CORE 475
Community Rehabilitation Practice and the Aging Process

Instructor:

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Office Hours/Policy on Answering Student Emails
Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 48 hours during the week and 72 hours over the weekend.

Office Hours are by appointment only. Please email to set up a Zoom meeting.

Time and Location:
The location of this course is ONLINE via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. If unable to participate in the Zoom sessions due to the time difference or unforeseen circumstances, it is the student's responsibility to watch the recording and ensure that they understand the course material.

Synchronous Zoom sessions: Sept 9, Oct 7, Nov 4, and Dec 2 at 6-7 pm MT

Prerequisite/Co-Requisite:
24 units including at least one of Community Rehabilitation 205 and 207, or admission to BCR or BCR-C

Course Description:
Theoretical and practical issues as they relate to rehabilitation and community services for seniors with disabilities.

Overarching Theme
This online course explores the complex intersections of aging and disability. In this course, students will be introduced to interdisciplinary theories and practices in relation to community rehabilitation and services for seniors with a range of physical, mental, and sensory impairments. A variety of approaches will be used to encourage critical thinking and collaborative learning as students examine research, theories, and practices on aging and disability, including a critical reflection paper, critical research paper, quizzes, and weekly online discussion posts. This course, in line with the principles and values of CRDS, engages students in ways that integrate disability theory, advocacy, and social justice in community practice to improve the well-being of people with diverse abilities.

Global Objectives
This course will focus on the following major topics:
- Theories and processes of aging
- Myths and realities of aging
- Aging as context: social, political and economic implications for societies

- Aging in context: culture, gender, race, socio-economic status, disability
- Social justice: ageism, elder maltreatment, disability oppression
- Trends in research on aging
- Social support: informal and formal support, research and practice frameworks
- Social policy and aging
- Ethical issues and decision making

Course Learning Outcomes

By the end of this course, students will be able to:
- Demonstrate knowledge of aging processes, identify and synthesize critical issues, and propose areas for future knowledge building
- Translate theories of aging into practice and understand experiences of aging from a variety of perspectives
- Engage with peers in the critical examination of practices to support seniors with disabilities
- Critically evaluate current policy, practice, and programming on aging and disability
- Examine current research and design models with a critical lens

Required Readings

Access the following required readings via the links provided or through U of C library research databases. Please consult library staff if you require assistance.

Topic: Myths and Facts on Aging (Sept 14)

Breytspraak, L. & Badura, L. (2015). Facts on aging quiz (revised; based on Palmore (1977; 1981). Retrieved from http://info.umkc.edu/aging/quiz/

Topic: Ethics of Aging and Care (Sept 21)

Ehni, H. & Wahl, H. (2020). Six propositions against ageism in the COVID-19 pandemic, *Journal of Aging & Social Policy*, 32(4-5), 515-525

Kittay, E.F. (2011). The ethics of care, dependence and disability. *Ratio Juris: An International Journal of Jurisprudence and Philosophy of Law, 24* (1), 49-58.

Lustbader, W. (1999). Thoughts on the meaning of frailty. *Generations*, Winter 1999-2000, 21-24.

Topic: Theory, Research, and History (Sept 28)

Gilleard, C. & Higgs, P. (2011). Frailty, disability and old age: A re-appraisal. *Health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine, 15* (5), 475-490.

Katz, S. & Calasanti, T. (2015). Critical perspectives on successful aging: Does it "appeal more than it illuminates"? *The Gerontologist*, 55(1), 26–33.

Topic: Family Ties and Care (Oct 5)

Durocher, E., Kinsella, E. A., Gibson, B. E., Rappolt, S. & Ells, C. (2018): Engaging older adults in discharge planning: Case studies illuminating approaches adopted by family members that promote relational autonomy. *Disability and Rehabilitation,* 41(25), 3005-3015

Lashewicz, B. & Keating, N. (2009). Tensions among siblings in parent care. *European Journal of Ageing, 6*, 127-135.

Topic: Caregiving: Cultural Perspectives (Oct 12)

Lai, D., (2007). Cultural predictors of caregiving burden of Chinese Canadian family caregivers. *Canadian Journal on Aging, 26* (suppl.1), 133-148.

