principles of equality with respect to people who have been historically disadvantaged in the face of social attitudes and the misguided ideologies that sustain them. Such discrimination has led to inequities in access to education and to economic, political, social and cultural empowerment. Certain groups are recognized for having experienced an especially high degree of exclusion, among them visible minority communities; those who self-identify as being gay, lesbian, bisexual, “queer,” transgender or transsexual; people with disabilities; ones who are marginalized in remote areas of the country; people of Aboriginal origin; or those who are disadvantaged due to poverty, language or age.

The School of Social Work advocates for the principles of social justice throughout the entire student trajectory – from admission to graduation – as well as for its employees and members of the local community. Moreover, the School adheres to the University of Ottawa’s policy on employment equity. All these goals call for a process based upon collaborative reflection and a shared commitment to speaking up for inclusion and diversity.

Procedure: <http://socialsciences.uottawa.ca/svs/statement-principles>



Inuit artist Pitaloosie Saila (Four generations of the Pitaloosie family)

Faculty Mentoring Centre

The goal of the Mentoring Centre is to help students with their academic and social well-being during their time at UOttawa. Regardless of where students stand academically, or how far along they are in completing their degree, the Mentoring Centre is there to help them continue on the path to success.

A student may choose to visit the Mentoring Centre for very different reasons: talking to older peers to gain insight into programs and services offered by the University, or to simply brush up on study skills (time management, note-taking, exam preparation, etc.) In sum, at the Mentoring Centre, you can discuss all things academic and everything about life on campus with mentors who are social sciences students themselves and trained to answer all your questions.

Counselling Services

There are many reasons to call on the Counselling Service, including:

- Personal counselling
- Career counselling
- Study skills counselling.

Academic Writing Help Centre

The Academic Writing Help Centre provides free, individualized help and advice for writing academic assignments. With the help of our advisors, you learn to correct your errors, to write well independently, to improve your critical analysis and to sharpen your argumentation skills—everything you need to master the official language of your choice.

BEWARE OF ACADEMIC FRAUD!

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating; presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words. In cases where students are unsure whether they are at fault, it is their responsibility to consult the University's Web site on *Academic Writing Help Centre*.

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of « F » for the assignment or course in question;
- an additional program requirement of between 3 and 30 credits;
- suspension or expulsion from the Faculty.

For more information, refer to: <http://web5.uottawa.ca/mcs-smc/academicintegrity/home.php>

Course Sharing Websites

Student or professor materials created for this course (including presentations and posted notes, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).