

**York University  
Faculty of Health Council**

**Notice of Meeting**

**Wednesday, May 6, 2015  
3:00 pm – 4:30 pm**

**Senate Chamber, N940 Ross Building**

**Agenda**

- 1. Chair's Remarks**
- 2. Minutes of the Meeting of March 4, 2015**
- 3. Business arising from the minutes**
- 4. Dean's Remarks**
- 5. 'Health@2020': Update on our five year Academic Plan 2015-2020**
- 6. Report of the Executive and Planning Committee**
  - Nominations for Chair of Council, Vice-Chair of Council, 'at large' seat on the Executive and Planning Committee, 'at large' seats on the Petitions Committee, Faculty of Health Senator and Faculty representation on Senate Sub-Committee on Honorary Degrees and Ceremonies.
  - Summer Authority
- 7. Report of the Curriculum Committee**
  - Proposal for the establishment of the Cross- Disciplinary Certificate in Aging in the Faculty of Health
- 8. Report of the Committee on Examinations and Academic Standards**
  - Proposal to changes in the Bachelor of Science in Nursing 2nd Degree Entry Program and Internationally Educated Nurses Program
- 9. Report of the Research and Awards Committee**
- 10. Report of the Petitions Committee**
- 11. Report of the Committee on Tenure and Promotion**
- 12. Senator's Report**
- 13. Other Business**

Faculty of Health meetings support our mission to provide an innovative and supportive environment for learning, discovery and engagement. To ensure our common value of diversity is fully reflected, our events, publications and meetings make every effort to be accessible to all.

**2015-2016 Faculty of Health Council Meetings, 3:00pm–4:30pm, Senate Chamber, N940 Ross Building:**

September 9, 2015

October 7, 2015

November 4, 2015

December 2, 2015

January 6, 2016

February 3, 2016

March 2, 2016

April 6, 2016

May 4, 2016

**All are welcome and encouraged to attend!**

**Faculty of Health  
FACULTY COUNCIL  
Wednesday, March 4, 2015  
Senate Chamber, N940 Ross Building**

**Minutes**

**Attendance:** P. Amarasooriya, C. Ardern, I. Backhouse, A. Belcastro, F. Bernabe, Y. Bohr, M. Connor, M. Dastjerdi, H. Edgell, W. Gage, M. Gola, J. Jeffrey, I.K. Maimets, C. Mallette, M. Mongrain, S. Murtha, B. Oraziatti, A. Perry, B. Pilkington, R. Robbio, G. Ross, E. Schraa, J. Steeves, D. Stevens, H. Skinner, N. Stuckless, M. Wiktorowicz, P. Zare-Zadeh.

Guests: R. Bishop, F. Clarke, S. Freek, J. Reid, L. Sadhwani, F. Tseu, T. Xerri.

**1. Chair's remarks**

Chair B. Oraziatti welcomed Council members. She reminded Council members and guests to sign the attendance book and note dates and times of the 2014-2015 Council meetings.

**2. Minutes of the Meeting February 4, 2015**

Professor M. Gola, moved, seconded by Professor M. Dastjerdi, that the minutes of the February 4, 2015 meeting of Council be approved.

The motion carried.

**3. Business Arising from the Minutes**

There was no business arising from the minutes.

**4. Dean's Remarks**

Dean Skinner commended the Communication and Planning team for designing an informative and engaging brochure for the Faculty of Health. The brochure will be used for recruitment.

Dean Skinner commented that the University is committed to resolving the labour disruption and has been keeping faculty, staff, students and the wider community informed of discussions.

**5. Update on creating our "Health@2020" academic five year plan, 2015-2020**

Dean Skinner reviewed the Health@2020 plan and highlighted progress to date.

Health@2020 captures and harmonizes the work of various Health task groups with the Integrated Resource Plan. Academic units are encouraged to further refine goals.

In late spring, Health@2020 will be presented to Council and early summer, documentation will be reviewed by senior administration for approval and implementation.

**6. Report of the Executive and Planning Committee**

Professor A. Belcastro moved, seconded by Professor M. Dastjerdi that the Proposal to amend the membership of the Faculty of Health Executive and Planning Committee to include affiliated College Masters, effective Fall 2015 be approved.

The motion carried.

Members received the call for nominations for Chair of Council, Vice-Chair of Council, 'at large' seat on the

Executive and Planning Committee, 'at large' seats on the Petitions Committee, Faculty of Health Senator and Faculty representation on Senate Sub-Committee on Honorary Degrees and Ceremonies.

Elections will take place at the next meeting of Council and additional nominations can be made from the floor of Council.

### **7. Senator's Report**

Senator Perry provided an update on the February 26, 2015 meeting of Senate.

Senator Perry noted that York University has been lauded for creating a *University Policy on Sexual Assault Awareness, Prevention and Response* and has shown leadership in developing a Mental Health Strategy.

At the Senate meeting, President Shoukri congratulated faculty and alumni who were newly appointed to the Order of Canada. Dr. Shayna Rosenbaum, Department of Psychology, received the 2015 President's Research Award and Dr. Rebecca Pillai Riddell, Department of Psychology, was awarded a Tier 2 York Research Chair.

Greater consultation regarding the new academic plan and budget will occur spring 2015.

Senate is preparing for the 2015 PanAM games and students have been encouraged to volunteer. Faculty and students who have an interest in sport performance, sport policy or athletic development are encouraged to submit an abstract to PanExSummit.

Lastly, Senator Perry noted that the proposal to establish an Honours Minor Option for the BA and BSc Programs

in Global Health and the proposal to change admission requirements for the Bachelor of Science in Nursing 2nd Degree Entry Program were approved.

### **8. Other Business**

There was no other business.

The meeting was adjourned.

### **2014-2015 Faculty of Health Council Meetings, 3:00pm – 4:30pm, Senate Chamber, N940 Ross Building:**

April 1, 2015

May 6, 2015

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R. Bishop, Secretary

**Report of the  
Executive and Planning Committee  
May 2015**

**ITEMS FOR ACTION:**

**1. Summer Authority**

The Executive and Planning Committee recommends that, until the first regular meeting of the Faculty of Health Council in Fall 2015, the Executive and Planning Committee shall possess and may exercise any or all of the powers, authorities and discretions vested in or exercisable by Council, and; that the Executive and Planning Committee shall report to Council at its first regular meeting in the Fall, what action has been taken under this authority.

**2. Call for Nominations**

Processes to fill vacancies on Standing Committees of Council are underway in Schools/Department. Please connect with your nominating committee for more information.

The Executive and Planning Committee of Faculty of Health Council nominates the following for election for vacancies as listed below. Additional nominations may be made from the floor of Council on May 6, 2015. Elections shall take place at and following the May meeting of Council. Elections will conclude Friday, May 22, 2015.

**a) Chair of Council**

Chair of Faculty of Health Council (one-year term, July 1, 2015 - June 30, 2016)

There have been no nominations to fill this vacancy.

**b) Vice-Chair of Council**

Vice-Chair of Faculty of Health Council (two-year term, July 1, 2015 - June 30, 2017 – first year serving as Vice-Chair, second year serving as Chair)

There have been no nominations to fill this vacancy.

**c) 'At large' seat on the Executive and Planning Committee (1 vacancy)**

One 'at large' seat on the Executive and Planning Committee (two-year term of office, July 1, 2015 - June 30, 2017).

**Membership (Designated):**

Dean

Associate Deans

Chair, Department of Psychology

Chair, School of Health Policy & Management

Chair, School of Kinesiology & Health Science

Director, School of Nursing  
Chair of Council  
Vice-Chair of Council  
Secretary of Council  
'At large' Representatives (2)  
Student Representatives (2)

**Continuing 'at large' member\***

Hala Tamim, School of Kinesiology and Health Science

**Nominee for election for 'at-large' seat:**

Jennifer Steeves, Department of Psychology

\*The two members who are elected 'at-large' by Council shall not be from the same School/Department.

**d) 'At large' seats on Petitions Committee (2 vacancies)**

Two 'at large' seats on the Petitions Committee (two-year term of office, July 1, 2015 - June 30, 2017).

Membership (Designated):

Associate Dean  
Department of Psychology (2)  
School of Health Policy & Management (2)  
School of Kinesiology & Health Science (2)  
School of Nursing (2)  
Student Representatives (4)  
'At large' Representative (2)

\*The two members who are elected 'at-large' by Council shall not be from the same School/Department.

There have been no nominations to fill this vacancy.

**e) Faculty of Health Senator (1 vacancy)**

Faculty of Health Senator (three-year term of office, July 1, 2015 - June 30, 2018)  
See <http://secretariat.info.yorku.ca/senate/> for more information.

Membership (Designated):

Dean, Faculty of Health  
Chair, Department of Psychology  
Chair, School of Health Policy & Management  
Chair, School of Kinesiology & Health Science  
Director, School of Nursing

Continuing Senate members (elected):

Mazen Hamadeh, School of Kinesiology and Health Science

Adrienne Perry, Department of Psychology  
Beryl Pilkington, School of Nursing  
Lauren Sergio, School of Kinesiology and Health Science  
Hala Tamim, School of Kinesiology and Health Science  
Peter Tsasis, School of Health Policy and Management

Outgoing Senate member:  
Walter Heinrichs, Department of Psychology

**Nominee for election for Faculty of Health Senator:**  
Christine Till, Department of Psychology

- f) **Senate Sub-Committee on Honourary Degrees and Ceremonials** member (three-year term of office, July 1, 2015 - June 30, 2018)  
See <http://secretariat.info.yorku.ca/senate/sub-committee-on-honorary-degrees-and-ceremonials/> for more information.

Outgoing Senate Sub-Committee on Honourary Degrees and Ceremonials member:  
Jennifer Steeves

**Nominee for election for Senate Sub-Committee on Honourary Degrees and Ceremonials:**  
Shayna Rosenbaum, Department of Psychology

**Report of the  
Curriculum Committee  
to the Faculty of Health Council  
May 2015**

**ITEM FOR ACTION**

**1. Establishment of a Cross-Disciplinary Certificate in Aging in the Faculty of Health**

The Curriculum Committee recommends the proposal for the establishment of the Cross-Disciplinary Certificate in Aging in the Faculty of Health be approved, effective Fall 2016.

**Background/Rationale**



## **Undergraduate Certificate in Aging**

### **1. Introduction**

1.1 Provide a brief statement of the undergraduate certificate being proposed, including category, and indicate the parent program and/or unit in which the undergraduate certificate will be administratively housed.

A Cross-Disciplinary Certificate in Aging is being proposed. We propose that the Deans office administratively house the certificate. Courses that qualify for the certificate and any new courses developed for the certificate should be labeled with the Interdisciplinary Health Studies program code (IHST).

1.2 Comment on the appropriateness and consistency of the undergraduate certificate name with current usage in the discipline or area of study, as appropriate.

“Aging” is an interdisciplinary field integrating content from many areas of study ranging from psychology to public policy. Using the word “Aging” in the name of the certificate makes the program more accessible and understood by a potentially diverse audience and student target group. Typically the word geriatrics invokes a disease model of aging. Gerontology refers to biological, psychological, and social aspects of aging and adult development. However, given the certificate’s focus on health promotion in aging and building on the strengths of the programs offered in the Faculty of Health, we have decided to call it a Certificate in Aging as opposed to a certificate in geriatrics/gerontology.

### **2. General Objectives of the Undergraduate Certificate**

2.1 Provide a brief description of the general objectives of the undergraduate certificate.

This Certificate in Aging brings together courses across different disciplines (Kinesiology and Health Science, Psychology, Sociology, etc.) at the 3000 and 4000 level with the underlying theme of aging. This certificate forms a coherent yet distinctive complement to the major in programs in the Faculty of Health. This undergraduate certificates’ general objectives are to allow students to develop a level of competence and skills that include the following: developing professionalism (e.g., compassion, intuition, empathy, teamwork, ethics) through interpersonal experiences with older adults; promoting positive aging (promoting independence from a person focused perspective), understanding aging from a diverse cultural perspective; advocating on behalf of older adults; contributing to life-long learning by providing education about aging to individuals and families; increasing respite capacity, contributing to supports and resources for caregivers; designing interventions regarding age related concerns; and problem solving on a case-by-case basis.

2.2 Describe how the general objectives of the undergraduate certificate align with University and Faculty missions and academic plans.

This proposal aligns with at least one of the top priority objectives of York’s strategic mandate agreement (SMA) i.e. to focus on quality with sensitivity to the needs of society in the 21<sup>st</sup> century particularly with a health focus. The learning objectives of this certificate are aligned with the overarching Student Success theme in York’s academic plan, i.e., “our undergraduate...students must be provided with the knowledge and skills they need to thrive...in the 21<sup>st</sup> century...”. The knowledge acquired through this certificate is particularly focused on contributing to changing attitudes about aging and working with the aging population to optimize their functioning at home. It also has the potential to align with the

engagement and outreach theme in terms of “bridging theoretical and applied scholarship” in collaboration with local partners particularly if the students do a practicum or research with and for partners in the community.

### 3. Need and Demand

3.1 Comment on similar undergraduate certificates offered at York, with special attention paid to any innovative and distinguishing aspects of the proposed undergraduate certificate.

There is no similar Certificate in Aging offered at York. The proposed certificate is distinct in that it has a health promotion approach to aging as opposed to a medical approach to aging.

This proposal aligns with the Faculty of Health’s mission statement to “keep people healthier, longer, with an emphasis on prevention first, then care when needed” (<http://health.info.yorku.ca/files/2013/02/Final-HH-2012-15-IRP.pdf>). In addition, this proposal aligns with the Faculty’s academic priorities around strategic enrollment management; that is, to sustain and enhance the quality of Health academic programs, and develop and implement innovative programs that tap into education market needs and opportunities. This proposal also builds on a Faculty of Health sponsored “blue sky” curricular development day held in March 2011 where we brought together key stakeholders from York and the community to determine the knowledge, skills, and attitudes required by students while engaged in a curriculum focused on aging. In fact, based on some of the information gleaned from this curriculum development day we created PSYC 3495 Neuroscience of Aging and Cognitive Health in a blended course format. This course was developed and launched by one of our full time faculty members and has been offered since 2012/2013.

This Certificate in Aging is timely for our students at York. It proposes to develop knowledge and skills that address the growing needs of a culturally diverse aging population. Different cultures view older adults and the aging process in a variety of different ways. Cultural factors may influence health seeking behaviors and whether aging is seen as a disease or not (WHO, 2002). Inherent in multiculturalism are a variety of values, attitudes and traditions, all of which should be integrated into educational initiatives (Sokolovsky, 2009). This is our time to fill an educational gap in the GTA focusing on the growing needs of an aging, yet culturally diverse, population within and around York University.

3.2 Provide brief description of the need and demand for the proposed undergraduate certificate, focusing as appropriate on student interest, social need, potential employment opportunities for graduates, and/or needs expressed by professional associations, government agencies or policy bodies.