Habjan, S., Prince, H. & Kelley, M.L. (2012). Caregiving for elders in First Nations communities: Social system perspective on barriers and challenges. *Canadian Journal on Aging 31*(2), 209-222.

Topic: Ageism, Sexism, and Racism (Oct 19)

Baker, T.A., Buchanan, N.T., Mingo, C.A., Roker, R., & Brown, C.S. (2015). Reconceptualizing successful aging among Black women and the relevance of the strong Black Woman Archetype. *The Gerontologist*, 55(1), 51–57

Chrisler, J. C., Barney, A. & Palatino, B. (2016). Ageism can be hazardous to women's health: Ageism, sexism, and stereotypes of older women in the healthcare system. *Journal of Social Issues: A Journal of the Society for the Psychological Study of Social Issues, 72* (1), 86-104.

Topic: Aging, Disability, and Discrimination (Oct 26)

Jonson, H. & Larsson, A. T. (2009). The exclusion of older people in disability activism and policies – A case of inadvertent ageism? *Journal of Aging Studies 23* (1), 69-77

Raymond, E. (2019) The challenge of inclusion for older people with impairments: Insights from a stigma-based analysis. *Journal of Aging Studies, 49*, 9-15.

Raymond, E. & Grenier, A. (2015). Social participation at the intersection of old age and lifelong disability: Illustrations from a photo-novel project. *Journal of Aging Studies, 35*, 190-200.

Topic: Aging and Sexuality (Nov 2)

Chen, Y., Jones, C. & Bannatyne, A. (2020) Assessment of health-care professionals' knowledge and attitudes on sexuality and aging: An integrative review, *Educational Gerontology*, 46(7), 393-417.

Fredriksen-Goldsen, K.I., Kim, H., Bryan, A.E.B, Shiu, C., Emlet, C.A. (2017). The cascading effects of marginalization and pathways of resilience in attaining good health among LGBT Older Adults, *The Gerontologist*, 57(suppl 1), S72–S83

Topic: Aging with Disability (Nov 16)

Alftberg, Å., Johansson, M., & Ahlström, G. (2019). Ambivalence among staff regarding ageing with intellectual disabilities: Experiences and reflections. *Journal of Intellectual Disabilities*. https://doi.org/10.1177/1744629519874997

Bishop, K.M., Robinson, L.M. & VanLare, S. (2013). Healthy aging for older adults with intellectual and developmental disabilities. *Journal of Psychosocial Nursing and Mental Health Services, 51(1)*, 15-18.

Topic: Dementia (Nov 25)

Boyle, G. (2014). Recognising the agency of people with dementia. *Disability & Society, 29* (7), 1130-1144.

Lautarescu, B.A., Holland, A.J. & Zaman, S.H. (2017). The early presentation of dementia in people with Down Syndrome: A systematic review of longitudinal studies. *Neuropsychology Review*, 27(1), 31-45

Topic: Social Support and Public Policy (Dec 2)

Dalmer, N.K. (2019). A logic of choice: Problematizing the documentary reality of Canadian aging in place policies. *Journal of Aging Studies 48,* 40-49.

FrameWorks Institute (2017). Framing strategies to advance aging and address ageism as policy issues. Retrieved from: http://www.frameworksinstitute.org/toolkits/aging/elements/items/aging_frame_brief.pdf

Morrow-Howell, N., Galucia, N. & Swinford, E. (2020). Recovering from the COVID-19 Pandemic: A focus on Older Adults. *Journal of Aging & Social Policy*, 32(4-5), 526-535.

A Note regarding readings

Required readings (see list above and on D2L) have been chosen carefully to inform you and enhance the lecture material**. Students are REQUIRED to complete assigned readings BEFORE each lecture.** Instructors will proceed in class on the assumption that students have read completely the assigned readings. Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

Learning Technology Requirements

Brightspace (by D2L) is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that they receive all posted communications and documents and that they receive emails sent by instructors or fellow students through D2L.** Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

To successfully engage in learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:
- A computer with a supported operating system, as well as the latest security and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection

Most current laptops will have a built-in webcam, speaker and microphone.
A laptop, desktop, tablet or mobile device is required for D2L access. If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: http://elearn.ucalgary.ca/d2l-student/.

Evaluation

The University policy on grading and related matters is described in section F of the 2020-2021 Calendar.

