

CORE 475
Community Rehabilitation Practice and the Aging Process

Instructor

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Office Hours/Policy on Answering Student Emails

This is an online course. Contact with the instructor will occur through the asynchronous D2L Discussion Board, synchronous Zoom sessions, and regular email communications between students and course instructor. Materials and questions for discussions will be posted on D2L prior to the particular discussion time.

Answering students' questions:

- For email account or D2L access difficulties, contact IT Support <https://ucalgary.service-now.com/it>
- For all course-related materials and questions, please contact the instructor at Shklarov@ucalgary.ca. Please note that all course communications must occur through your @ucalgary email, and instructor 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 (email to set up a Zoom meeting).

Time and Location

The location of this course is online via Desire2Learn (D2L) and Zoom. Learning activities will happen both *synchronously* (i.e., real-time/Zoom) and *asynchronously* (i.e., students complete their activities on their own time, such as via discussion boards, watching videos and reading posted materials).

- *Asynchronous* activities will take place online via Desire2Learn (D2L). Materials and questions for discussions will be posted on D2L prior to the particular class. Contact with the instructor will occur through the asynchronous D2L Discussion Board and email communications between students and course instructor. Students can post their responses at any time, consistent with the required deadlines and frequency of posting that are outlined in the Evaluation section below. Students are expected to log-in, access readings, instructions and other course material, and regularly post their responses within the assigned timeframes.
- *Synchronous* activities will occur via Zoom on Wednesday every two weeks, at 6:00 – 7:00 pm MT (see Course Schedule below for details).

To best succeed in the course, students are *required* to participate in both the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions, and to meet the assigned deadlines. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement an alternative activity. This may not always be possible.

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 community rehabilitation and disability studies, 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

Learning Resources

Required Readings:

Access the following required readings via the links provided on D2L, or through U of C library research databases. Please consult library staff if you require assistance.

Topic: Myths and Facts on Aging (Week 2)

Breytspraak, L. & Badura, L. (2015). Facts on aging quiz (revised; based on Palmore (1977; 1981).

Topic: Aging and Ethics of Care (Week 3)

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 (Week 4)

- 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.
- Gopinath, M. (2018). Thinking about Later Life: Insights from the Capability Approach. *Ageing International*, 43(2), 254–264.

Topic: Family Ties and Care (Week 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 (Week 6)

- 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.
- Cornect-Benoit, A., Pitawanakwat, K., Wiikwemkoong Unceded Territory Collaborating First Nation Community, Walker, J., Manitowabi, D., & Jacklin, K. (2020). Nurturing Meaningful Intergenerational Social Engagements to Support Healthy Brain Aging for Anishinaabe Older Adults: Nakaazang Wenjishing naagdawendiwin, nji gechipiitziig Anishnaabek. *Canadian Journal on Aging*, 39(2), 263-283.

Topic: Ageism, Sexism, and Racism (Week 7)

- 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.
- Fredriksen-Goldsen, K.I., Kim, H., Bryan, A.E.B, Shiu, C., Emler, 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, Disability, and Discrimination (Week 8)

- 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 with Mental Illness, Early Life Trauma and PTSD (Week 9)

- Mushkin, P., Band-Winterstein, T., & Avieli, H. (2018). “Like Every Normal Person?!” The Paradoxical Effect of Aging with Schizophrenia. *Qualitative Health Research*, 28(6), 977–986.

- Eigenbrod, R. (2012). "For the child taken, for the parent left behind": Residential school narratives as acts of "survival." (Essay). *English Studies in Canada*, 38(3-4), 277.
- David, P. (2005). War Survivors and Dementia: One more battle to fight. *Canadian Nursing Home*, 16(1), 12-18.
- Aarts, P., & Op den Velde, W. (1996). Prior traumatization and the process of aging. In B. van der Kolk, A. McFarlane & L. Weisaeth (Eds.), *Traumatic stress: The effects of overwhelming experience on mind, body, and society* (p. 359-377). New York: Guilford Press.
- Optional:** Sherwood, R. J., Shimel, H., Stolz, P., & Sherwood, D. (2003). The aging veteran: Re-emergence of trauma issues. *Journal of Gerontological Social Work*, 40 (4), 73-86.