An environmental scan and a needs assessment were conducted during the 2012-2013 academic year. Using a PEST (political/economic, educational, social/cultural, technological) analysis framework for the information gathered in the environmental scan, there is a demonstrated need for more services to support the aging population and many gaps need to be filled. The synthesis of 8 published reports proposes that we prioritize the following needs for an aging society:

1. Dependable community supports that address age-related changes and alleviate social isolation and depression are needed so that Aging individuals can live in their homes for as long as possible (Canadian Institute for Health Information, 2011a; Sinha, 2013; Walker, 2011).
2. Immediate steps are necessary to promote active and healthy aging, and to combat ageism (Carstairs & Keon, 2009; Sinha, 2013).

3. More economically viable long-term solutions are needed to promote healthy and active aging at home and to reduce the reliance on costly acute care emergency and in-patient services (Sinha, 2013).
4. Supports, resources, and respite care are required for caregivers who experience high rates of burnout (CIHI, 2011a; CIHI, 2010; Sinha, 2013; Walker, 2011).

Several community or CAAT college programs focus on aging in the Greater Toronto Area. The community college programs include: a one-year part-time graduate certificate in Gerontology at Algonquin College, a two-year full-time Gerontology diploma at George Brown College, a two-year distance education Gerontology and Working with the Aged certificate from Mohawk College, a two-year full-time Social Service Worker diploma with a focus in Gerontology from Seneca College, and a two-year full-time Social Service Worker diploma with a focus in Gerontology from Sheridan College. These programs have a hands-on approach to training that typically includes a placement or field component, with the intent of producing students who are able to work with the aging population. Ryerson University has a Certificate in Gerontology through their Chang School of Continuing Education. Extending the boundary for the university scan north to Sudbury and west to Waterloo, we identified three university programs that focus on aging: (1) a three or four-year full or part-time undergraduate degree in Gerontology from Laurentian University, (2) a three or four-year full-time undergraduate degree in Gerontology or Health and Aging from McMaster University, and (3) a four-year undergraduate degree in Health Science with specialization in Gerontology or Aging from the University of Waterloo. These three programs have a greater focus on theory and research as compared to community college certificate/diplomas. Laurentian University offers the only degree through a university that provides a placement component for students to gain practical experience within the field.

A Certificate in Aging as a component of a university degree at York will help build capacity in aging related knowledge and community services that meets the needs and priorities of society. The knowledge acquired through the Certificate in Aging will build an ethos around what it means to age so that our students can incorporate what they learn into any job they hold when they graduate. This will give our students the opportunity to obtain a university degree combined with a Certificate in Aging that could be research informed and theory based, not solely skills oriented.

For the needs assessment, a total of 105 students completed a survey that asked them to respond to questions on the need for a certificate program in aging at York, their interest in such a certificate, and their preferred length and mode of delivery of the certificate. Eighty-two percent of the students identified the need for a certificate/program in aging at York University, 57% expressed interest in pursuing a certificate program in aging, and 60% indicated that they know someone who would be interested in pursuing a certificate program in aging. Seventy-six percent of students preferred a one- or two-year program with a combined online and face-to-face mode of delivery. The majority of students wanted a choice between concurrently completing the certificate with their degree or completing the certificate after they completed their degree.

In addition to the student survey, semi-structured interviews were completed with eight stakeholders including three faculty members at York University, one faculty member at the University of Toronto, and four service providers within the greater Toronto area. After conducting and analyzing interview data, faculty and service providers agree there is a need

for a certificate program in aging at York. They thought a Certificate in Aging could help students to acquire unique skills such as interpersonal skills, intergenerational knowledge, compassion, empathy, patience, and professionalism in order to work with the aging population. They commented on the importance of students not only learning the basic skills that are required to meet the complex needs of aging individuals, but also learning how to provide education to aging individuals and their caregivers. The hospital system is changing and consequently putting more demands on families and community resources. The stakeholders remarked on how the model of care in Canada's long-term health system is shifting from aging in institutions to aging at home with support from caregivers such as family and community care providers. Early discharge from hospitals is becoming the norm, thus placing additional demands on families and community care providers in terms of navigating the system.

Six older adults (59-81 years of age, 3 men, 3 women) took part in a focus group responding to similar questions to what the stakeholders were asked. In addition to the previously mentioned interpersonal skills, the older adults recommended that a person who works with seniors needs to know about cultural differences, have good listening skills, and good communication skills so that they can liaise effectively with health care providers and family members. They also reiterated how important it was to have someone engage with older adults to help them to continue to feel part of society such as helping the senior understand about the trends and advances in technology, nutrition, maintaining mental health, way to express creativity, understanding dementia, etc. The older adults also mentioned that a student who works in this field must know that the needs of the older adult will differ and change depending on where that older adult lies along a continuum of activity (active, less active, inactive).

In sum, society is changing in the way we view aging. Aging gracefully and remaining active is becoming the new focus. This new focus contributes to eradicating ageism in society. This new focus also changes the way aging consumers expect to receive care. Aging individuals are also taking a more active role in the search for health information. To focus on preventative and proactive health care in the home we need to increase the number of skilled service providers who are situated within the community and who visit older adults in their homes prior to a health crisis. The future focus on aging in the home involves training professionals to be able to anticipate the needs of older adults and collaborate with older adults in planning care and navigating the health care system. Service providers indicated that currently workers do not have a broad enough understanding or skill set to support individuals aging at home, or to manage age related degenerative diseases. Service providers also indicated that family/caregivers are struggling to cope and that there are not enough resources to provide essential services. Family/caregivers are isolated and cannot handle the stress associated with the demands of their role. It is vital to increase capacity that includes skilled and knowledgeable workers. Those working with older adults need greater training in assessment and intervention. They also need the ability to research and analyze data on a case-by-case basis to determine the best approaches and solutions. The Canadian population is aging and this population is seeking a more innovative type of service and delivery of that service. We need to help our students to learn about how someone can age with dignity and empowerment. We need to give our students the opportunity to learn about new types of service delivery as the aging population focuses more on aging at home. Ultimately, this is an opportunity for York University in general and the Faculty of Health in particular, to serve the future needs of this anticipated "silver tsunami".

3.3 Comment on the projected in-take into the undergraduate certificate, including the anticipated implementation date (i.e. year and term of initial in-take) and steady-state enrolment.

The projected implementation date would be September 2016. We have designed the certificate in such a way that not all courses offered are required. Students can take advantage of the opportunities available to them in order to fulfill the terms of the certificate. It will be up to them to seek out the research opportunities. For example, a student with a strong research focus could find a faculty member to conduct a research project on an aging topic to help to fulfill the certificate requirements. It is difficult to determine what maximum intake will be like, but given the survey response and interest I would imagine it would be at a minimum 20 students per year.

**4. Curriculum, Structure and Learning Outcomes**

4.1 Describe the undergraduate certificate requirements and associated learning outcomes, including explicit reference to how the certificate curriculum and structure supports achievement of the learning outcomes.

Students pursuing the certificate must complete 24 credits, including:

- HH/PSYC 3490 3.00
- HH/PSYC 3495 3.00
- HH/KINE 3350 3.00
- HH/KINE 4645 3.00

And 12 credits chosen from the following:

- GL/PSYC 3530 6.00
- GL/PSYC 3550 3.00
- GL/PSYC 3555 3.00
- GL/PSYC 4260 3.00/6.00
- HH/PSYC 4000/4001 6.00
- HH/KINE 4100 6.00
- AP/SOCI 3550 6.00
- HH/IHST 4005 6.00

<b>Certificate Program Level outcomes (expected exit competency)</b>	<b>Course expected learning outcome (elaboration of expected exit competency)</b>
Develops professionalism (e.g., compassion, intuition, empathy, teamwork) through interpersonal experience:	Develops Conflict resolution and mediation skills (e.g., professionalism, teamwork, empathy)
Facilitate/promote independence from patient focused perspective	
Reflect on aging issues from a diverse cultural perspective	
Advocates on behalf of older adult	

Use knowledge in response to circumstances:	Describes anatomical and physiological changes with aging
	Defines needs associated with these changes
	Defines and describes dementia and other chronic diseases of aging
	Defines services for patients with dementia
	Describes multiple views of aging (cognitive, physical, functional)
	Describe Elder abuse
	Defines Age-ism/ social attitudes
Provide education about aging to aging individuals and families	
Increases respite capacity for caregivers	
Designs intervention capacity regarding mental health concerns and other age related concerns:	Determines what aging individuals need in order to define preventative and proactive health care
	Develop assessment capacity regarding mental health concerns and other age related concerns
	Identifies how to break down a complex task to simpler tasks
	Navigates and shows others the health care system
Research/analysis to problem solve on a case-by-case basis	

Within the Faculty of Health, between the Department of Psychology and School of Kinesiology and Health Science, there are 12 3000/4000-level course credits that are available to students in the Faculty of Health that contribute to a Certificate in Aging. Outside of the Faculty of Health, Glendon-Psychology offers an additional 12 3000-level aging related course credits that are open to students in Health. Also part of this certificate is a 6 credit course offered in the Department of Sociology (SOC1 3550 6.00 Sociology of Aging) Faculty of Liberal Arts and Professional Studies (see attached note from the Chair of Sociology Philip Walsh). Sociology is open to using the CASing function to allow Faculty of Health students taking the Certificate of Aging to enroll in the sociology course.

The 4000 level 6 credit thesis course (in Kinesiology and Psychology) and the placement course at Glendon (GL 4260 3.00/6.00) could also contribute to achieving the learning outcomes of the program. However, these are more difficult to guarantee access to every interested student in the Faculty of Health as they require faculty members to agree to select the students and work with the students on aging specific topics.

In addition, we are creating and submitting along with this certificate a 6 credit 4000 level course (IHST 4005 6.00 Healthy Aging: Current Trends and Issues) that includes a community service learning experience. IHST 4005 is currently undergoing the Faculty of Health curriculum approval process. IHST 4005 was based on the course outlines from two existing Nursing courses (NURS 3000, 3600) in order to create a course for non-nursing students that would allow those without a nursing background to have the opportunity to attain Aging Certificate outcomes presently achieved through the nursing courses. Therefore, some content and learning outcomes of IHST 4005 overlap with the nursing courses (such as, developing professionalism, resolving conflict resolution and mediation skills, defining ageism, care-giving, providing education about aging, increasing respite capacity, and advocating on behalf of older adults). Keeping in mind NURS 3000 is a 3 credit course with a nursing focus it still overlaps the most in terms of learning outcomes with IHST 4005 (6 credits and from a healthy aging perspective). Because of this overlap in learning outcomes these two courses are considered course credit exclusions such that nursing students who have taken HH/NURS 3000 3.00 cannot get credit for taking the IHST 4005 6.00 course.

In terms of total number of courses with an aging focus offered at the 3000/4000 level, there will be 36 credits including those from Glendon Psychology and Sociology that contribute to achieving the certificate learning outcomes. There are an additional 15-18 credits at the 4000 level comprised of thesis research and/or a practicum placement that a student could also enroll in to achieve the program learning outcomes. Given the minimum standards for a cross-disciplinary certificate are 24 credits, at least 18 of which must be at the 2000-level or above, including 6 credits at the 3000- or 4000-level, there appears to be an ample selection of courses for students to meet these minimum standards.

Please see the attached Excel workbook for the worksheet labeled 'expectations' in order to see how the courses meet the expectations. Note that there might be other aging courses offered by other schools and departments at York that we would be happy to consider and add to this Cross-Disciplinary Certificate in Aging assuming they contribute to achieving the outcomes for the certificate.

4.2 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the certificate learning outcomes.

The opportunity for students in the certificate to achieve specific learning outcomes are made available through different courses. Each course has its own way of measuring achievement of the learning outcomes (see attached for course outlines).

4.3 Provide a list of courses that will be offered in support of the undergraduate certificate. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix. (The list of courses may be organized to reflect the manner in which the courses count towards the program/field requirements, as appropriate; e.g. required versus optional; required from a list of specified courses; specific to certain concentrations, streams or fields within the program, etc.)

Please see attached Excel workbook for the worksheet labeled 'courses'.

4.4 Describe the proposed mode(s) of delivery, including how it/they are appropriate to and effective in supporting the certificate learning outcomes.

There is no plan to change the mode of delivery for existing courses. Currently existing courses are either offered as blended, web-enhanced, or in a face-to-face lecture format.

## 5. Admission Requirements

5.1 Confirm that students engaging in the undergraduate certificate will have been admitted to and registered in an undergraduate program(s), or, for direct-entry undergraduate certificates, describe the admission requirements. For all types, address how the admission requirements are appropriately aligned with the certificate learning outcomes.

Students seeking direct entry to the Certificate in Aging program must submit a written application when applying for admission to the University. Students enrolled in an undergraduate degree program in the Faculty of Health are expected to apply for entry to the Certificate in Aging normally prior to completion of 36 credits of their undergraduate degree program. The applicant must indicate that he/she has completed all of the prerequisite courses in order for them to be eligible for enrolling in the upper 3000/4000-level courses that are a part of this certificate. Students must also submit an application to graduate from the Certificate in Aging. Applications will be obtained from and filed with the academic unit providing oversight for the certificate. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the certificate. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program.

The admission requirement of applying prior to completing 36 credits will ensure that students are made aware of and get academic advising about the appropriate prerequisite courses they need to complete prior to enrolling in the 3000/4000 level courses that are a part of the certificate. These admission requirements ensure that students have completed appropriate prerequisite courses that will prepare them for achieving the upper level learning outcomes that are part of the certificate.

**Residency Requirements:** The University residency requirement for undergraduate certificate programs is 18 credits for certificate programs requiring up to 36 credits, and 50% of the required credits for certificates comprising more than 36 credits. Normally, for undergraduate certificate programs requiring 18 credits or less, all credits are completed at York.

## 6. Resources

**6.1 Faculty resources:** Comment on the expertise of the faculty who will actively participate in delivering the undergraduate certificate, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the undergraduate certificate. Provide a Table of Faculty, as appropriate.

Twenty-two faculty members in the Faculty of Health, 3 at Glendon, 4 in LAPS, 1 in Fine Arts are currently conducting research on Aging topics. Please see attached Excel workbook for the worksheet labeled 'faculty' for a list of these faculty members and their aging related research. The Faculty of Health will ensure the appropriate resources are put in place to implement and sustain the certificate.

**6.2 Laboratory facilities:** As appropriate, identify major equipment that will be available for use by students engaged in the undergraduate certificate.



Students engaged in certain research projects may have access to the fMRI scanner and other equipment available through faculty members' lab.

**6.3 Space:** As appropriate, provide information on the office, laboratory and general research space available that will be available by students engaged in the undergraduate certificate.

Faculty members lab space will be available for those students who enroll in the thesis based courses.

## 7. Support Statements

- from the relevant Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the undergraduate certificate, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the undergraduate certificate
- from the Vice-President Academic and Provost, if new resources are required to implement and sustain the undergraduate certificate. In such cases the Vice-Provost's statement should speak to the adequacy of the planned resources to support the certificate.
- from the University Librarian confirming the adequacy of library holdings and support
- from the University Registrar confirming the implementation schedule and any administrative arrangements
- from the relevant Faculties/units/programs confirming consultation on/support for the proposed undergraduate certificate, as appropriate
- from professional associations, government agencies or policy bodies with respect to the need/demand for the proposed undergraduate certificate, as appropriate

## **CROSS-DISCIPLINARY CERTIFICATE IN AGING**

### **Office of the Dean**

#### **Coordinator:**

**Admission:** students seeking direct entry to the Certificate in Aging program must submit a written application when applying for admission to the University. Students enrolled in an undergraduate degree program in the Faculty of Health are expected to apply for entry to the Certificate in aging normally prior to completion of 36 credits of their undergraduate degree program. The applicant must indicate that he/she has completed all of the prerequisite courses in order for them to be eligible for enrolling in the upper 3000/4000-level courses that are a part of this certificate.