In determining the overall grade in the course, the following weights will be used:
1. **Critical Reflection Essay (15%)**
   (Due Oct 16)
2. **Critical Research Essay (35%)**
   (Due Nov 27)
3. **Quizzes (20%)**
   (Weeks: 3,5,7,9,14)
4. **Online Discussions (30%)**
   (Weeks: 2,3,4,5,6,7,8,9,11,13)

**There is no final exam for this course

**A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately to pass the course.

Assignment Details
   1. **Critical Reflection Essay: Value – 15% (Due Oct 16)**

Students will write a 500-750-word (double-spaced) essay critically reflecting on the idea that ageism is "prejudice against our feared future self" (Nelson, 2005). Drawing on course materials, as well as their personal and professional experiences, students will be expected to critically reflect on their feelings about growing older and their fears and hopes for their future selves. It is expected that students will critically examine why they do (or do not) fear aging and make connections between their personal feelings and course material on the topics of "successful aging," disability, dependency, and frailty. In so doing, this assignment will allow students to actively engage with the course material while critically analyzing personal attitudes, beliefs, and values. APA format is required. Further information and grading criteria will be posted on D2L.

2. **Critical Research Essay: Value – 35% (Due Nov 27)**
   Students will write a 1500-1750-word (double-spaced) essay on a topic of their choosing related to understanding and supporting older adults with pre-existing disability conditions (i.e. developmental disabilities) *or* acquired disability conditions (e.g. stroke, Alzheimer's Disease, spinal cord injury). Choice of topics is driven by student interest and experience. Students will be required to use a minimum of 8 sources; of these, 6 must be in the form of original research studies. Students will be required to write a literature review, presenting the "state of current evidence" on their chosen topic. The remaining 2 sources must be on research methods (i.e. academic articles about methods, books/book chapters about methods) as students will use these sources to propose a hypothetical study to contribute to research on their chosen topic. APA format is required. Further information and grading criteria will be posted on D2L.

3. **Quizzes: Value – 20% (5 quizzes x 4% each)**
   (Weeks: 3,5,7,9,14)
   Students will complete 5 short quizzes (20 questions max.) throughout the semester. The quiz questions are based on course content posted on D2L (i.e. assigned readings, videos, PPT slides) and the Zoom lectures. The quizzes are open-book and each exam may consist of multiple-choice, matching, fill-in-the-blank, true/false, and/or short answer questions. Exams are non-cumulative and will be made available on D2L. Students will have the opportunity to complete the quizzes on D2L any time during the two-day window (see course schedule). Further information will be posted on D2L.

4. **Online Discussions: Value – 30% (10 weeks x 3% each)**
   (Weeks: 2,3,4,5,6,7,8,9,11,13)
   Students will be placed in discussion groups (5-6 students per group) for the semester. The online group discussions will provide an opportunity for students to critically reflect upon and discuss the course material with their classmates. These discussion forums will allow students to consider their previous knowledge on aging and disability and analyze new information in a safe setting. In addition, these online discussions will help students complete their critical writing assignments in the course. Required readings, supplementary resources, and questions for discussion will be posted on D2L by the instructor prior to each discussion week. Students will be required to read and view the materials and discuss this material and other ideas as a group, online. Students are expected to draw upon professional and practical experiences, as well as supplementary sources, and the discussion posts of their classmates, when writing their discussion posts. For posts, clear writing is important, yet the focus is on animated and engaging discussions. Further information and grading criteria will be posted on D2L.

A Note regarding Writing Assignments:
Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2020-21 Calendar), writing is emphasized, and the grading thereof in determining a student's mark in this course. The Bachelor of Community Rehabilitation values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (grammar, spelling, punctuation). Sources used in research papers must be properly documented. The University of Calgary offers a number of instructional services through the Students' Success Centre's Writing Support Services (http://www.ucalgary.ca/writingsupport/) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

Grading Scheme:

Letter Grade	Description	Percentage
A+	Outstanding performance	96-100
A	Excellent performance	90-95
A-	Approaching excellent performance	85-89
B+	Exceeding good performance	80-84
B	Good performance	75-79
B-	Approaching good performance	70-74
C+	Exceeding satisfactory performance	65-69
C	Satisfactory performance	60-64
C-	Approaching satisfactory performance	57-59
D+	Marginal pass	54-56
D	Minimal pass	50-53
F	Did not meet course requirements	0-49

