INSTRUCTORS
Greg Wells 3110 403-314-2480 greg.wells@rdc.ab.ca
Helle Tees 2217 403-356-4881 helle.tees@rdc.ab.ca

COURSE CONSULTANTS
Marian George marian.george@rdc.ab.ca
Dustin Quirk dustin.quirk@rdc.ab.ca

CLASS TIMES
Section A Tuesdays and Thursdays 9:00 AM - 11:50 AM Room 2301

OFFICE HOURS
Tuesday & Thursday 12-1 PM

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.

ACADEMIC CREDIT (HOURS)
3.0

PREREQUISITES
Any 200 level university transfer course or consent of the department.

TRANSFER AGREEMENTS
Formal transfer agreements between Red Deer College and other Alberta universities and colleges are found at www.acat.gov.ab.ca.
LEARNING OUTCOMES

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.

Upon successfully completing this course, you should be able to:

- 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

Specific Learning Outcomes will be given for each class.

COURSE TOPICS

See Tentative Timetable below.

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 READING

See required reading list below. Additional course materials will be available on the course Blackboard site.

BLACKBOARD

The course schedule and supplementary materials are available on the Blackboard site for this course. It is important to check this site frequently for updates.
ASSESSMENT OF STUDENT PERFORMANCE

METHODS OF ASSESSMENT

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Description</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>May 22</td>
<td>Short essay questions will cover the first half of course content (select 5/7 choices)</td>
<td>20%</td>
</tr>
<tr>
<td>Test 2</td>
<td>June 10</td>
<td>Short essay questions (select 5/7 choices) Will cover the last half of course content</td>
<td>20%</td>
</tr>
<tr>
<td>Interprofessional Team Presentation</td>
<td>June 12</td>
<td>Students will present to the class on a healthy aging concept from an interprofessional perspective.</td>
<td>20%</td>
</tr>
<tr>
<td>Community Service Learning Project</td>
<td>June 16</td>
<td>This is a team experience that provides each student with the opportunity to engage in a Community Service Learning experience (e.g. theory into practice). This involves a written assignment..</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>Contribution to in-class discussions and completion of daily/weekly reflections.</td>
<td>20%</td>
</tr>
<tr>
<td>Total Final Grade</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: Additional assignment guidelines and grading criteria will be provided in class.

I

LETTER GRADING SYSTEM:

<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>Good Performance</td>
</tr>
<tr>
<td>B</td>
<td>76-79%</td>
<td>3.0</td>
<td></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>
</tr>
</tbody>
</table>

NOTE: Students earning grades of D+ and lower may not be assigned transfer credit for the course at some universities.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics related to Aging Content</th>
<th>Topics related to IPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 1</td>
<td>Introduction to Aging</td>
<td>Introduction to IPE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team Functioning</td>
</tr>
<tr>
<td>May 6</td>
<td>Cognitive Abilities</td>
<td>Interprofessional Communication</td>
</tr>
<tr>
<td>May 8</td>
<td>Personalities and Aging</td>
<td>Interprofessional Communication</td>
</tr>
<tr>
<td>May 13</td>
<td>Biological Changes in Aging</td>
<td></td>
</tr>
<tr>
<td>May 15</td>
<td>Variations in Health, and Perceptions of Well Being</td>
<td>Client Centered Approach</td>
</tr>
<tr>
<td></td>
<td>Sexuality in older Adults</td>
<td></td>
</tr>
<tr>
<td>May 20</td>
<td>Social Theories and Research</td>
<td></td>
</tr>
<tr>
<td>May 22</td>
<td>Social Support</td>
<td>Collaborative Leadership</td>
</tr>
<tr>
<td>May 27</td>
<td>Housing</td>
<td>Dealing with Interprofessional Conflict</td>
</tr>
<tr>
<td>May 29</td>
<td>Successful Retirement</td>
<td>Dealing with Interprofessional Conflict</td>
</tr>
<tr>
<td>June 3</td>
<td>Resources in Alberta to Support Healthy Aging</td>
<td>Role Clarification</td>
</tr>
<tr>
<td>June 4</td>
<td>Seniors Week (CSL)</td>
<td></td>
</tr>
<tr>
<td>June 5</td>
<td>Death and Dying</td>
<td>Role Clarification</td>
</tr>
<tr>
<td>June 10</td>
<td>Lived Experience</td>
<td>Application of IPE</td>
</tr>
<tr>
<td>June 12</td>
<td>Health Promotion and Healthy Aging</td>
<td>Application of IPE</td>
</tr>
</tbody>
</table>
ASSIGNED READINGS