**Graduating with a certificate:** a minimum cumulative grade point average of 4.00 or greater in the courses taken to satisfy certificate requirements. Students must also submit an application to graduate from a certificate program. Applications will be obtained from and filed with the academic unit providing oversight for the certificate. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the certificate. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program.

#### **Required courses (12 credits):**

HH/KINE 3350 3.00  
HH/KINE 4645 3.00  
HH/PSYC 3490 3.00  
HH/PSYC 3495 3.00

#### **A minimum of 12 credits selected from the following courses:**

HH/IHST 4005 6.00  
HH/KINE 4100 6.00  
GL/PSYC 3530 6.00  
GL/PSYC 3550 3.00  
GL/PSYC 3555 3.00  
GL/PSYC 4260 3.00  
GL/PSYC 4260 6.00  
HH/PSYC 4000 6.00  
HH/PSYC 4001 6.00  
AP/SOCI 3550 6.00

<b>Key themes of skills/attributes/abilities defined by stakeholders, 2013, have now been changed to program level outcomes and course specific outcomes</b>		HH/KINE 3350 3.00 - Physical Activity, Health and Aging	HH/KINE 4645 3.00 - Active Living and Ageing	HH/PSYC 3490 3.00 - Adult Development and Aging	HH/PSYC 3495 3.00 - Neuroscience of Aging and Cognitive Health	GL/PSYC 3530 6.00 - Human Neuropsychology	GL/PSYC 3550 3.00 - Psychological Testing and Measurement	GL/PSYC 3555 3.00 - Learning, Behaviour Modification, and Behaviour Management
<b>Certificate Program Level outcomes (expected exit competency)</b>	<b>course expected learning outcome (elaboration of expected exit competency)</b>							
Develops professionalism (e.g., patience, compassion, intuition, empathy, teamwork) through interpersonal experience	Develops Conflict resolution and mediation skills (e.g., professionalism, teamwork, empathy)							
Facilitate/promote independence from patient focused perspective			X			X	X	X
Reflect on aging issues from a diverse cultural perspective			X	X				
Advocates on behalf of older adult								
Use knowledge in response to circumstances	Describes anatomical and physiological changes with aging	X	X	X	X	X		
	Defines needs associated with these changes	X	X	X	X			es+A1
	Defines and describes dementia and other chronic diseases of aging	X	X	X	X	X	X	
	Defines services for patients with dementia	X	X					X

<b>Key themes of skills/attributes/abilities defined by stakeholders, 2013, have now been changed to program level outcomes and course specific outcomes</b>		HH/KINE 3350 3.00 - Physical Activity, Health and Aging	HH/KINE 4645 3.00 - Active Living and Ageing	HH/PSYC 3490 3.00 - Adult Development and Aging	HH/PSYC 3495 3.00 - Neuroscience of Aging and Cognitive Health	GL/PSYC 3530 6.00 - Human Neuropsychology	GL/PSYC 3550 3.00 - Psychological Testing and Measurement	GL/PSYC 3555 3.00 - Learning, Behaviour Modification, and Behaviour Management
<b>Certificate Program Level outcomes (expected exit competency)</b>	<b>course expected learning outcome (elaboration of expected exit competency)</b>							
	Describes multiple views of aging (cognitive, physical, functional)	X	X	X	X			
	Describe Elder abuse	X	X	X				
	Defines Age-ism/ social attitudes	X	X	X				
Provide education about aging to aging individuals and families								
Increases respite capacity for caregivers								X
Designs intervention capacity regarding mental health concerns and other age related concerns	Determines what aging individual needs in order to define preventative and proactive health care	X	X	X	X			
	Develop assessment capacity regarding mental health concerns and other age related concerns	X		X			X	
	Identifies how to breakdown a complex task to simpler tasks							X
	Navigates and shows others the health care system	X						

<b>Key themes of skills/attributes/abilities defined by stakeholders, 2013, have now been changed to program level outcomes and course specific outcomes</b>		HH/KINE 3350 3.00 - Physical Activity, Health and Aging	HH/KINE 4645 3.00 - Active Living and Ageing	HH/PSYC 3490 3.00 - Adult Development and Aging	HH/PSYC 3495 3.00 - Neuroscience of Aging and Cognitive Health	GL/PSYC 3530 6.00 - Human Neuropsychology	GL/PSYC 3550 3.00 - Psychological Testing and Measurement	GL/PSYC 3555 3.00 - Learning, Behaviour Modification, and Behaviour Management
<b>Certificate Program Level outcomes (expected exit competency)</b>	<b>course expected learning outcome (elaboration of expected exit competency)</b>							
Research/analysis to problem solve on a case-by-case basis						X	X	X

<b>Key themes of skills/attributes/abilities defined by stakeholders, 2013, have now been changed to program level outcomes and course specific outcomes</b>		PSYC 4000/4001, KINE 4100 (Aging related Honours Thesis Research Project)	GL/PSYC 4260 3.00/6.00 Applied Research Practicum		HH/NURS 3000 3.00 - Trends and Contemporary issues for the Aging Adult in the Canada	HH/NURS 3600 3.00 - Patterns in the Health Experience of Older Persons	AP/SOCI 3550 6.00 Sociology of Aging	HH/IHST 4XXX 6.00 Health Aging: Current Trends and Issues
<b>Certificate Program Level outcomes (expected exit competency)</b>	<b>course expected learning outcome (elaboration of expected exit competency)</b>		Requires permission of Glendon Psyc		Only available to BSCN students	Only available to BSCN students		Only available to students in the Certificate in Aging
Develops professionalism (e.g., patience, compassion, intuition, empathy, teamwork) through interpersonal experience	Develops Conflict resolution and mediation skills (e.g., professionalism, teamwork, empathy)		X				X	X
Facilitate/promote independence from patient focused perspective							X	X
Reflect on aging issues from a diverse cultural perspective					X	X	X	X
Advocates on behalf of older adult					X	X	X	X
Use knowledge in response to circumstances	Describes anatomical and physiological changes with aging					X	X	
	Defines needs associated with these changes					X	X	
	Defines and describes dementia and other chronic diseases of aging					X	X	
	Defines services for patients with dementia		X			X	X	

Key themes of skills/attributes/abilities defined by stakeholders, 2013, have now been changed to program level outcomes and course specific outcomes		PSYC 4000/4001, KINE 4100 (Aging related Honours Thesis Research Project)	GL/PSYC 4260 3.00/6.00 Applied Research Practicum		HH/NURS 3000 3.00 - Trends and Contemporary issues for the Aging Adult in the Canada	HH/NURS 3600 3.00 - Patterns in the Health Experience of Older Persons	AP/SOCI 3550 6.00 Sociology of Aging	HH/IHST 4XXX 6.00 Health Aging: Current Trends and Issues
Certificate Program Level outcomes (expected exit competency)	course expected learning outcome (elaboration of expected exit competency)		Requires permission of Glendon Psyc		Only available to BSCN students	Only available to BSCN students		Only available to students in the Certificate in Aging
	Describes multiple views of aging (cognitive, physical, functional)					X	X	
	Describe Elder abuse				X	X	X	X
	Defines Age-ism/ social attitudes				X	X	X	X
Provide education about aging to aging individuals and families			X		X	X	X	
Increases respite capacity for caregivers						X		X
Designs intervention capacity regarding mental health concerns and other age related concerns	Determines what aging individual needs in order to define preventative and proactive health care					X		X
	Develop assessment capacity regarding mental health concerns and other age related concerns							
	Identifies how to breakdown a complex task to simpler tasks					X		X
	Navigates and shows others the health care system				X	X		

Key themes of skills/attributes/abilities defined by stakeholders, 2013, have now been changed to program level outcomes and course specific outcomes		PSYC 4000/4001, KINE 4100 (Aging related Honours Thesis Research Project)	GL/PSYC 4260 3.00/6.00 Applied Research Practicum		HH/NURS 3000 3.00 - Trends and Contemporary issues for the Aging Adult in the Canada	HH/NURS 3600 3.00 - Patterns in the Health Experience of Older Persons	AP/SOCI 3550 6.00 Sociology of Aging	HH/IHST 4XXX 6.00 Health Aging: Current Trends and Issues
Certificate Program Level outcomes (expected exit competency)	course expected learning outcome (elaboration of expected exit competency)		Requires permission of Glendon Psyc		Only available to BSCN students	Only available to BSCN students		Only available to students in the Certificate in Aging
Research/analysis to problem solve on a case-by-case basis		X	X					





Course Code	Credit Value	Name	Short Course Description	CCE or Cross listing(s)?	Unit responsible for the course?	Existing or new course?	Required vs. Optional for Certificate in Aging	Specific to certain programs?	Frequency of Offering	Faculty member who teaches this course
GL/PSYC 3530	6.00	Human Neuropsychology	Neuropsychology is concerned with the behavioural expression of brain dysfunction. This course will review the major neuropsychological disorders associated with brain dysfunction and the mechanisms underlying these deficits. Recovery and advances in assessment, diagnosis, and treatment will also be discussed.	None	Glendon - Psychology	Existing	Optional		yearly	Contract faculty (Guy Proulx)
GL/PSYC 3550	3.00	Psychological Testing and Measurement	Theoretical and practical aspects of testing and measurement are treated, with particular attention being given to the principles and problems of measurement in the areas of personality, social psychology and psychopathology.	HH/PSYC 3090 3.00	Glendon - Psychology	Existing	Optional		yearly	Contract faculty (Larry Leach)
GL/PSYC 3555	3.00	Learning, Behaviour Modification, and Behaviour Management	This course will examine fundamentals in learning and behaviour modification, with an emphasis on the application of behavioural principles in a clinical setting. Topics include classical and operant conditioning, reinforcement stimulus and environmental control, self-monitoring, and behavioural intervention geared to people who suffer from various cognitive disorders.	None	Glendon - Psychology	Existing	Optional		yearly	Contract faculty (Geneviève Quitin)

Course Code	Credit Value	Name	Short Course Description	CCE or Cross listing(s)?	Unit responsible for the course?	Existing or new course?	Required vs. Optional for Certificate in Aging	Specific to certain programs?	Frequency of Offering	Faculty member who teaches this course
GL/PSYC 4260	3.00/6.00	Applied Research Practicum (through Glendon)	This course affords the opportunity for students to conduct "hands on" practical research. Students will be engaged in thinking about designing, executing, analyzing, and interpreting the results of research projects carried out in applied settings.	None	Glendon - Psychology	Existing	Optional	Glendon only students	yearly	Co-coordinated by two Glendon full-time faculty members (Tim Moore and Anne Russon). Each student also has their own supervisor
HH/PSYC 4000/4001	6.00	Honours Thesis Research Project (Aging topic)	Students carry out an individual piece of psychological research in consultation with a thesis supervisor and write a thesis.	HH/PSYC 4170, GL/PSYC 4000	PSYC (including Glendon)	Existing	Optional		yearly	Each student has their own thesis supervisor
HH/KINE 4100	6.00	Honours Thesis Research Project (Aging topic)	Students complete a thesis involving empirical research. Students arrange for supervision by a faculty member in the School of Kinesiology and Health Science.	None	KINE	Existing	Optional		yearly	Each student has their own thesis supervisor
HH/NURS 3000	3.00	Trends and Contemporary issues for the Aging Adult in the Canada	Presents aging as a normal part of the life cycle and explores topics that demonstrate quality of life at every age. Examines current trends and issues for the aging adult in Canada with a nursing focus. Explore current topics such as ageism, sexuality, technology, abuse, care giving, mental wellness, cross-cultural issues and the positive contributions of older adults	None	Nursing	Existing	Optional	open to BScN students only	Offered in the year opposite to NURS 3600	Malini Persaud

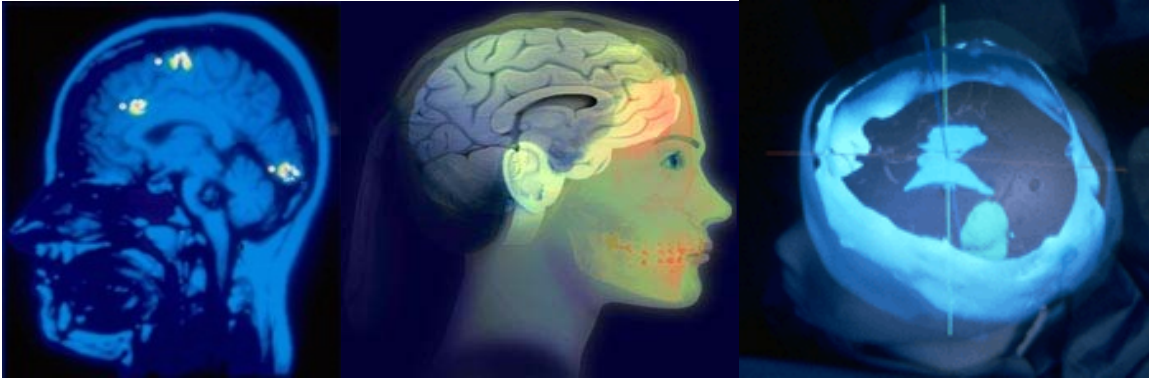
Course Code	Credit Value	Name	Short Course Description	CCE or Cross listing(s)?	Unit responsible for the course?	Existing or new course?	Required vs. Optional for Certificate in Aging	Specific to certain programs?	Frequency of Offering	Faculty member who teaches this course
HH/NURS 3600	3.00	Patterns in the Health Experience of Older Persons	Explores theories and practices related to health experiences of older persons. Students will examine their construction of nursing praxis in a variety of social environments by engaging in relationships with older persons through a variety of modalities.	None	Nursing	Existing	Optional	open to BScN students only	Offered in the Year opposite NURS 3000	Malini Persaud
AP/SOCI 3550	6.00	Sociology of Aging	This course examines interpersonal, cultural, demographic and political aspects of aging and retirement. Gender, class and other major factors are discussed, along with familial, government and self-help responses to seniors' needs.	AP/HREQ 3550 3.00 (prior to Fall 2013), AP/HREQ 3550 6.00 (prior to Summer 2013), AP/SOCI 3560 3.00 (prior to Fall 2013).	Faculty of Liberal Arts and Professional Studies, Department of Sociology	Existing	Optional		Yearly	CLA Suzanne Cook
HH/IHST 4XXX	6.00	Healthy Aging: Current Trends and Issues	Develops knowledge, skills and experience regarding healthy aging and current trends and issues in optimizing the aging process. Within a community setting, students engage in community service learning where they apply the concepts, methods and theories for aging optimally.	HH/NURS 3000	IHST	New	Optional		Yearly	Suzanne Cook, Susan Murtha, Gary Turner

