Course Outline

INTD 375: An Interdisciplinary Approach to Social Gerontology
Fall 2016
Instructors: Greg Wells, Gaylene Potter

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Greg Wells</th>
<th>Gaylene Potter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>3110</td>
<td>1212</td>
</tr>
<tr>
<td>Phone</td>
<td>403-314-2480</td>
<td>403-342-3117</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:greg.wells@rdc.ab.ca">greg.wells@rdc.ab.ca</a></td>
<td><a href="mailto:gaylene.potter@rdc.ab.ca">gaylene.potter@rdc.ab.ca</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Office Hours</th>
<th>Monday 5:30-6:20 (room 1212)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Time</td>
<td>Monday 6:30-9:20</td>
</tr>
<tr>
<td>Class Location</td>
<td>2302</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Hours:</th>
<th>3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>Any 200 level course</td>
</tr>
</tbody>
</table>

**Academic Calendar Entry**- This interdisciplinary course on social gerontology introduces students to issues associated with aging in Canadian society. Social gerontology is explored from a variety of perspectives and disciplines.

**Course Description** - This course introduces students to issues associated with aging in contemporary Canadian society, with a focus on the 55+ population. Aging is explored from a variety of perspectives such as health, commerce, social sciences and humanities to enhance and integrate student understanding of individual and social issues associated with living and working in an aging society. Students will also gain an understanding of other professions and various perspectives through an inter-professional and community based learning approach.

**Learning Outcomes**

- Examine the interdisciplinary nature of social gerontology.
- Discuss key concepts, issues and themes in social gerontology.
- Critically analyse theory and research in social gerontology.
- Recognize the personal relevance of social gerontology.
- Demonstrate knowledge of social gerontology to everyday issues of aging.
• Illustrate ways professions from different disciplines can work together to facilitate knowledge transfer.
• Demonstrate competencies in interprofessional collaboration

**Learning Activities**- Learning activities in this course will include lectures, in-class discussions, small group work, field trips, guest speakers, community based learning, written assignments, and team projects/presentations.

**Required Text and Readings**


Links to additional required articles pertaining to the subject area are included in the Assigned Readings section below. Additional course materials will be available on the course Blackboard site.

**Recommended Readings and Resources**- Links to additional recommended articles pertaining to the subject area are included in the Assigned Readings section below.

**Assessment:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>15%</td>
<td>Oct 24 (in class)</td>
</tr>
<tr>
<td>Final Exam (Non-Cumulative)</td>
<td>15%</td>
<td>Nov 28 (in class)</td>
</tr>
<tr>
<td>Interview/CSL Project</td>
<td>25%</td>
<td>Nov 14</td>
</tr>
<tr>
<td>Team Presentation</td>
<td>20%</td>
<td>Dec 05</td>
</tr>
<tr>
<td>Activities/Participation</td>
<td>25%</td>
<td>Throughout term</td>
</tr>
</tbody>
</table>

**Assignments & Examinations:**

**Exams** will consist of multiple choice and short answer items and will cover the indicated textbook chapters, required readings and accompanying lecture material. Examination grades will be posted on the course Blackboard site within two weeks of the scheduled exam. Students who miss an examination because of verified illness, bereavement, or other emergency must contact the instructor within one week of the exam and provide documentation (e.g. a note from your physician) before a make-up exam can be arranged.
Additionally, students will complete either a Community Service Learning or Interview project, each focusing on a particular issue or domain of gerontology. Projects will include a written assignment. A detailed discussion of project requirements will take place during the second day of classes. Note that late assignments will not be accepted.

Also, working in teams, students will prepare, and present to the class, a presentation (20 minute oral presentation) pertaining to course relevant topic. Presentations will take place on the last day of classes. As part of this process, all students not presenting will be required to prepare and submit pertinent questions. Detailed discussion of the requirements for these presentations will take place during the second week of classes.

Class Participation is an important component of the course and will also be evaluated. Expectations for class participation include regular contribution to in-class discussions/activities and completion of daily/weekly reflections.