Topic: Aging with Intellectual Disability (Week 11)

- Alftberg, Å., Johansson, M., & Ahlström, G. (2019). Ambivalence among staff regarding ageing with intellectual disabilities: Experiences and reflections. *Journal of Intellectual Disabilities*.
- 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), 1518.

Topic: Dementia (Week 13)

- 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.
- Hulko, W., Camille, E., Antifeau, E., Arnouse, M., Bachynski, N., & Taylor, D. (2010). Views of First Nation Elders on Memory Loss and Memory Care in Later Life. *Journal of Cross-Cultural Gerontology*, 25(4), 317-42.

Topic: Social Support and Public Policy (Week 14)

- 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.
- 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.

Recommended Additional Readings:

Students will be required to supplement course readings with independent on-line literature search, and to use on-line scholarly sources for self-directed study and independent learning. For all assignments, we encourage the use of a combination of course resources available on D2L and in the University of Calgary Library's electronic databases.

Recommended Readings for Critical Reflection Paper:

Nelson, T. D. (2005). Ageism: Prejudice Against Our Feared Future Self. *Journal of Social Issues*, 61(2), 207-221.

The Ugly Truth About Ageism: It's a Prejudice Targeting Our Future Selves

<https://www.theguardian.com/lifeandstyle/2018/sep/14/the-ugly-truth-about-ageism-its-a-prejudice-targeting-our-future-selves>

A Note regarding readings

A list of required readings for all course sections will be outlined on D2L, and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the course material. **Students are REQUIRED to complete assigned readings BEFORE each week's discussion or quiz.** The instructor 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 2021-2022 Calendar. Detailed guidelines and marking criteria for all the assignments are available on D2L.

In determining the overall grade in the course, the following weights will be used:

- 1. Critical Reflection Essay (15%) – Due Oct 15**
- 2. Critical Research Essay (35%) – Due Nov 26**
- 3. Quizzes (20%) – Weeks 3, 5, 7, 9, 14**
- 4. Online Discussions (30%) – Weeks 2, 4, 6, 8, 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 October 15)

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 and individual literature research, 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 November 26)

Students will write an 1800 to 2000-word (double-spaced) essay on a topic of their choosing, proposing a hypothetical study to contribute to research on their chosen topic. Topics will be related to understanding and supporting older adults with pre-existing disability conditions (e.g., developmental disabilities, spinal cord injury acquired at a young age, early-onset visual impairment) or disability conditions acquired with aging (e.g., stroke, Alzheimer’s Disease, hearing impairment, other physical or mental illness). Choice of topics is driven by student interest and experience. Students will be required to use a minimum of 8 sources; of these, at least 6 must be in the form of original research studies (i.e., research studies published in academic journals). 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 (e.g., academic articles about methods, books/book chapters about methods), as students will use these sources to propose a research method for their hypothetical study. In addition, students can also supplement their reference list with non-scholarly sources such as news articles, television, radio or movie portrayals of aging/disability (optional). 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 (up to 20 questions each) 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 of them may consist of multiple-choice, matching, fill-in-the-blank, true/false, and/or short answer questions. Quizzes 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 three-day window (see course schedule); quizzes are timed. Quizzes must be completed independently, without consulting other individuals. Further information will be posted on D2L.

4. Online Discussions: Value – 30% (6 weeks x 5% each)

(Weeks 2, 4, 6, 8, 11, 13)

Students will be placed in discussion groups (5 to 7 students per group) for the semester. 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 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.

PLEASE NOTE:

- *APA format* is required for all individual assignments. APA-style references are required for postings.
- This course learning is largely based on group work: participation in group discussions is essential.

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 2021-22 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 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:

Late written assignments will be deducted *five percent (5%) for each day* after the assignment due date*. Assignments will *not* be accepted more than 3 days (72 hours) after the posted deadline. Students failing to submit any assignment within this time frame will receive a mark of zero, *unless the instructor has been notified in advance*, with a sufficient justification (e.g., illness, religious conviction, or domestic affliction). **Students who miss a quiz will receive a mark of zero unless the instructor has been previously notified.** Please be advised that students should notify the instructor before the assignment deadline to discuss.

*This policy does not apply to quizzes (see above) or discussion posts. Students who post a discussion post after the deadline will receive a mark of zero. Quizzes *will NOT be available* on D2L after the deadline.