Name (first, last)	Faculty	Aging Related Research
Joe Baker	Health	Motor and cognitive skill maintenance with age. Masters athletes. Physical activity and successful aging. Aging stereotypes and ageism effects on health and functioning.
Ellen Bialystok	Health	Cognitive aging. Bilingualism and dementia. Cognitive reserve.
Tamara Daly	Health	Quality working and living conditions in long term care. International comparative long-term care research.
Mary Fox	Health	Health survey development and testing for older populations. Bedrest and activity. Intervention, design, and evaluation. The Acute Care for Elders (ACE) model/health services research with a focus on acute care services Function focused care.
William Gage	Health	Biomechanics, neuromuscular control of movement, postural control, balance and locomotion, falls in the elderly, stroke rehabilitation, osteoarthritis, knee joint replacement.
Lucia Gagliese	Health	Pain, cancer. palliative care and aging. Health education for older people.
David Hood	Health	Biological aspects of aging muscle.
Jennifer Kuk	Health	Aging related changes in the relationship between physical activity, obesity diet and health using epidemiological methods.
Christina Jonas Simpson	Health	Academic lead for the Bitove Wellness Academy which is an arts-based wellness program informed by research providing engaging programming for participants with memory loss, the Wellness Academy also provides activities for family members to share and support each other.
Gail Mitchell	Health	Quality of life. Stigma, and dementia. Person-centred dementia care. Knowledge Mobilization through the Arts (drama) about living with dementia). Evaluating person-centred dementia care. Fostering a culture of possibility in dementia care.
Susan Murtha	Health	Keeping older adults living independently longer through activity (targetting cognitive activity). Attention & working memory changes with age.
Malini Persaud	Health	Qualitative research focused on positive affect and persons living with advanced dementia of the Alzheimer type
Jill Rich	Health	Associative memory abilities in normal aging and other aspects of cognitive neuropsychology of aging, particularly memory processing. Cognitive effects of chemotherapy and cancer-related cognitive dysfunction in women, particularly among breast cancer survivors. One focus of this research is on the role of hormonal changes in cognitive changes among postmenopausal cancer patients. Emotional regulation via cognitive reappraisal in relation to cognitive control abilities in healthy older adults.
Ellen Schraa	Health	Costs reported and the meta-analysis on the effectiveness of acute geriatric unit care using ACE components.
Anthony Scime	Health	Studying the molecular and cellular basis of stem cells in muscle that become deficient during the aging process.
Mina Singh	Health	

Name (first, last)	Faculty	Aging Related Research
W. Dale Stevens	Health	Cognitive aging and the brain primarily using neuroimaging (e.g., MRI) to investigate age-related neurocognitive changes in older adulthood.
Hala Tamim	Health	Effects of Tai Chi on mental and physical health of older adults. Evaluation of physical activity programs. Adherence and sustainability to physical activity programs among older adults
Gary Turner	Health	Cognitive neuroscience of aging. Neural markers of age-related cognitive decline. Neuroscience of aging and cognitive health.
Fran Wilkinson	Health	Vision and healthy aging (past work on higher level visual functions; future work more likely to be more qualitative and to address issues around universal design, especially as related to lighting; also lighting and circadian issues as related to health)
Melody Wiseheart	Health	Learning and memory (spacing effect). Executive function and processing speed
Guy Proulx	Glendon	Applied research in clinical assessments and treatment programs.
Josee Rivest	Glendon	Cognitive evaluation and intervention for adults who suffered brain damage to the visuo-perceptual system. Attention and mild cognitive impairment; topographic disorientation intervention; intervention for left-side neglect; recognition of faces and objects.
Gerald Young	Glendon	Neo-Piagetian cognitive development throughout the age span.
Norma Sue Fisher-Stitt	Fine Arts	Dance with older adults: physical, psychological and cognitive benefits. Dance with special populations.
Pat Armstrong	LAPS	Reimagining long-term residential care: An international study in promising practices.
Suzanne Cook	LAPS	Reinvention and renewal in later life. The new retirement. Later life growth, development, health and well-being. Lifelong learning. Intergenerational learning and mentoring. Civic engagement, volunteerism and community health.
Barbara Crow	LAPS	Ageing, communication, mobility and media.
Thomas Klassen	LAPS	Retirement in Canada. Income security for older people, especially pensions.

# Human Neuropsychology

## PSYC 3530



**Prof: Dr. Guy Proulx**

**Tuesday – 9:00 am – 12:00 pm**

**Room: A 204**

**Office Hours: before class 8:00 am – 9:00 am (YH 123)  
or by appointment**

**Tel.: 416-736-2100 #88151**

**E-mail: [groulx@glendon.yorku.ca](mailto:groulx@glendon.yorku.ca)**

**Website: <http://moodle2014.glendon.yorku.ca>**

**Log in: Passport York (your username & password)**

### **Prerequisites:**

**PSY 2510 (Introduction to Psychology)**

**PSY 3670 (Psychobiology)**

### **Required text:**

**Kolb, B., Whiskaw, I.Q. (2009) Fundamentals of human neuropsychology (6<sup>th</sup> edition) Worth Publishers, New York.**

### **Recommended readings (on library reserve):**

**Banish, M.T. (2011). Cognitive neuroscience (3<sup>rd</sup> edition). Wadsworth, U.S..**

**Darby, D., Walsh, K. (2005). Neuropsychology a clinical approach (5<sup>th</sup> edition). Churchill Livingstone, Toronto.**

**Elias, L.J., Saucier, D.M. (2006) Neuropsychology: Clinical and Experimental Foundations. Pearson, Toronto.**

**Lezak, Muriel D., Howieson, Diane, B., Loring, David W. (2004). Neuropsychological Assessment (4<sup>th</sup> edition). Oxford University Press, New York.**

## **Course Overview**

**Neuropsychology is concerned with the behavioural expression of brain dysfunction.**

**Much of what we know about the relationships between brain and behaviour comes from experiments of nature where a stroke or other damage to the brain produces changes in a person's behaviour. The goal of this course is for students to get a sense of the excitement and the significant increase in knowledge that has been gained in recent years about brain-behaviour functions.**

**This course will review the major neuropsychological disorders associated with brain dysfunction. We will cover the classical signs and symptoms associated with major disorders such as aphasia, agraphia, alexia, amnesia, apraxia, agnosia, emotional and visuospatial disorders, callosal syndromes, neglect, executive disorders and dementia. Brain mechanisms underlying these deficits will be an important focus. We will also discuss recovery and advances in assessment, diagnosis, and treatment of neuropsychological disorders.**

**Students will be exposed to various case studies and gain insight through class participation on how they relate to both the cognitive and neurological aspects.**

## **Class participation**

**This course is a group effort to understand issues and generate ideas in an exciting area of study. Your contributions and responses to others will influence the tone, direction, and success of the group. This is your time to think and talk to others about brain-behaviour relationships. Preparing in advance shows respect for the time of your colleagues and maximizes everyone's learning. All students are expected to read text assignments prior to class meeting and to contribute to class discussions.**

## **Missed Exam Policy**

**Students who miss an exam will have their grade prorated over the oral presentation, synopsis and other exams. This prorating option will NOT be granted unless the instructor receives appropriate documentation, such as a signed medical certificate within one week of the missed exam.**



## Evaluation

**TESTS: (60%)**  
Two tests per semester will be given. Tests will include multiple choices, short answers and essay questions.

**Quizzes: (20 %)**  
Four quizzes of 5% each will be given (2 per semester).

**Presentation: (10%)**  
Students are required to give a class presentation on an important “hot” topic. The chosen topic might be related to a case study. Each presentation will last approximately 20 minutes including discussion and questions. Guidance on how to make an effective oral presentation will be offered by the professor.

**Synopsis: (10%)**  
Overview of a major neurobehavioural disorder. The goal is to survey the selected disorder to cover issues including a description of the disorder; its symptoms; who is susceptible; how it is assessed and diagnosed; how it is treated from a neuropsychological perspective. The synopsis should not exceed four double-spaced pages. The synopsis must be on a different topic than the one chosen for class presentation. A list of possible topics is included in the syllabus.

### List of possible topics for synopsis paper

#### *Neuropsychological Impairments*

#### *Neuropathology*

<b>Agnosias (visual object agnosia, prosopagnosia)</b>	<b>Basal ganglion disorders (Parkinson’s disease)</b>
<b>Amnesia and memory impairments</b>	<b>Benign tumours (meningioma)</b>
<b>Aphasia and language disorders</b>	<b>Cerebrovascular accidents (CVAs): Intracerebral hematoma</b>
<b>Apraxia</b>	<b>Coma</b>
<b>Diffuse brain-damage impairments</b>	<b>Dementias (Vascular, Frontal-Temporal, Lewy body, Huntington’s, Alzheimer’s)</b>
<b>Disconnection syndromes</b>	<b>Demyelination (Multiple sclerosis)</b>
<b>Focal brain damage impairments</b>	<b>Epilepsy</b>
<b>Frontal-lobe (executive) syndromes</b>	<b>Genetic disorders (Huntington’s disease)</b>
<b>Gerstmann’s syndrome</b>	<b>Infarctions</b>
<b>Postconcussion syndrome</b>	<b>Korsakoff’s syndrome</b>
<b>Hemineglect (unilateral inattention)</b>	<b>Malignant tumours (metastatic carcinomas, glioma, astrocytoma)</b>
<b>Hemispherectomy</b>	<b>Motor disorders</b>
<b>Left-hemispheric disorders</b>	<b>Neurosurgical lesions</b>
<b>Organic solvent neurotoxicity impairments</b>	<b>Neurotoxicity, hydrocephalus</b>
<b>Right-hemispheric disorders</b>	<b>Traumatic (closed) brain injury</b>
<b>Split-brain syndrome (commissurotomy)</b>	<b>MCI (mild cognitive impairment)</b>

**List of possible topics for class presentation**

**The Creative Brain**

**Magnetic Stimulation Therapy**

**Freud, Neuroscience, and the Brain**

**The Neurobiology of the Self**

**How the Brain Creates the Mind**

**The New Science of Mind**

**Visual Perception and Consciousness**

**The Cerebellum and Cognition**

**Sign Language in the Brain**

**Gene Mutation Therapy**

**How to Fix a Broken Brain**

**Genetic Testing and Neuroimaging of Psychiatric Illness**

**The Addicted Brain**

**New Theories of Schizophrenia**

**The Link between Cognition and Emotion**

**Psychotherapy for Depression**

**The Evolution of Computer Intelligence**

**Brain-Machine Interfaces or Neuroprostheses**

**Brain-Computer Interfaces or Mental Command**

**Neuromorphic Microchips**

**Memory and Cognition Medication**

**Protecting the Brain from Stroke**

**Pain and the Brain**

**Ethics, Morality, and the Brain**

**The Biological Basis of Obsessive-Compulsive Disorder**

**Sleeping, Consciousness, and Sleepwalking**

**Neuroimaging of Autism**

**Drug Treatment of Post-Traumatic Stress Disorder**

**Aesthetics, Art, and Brain**

**The Neuroimaging of Drug Development**

**The Neurobiology of Happiness**

**Healing the Comatose Brain**

### Lecture Dates and Topics

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENT</b>
Sept. 9	Introduction and Overview	Chapters 1 & 2
Sept. 16	Functional Neuroanatomy	Chapters 3 & 4
Sept. 23	Elements of Neurology	Chapters 5,6 & 7
Sept. 30	<b>QUIZ #1;</b> Organization of the Sensory Systems	Chapter 8
Oct. 7	<i>Organization of the Motor Systems</i>	Chapter 9
Oct. 14	Principles of Neocortical Function	Chapter 10
Oct. 21	<b><u>TEST #1 (2 hours)</u></b> Cerebral Asymmetry	Chapter 11
Oct. 28	Variations in Cerebral Asymmetry	Chapter 12
Nov. 4	<b>QUIZ #2;</b> The Occipital Lobes	Chapter 13
Nov. 11	The Parietal Lobes	Chapter 14
Nov. 18	The Temporal Lobes	Chapter 15
Nov. 25	The Frontal Lobes <b>HAND IN SYNOPSIS</b>	Chapter 16
<b>Dec. 9-22</b>	<b><u>TEST #2 (2 hours)</u></b>	
Jan. 6	Disconnection Syndromes	Chapter 17
Jan. 13	Memory <b>CLASS PRESENTATIONS BEGIN</b>	Chapter 18
Jan. 20	The Origins of Language	Chapter 19
Jan. 27	Emotion	Chapter 20
Feb 3	<b>QUIZ #3;</b> Spatial Behaviour Attention, Mental Images, and Consciousness	Chapter 21 Chapter 22
Feb.10	Brain Development and Plasticity	Chapter 23
<b>Feb. 14-20</b>	<b><u>NO CLASS (READING WEEK)</u></b>	
Feb. 24	<b><u>TEST #3 (2 hours)</u></b>	
Mar. 3	Developmental Disorders	Chapter 24
Mar.10	Plasticity, Recovery, and Rehabilitation of the Adult Brain	Chapter 25
Mar.17	<b>QUIZ #4;</b> Neurological Disorders	Chapter 26
Mar.24	Psychiatric and Related Disorders	Chapter 27
Mar.31	Neuropsychological Assessment	Chapter 28
Apr. 8-24	<b><u>TEST #4 (2 hours)</u></b>	

## Psychological Testing and Measurement PSYC 3550

Department of Psychology  
Glendon College  
Winter 2015

**Course Coordinator:** Dr. Guy Proulx

**Course Director:** Dr. Larry Leach; [psyleala@gmail.com](mailto:psyleala@gmail.com)

**Office Hours:** One hour after class or by appointment; A007

**Class Time and Location:** Thursday, 12:00 – 3:00; YHA302

**Course Website:** <https://moodle.glendon.yorku.ca/theme/glendon/layout/login.php>  
Passport York Username; Password

**Course prerequisites:** Introductory Psychology (GL PSYC 2510 6.00 or equivalent), AND  
Introductory Statistics (GL PSYC 2530 3.00 or equivalent)

**Course credit exclusion:** HH/PSYC 3090 3.00.

**Learning objectives:** At the completion of this course you will be able to do the following:

1. Identify the steps necessary to develop a reliable and valid psychological test
2. Critically appraise the reliability and validity of psychological tests
3. Administer, score and interpret a standardized test of intelligence, and cognition.
4. Identify appropriate, standardized tests for assessment of intellectual, cognitive and neuropsychological functioning, personality, and academic achievement.

### Required Texts

Cohen, R. J., Swerdlik, M. E. & Sturman, E.D. (2013). *Psychological Testing and Measurement: An Introduction to Tests and Measurement*; 8<sup>th</sup> ed. Boston: McGraw-Hill.

Evaluation	Date	Content	Weight
Exam 1	29-JAN-15	Chaps. 1 - 8	25%
Exam 2	05-MAR-15	Chap 9, 10, 15	25%
Test Administration/ Scoring and Interpretation	06-APR-15	Administer and score a standardized psychological test and write a summary of findings	25%
Exam 3 (Final Exam)	TBA	Chaps. 11, 12, 13	25%

**Exam format:** Exams will include multiple choice, short answer and essay questions.

**Missed Exam Policy:** Make-up for missed exams will not be granted unless the instructor receives appropriate documentation such as a signed medical certificate or college registrar's note within one week of the missed exam.