Grading Scale:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PERCENT</th>
<th>GRADEPOINT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>96-100%</td>
<td>4.0</td>
<td>Excellent Performance</td>
</tr>
<tr>
<td>A</td>
<td>90-95%</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>85-89%</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>80-84%</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>76-79%</td>
<td>3.0</td>
<td>Good Performance</td>
</tr>
<tr>
<td>B-</td>
<td>72-75%</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>67-71%</td>
<td>2.3</td>
<td>Satisfactory Performance</td>
</tr>
<tr>
<td>C</td>
<td>63-66%</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>59-62%</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>54-58%</td>
<td>1.3</td>
<td>Pass</td>
</tr>
<tr>
<td>D</td>
<td>50-53%</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0-49%</td>
<td>0.0</td>
<td>Fail</td>
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</table>

NOTE: Students earning grades of D+ and lower may not be assigned transfer credit for the course at some universities.

Attendance Requirements- Though not required, attendance is expected at all lectures. Lack of attendance may impact your ability to successfully complete the course.

- No use of cell phones, e-mail etc. is permitted during class. Laptops are permitted for note taking.

- Any recordings of lectures must be approved by the instructor.
The RDC Final Examination Policy will be followed at all times with respect to Final Examinations. Please review this document to ensure that you understand the contents and implications of the policy. Click here to see the Final Examination Policy.

Academic Misconduct

Academic misconduct in all its forms is a serious offence. Please read the definitions that follow, and refer to the links below for the complete policies.

Definitions

Academic misconduct: Academic misconduct is the giving, taking, or presenting of information or material that unethically or dishonestly aids oneself or another on any work which, under normal circumstances, is to be considered in the determination of a grade or the compilation of academic requirements or the enhancement of that student’s record or academic career. The two key areas of academic misconduct are cheating and plagiarism.

Plagiarism: The use or close imitation of language, paintings, films, prototypes and ideas of another author and representation of them as one’s own original work. The most common forms of plagiarism are: copying or paraphrasing another author’s work without proper acknowledgement, using the ideas or lines of reasoning of another author’s work without proper acknowledgement, submitting work to which someone else has made substantial improvements to the content, and submitting the same work for multiple courses without approval. Plagiarism can be judged to have occurred if the instructor has both the submitted material and original source that was copied, or if the student is unable to explain the terminology or ideas of a submission.

Cheating: Any attempt to give or obtain unsanctioned assistance in a formal academic exercise (e.g., examination).

- Student Misconduct: Academic and Non-Academic Policy
- Appeal: Formal Policy
- Appeals: Informal Resolution Policy

Important Red Deer College Dates – Fall 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>September 7</td>
<td>First day of classes for Fall term 2016 and Full-Year 2016-2017 courses.</td>
</tr>
<tr>
<td>September 16</td>
<td>Last day to register late or add/drop Fall term 2016 and Full-year 2016-2017 courses.</td>
</tr>
<tr>
<td>October 1</td>
<td>First day to apply for Fall term 2017 programs.</td>
</tr>
<tr>
<td>October 4</td>
<td>Emergency Response Day.</td>
</tr>
<tr>
<td>October 10</td>
<td>Thanksgiving Day; College closed.</td>
</tr>
<tr>
<td>October 28</td>
<td>Midterm feedback date for Fall term courses.</td>
</tr>
<tr>
<td>November 10</td>
<td>College open. No credit classes.</td>
</tr>
<tr>
<td>November 10</td>
<td>Final exams schedule posted for Fall term 2016.</td>
</tr>
<tr>
<td>November 11</td>
<td>Remembrance Day; College closed.</td>
</tr>
<tr>
<td>November 14</td>
<td>Credit classes resume Fall term 2016.</td>
</tr>
</tbody>
</table>
### Prior Learning Assessment

This course may be eligible for Prior Learning Assessment and Recognition. Students should refer to the [RDC Academic Calendar](#) for a list of excluded courses.

### Student Services on Campus

Students should be aware that Personal Counselling, Career, Learning and Disability Resources are provided by RDC. Students may inquire about locations at the Information Desk. It is the responsibility students to discuss their specific learning needs with the appropriate service provider.

- **Learning Support** (Library: 403-342-3264, help_learn@rdc.ab.ca)
  - Writing Skills Centre (writingskills@rdc.ab.ca)
  - Math Learning Centre (math concepts and advanced theoretical math)
  - Learning Strategies (note-taking, studying and exam-writing strategies)
  - Peer-Assisted Study / Tutoring (one-on-one tutoring by students)

- **Disability Resources** (Library: 403-357-3629, disabilityservices@rdc.ab.ca)
  - Coordination of services (tutoring, alternate format text, note-taking and so on.)
  - Academic accommodations, including exam accommodations

- **Counselling and Career Centre** (Room 1402: 403-343-4064, counselling@rdc.ab.ca)

### Changes to Course Outline

No changes will be made to this course outline without the consent of the class and the approval of the Associate Dean of the School of Arts and Sciences.