Missed Components of Term Work:
Please note that students will lose 25% per day late past the deadline for all assignments. In this case, assignments will **NOT** be accepted more than 72 hours after the posted deadline and students failing to submit any assignment within this time frame will receive a mark of zero. **Students who miss a quiz will receive a mark of zero unless the instructor has been previously notified. There will be NO exceptions to this policy.**

Extensions will **NOT** **be granted** on any assignment or quizzes in CORE 475. The only exceptions to this are those in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation. Traffic jams and late or full buses are common events in Calgary and are NOT acceptable reasons for late arrivals to class, meetings and examinations. Please note that while absences are permitted for religious reasons, students are responsible for providing advance notice and adhering to other guidelines on this matter, as outlined in the University Calendar (https://www.ucalgary.ca/pubs/calendar/current/e-4.html).

Course Evaluations and Student Feedback
Student feedback will be sought at the end of the course through the Universal Student Rating of Instruction (USRI) and a qualitative student evaluation. Students are welcome to discuss the process and

content of the course at any time with the instructor. Students may also address any concerns they may have with Dr. Ebba Kurz, Associate Dean (Undergraduate Health and Science Education) in the Cumming School of Medicine (kurz@ucalgary.ca).

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a 'live' video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as the Code of Conduct). When entering Zoom or other video conferencing sessions, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies. If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity (where available). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (such as for group work, presentations, etc).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only.

Attendance
All students will experience greater success in this course if they attend all online Zoom lectures and participate fully in the weekly group discussions.

Conduct During Lectures/Seminars
The classroom (even when virtual) should be respected as a safe place to share ideas without judgement - a community in which we can all learn from one another. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct

and Non-Academic Misconduct policy and procedures, which can be found at https://www.ucalgary.ca/policies/forms/title.

Students are expected to take notes during class and should not rely solely on material supplied by the instructors.

Use of Internet and Electronic Communication Devices in Class
The Bachelor of Community Rehabilitation program aims to create a supportive and respectful learning environment for all students. The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. However, research studies have found that inappropriate/off-topic use of electronic devices in the classroom negatively affects the learning of others during class time.

Students are responsible for being aware of the University's Internet and email use policy, which can be found at https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf .

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Copyright
All students are required to reach the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf) and requirements of the Copyright Act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy https://www.ucalgary.ca/pubs/calendar/current/k.html.

Instructor Intellectual Property
Course materials created by instructors (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. **The posting of course materials to third party websites such as note-sharing sites without permission is prohibited**. Sharing of extracts of these course materials with other students enrolled in the course *at the same time* may be allowed under fair dealing.

Academic Accommodations
It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor.

SAS will process the request and issue letters of accommodations to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ .

Academic Misconduct
The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned.

Academic Misconduct refers to student behaviour that compromises proper assessment of a student's academic activities and includes (but is not limited to): cheating, fabrication, falsification, plagiarism, unauthorized assistance, failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses, and failure to comply with exam regulations applied by the Registrar.

For information of the Student Academic Misconduct Policy and Procedures, please visit;
https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf
https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf

Additional information is available on the Academic Integrity website at: https://ucalgary.ca/student-services/student-success/learning/academic-integrity.

Recording of Lectures
Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

Freedom of Information and Protection of Privacy Act
Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Appeals
If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and may contact the Student Ombuds' Office (http://www.ucalgary.ca/ombuds) for assistance with this and with any other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated **within 10 business days** of first being notified of the grade. https://www.ucalgary.ca/pubs/calendar/current/i-2.html

MEDIA RECORDING (if applicable)
Please refer to the following statement on media recording of students: https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

Media recording for the assessment of student learning
The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Sexual Violence Policy
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf

Resources for Support of Student Learning, Success, Safety and Wellness
Student Success Centre   http://www.ucalgary.ca/ssc/
Student Wellness Centre   http://www.ucalgary.ca/wellnesscentre/
Distress Centre   http://www.distresscentre.com/
Library Resources   http://library.ucalgary.ca

Wellness and Mental Health Resources
The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (https://www.ucalgary.ca/wellnesscentre/services/mental-health-services) and the Campus Mental Health Strategy (http://www.ucalgary.ca/mentalhealth/).