May 1
Introduction to Aging
Introduction to IPE & Team Functioning


May 6
Cognitive Abilities
Interprofessional Communication


**May 8**

**Personalities and Aging**

**Interprofessional Communication**


**May 13**

**Biological Changes in Aging**

**Patient/Client/Family/Community Centered**


May 15
Variations in Health, and Perceptions of Well Being ; Sexuality and Older Adults
Patient/Client /Family/Community Centred

doi.10.1080/03601270802708459
Retrieved from
true&db=a9h&AN=43578019

from the Baltimore longitudinal study of aging. U.S. Department of health and human
services. Retrieved from
http://www.nia.nih.gov/sites/default/files/healthy_aging_lessons_from_the_baltimore_longitu
dinal_study_of_aging.pdf

http://www.nia.nih.gov/health/topics/health-information

Senior Health Pictures Slideshow: 18 Secrets for a Longer Life (2011). Retrieved from

What’s Your Aging IQ?( 2010). Retrieved from

May 20
Social Theories and Research
Collaborative Leadership

Canadian Longitudinal Study on Aging (CLSA). Copyright 2009.Retrieved from
http://www.clsa-elcv.ca/clsa-videos


Retrieved from
http://ot.creighton.edu/community/OT_FOR_ELDERS/3rd_Edition_Chapters/Proofs/Padi llia_Chapter_02_main.pdf
May 22
Social Support & Collaborative leadership

Retrieved from http://gerontologist.oxfordjournals.org/content/54/1/82.full.pdf+html

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


May 27
Housing
Dealing with Interprofessional Conflict


May 29
Successful Retirement
Dealing with Interprofessional Conflict


**June 3**

**Resources in Alberta to Support Healthy Aging**

Seniors resources In Alberta:
Benefit program http://www.health.alberta.ca/seniors/seniors-benefit-program.html
Dental & Optical http://www.health.alberta.ca/seniors/dental-optical-assistance.html

**June 4 Seniors Week**

http://www.health.alberta.ca/seniors/seniors-week.html

**June 5**

**Death and Dying**

**Role Clarification**


**June 10**

**Celebrate Team Successes and Provide Ongoing Support**
Non-required supportive text used as a resource for in class lecture.


On reserve in RDC library.

<table>
<thead>
<tr>
<th>Important Red Deer College Dates</th>
<th>Spring 2014 check these</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 1</td>
<td>First day of classes for Spring term. Last day to pay fees for Spring term</td>
</tr>
<tr>
<td>May 6</td>
<td>Last day to register late or add/drop Spring term courses</td>
</tr>
<tr>
<td></td>
<td>Last day to have tuition refunded for Spring term</td>
</tr>
<tr>
<td>May 19</td>
<td>Victoria Day: College closed</td>
</tr>
<tr>
<td>May 20</td>
<td>Midterm feedback date for Spring term courses</td>
</tr>
<tr>
<td></td>
<td>Final Exam Schedule posted</td>
</tr>
<tr>
<td>June 6</td>
<td>Last day to withdraw from Spring term courses and receive a WD</td>
</tr>
<tr>
<td>June 17</td>
<td>Last day of classes for Spring term courses</td>
</tr>
<tr>
<td>June 20-24</td>
<td>Final exams written</td>
</tr>
<tr>
<td>June 26</td>
<td>Deferred Exams written</td>
</tr>
<tr>
<td>June 27</td>
<td>Final grades available</td>
</tr>
<tr>
<td>July 4</td>
<td>Last day to apply for Supplemental Exams for Spring term</td>
</tr>
<tr>
<td>July 9</td>
<td>Supplemental Exams for Spring term written</td>
</tr>
</tbody>
</table>

**IMPORTANT INFORMATION:**

Attendance is expected at all lectures. Lack of attendance may impact the students’ ability to successfully complete the course.