It is the student’s responsibility to be familiar with the information contained in this course outline and to clarify any areas of concern with the instructor.

Students should refer to the Appeals: Formal Policy, Appeals: Informal Resolution Policy and Student Misconduct: Academic and Non-Academic Policy should questions or concerns about the Course Outline not be resolved directly with the instructor.
Course Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics related to Aging Content</th>
<th>Topics related to Interprofessional Education (IPE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 12</td>
<td>Introduction to the course</td>
<td>Introduction to IPE Team Functioning</td>
</tr>
<tr>
<td>Sep 19</td>
<td>The Older Population</td>
<td>Interprofessional Communication</td>
</tr>
<tr>
<td>Sep 26</td>
<td>Biological Changes in Aging</td>
<td>Interprofessional Communication</td>
</tr>
<tr>
<td>Oct 03</td>
<td>Mental and Emotional Well-being</td>
<td>Role Clarification – with the population</td>
</tr>
<tr>
<td>Oct 17</td>
<td>Social Theories &amp; Sexuality in Older Adults</td>
<td>Role Clarification – with each other</td>
</tr>
<tr>
<td>Oct 24</td>
<td>Midterm Exam</td>
<td>Collaborative Leadership</td>
</tr>
<tr>
<td></td>
<td>Social Support &amp; Informal Caregiving</td>
<td></td>
</tr>
<tr>
<td>Oct 31</td>
<td>Productive Aging &amp; Enhancing Well-being through Technology</td>
<td>Collaborative Leadership</td>
</tr>
<tr>
<td>Nov 07</td>
<td>Economic Well-being</td>
<td>Dealing with Interprofessional Conflict</td>
</tr>
<tr>
<td>Nov 14</td>
<td>Interview/CSL Project due</td>
<td>Client Centered Approach</td>
</tr>
<tr>
<td></td>
<td>Community Well-being</td>
<td></td>
</tr>
<tr>
<td>Nov 21</td>
<td>Loss &amp; Grief</td>
<td>Client Centered Approach</td>
</tr>
<tr>
<td>Nov 28</td>
<td>Final exam</td>
<td></td>
</tr>
<tr>
<td>Dec 05</td>
<td>Presentations</td>
<td>Application of IPE</td>
</tr>
</tbody>
</table>

Assigned Readings/Reading Schedule

Sep 12
Introduction to Aging and the Course
Introduction to IPE & Team Functioning

Required* and Suggested Readings:


(Read section, Interprofessional education: Background, page 7)

(Read section, Team functioning, page 12)


Sep 19

The Older Population

Interprofessional Communication


(Read section, Interprofessional communication, page 8)


**Sep 26**

**Biological Changes in Aging**

**Interprofessional Communication**


**Oct 03**

**Mental and Emotional Well-being**

**Role Clarification**


Retrieved from


(Read section, Role clarification, page 10)


Oct 17

Social Theories

Role Clarification

doi.10.1080/03601270802708459


Senior Health Pictures Slideshow: 18 Secrets for a Longer Life (2011). Retrieved from
Social Support & Informal Caregiving

Collaborative Leadership


(Read section, Collaborative leadership, page 13)


Productive Aging & Enhancing Well-being through Technology

Collaborative Leadership


Retrieved from [http://ema.sagepub.com/content/early/2013/02/01/1741143212468350.full.pdf+html](http://ema.sagepub.com/content/early/2013/02/01/1741143212468350.full.pdf+html)


Retrieved from [http://gerontologist.oxfordjournals.org/content/54/1/93.full.pdf+html](http://gerontologist.oxfordjournals.org/content/54/1/93.full.pdf+html)

**Nov 07**

**Economic Well-being**

**Interprofessional Conflict Resolution**


*(Read section, *Interprofessional conflict resolution*, page 14)*


Nov 14

Community Well-being

Client Centered Approach


*(Read section, Patient/client/family/community-centered care, page 9)*


Seniors resources in Alberta:


Nov 21

Loss & Grief

Client Centered Approach


Nov 28

Final Exam

Dec 05

Presentations: Celebrate Team Successes

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Tim Heath, PhD
Associate Dean, School of Arts & Science
Approved 6 September 2016