**Assignment Submission:** Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment.

**Testing Administration and Scoring Assignment:** Each student is to administer and score one of the following tests to another student. You will pair up with another student and one administers one of the tests and the other administers a different test.

- Wechsler Adult Intelligence Scale-III (WAIS-IV)
- Kaplan-Baycrest Neurocognitive Assessment (KBNA)

The testing will be performed on the day designated in the calendar below. The test will be scored and a report of the findings will be prepared. The report will include a description of the test results (in terms of standardized scores) and an interpretation of the scores. The report is due on the day of the final exam but may be turned in before that date.

**Lateness Penalty:** Testing reports received later than the due date will be penalized by ½ (one-half) grade point per day that the assignment is late. Exceptions to the lateness penalty for valid reasons such as illness,

compassionate grounds, etc., may be granted by the Course Instructor but will require supporting documentation (e.g., a doctor's letter).

**Grading:** The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) For a full description of York grading system see the York University Undergraduate Calendar - [http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04\\_5\\_acadinfo.pdf](http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04_5_acadinfo.pdf))

**PSYC 3550 Calendar**

<b>Week (Date)</b>	<b>Topic</b>	<b>Chapter(s)</b>	<b>Lecturer(s)</b>
1 08-JAN-15	Introduction - Testing & Assessment History of Assessment	1, 2	L. Leach
2 15-JAN-15	Science of measurement-1	3, 4, 5	L. Leach
3 22-JAN-15	Science of measurement-2	6, 7, 8	L. Leach
4 29-JAN-15	Exam 1 Chaps. 1 - 8 Intelligence - Theory	9	L. Leach
5 05-FEB-15	Intelligence - Testing Intelligence Test Administration	10	L. Leach
6 12-FEB-15	Neuropsychological Assessment –1 KBNA Administration	15	L. Leach
7 19-FEB-15	Reading Week – No class ☺		
8 26-FEB-15	Neuropsychological Assessment - 2 Test Administration	15	L. Leach
9 05-MAR-15	Exam – 2 Chap 9, 10, 15 Test Administration		L. Leach
06-MAR-15	Last day to drop courses without receiving a grade		
10 12-MAR-15	Educational Assessment Test Administration	11	L. Leach
11 19-MAR-15	Testing Sessions		J. Rivest & L. Leach
12 26-MAR-15	Testing Sessions		J. Rivest & L. Leach
13 02-APR-15	Personality Assessment; Report Writing; test scoring	12, 13	L. Leach
14 06-APR-15	Last date to submit Winter term work		
15 TBA	Exam 3 Chaps 11,12, 13 and <u>Assessment Report</u> : Date/Time: TBA Location: TBA		L. Leach

All students are expected to familiarize themselves with the following information, available at: <http://www.yorku.ca/secretariat/senate/committees/ascp/documents/CourseInformationForStudentsAugust2012.pdf>

- York's Academic Honesty Policy and Procedures/Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

**GLENDON CAMPUS, YORK UNIVERSITY  
DEPARTMENT OF PSYCHOLOGY**

**Course:** GL-PSYC3555: Learning, Behaviour Modification, and Behaviour Management

**Course Webpage:** All presentations and documents relevant to the course will be made available on Moodle.

**Term:** Fall 2014

**Prerequisite / Co-requisite:** GL/PSYC 2510 6.00, GL/PSYC 2520 3.00 and GL/PSYC 2530 3.00

**Course Instructor**

Geneviève Quintin, M.A.

(416) 736-2100 x 88523

[gquintin@glendon.yorku.ca](mailto:gquintin@glendon.yorku.ca) or [gquintin@gmail.com](mailto:gquintin@gmail.com)

Office hours: Wednesdays, 12:30-2pm, York Hall 163B. If you need to meet with me at another moment, please talk to me after class or send an email to make an appointment.

**Time and Location:** Mondays, 12-3pm, YH A304

**Course Description**

Behaviour modification is the systematic application of learning principles and techniques to assess and improve behaviours in order to enhance functioning. It involves identifying the functional relationship between the environment and a particular behaviour in order to understand the reasons for behaviour, and then developing and implementing procedures to help people modify or change their behaviour. This course will examine fundamentals of learning and behaviour modification, with an emphasis on the application of behavioural principles (self-management project). Topics include classical and operant conditioning, reinforcement and punishment, stimulus discrimination, functional analysis, and clinical application of behavioural interventions to people who suffer from various cognitive disorders. The weekly class format will involve lecture and discussion, as well as in-class exercises to support mastery of the material. There will be invited guest lecturers with clinical expertise in behaviour modification and management. Both the required readings from the textbook and the class lectures are central to the course.

At the completion of the course, students will be able to do the following:

1. Articulate the principles of operant and respondent (classical) conditioning procedures.
2. Articulate the principles of effective behaviour management.
3. Generate and implement a plan to apply behaviour modification principles to an identified goal and evaluate the outcome of this.

4. Apply these principles to the treatment of clinical disorders and management of the behavioural and cognitive consequences of brain dysfunction.

**Course Reading :**

There is a mandatory textbook to support topics discussed in class and elaborate on them.

Martin, G. & Pear, J. (2015). *Behavior modification : What it is and how to do it* (10th ed). New Jersey: Prentice Hall.

**Evaluation:**

Your final grade will be based on the following components :

In-class group work (4 activities throughout the term): 15%

Written assignment (due December 1st): 25%


Midterm Examination (October 27) : 30%

Final Examination (During the December examination period): 30%

Examinations will contain both multiple choice questions and short-answer questions.

*No supplementary coursework will be given to obtain additional marks.*

**Course Topics :**

Date	Topic	Chapters to Read
September 8	Introduction & the history of behaviour modification	1, 2 & 29
September 15	Positive reinforcement to increase the frequency of behaviours	4 & 5
September 22	Schedules of reinforcement & decreasing the frequency of a behaviour	6, 8 & 9
September 29	Controlling behaviours or developing new ones	7, 10 & 11
October 6	Punishments & negative reinforcement	12, 13 & 14
October 13	No class- Thanksgiving 	
October 20	Operant conditioning vs. classical conditioning	3, 15 & 16
October 27	Midterm Exam	
November 3	Controlling antecedents to modify behaviour; behavioural assessment	17, 18, 19 & 20
November 10	Data gathering to evaluate problematic behaviour and find its causes	21 & 22
November 17	Guest lecturer Dr. Guy Proulx on clinical interventions	23 & 24
November 24	Developing programs to modify behaviour	25 & 26
December 1st	Cognitive behaviour therapy & other clinical applications; Ethical issues	27, 28 & 30

## **Grading, Assignment Submission, Lateness Penalties and Missed Tests**

*Grading:* The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) (For a full description of York grading system see the York University Undergraduate Calendar - [http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04\\_5\\_acadinfo.pdf](http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04_5_acadinfo.pdf))

Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option, see Alternative Grading Option in the Glendon section of the Undergraduate Calendar:

*Assignment Submission:* Proper academic performance depends on students doing their work not only well, but within the time frame specified. Accordingly, assignments for this course must be received on the due date noted for the assignment. Assignments are to be submitted to the course instructor in class in hard copy or through a submission link that will be made available on Moodle. If a student submits his/her assignment through Moodle, he/she will receive an email from the instructor within 48 hours of submission acknowledging that she has received a properly functioning electronic copy of the work. **If the student does not receive such acknowledgement, it is THE STUDENT'S responsibility to communicate with the instructor to make sure she has a copy of your work; otherwise, penalties for lateness (or a grade of zero in case of complete failure to submit the assignment) will apply.** Alternatively, assignments may be submitted in the drop box in room YH164. Any material found in the drop box after 5:00 pm will be dated the next day's date.

*Lateness Penalty:* Assignments received later than the due date will be penalized by 5% per day for each day late. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor's letter). Students are encouraged to discuss with the course instructor ahead of time if they anticipate a specific difficulty in completing work in a timely fashion.

*Missed Tests or In-Class Activities:* **It is THE STUDENT'S responsibility to inform the instructor (via email or telephone) within 48 hours** if he/she is unable to write a test or activity. Students with a documented reason for missing a course test or activity, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter, obituary notice, automobile accident reports, airline/train/bus tickets/receipt for emergency travel (with date of booking on ticket), etc,..) may request accommodation from the Course Instructor. For the midterm examination, a make-up test will be held on Monday, November 3<sup>rd</sup>. For missed in-class group work, accommodations will be made on a case-by-case basis. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

### **ADDITIONAL INFORMATION:**

*Course Time:* We will start around 12:05 pm each Monday. In the event that you are



running late on a particular day, please try to come into class quietly. We will take a 15-minute break around 1:25 pm.

*Class Environment:* I envision a lecture approach that is respectful of everyone's desire to learn; to me, this means that while I am talking, there will not be conversations occurring among students. Likewise, when you are asking me a question, I will listen carefully to your thoughts and do my best to address your inquiry. In addition, please turn off/use vibration mode for cell phones and refrain from texting during lectures. Thank you in advance for helping to foster a productive and rewarding class environment for all.

### **IMPORTANT COURSE INFORMATION FOR STUDENTS:**

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents)

[http://www.yorku.ca/secretariat/senate\\_cte\\_main\\_pages/ccas.htm](http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm)

- York's Academic Honesty Policy and Procedures/Academic Integrity Website: <http://www.yorku.ca/academicintegrity/students/index.htm>
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

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**YORK UNIVERSITY  
FACULTY OF HEALTH  
DEPARTMENT OF PSYCHOLOGY**

**Course:** HH/SC PSYC 3490 3.0 A – Adult Development and Aging**Term:** Fall 2014**Course Webpage:** moodle.yorku.ca**Time and Location:** Lectures Wednesday 14:30 – 17:30**Location:** CLH A**Course Instructor:** Heather Jenkin**Office:** 254 BS**Tel:** (416) 736 2100 x 22542**Email:** [hjenkin@yorku.ca](mailto:hjenkin@yorku.ca)**Office hours:** Thursday 12:30 - 1:30 or by appointment

**Email etiquette:** Always put **PSYC3490A** in Subject header, include your full name and student number in the body of the message. If emails are sent during my office hours I will endeavour to reply within the office hour, otherwise Monday through Friday I will endeavour to reply with in 24 hours. Please note any email sent on the weekend may be answered on Monday.

**Teaching Assistant:** Information will be posted on moodle**Secretary:** Ms. Barbara Thurston [bthurst@yorku.ca](mailto:bthurst@yorku.ca)**283 BS****Prerequisite:** PSYC 1010 6.00 or AK/PSYC 2410 6.0 with a minimum grade of C when used as a prerequisite.**Course Credit Exclusion:** GL/PSYC 3310 3.00.**Text:** Cavanaugh, J. C., Blanchard-Fields, F. and Norris, J. E. (2008) Adult Development and Aging (1st Canadian Edition) Nelson Education: Toronto ON Canada**Organization of the Course** - The course involves formal lectures by the instructor on topics outlined below in the reading schedule. The required readings are central to the course.**Course Learning Objectives**

(1) *Brief statement of the purpose: This course will survey developmental psychology from emerging adulthood, through midlife and old age. Content will include theoretical and methodological issues, research findings and practical implications taken from a life-span perspective. The purpose of the course is to survey the major theoretical approaches of the area, and to explore the aging process throughout the later lifespan.*

(2) *Brief list of specific learning objectives of the course: The course deals with biological, cognitive, social and personality changes during adulthood.*

(3) *Course logistics*

Lectures will begin at 14:30.

Lecture information will be on Moodle. Make sure that you sign up for a Moodle account as soon as possible. <http://moodle.yorku.ca>

Term test information: the 120-minute in-class term test will begin at 14:30.

**Evaluation:** The final grade for the course will be based on the following items weighted as indicated:

Media and annotated bibliography	due before 15:00 am on Oct 8th	worth 7%
Midterm	14:30 Oct 22nd	worth 40% (Chapter 1-7)
Reflection paper	due before 15:00 am on Nov 12th*	worth 18%
Final	In the exam period (Dec 9-22)	worth 35% (Chapters 8-13)

To pass the course, you must receive a total course grade of 50% or better.

**Academic Honesty:** Information on cheating and Plagiarism is available

• At the Senate Policy on Academic Honesty website

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

- In the Psychology Supplemental Calendar
- There is an academic integrity tutorial and quiz on the York University website – it reviews the Senate Policy on Academic Honesty and provides examples of problems with academic honesty. You can get to this site by clicking on the following link:  
[http://www.yorku.ca/tutorial/academic\\_integrity/](http://www.yorku.ca/tutorial/academic_integrity/)

I strongly advocate that you take this tutorial. I take all breaches of academic honesty very seriously and strongly support the Senate policy on such matters. Don't jeopardize your academic career by engaging in academic dishonesty.

## EVALUATION COMPONENTS:

### Exams

There is a Midterm exam and a Final exam in this course. The dates on which exams occur in this course are clearly posted both here and on Moodle. The exams are multiple choice in nature and are 2 hours in duration. Midterm is weighted 40%, the final is weighted 35% of your course grade.

When you come to the exam, you must present **acceptable photo identification** – acceptable identification includes a York University identification card, a government issued card, such as a Health Card or Driver's Licence or a passport. **Please note** that there **are** assigned readings covered on each examination which will not be the topic of a lecture – students are responsible for this textbook material on their own, though I will gladly answer questions on the material in class.

### Missing an Exam

First and foremost, **read the Psychology Department webpage on missed tests and exams**, available at [http://www.yorku.ca/health/psyc/advising\\_missedtests.html](http://www.yorku.ca/health/psyc/advising_missedtests.html)

If you have a **very serious and fully documented** reason for being excused from an exam (e.g., death in the immediate family, formally documented visit to an emergency room or a condition that SERIOUSLY affects your ability to take the exam), you may take a make-up exam in lieu of the exam missed. You must contact me **at least one day in advance** of the exam and provide documentation in order to be permitted to take a make-up exam. In the case of an emergency, contact me as soon as possible. If you cannot reach me, a message can be left on my voice-mail, which records the date and time of your call. In order to write a deferred examination, you **MUST** follow the steps outlined below.

If you miss an exam for other reasons or cannot provide documentation, you will receive a grade of zero. If you miss the examination on the deferred midterm examination date for **whatever** reason, then you will write an exam on the date of the final that covers the whole course (i.e., worth 75% of your course grade). If you miss the deferred final examination for whatever reason, a grade of zero will be recorded for you and you must then petition your home faculty to be permitted to write the final examination. Deferred midterm examinations take place on a single scheduled date that will be determined during the semester. Deferred final examinations take place on a date set in conjunction with the Department of Psychology. More information about deferred examinations will be made available on the course Moodle site.