Student Ombuds' Office
The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca

Student Union (SU) Information
The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; the SU representatives for the Cumming School of Medicine can be reached at medrep1@su.ucalgary.ca or medrep2@su.ucalgary.ca.

Student Success Centre
The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff

assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: https://www.ucalgary.ca/student-services/student-success

Emergency Evacuation/Assembly Points
As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points

Safewalk
Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit http://www.ucalgary.ca/security/safewalk. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

Class Schedule

The following is a list of topics for class, associated readings, and assignment / exam due dates. Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings. Students will be notified of all changes in a timely manner by way of email and D2L announcements. The exam dates are firm and will not be altered.

Week	Module / Topics	Readings	Synchronous Zoom Sessions	Assignments & Due Dates
Week 1: Sept 8 (First day of classes)	Introduction to the Course	Course Outline; Group Introductions	Zoom session #1: Sept 9 at 6 pm – 7 pm MT	Post your introduction to your discussion group by Sept 11 (Note: you will not be graded on this initial post)
Week 2: Sept 14	Myths and Facts on Aging	Breytspraak & Badura	No Zoom session this week	Discussion post 1 due Sept 15; Discussion post 2 due Sept 18
Week 3: Sept 21	Ethics of Aging and Care	Ehni & Wahl; Kittay; Lustbader	No Zoom session this week	Discussion post 1 due Sept 22; Discussion post 2 due Sept 25 **Quiz #1**: Available Sept 22 – 23
Week 4: Sept 28	Theory, Research, and History	Gilleard & Higgs; Katz & Calasanti	No Zoom session this week	Discussion post 1 due Sept 29; Discussion post 2 due Oct 2
Week 5: Oct 5	Family Ties and Care	Durocher, Kinsella, Gibson, Rappolt & Ells; Lashewicz & Keating	Zoom session #2: Oct 7 at 6 pm – 7 pm MT	Discussion post 1 due Oct 6; Discussion post 2 due Oct 9 **Quiz #2**: Available Oct 6 – 7
Week 6: Oct 12 (Thanksgiving)	Caregiving: Cultural Perspectives	Habjan, Prince & Kelley; Lai	No Zoom Session this week	Discussion post 1 due Oct 13; Discussion post 2 due Oct 16 **Critical Reflection Paper Due Oct 16**
Week 7: Oct 19	Ageism, Sexism, and Racism	Baker, Buchanan, Mingo, Roker, & Brown; Chrisler, Barney & Palatino	No Zoom session this week	Discussion post 1 due Oct 20; Discussion post 2 due Oct 23 **Quiz #3**: Available Oct 20 – 21

		Jonson & Larsson; Raymond; Raymond & Grenier	No Zoom session this week	Discussion post 1 due Oct 27; Discussion post 2 due Oct 30
Week 8: Oct 26	Aging, Disability, and Discrimination			
Week 9: Nov 2	Aging and Sexuality	Chen, Jones & Bannatyne; Fredriksen-Goldsen, Kim, Bryan, Shiu & Emlet	Zoom Session #3: Nov 4 at 6 pm – 7 pm MT	Discussion post 1 due Nov 3; Discussion post 2 due Nov 6 **Quiz #4**: Available Nov 3 – 4
Week 10: Nov 9	**TERM BREAK**	No Readings	No Zoom session this week	No assignments Due
Week 11: Nov 16	Aging with Disability	Alftberg, Johansson & Ahlstrom; Bishop, Robinson & VanLare	No Zoom session this week	Discussion post 1 due; Discussion post 2 due
Week 12: Nov 23	**CRITICAL RESEARCH PAPER DUE NOV 27**	No Readings	No Zoom Session this week	**Critical Research Paper Due Nov 27**
Week 13: Nov 30	Dementia	Boyle; Lautarescu, Holland & Zaman	Zoom Session #4: Dec 2 at 6 pm – 7 pm MT	Discussion post 1 due; Discussion post 2 due
Week 14: Dec 7 (Last Day of classes Dec 9)	Social Support and Public Policy	Dalmer; FrameWorks Institute; Morrow-Howell, Galucia & Swinford	No Zoom session this week	Post final thoughts by Dec 9 (Note: these final posts will not be graded) **Quiz #5**: Available Dec 8 – 9