Extensions will NOT be granted on any assignment or quizzes. 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

A large part of course learning is based on materials delivered and small-group work in the real-time virtual Zoom classroom: attendance is essential.

Conduct During Lectures/Seminars and Online Discussions

The classroom and online discussions 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/>.

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

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>). 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/.

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 Dr. Ebba Kurz (kurz@ucalgary.ca), Associate Dean (Undergraduate Health and Science Education).

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. **It also includes using of third-party websites/services to access past/current course material, essay/assignment writing services, or real-time assistance in completing assessments, seeking answers to assessment questions and similar, whether paid, bartered or unpaid.**

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

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.

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 due dates. Learning activities will happen both *synchronously* (i.e., real-time/Zoom) and *asynchronously* (i.e., students complete their activities on their own time, such as via discussion boards, watching videos and reading posted materials). 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 dates for final paper submission and quizzes are firm and will not be altered.

Week	Module / Topics	Readings	Synchronous Zoom Sessions	Assignments & Due Dates
Week 1 September 7-10 (Start of classes Sept 7)	Introduction to the course	Course Outline; group introductions	Zoom session #1: Wednesday, Sept 8 at 6 pm – 7 pm MT	Post your introductions by Sept 10 (Note: you will not be graded on this initial post)
Week 2 September 13-17	Myths and Facts on Aging	Breytspraak & Badura <i>Note: all readings are required prior to the indicated class</i>	No Zoom session this week	First post: September 14 Reply: September 17 (Note: all posts due by 11:59pm MT)
Week 3 September 20-24	Aging and Ethics of Care	Ehni & Wahl; Kittay; Lustbader	Zoom session #2: Wednesday, Sept 22 at 6 pm – 7 pm MT	Quiz #1: Available September 21 – 23
Week 4 September 27 – October 1	Theory, Research & History	Gilleard & Higgs; Katz & Calasanti; Gopinath	No Zoom session this week	First post: September 28 Reply: October 1
Week 5 October 4-8	Family Ties and Care	Durocher, Kinsella, Gibson, Rappolt & Ells; Lashewicz & Keating	Zoom session #3: Wednesday, Oct 6 at 6 pm – 7 pm MT	Quiz #2: Available October 5 – 7
Week 6 October 11-15 (October 11 – Thanksgiving)	Caregiving: Cultural Perspectives	Habjan, Prince & Kelley; Lai; Cornect-Benoit et al	No Zoom session this week	First post: October 12 Reply: October 15 Critical Reflection Paper Due Oct 15
Week 7 October 18-22	Ageism, Sexism, and Racism	Baker et al; Chrisler, Barney & Palatino; Fredriksen-Goldsen et al	Zoom session #4: Wednesday, Oct 20 at 6 pm – 7 pm MT	Quiz #3: Available October 19 – 21
Week 8 October 25-29	Aging, Disability, and Discrimination	Jonson & Larsson; Raymond; Raymond & Grenier	No Zoom session this week	First post: October 26 Reply: October 29

Week 9 November 1-5	Aging with Mental Illness, Early Life Trauma and PTSD	Mushkin, Band-Winterstein & Avieli; Eigenbrod; David; Aarts & Op den Velde	Zoom session #5: Wednesday, Nov 3 at 6 pm – 7 pm MT	Quiz #4: Available November 2 – 4
Week 10 November 8-12	Term Break. No class or content this week. No assignments due.			
Week 11 November 15-19	Aging with Intellectual Disability	Alftberg, Johansson & Ahlstrom; Bishop, Robinson & VanLare	Zoom session #6: Wednesday, Nov 17 at 6 pm – 7 pm MT	First post: November 16 Reply: November 19
Week 12 November 22-26	Working on Critical Research Paper	No Readings	No Zoom session this week	Critical Research Paper due November 26
Week 13 November 29 - December 3	Dementia	Boyle; Lautarescu, Holland & Zaman; Hulko et al	Zoom session #7: Wednesday, Dec 1 at 6 pm – 7 pm MT	First post: November 30 Reply: December 3
Week 14: December 6-9 <i>(Last day of classes Dec 9)</i>	Social Support & Public Policy	Dalmer; FrameWorks Institute; Morrow-Howell, Galucia & Swinford	No Zoom session this week	Post your final thoughts by December 9 (<i>Note:</i> these final posts will not be graded) Quiz #5: Available Dec 7 – 9