If you are requesting a deferred examination under the **Religious Accommodation Guidelines**, please read the following. The italicized material below is taken verbatim from

<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

### **Religious Accommodation Guidelines: Final Examinations**

*Students who, because of religious commitment cannot write a formally scheduled examination (December and April examination periods) on the date scheduled, should contact the course instructor **no later than three weeks prior to the start of the examination period** to arrange an alternative examination date. An [Examination Accommodation form](#) is available for this purpose in Student Client Services, Bennett Centre for Student Services.*

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*When arrangements between the student and instructor cannot be made, or if the student does not feel comfortable about approaching the instructor to request a religious accommodation, then the student should contact the associate dean of the Faculty in which the course is offered. Students are required to contact the associate dean not less than 14 days prior to the start of the examination and, if requested to do so, present evidence concerning the religious obligations involved.*

*The associate dean may consider a number of options to provide an accommodation. The choice will depend on the student's particular circumstance.*

*For example the accommodations may include:*

- (a) Treating the request as a conflict, and accommodating it within the examination period, or*
- (b) Providing a deferred examination as soon as possible.*

### **Religious Accommodation Guidelines: Other than Final Examinations**

*Students, who because of religious commitment cannot meet academic obligations, other than formally scheduled examinations (December and April examination period), on certain holy days are responsible for giving their instructor reasonable notice (not less than 14 days), of each conflict.*

*Solutions may include:*

- (a) Rescheduling the evaluation, or*
- (b) Preparing an alternative evaluation for that particular student, or*
- (c) Recalculating the total evaluation in the course to eliminate the component that has been missed.*

*When the instructor and student are unable to agree on suitable accommodation, the matter will be referred to the associate dean who may request that the student present evidence concerning the religious obligations involved. The associate dean will convey the decision to the instructor and student.*

*You may contact the Dean's Office at the Faculty of Health at 416-736-5124.*

### **If you are requesting a deferred examination for medical reasons, please read the following.**

► For a missed mid-term examination, you MUST include:

1. a statement by an attending physician which includes the following information: (taken verbatim from [http://www.yorku.ca/health/psyc/advising\\_missedtests.html](http://www.yorku.ca/health/psyc/advising_missedtests.html)).
  - i. full name, mailing address, telephone number of the physician.
  - ii. state the nature of the illness and its duration (i.e., specific dates covered), and
  - iii. an indication of whether the illness and/or medication prescribed would have SERIOUSLY affected the student's ability to study and perform over the period in question.

Please always use the **Attending Physician's Statement form** available on Moodle - **NOTE:** the physician's office may be contacted to verify that the forms were completed by the physician.

**and**

2. a completed Deferred Midterm Request Checklist Form (available on the course Moodle site).

I must sign the Request Form - **you must obtain my signature in person during my office hours or at class.** DO NOT LEAVE FORMS FOR ME TO SIGN. Once I have signed your form, you will be informed of the date and time of this examination.

► For a missed final examination, you **MUST** include:

1. a statement by an attending physician which includes the following information: (taken verbatim from [http://www.yorku.ca/health/psyc/advising\\_missedtests.html](http://www.yorku.ca/health/psyc/advising_missedtests.html)).
  - i. full name, mailing address, telephone number of the physician.
  - ii. state the nature of the illness and its duration (i.e., specific dates covered), and
  - iii. an indication of whether the illness and/or medication prescribed would have **SERIOUSLY** affected the student's ability to study and perform over the period in question.

Please always use the **Attending Physician's Statement form** available on Moodle - **NOTE:** the physician's office may be contacted to verify that the forms were completed by the physician.

**and**

2. a completed Deferred Standing Agreement Form (available from the Registrar's Office at [http://www.registrar.yorku.ca/pdf/deferred\\_standing\\_agreement.pdf](http://www.registrar.yorku.ca/pdf/deferred_standing_agreement.pdf)).

I must sign the Registrar's Office Deferred Standing Agreement Form - **you must obtain my signature in person during my office hours**. The Deferred Standing Agreement Form is sent to the Registrar's Office but no grade is submitted for you. Once your deferred examination is graded, I submit a grade to the Registrar's Office for you.

**There may be non-medical circumstances in which you will be permitted to write a deferred exam.** Tests/exams missed due to non-medical circumstances must be supported by appropriate documentation, i.e., death certificates, obituary notice, automobile accident reports, airline/bus ticket/receipt for emergency travel (with date of booking on ticket), etc.. Airline/train/bus ticket/receipts for emergency travel must indicate destination, departure, and return dates. This documentation must accompany the completed Deferred Exam Request Checklist Form (available on the course Moodle site) and, if the exam is a final exam, the Deferred Standing Agreement form.

Examination dates are in this course syllabus. You *know* that you will have your mid-term exam starts at 14:30 am on October 22nd, 2014 and the final exam will take place during the Fall exam period (December 9 – 22, 2014), so if you have conflicting personal events scheduled, drop the course now.

Be aware that the following are examples of reasons given by students in the past for requesting a deferred examination that are NOT considered to be legitimate (this is NOT an exhaustive list!).

weddings	mild colds
feeling stressed	holidays/vacations
family reunions	shift work
coaching sports teams	not feeling prepared
having one other examination within 24 hours of this one (see Registrar's Office regulations on examinations)	not having the course syllabus and not knowing when the exam was scheduled
studying so hard I made myself dizzy	not being able to find the examination room
having to work	losing my notes/textbook

For more information on deferred standing, see <http://www.registrar.yorku.ca/exams/deferred/>

## Written Assignments

The Annotated bibliography and Reflection paper make up 25% of your course grade. This written component is designed in two parts to make sure that you time manage effectively and produce the best possible final submission in nine weeks.

Both the Bibliography and Paper must be submitted in **two** ways to receive a grade.

- (1) You must upload your file to turnitin - there will be a portal through our Moodle website so no password will be required.
- (2) You must submit a hardcopy to me personally, either during my office hours or in class before 15:00 on the due date. The following penalties apply for late assignment submission - 25% of the grade for the first 24 hours or any part thereof. For each 24 hours (or part thereof) after this, a further 10% of the grade will be deducted.

**NOTE:** Either of these assignments may be submitted **BEFORE the due date**.

A. **The Media and annotated bibliography** is due in class by 15 :00 on October 8th. (7% of final grade)

Identify something in the real world (e.g., newspaper, television news) that exemplifies some aspect of adult development or aging that has been or will be covered in the course. Reference the media source using APA format.


When identifying your real world example, only use reputable sources (national newspapers like the Globe & Mail and Toronto Star; CBC website). Do NOT use online sources without credible citation sources (e.g., facebook, youtube, etc.).

Also, describe how the real world example is linked to the course (where in the textbook would it fit?).

Write this up as **one page** personal reflection on why this particular topic caught your attention and why it deserved further investigation.

From that one media source, do an **additional** literature search (use PsychINFO or Google SCHOLAR) to find 4 **peer-reviewed** articles from scholarly journals that speak to this issue you find interesting. Include an annotated bibliography of the 4 peer-reviewed articles that you found in relation to this topic (half-page each). This should be **two pages** in length.

### Helpful hints:

-  Make sure the media source you chose has enough depth/breadth to provide a reasonable start for discussion, you may actually work through two or three initial ideas until you get to a final choice. It is a first step in the process of developing a final Reflection Paper product, so be focused in the aspect of development or aging you choose.

The entire submission will be a maximum of 3 pages, typed, double spaced in a .doc, or .docx format.

B. **Reflection paper** is due in class by 15:00 on November 12th. (18% of final grade)

The Reflection paper must be completed in 4 typed, double-spaced pages in a .doc, or .docx format. The intention here is to allow you to **build on your initial personal reflection** to tie together in a coherent manner the references you found and write a concise referenced reflection on your topic of interest that *goes beyond your previous*



submission.

### Helpful hints:

- 🎧 Think critically.
- 🎧 Make sure your work is readable and your ideas follow a logical path, re-write your work and edit carefully. Have someone else read your work.
- 🎧 Make sure you are using appropriate APA referencing. Look up the style guide in the manual online. Submit at least 24 hours early to avoid any technological difficulties. Late penalties are 25% of the grade for the first 24 hours or any part thereof.
- 🎧 Enjoy this assignment - this is a chance for you to pick a topic of interest to YOU and to explore it.
- 🎧 Grading will be based on your organization, clarity, APA format, review of previous work, critical evaluation and overall conclusions and insights that you provide.

**Grading:** The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments will bear a numeric grade. (For a full description of York grading system see the York University Undergraduate Calendar <http://www.registrar.yorku.ca/calendars/2011-2012/academic/grades/index.htm>)

### Important dates

September 22nd	Last date to add a course without permission of instructor
October 6th	Last date to add a course with permission of instructor
October 30th	Fall Co-curricular Days - no class
November 7th	Last date to drop courses without receiving a grade

Date	Topic	Chapters
Sep 10th	Studying Adult Development & Aging; Physical changes	1, 2
Sep 17th	Physical changes; Longevity, Health and Functioning	2, 3
Sep 24th	Clinical Assessment, Mental Health, and Mental Disorders	4
Oct 1st	Person - Environment Interactions and Optimal Aging	5
Oct 8th	Attention and Perceptual Processing	6
Oct 15th	Memory	7
Oct 22nd	<b>Midterm Chapters 1 - 7</b>	
Oct 29th	<b>Co-curricular Days - no class</b>	
Nov 5th	Intelligence	8
Nov 12th	Social Cognition	9
Nov 19th	Personality; Relationships	10, 11
Nov 26th	Work, Leisure, and Retirement	12
Dec 3rd	Dying and Bereavement	13
Dec 9-22	<b>Final scheduled in the Fall exam period Chapters 8 -13</b>	

**YORK UNIVERSITY  
FACULTY OF HEALTH  
DEPARTMENT OF PSYCHOLOGY**

**PSY3495 3.0  
Neuroscience of Aging and  
Cognitive Health**

**Fall, 2014  
THURS. 2:30 – 5:30 p.m.  
Room: **SLH A****

**COURSE DETAILS**

<b>Instructor</b>	<b>Dr. G. Turner</b>	<b>Email: grturner@yorku.ca</b>										
<b>Office Hours</b>	<b>Thurs. 1-2 pm Room 244 BSB</b>											
<b>Teaching Assistants</b>	<b>Tina Weston*</b> <b>* Meetings by appointment</b>	<b>westont@yorku.ca</b>										
<b>Reading Materials</b>	<ol style="list-style-type: none"> <li>1. Erber, Joan T. (2013). Aging and Older Adulthood, 3rd edition. Wiley Blackwell Publishing. United Kingdom</li> <li>2. Snowdon, D. (2002). Aging with Grace. Bantum Books. New York, USA.</li> </ol>											
<b>Course Description:</b>	<p>This course investigates the neural basis of cognitive changes across the adult lifespan. Students will learn how the brain is altered in structure and function as people age and how these changes impact cognition. The course will examine the border between normal and abnormal aging and how neuroscience research is informing strategies to sustain cognitive health into older adulthood.</p> <p><i>Prerequisites: HH/PSYC 1010 6.00 or AK/PSYC 2410 6.00 with a minimum grade of C; HH/PSYC 2240 3.00.</i></p>											
<b>Evaluation:</b>	<table> <tr> <td>Midterm Test</td> <td>35% (October 16, 2014)</td> </tr> <tr> <td>Term Paper</td> <td>20% (Due: <b>Beginning</b> of class, November 27, 2014) *</td> </tr> <tr> <td>'Book Club' &amp; Online Discussion Questions</td> <td>5% (Online lectures run Nov. 06, Nov 13, Nov. 20)</td> </tr> <tr> <td>Intervention WIKI posting</td> <td>15% (Wiki open from October 23 – November 20)</td> </tr> <tr> <td>Final Exam</td> <td>25% (IN EXAM PERIOD)</td> </tr> </table> <p>* Late assignments will <b>not</b> be accepted. See policy for missed tests/paper deadlines below.</p> <p><b><u>Note: The last day to drop the course without receiving a grade on your transcript is Friday, November 07, 2014.</u></b></p>		Midterm Test	35% (October 16, 2014)	Term Paper	20% (Due: <b>Beginning</b> of class, November 27, 2014) *	'Book Club' & Online Discussion Questions	5% (Online lectures run Nov. 06, Nov 13, Nov. 20)	Intervention WIKI posting	15% (Wiki open from October 23 – November 20)	Final Exam	25% (IN EXAM PERIOD)
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## ACADEMIC POLICIES

### Missed Tests / Term paper deadlines

1. Appropriate documentation verifying the circumstances for the missed test, exam or term paper deadline **must be provided within one week (7 calendar days) of the missed exam**. Failure to provide appropriate documentation will result in a grade of 0. One of the following forms of documentation stating the reason for missing the test, exam or term paper deadline **MUST** be provided:

(A) Tests, exams or term paper deadlines missed for medical reasons must be supported by an Attending Physician's Statement. The Attending Physician's Statement must include (i) the full name, mailing address and telephone number of the Physician, (ii) state the nature of the illness and its duration and (iii) a statement that the illness and/or treatment would have **SERIOUSLY** affected the student's ability to study and perform over the period in question, not just that they were ill and were seen by a doctor. Notes without such wording will not be accepted.

(B) Tests or exams missed for non-medical reasons must be supported by appropriate documentation (i.e., copy of a death certificate, automobile accident report, etc.) Pre-booked travel is not a reasonable excuse for missing a test or exam.