Examinations will cover the assigned chapters and readings as well as material covered in lectures. Examinations will consist of multiple choice and short answer questions. 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.

Late assignments will not be accepted and will receive a mark of zero. Missed presentation will result in an individual mark of zero.

Any recordings of lectures must be approved by the instructor.

**Course Outline:**

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.

No changes will be made to this course outline without the consent of the class and the approval of the Chair of the Department of Humanities and Social Sciences.
STUDENT RECOGNITION OF PLAGIARISM*

Standards of Proof
Plagiarism can be judged to have occurred if the instructor has both the material presented by the student and the original source from which this material was taken.
Also, plagiarism can be judged to have occurred
• if the student is incapable of explaining the terminology or ideas in the submitted material
• if such terminology or ideas cannot be shown to originate in the works contained in the Bibliography, References, or Works Cited page accompanying the submitted material (or, for oral presentations, if the student cannot produce the notes or texts used to prepare his/her material).

Consequences: A student charged with plagiarism may
• be given a reduced mark or no mark (i.e., a grade of 0 or F) for the plagiarized assignment, or
• be assigned a Final Grade of F, or
• be expelled from the course and assigned a Final Grade of F.
In all of the above cases, the instance of academic dishonesty will be recorded on the student’s academic file.

PROCEDURE:
1. If an instructor discovers or suspects academic misconduct, the instructor provides evidence of the misconduct to the student and takes disciplinary action up to and including the assignment of a failing grade for the work involved in the misconduct.
2. If the instructor feels that the misconduct warrants more serious consequences, the Chair of the program is informed. The decision to remove the student from the course or to assign a failing grade in the course as a consequence of the misconduct may be taken by the Chair upon reviewing the evidence of the misconduct and determination that the violation warrants such action.
3. If the instructor and program Chair feel that the violation requires more significant action such as removal from a program or from the College, the evidence is presented to the Dean of the Division for a decision.
4. In each case, the decision and disciplinary action are communicated to the student in writing and a copy is provided to the Registrar who places it in the student’s file.
(*adapted from RDC’s policy on Student Misconduct: Academic and Non-academic - see section below on college policies)

College Policies
• Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense.
• Students should be familiar with what constitutes misconduct, as well as its consequences. This may include academic misconduct, the most common of which are plagiarism and cheating, or non-academic misconduct, where student behaviour is deemed unsafe or disruptive. Plagiarism may involve the act of submitting work in which some or all of the phrasing, ideas, or line of reasoning are alleged to be the submitter’s own but in fact were created by someone else. Cheating involves attempts to obtain unsanctioned assistance in a formal academic exercise. Students should familiarize themselves with the Policy on
Student Misconduct: Academic and Non-academic. Penalties for such misconduct range from academic sanctions on assignments or a course to removal from the College.

- Students should refer to the Student Appeal, Formal and Informal Resolution Process Policy should they have questions or concerns about the course outline that cannot be resolved with the instructor.
- At all times, the Final Examinations Policy and Final Examinations Standard Practice will be followed.
- This course may be eligible for Prior Learning Assessment. Students should refer to the RDC Calendar for a list of excluded courses.
- Classroom learning resources may be available to students in alternate formats.
- A plagiarism detection tool may be used in this course.
- The various RDC Academic Policies described above can be found [here](#).

Assistant Chair
Humanities and Social Sciences
Approved, April 24, 2014