2. For a missed test that is justified as per 1A or 1B above, the grade component will be distributed to the final exam.

**NOTE: In the case of (2) above, the final exam will be cumulative and will cover material for the full course.**

**IT IS A SERIOUS ACADEMIC OFFENCE TO PROVIDE FALSIFIED DOCUMENTS FOR MISSED EXAMS. VALIDITY OF PHYSICIAN STATEMENTS OR OTHER DOCUMENTS MAY BE CONFIRMED BY THE INSTRUCTOR**

### Academic Guidelines

Students must familiarize themselves with the Senate Committee on Curriculum & Academic Standards webpage:

<http://www.yorku.ca/academicintegrity/students/index.htm>

Further information can be found here:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

See also the Department of Psychology Supplemental Calendar and the York University Academic Integrity website for information on plagiarism, cheating and other forms of academic dishonesty. For example:

<http://www.yorku.ca/academicintegrity/students/index.htm>

Please also complete the tutorial on academic integrity:

[http://www.yorku.ca/tutorial/academic\\_integrity/](http://www.yorku.ca/tutorial/academic_integrity/)

<http://www.yorku.ca/secretariat/senate/committees/ascp/index-ascp.html>

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities (including physical, medical, systemic, learning and psychiatric disabilities)
- Student Conduct Standards
- Religious Observance Accommodation

## COURSE OUTLINE

**\*\*\* PLEASE ALWAYS CHECK MOODLE FOR  
NEW READINGS IN EACH LECTURE FOLDER \*\*\***

DATE	TOPIC	READINGS
SEPTMBER 11, 2014	INTRODUCTION TO AGING & COGNITIVE HEALTH	<u>Readings:</u> - Chapter 1: pp. 3-13; 23-32
SEPTEMBER 18, 2014	METHODS & CHALLENGES IN AGING RESEARCH; BIOLOGICAL AGING	<u>Readings:</u> - Chapter 2: pp. 33-60 - Chapter 3: pp. 61-82 (top); 86-92
SEPTEMBER 25, 2014	NEUROCOGNITIVE AGING: SENSATION, PERCEPTION & ATTENTION	<u>Readings:</u> - Chapter 4: pp. 100-131
OCTOBER 02, 2014	NEUROCOGNITIVE AGING: MEMORY & HIGHER COGNITION	<u>Readings:</u> - Chapter 5: pp. 132-164 - Chapter 7: pp. 199-233
OCTOBER 09, 2014	NEUROCOGNITIVE AGING: MENTAL HEALTH & THE DEMENTIAS	<u>Readings:</u> - Chapter 11: pp. 329-360
OCTOBER 16, 2014	MID-TERM TEST	<u>Readings:</u>  NO READINGS
OCTOBER 23, 2014 (WIKI OPENS)	COGNITIVE INTERVENTIONS; DEBATE PREP; MOODLE TUTORIAL	<u>Readings:</u> - To be posted on Moodle
OCTOBER 30, 2014	CO-CURRICULAR DAYS NO CLASS	NO CLASS
NOVEMBER 06, 2014 (NO CLASS)	ONLINE LECTURE, DISCUSSION FORUM & THOUGHT QUESTIONS	<u>Readings:</u> - Aging Gracefully - <b>Discussion reading (Check Moodle)</b>
NOVEMBER 13, 2014	ONLINE LECTURE, DISCUSSION FORUM & THOUGHT QUESTIONS	<u>Readings:</u> - Aging Gracefully - <b>Discussion reading (Check Moodle)</b>
NOVEMBER 20, 2014 (WIKI CLOSES)	ONLINE LECTURE, DISCUSSION FORUM & THOUGHT QUESTIONS	<u>Readings:</u> - Aging Gracefully - <b>Discussion reading (Check Moodle)</b>
NOVEMBER 27, 2014 (TERM PAPERS DUE: <b>BEGINNING OF CLASS</b> )	COGNITIVE INTERVENTIONS THE GREAT DEBATE	<u>Readings:</u> - <b>Debate prep materials on Moodle</b>
DECEMBER 04, 2014	AGING GRACEFULLY: BOOK CLUB & COURSE REVIEW	<b>No Readings</b>

**York University, Faculty of Liberal Arts and Professional Studies**  
**Department of Sociology**  
**AP/SOCI 3550 6.0 A Sociology of Aging**

**Fall 2014 - Winter 2015**  
**Tuesdays 8:30 am – 11:30 am**  
**Location: R S174**

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Course Director: Suzanne Cook, PhD  
Office: 2155 Vari Hall  
Office Phone: (416) 736-2100, ext. 60308  
Office Hour: Thursday 10:10 –11:00 a.m.  
or by appointment

E-mail: cooks@yorku.ca  
Note: Subject line SOCI 3550/Last Name;  
Email office hour: Mon. 10:30 – 11:30 a.m.

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***Course Description:***

This course examines social, interpersonal, cultural, demographic, economic and political aspects of aging. Gender, class and other major factors are discussed, along with familial, government and self-help responses to seniors' needs. Prerequisite: A 1000-level Social Science course. Course credit exclusion: AP/SOCI 3860 3.00. Prior TO FALL 2009: Prerequisite: A 1000-level Social Science course. Course credit exclusions: AK/SOCI 3550 3.00, AK/SOCI 3550 6.00, AS/SOCI 3850 3.00.

The learning objectives of the course are to introduce students to key sociological theories and concepts as well as to explore various issues related to the sociology of aging. There is a principal focus on the aging of Canadian society, although a global perspective will also be included. The course is designed to enable students to become aware of, acquainted with and acclimatized to the new reality of Canadian society and to develop student interest in aging and older adults. Aging is the wave of the future -- better than its alternative, unless you believe in reincarnation. Unprecedented in world history, the wide-spread contemporary aging of Canadian and other societies will be “the new normal” for the next 50 years.

***Course Learning Objectives***

This course will explore:

- *who* the new generation of older adults are
- *why* they are generally living longer and are quite different than previous generations
- *what* the impact of mass longevity may be on the life course and quality of life of the new generation of seniors as well as on Canadian society
- *how* learning about aging and older adults can influence your perspective on the journey of life

## ***Organization of the Course***

The course is divided into three parts (Introduction, the Aging Individual and the Aging Experience and Changing Institutions and Political Issues) and organized in an *interactive* three-hour seminar/lecture format. Discussion and dialogue by students on the weekly assigned readings (textbooks, articles) is encouraged. Mini lectures and discussions of readings and topics will be supplemented with films and videos, intergenerational interactions and dialogue with learning partners, field trips and guest speakers. Group work will be included on a regular basis. *Individual and group participation by students is required.*

## **Required Reading**

Mark Novak, Lori Campbell and (2014). *Aging & Society: A Canadian Perspective*, 7<sup>th</sup> Edition, Thomson Nelson

Meika Loe, (2011). *Aging Our Way: Independent Elders, Interdependent Lives*, New York: Oxford University Press

## **Evaluation and Course Assignments:**

Evaluation criteria are based on expectations for a 3rd year sociology course and in keeping with course learning objectives. The final grade for the course will be based on the following items, weighted as indicated. All work is to be submitted during class time. See late submission penalty.

Milestone	Due Date	Percentage
Seminar Participation	On-going	10
Intergenerational Learning	Bi-Weekly	20
Test	September 30, 2014	10
Presentation	TBD	10
First Term Paper	November 4, 2014	20
Second Term Paper	January 27, 2015	20
Reflection on the Course	March 31, 2015	10

## ***Involvement***

Your active involvement and participation in this course is an important component of your course work and success in this class. Your involvement will also contribute to the success of the course as a whole. ‘Involvement’ means demonstrating your participation by coming to class prepared and sharing ideas with the entire class. It means some short in-class assignments. It means fostering your own learning and the learning of others and being open to multiple points of view. It means sharing and discussing and making space for and encouraging others to share ideas in a respectful and collegial manner. Finally, it means being a good citizen of the class within a learning community. In this course we value collaboration rather than competition. Regular participation will enhance your involvement in the course.



**YORK UNIVERSITY  
FACULTY OF HEALTH, SCHOOL OF NURSING**

Detailed course outline for Trends and Contemporary issues for the Aging Adult in Canada  
Winter 2015, HH/NURS 3000 3.00 Section M  
Online

**Course Director:** Malini Persaud RN, PhD  
**Office:** HNES 334  
**Email:** malinip@yorku.ca  
**Tel:** 416-736-2100 ext.40872

**Section:** M  
**Term:** Winter 2015  
**Office hours:** By appointment. Please email me to book an appointment

*Email is the preferred method of correspondence. When corresponding by email, please use your York U account and begin the subject with the course number and your section e.g. NURS 3000A*

### **Course Description**

#### *Expanded Course Description*

This course will examine current major issues in (gerontology/aging adult) using a life span perspective focusing on the needs and concerns along life's continuum in various environments. Students will have the opportunity to reflect on what ageism is, myths and stereotypes of aging, comparisons of ageism in younger age and older age, perspectives on aging in different cultures, the complexities of ageism, cost to the individual and society and how to counteract ageism. Students will learn how to assess abuse and the possible interventions they may use.

#### *Prerequisites:*

None.

#### *Time and Location*

This course is offered exclusively on line/Distance Education, asynchronous with the exception of the final exam that will be scheduled during the final exam period on York University Campus where you are to attend in person to write the examination.

#### *Organization of Course*

The Course Director will respond to student inquirers and post the weekly content every Thursday and respond to urgent emails during weekdays only. Students will be placed in groups to discuss course concepts and scholarly research published in Canadian Journals. Students are expected to log on to the course "Moodle" site weekly to contribute to discussions and read additional instruction posted by the Course Director. Group participation will be the main focus for discussion of required and recommended reading and assignments in the course. The lectures posted on the Moodle site will serve to enrich, clarify, and illustrate crucial issues from the assigned readings. Students will actively participate and be proactive in the learning process from an autonomous point of view. A variety of hands-on activities will be incorporated during the course to promote successful learning. Learning will be self-directed with the Course Director as facilitator. Student centered learning strengthens student motivation, active learning,

promotes peer communication and responsibility for one's own learning.

### **Course Learning**

This innovative course presents aging as a normal part of the life cycle and explores topics that demonstrate quality of life at every age. This course examines current trends and issues for the aging adult in Canada with a nursing focus. Students will explore current topics such as ageism, sexuality, technology, abuse, care giving, mental wellness, cross-cultural issues and the positive contributions of older adults.

Discussions will be framed in the Canadian context. Students will explore and discuss current trends and issues relating to the aging adult in Canada. Topics to be covered include:

- Ageism
- Sexuality
- Technology
- Safety
- Abuse
- Care giving formal and informal
- Mental Health
- Cross cultural perspectives and immigration
- Aboriginal aging adults
- Transitions
- Globalization and regional mobility

Students will explore their own perceptions of aging and how their personal experiences and societal attitudes have influenced these perceptions. An important aspect of the course will be to create an awareness of aging issues through weekly examination of how the news media reports issues affecting older Canadians. Various media such as children's literature, cartoons, films, magazines, birthday cards, and commercials (TV and internet) will be used to explore the messages portrayed about aging. Social support systems and their influence on the aging individual will be examined. Social aging policies will be introduced and will be linked to the long term care system. Students will analyze both the negative and positive impact of these policies and the part advocates play in the process.

#### *Learning Outcomes:*

Upon completion of this course students will be able to:

1. Define the life course perspective and describe how age/period/cohort and gender, race sexuality, and ethnicity influence the life course.
2. Understand how the growth in the demographics of the aging population in Canada impacts various aspects of our society, past, present and future.
3. Critically review studies of aging adults and understand how these studies can be used to improve the health and well-being of society as a whole.
4. Describe the effects of stereotypes on the older adult/person and how these stereotypes may limit access to jobs, medical care or a person's autonomy.
5. Examine ageism and its intersections with racism, heterosexism, and other social dynamics in society across the lifespan with a specific focus on older adults.
6. Examine definitions, types, and indicators of abuse, as well as capacity to consent.

7. Examine the prevalence and profile of caregivers in Canada, costs of caregiving, caregiver health, supports and resources for caregivers, and ways of coping.

### Course Text / Readings

#### Required Text

Novak, M., Campbell, L., & Northcott, H. C. (2014). *Aging and society: Canadian perspectives* (7<sup>th</sup> Ed). Toronto: Nelson Education Ltd.

Additional readings may be assigned or recommended during the course

#### **Learning evidences**

<b>Assignment</b>	<b>Due Date</b>	<b>% of Course Grade</b>
<b>1. Reflection Paper</b>	Week 5 February 2, 2015	20%
<b>2. Group presentation assignment: To be posted</b>	Weeks 6 – 10	20%
<b>3. Group participation and online discussions</b>	Cumulative	15%
<b>4. Final Exam</b>	During Exam Period To be Scheduled from April 8 to April 24, 2015	45%

All assignments are due on the date designated

*Note:* The School of Nursing's policy regarding late assignments will apply for all assignments.

**NOTE: A student's final course grade is not necessarily confined to a compilation of marks earned on individual course components. Final course grades may be adjusted to conform to Program or Faculty grades' distribution profiles.**

## Course Evaluation

### **1. Reflection Paper (20%): Due Date: Week 5 – February 2, 2015 at 0900EST on Moodle**

You are required to write a scholarly essay on the following course objective:

Describe the effects of stereotypes on the older adult/person and how these stereotypes may limit access to jobs, medical care and a person's autonomy. Discuss all three in your essay (access to jobs and medical care and autonomy). Define the concepts clearly. In your essay, you must include specific examples and factual data from published material (books, journal articles, media).

**Format of the Paper:** Use APA (6th ed.) format. Remember to use headings, write in sentences, and use correct grammar. Edit all papers carefully before handing in. The paper must be typed, double spaced, and not less than 12 characters per inch in any font. Use 1" (2.5 cm) margins on all sides with left only justification. The paper is not to exceed 5 pages **excluding** title page, reference list and appendices, and must be grammatically correct (Anything exceeding 5 pages of content will NOT be graded). Use course textbook and additional articles you may find using the library system in your paper. General rule of thumb is to use 1-2 articles per page in the paper, so for a 5 page essay, you will include 5-10 articles in your essay.

### **2. Group Assignment: Online Presentation (20%): Due Dates from Weeks 6-10**

Each group will present on the assigned topic on Aging and Society. The group presentation will be posted asynchronously by the group. Class participation and involvement is required by the group members. Each member will contribute articles, texts, and web resources for use by the group. Each group will consist of 2 students who are randomly paired to work together at the beginning of the term by the professor.

Steps required for group assignment:

1. Write a case study based on your assigned topic
2. Provide 3 to 4 discussion questions for the class
3. Provide a PowerPoint (or other preferred format, e.g. Prezi) presentation for the class
4. Describe the nursing implications of the issue
5. Provide 3 articles for the larger group to read the week before your presentation date
6. A group mark will be assigned to all of the members of each group so it is up to everyone in a group to contribute equally to the final presentation.

You will be graded on the following criteria

- Research: thoroughness of research regarding the chosen topic
- Understanding: clarity in presenting the issue to the class.
- Application: reflective/critical thinking regarding the application of the issue

### **3. Group Participation and online discussions: Cumulative (15%): Submit your self-evaluation during Week 12**

You are required to submit a one page evaluation of your participation in online discussions for the term. You must provide clear justification for the grade you assign to yourself. In your



submission, you should reflect on the contributions you made to the online learning community, the key ideas that you initiated and the articles or resources that you brought to the group. Please provide your grade as a letter, A, B, C.

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**4. Final Exam (45%): To be scheduled during the exam period for the Fall 2014 term from April 8 to April 24, 2015**

Although this is an online course, you are required to attend in person on campus for the final exam. The final exam will consist of multiple choice questions only. It will be based on the online discussions and required readings for the entire 12 week semester inclusive of group presentations. The time allowed to write is 120 minutes. Late comers will not be granted an extension per final exam guidelines. The Academic Honesty policy will be strictly adhered to. Bring a pencil and eraser to complete the scantron cards and your University issued identification card to verify your identity and to be permitted to write the exam.

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**ON-LINE DISCUSSION FORUMS (STRUCTURE OF PARTICIPATION)**

- Students/groups will be assigned to specific modules in Week 1. Students/groups responsible for facilitating discussions in a given week beginning week 6 (professor will lead from week 1 to week 6) are required to submit their summary of key themes, PowerPoint presentation, and discussion questions by Monday at 6 pm.
- The rest of the students in the class should participate in the discussions based on these questions by Thursday at 12 noon.
- The instructor will log on to Moodle throughout the week and will enter into the discussion strategically in order to help each group with their facilitation of the discussions; e.g., highlight key points, keep the discussion moving, or clarify misunderstandings.

Once Group Presentations Begin, the structure of the on-line discussions is summarized below:

<b>Deadlines</b>	
Monday, 6 pm	Group initiates discussion for that week and post PowerPoint presentation
Thursday, 12 noon	Responses from other students ( <b>all students must contribute at least once weekly to discussions</b> )
Friday, 6 pm	Professor will wrap up discussion for that week and will lead into the next week's discussion

### Overview of Course Topics and Readings – Fall 2014

Weekly Schedule	Topic Focus	Required Readings
<b>Week 1</b> <b>January 5</b>	Myths and realities of aging Attitudes toward old age Ageism and discrimination in the workplace Aging as a disease	Text: Chapter 1, pp. 2-15
<b>Week 2</b> <b>January 12</b>	Ageism and Social Policy Theories and methods	Text: Chapter 1, pp. 16-19 Text: Chapter 2
<b>Week 3</b> <b>January 19</b>	Aging in Canada and the World Today Canada comes of age Impact of population aging	Text: Chapter 3
<b>Week 4</b> <b>January 26</b>	Aging and Ethnicity Ethno-cultural diversity	Text: Chapter 4
<b>Week 5</b> <b>February 2</b>	Healthcare Models of health care Challenges of system today <b>***Reflection Paper Due Today***</b>	Text: Chapter 7
<b>Week 6</b> <b>February 9</b>	Finances and Economics Social Aging Policies Link to long term care system	Text: Chapter 8
<b>February 14th to February 20th – Reading Week – No Classes</b> <b>Family Day February 16th</b>		
<b>Week 7</b> <b>February 23</b>	Retirement and work	Text: Chapter 9
<b>Week 8</b> <b>March 2</b>	Leisure, recreation and service	Text: chapter 10
<b>Week 9</b> <b>March 9</b>	Housing and transportation	Text: Chapter 11
<b>Week 10</b> <b>March 16</b>	Family Life	Text: Chapter 12
<b>Week 11</b> <b>March 23</b>	Social Support Aboriginal Aging Adults The Social Roots of Problems in Old Age	Text: Chapter 13 Article: Reading, J. (2009, March). A Life Course Approach to the Social Determinants of Health for Aboriginal Peoples'. Prepared for the Senate Sub-Committee on

Weekly Schedule	Topic Focus	Required Readings
		Population Health. Ottawa, ON. Retrieved from, <a href="http://www.parl.gc.ca/40/2/parlbus/commbus/senate/com-e/popu-e/rep-e/appendixAjun09-e.pdf">http://www.parl.gc.ca/40/2/parlbus/commbus/senate/com-e/popu-e/rep-e/appendixAjun09-e.pdf</a> (pp. 104-110)
<b>Week 12 March 30</b>	Ministry of Health and long term care	Current events
<b>**Final exam to be scheduled during exam period from April 8 to April 24, 2015</b>		

If you have a question or want to meet with me, please e-mail via my York e-mail account. I will respond within 48 hours except on weekends. In urgent concerns I will respond sooner.

#### **Sessional Dates for Fall/Winter 2014-2015 term:**

Here is a link to the Registrar's Office for sessional dates:

<http://www.registrar.yorku.ca/enrol/dates/fw14.htm>

#### **Important Policies**

Policies on grading and academic honesty in the School of Nursing are included in the Student handbook. All policies are based on the Policies of the University, listed below. Students are responsible for understanding and abiding by them.

Lateness Penalty: Any written assignment that is not handed in by the date and time at the location specified (as above) AND any assignment for which an extension is granted that is not handed in by the negotiated date and time in the location specified are subject to the following penalty(s):

1. For 1 day late (any time up to 24 hours after date/time due), the penalty is 5% deducted from the grade for the written assignment (e.g. mark of 75% would be reduced to 70%)
2. For each subsequent day late (each 24-hour period), the reduction increases daily:
  - For 2 days late, deduct 15% (e.g. mark of 75% would be reduced to 60%)
  - For 3 days late, deduct 30%
  - For 4 days late, deduct 50%
  - For 5 or more days late, deduct 100% (written assignment is given zero [0]) Note: the day count is for business days only.

Academic Honesty (Senate Policy): "Academic honesty requires that persons do not falsely claim credit for the ideas, writing or other intellectual property of others, either by presenting such works as their own or through impersonation. Similarly, academic honesty requires that persons do not cheat (attempt to gain an improper advantage in an academic evaluation), nor attempt or actually alter, suppress, falsify or fabricate any research data or results, official academic record, application or document."

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at: [http://www.yorku.ca/tutorial/academic\\_integrity/](http://www.yorku.ca/tutorial/academic_integrity/)

**Grade Component Deadline (Senate Policy):** The course assignment structure and grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) must be announced, and be available in writing, to students within the first two weeks of classes. Please see Important Dates at: <http://www.yorku.ca/secretariat/policies/document.php?document=86>

**Graded Feedback Rule (Senate Policy):** Under normal circumstances, some graded feedback worth at least 15% per cent of the final grade for Fall, Winter or Summer term, and 30% for ‘full year’ courses in the Fall/Winter term should be received by students in all courses prior to the final withdrawal date from a course.

For more information on the Graded Feedback Rule, please visit:

<http://www.yorku.ca/secretariat/policies/document.php?document=86>

**20 % Rule (Senate Rule):** No examination or test worth more than 20 % of the final grade will be given during the last two weeks of classes in a term, with the exception of classes which regularly meet Friday evenings or on the weekend (Saturday and/or Sunday at any time). For further information on the 20% Rule, please visit:

[http://calendars.registrar.yorku.ca/2010-2011/faculty\\_rules/AP/term\\_tests\\_exams.htm](http://calendars.registrar.yorku.ca/2010-2011/faculty_rules/AP/term_tests_exams.htm)

**Reappraisals:** Please refer to York policy on grade reappraisal under services and information for current students at <http://www.registrar.yorku.ca/services/policies/grade.htm> OR the Faculty of Health New Student Handbook. In the School of Nursing, the only academic work that is eligible for grade reappraisal is the final examination or final paper. Term work is not eligible for grade reappraisal. To request grade reappraisal, students can contact the School of Nursing Office

### **Accommodation Procedures**

**Deferred Standing:** Attendance at exams and/or midterm tests is compulsory. Deferred Standing is permission for students to defer writing a final test or examination scheduled in-class or in one of the formal examination periods, or to complete other course work or practicum after the faculty’s deadline for completion of term work. Written documentation **is required** to support claims of extenuating circumstances. Failure to notify the Course Director of absence will result in a grade of zero for that evaluative element.

For further information, please visit: <http://www.registrar.yorku.ca/exams/deferred/>

**Students with Special Needs (Senate Policy):** York University is committed to making reasonable accommodations and adaptations in order to make equitable the educational experience of students with special needs and to promote their full integration into the campus community. **Please alert the Course Director as soon as possible should you require special accommodations.**

## **Student Conduct**

### **Accountability**

Students in the BScN Programs are accountable for their own learning and for facilitating the learning of your classmates. Important ways to maximize valuable learning opportunities and to ensure your accountability include being on time for class, being consistently prepared, informing your group of absences prior to class time, and supporting classmates and guests during presentations.

### **Respect**

You are expected to demonstrate respect for yourself, your classmates, faculty, preceptors, and clients. Respect helps to create a caring environment that supports teaching and learning. Respect for one another is seen through actions such as active listening, authentic communication, caring connections in personal and professional encounters, coming prepared to each class, participating in small group and large group discussions, sharing resources, critiquing one another's work, and celebrating accomplishments.

### **Access/Disability**

Students with disabilities, including physical, medical, systemic, learning, and psychiatric disabilities may need accommodation in teaching style, evaluation methods, and other course requirements. Students are encouraged to notify the Course Director and to seek advice from York resources, such as:

Atkinson Counselling & Supervision Centre  
Room 116 in the Atkinson Building  
Phone: 416-736-5225; Fax: 416-736-5289

<http://www.yorku.ca/atkcsc/?OpenDocument>

Failure to notify the Course Director of your needs in a timely manner may jeopardize the opportunity to arrange for academic accommodation.

### **Academic Honesty**

York students are required to maintain high standards of academic integrity and are subject to the Senate Policy on Academic Honesty. This course will strictly adhere to the policies of academic honesty including plagiarism and cheating. Please see the York University policy on academic honesty at the following web resources:

### **York University Secretariat – Policies, Procedures and Regulation**

<http://www.yorku.ca/secretariat/policies/>

Senate Policy on Academic Honesty

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

Senate Policy & Guidelines on the Conduct of Examinations

<http://www.yorku.ca/secretariat/policies/document.php?document=80>

Academic Integrity Web Site for York University

<http://www.yorku.ca/academicintegrity/>

Online Academic Integrity Tutorial (for students)

[http://www.yorku.ca/tutorial/academic\\_integrity](http://www.yorku.ca/tutorial/academic_integrity)

Preserving Academic Integrity Resource

<http://www.yorku.ca/academicintegrity/faculty/index.htm>

### **Library Links**

The health librarian has compiled a nursing and medicine research guide which has many interesting multimedia resources for your learning and curiosity, please visit this link to peruse the many resources available to you through the York University library:

<http://www.library.yorku.ca/ccm/rg/im/NURSING>



**YORK UNIVERSITY  
FACULTY OF HEALTH, SCHOOL OF NURSING**

Detailed course outline for Patterns in the Health Experience of Older Persons

Winter 2015, **NURS 3600** Section M

Wednesdays 11:30-14:30 in HNEB15

**Course Director:** Malini Persaud RN, PhD

**Office:** HNES 334

**Email:** malinip@yorku.ca

**Tel:** 416-736-2100 ext.40872

**Section:** M

**Term:** Winter 2015

**Office hours:** Wednesdays 10:00 – 11:00 and by appointment. Please email me to book an appointment

*Email is the preferred method of correspondence. When corresponding by email, please use your York U account and begin the subject with the course number and your section e.g. NURS 3600M.*

### **Course Description**

*From York University Undergraduate Calendar*

This course explores stories, theories and practices related to the health experiences of older persons. Students will construct their understanding of geriatric nursing praxis through exposure to discussion, theory, and exploring their own experience of the elder population in the Canadian health care system.

#### *Expanded Course Description*

This course will provide students with the opportunity to develop knowledge, skills and experiences regarding the processes of healthy aging and chronic illness management. Students will explore theoretical models of aging and health. They will develop an understanding of the influences of the social determinants of health on aging processes. They will study the normal aging process through reading, discussion, and speaking to an older adult. They will develop knowledge and understanding of the geriatric giants (most significant factors causing illness) that affect aging adults. Through class discussion and assignments students will develop an appreciation for the complexity of aging in today's health care systems.

#### *Approaches to learning*

This course is an interactive learning situation that will incorporate current and classic literature regarding aging theories and current knowledge for nursing older adults. Sociological and ethical issues of elder care in today's society will be explored through popular cultural readings. Students will be asked to conduct informal interviews with older persons known to them to gain insight into the "normal" aging process.

*Learning outcomes*

Upon completion of this course the students will be able to:

1. Articulate the different theories of healthy aging and chronic illness management finding one that frames their own practice.
2. Demonstrate their knowledge of the role of family within the development of any health care plan for an aging client.
3. Demonstrate skills in assessment for chronic illness development in the elderly and develop possible care plans for prevention or management with their clients and their families.
4. Critically analyze the current health care system and social context in which today's aging population resides. Develop plans for an ideal practice model for aging clients and their families.

**Required Textbook for Readings:**

*Title:* Ebersole and Hess' Gerontological Nursing and Healthy Aging, First Canadian Edition

*Author:* Touhy, T. A., Jett, K.F., Boscart, V., & McCleary, L.

*Year:* 2012

*ISBN:* 978-1-926648-23-1

*Publisher:* Mosby/Elsevier

**Course Evaluation:**

Assignment	Due Date	% of Course Grade
<b>1. Reflective interview with an older adult</b>	Week 5 February 4, 2015	15%
<b>2. Group presentation Part A: in class</b>	Weeks 7 – 11	25%
<b>3. Group presentation Part B: paper on group presentation topic due one week following presentation</b>	One week following in-class presentation	20%
<b>4. Class participation</b>	Throughout term, self-evaluation due week 12	10%
<b>5. Final Exam</b>	To be Announced in Final Exam Period April 8, 2015 to April 24, 2015	30%

All assignments are due on the date designated

*Note:* The School of Nursing's policy regarding late assignments will apply for all assignments.

**NOTE: A student's final course grade is not necessarily confined to a compilation of marks earned on individual course components. Final course grades may be adjusted to conform to Program or Faculty grades' distribution profiles.**



## Course Evaluation

### 1. Reflective interview of an older adult (15%): Due Date: Week 5 – February 4, 2015

Each student will interview an older adult with whom they are familiar either through family or friends in order to explore the “lived experience” of aging.

The person interviewed must be aged 65 or older than 65 years and capable of spending an hour or so in conversation with you. This assignment is aimed at increasing the student’s ability to understand the “lived experiences” of aging.

The scholarly report of your interview will be no longer than **4 pages** answering the following questions:

- a. What is the lived experience of growing older?
- b. What model or theory of aging would be reflected in the “lived experience” of aging?
- c. What might have limited my understanding of their experiences? How will this change my understanding when caring for older adults and their families?

**Format of the Paper:** Use APA (6th ed.) format. Remember to use headings, write in sentences, and use correct grammar. Edit all papers carefully before handing in. The paper must be typed, double spaced, and not less than 12 characters per inch in any font. Use 1" (2.5 cm) margins on all sides with left only justification. The paper is not to exceed 4 pages **excluding** title page, reference list and appendices, and must be grammatically correct (Anything exceeding 5 pages of content will NOT be graded). Use course textbook and additional articles you may find using the library system in your paper.

**Submission Instructions:** Submit your essay on Moodle using the turnitin link (if you wish to be exempt from using turnitin, please book a meeting with me to discuss alternatives). Your essay is due by 11:30am EST on Moodle. Do not submit a hardcopy/printout of your essay in class. Your essay will be marked electronically and emailed back to you.

### 2. Group Presentation Part A: In-Class Presentation (25%): Due Dates from Weeks 7-12

Each group will present on the assigned topic on Health and Older Adults. The group presentation will be no longer than 45 minutes. Class participation and involvement is required. Each member will contribute articles, texts, and web resources for use by the group. A thorough review of the literature on the topic of interest is key to the assignment. Provide articles for the larger group. A group mark will be assigned to all of the members of each group so it is up to everyone in a group to contribute equally to the final presentation.

Research: thoroughness of research regarding the chosen topic

Understanding: clarity in presenting the issue to the class.

Application: reflective/critical thinking regarding the application of the issue

**Submission Instructions:** Submit your PowerPoint presentation (or alternate format: google presentation, Prezi presentation) to me before class on the day of your presentation. If you give me permission to do so I will also post your group presentation for the class on Moodle following your presentation. Your presentation grade will be emailed to you one week following your presentation in class.

### **3. Group Presentation Part B Paper (20%): Due one week following your in-class presentation**

In this paper discuss the topic you presented on in your group presentation in class. You must write your paper on the same topic of your group presentation. You must work independently on your essay; you will receive an individual grade on your paper NOT a group grade. Each group member must submit her/his own work.

You may use a case study to describe the issue. This can be a real case you have read about in the literature or media or a case study you have created based on your readings. In your essay, you must address the following questions:

1. What are the nursing implications of this issue?
2. How would understanding the lived experience of the issue from an older adult's perspective change or enhance your thoughts or views?

The paper must be written in a scholarly manner following APA guidelines.

**Format of the Paper:** Use APA (6th ed.) format. Remember to use headings if they will enhance the organization of your paper, write in complete sentences, and use correct grammar. Be sure to edit the paper carefully before handing it in. The paper must be typed, double spaced, and not less than 12 characters per inch in any font. Use 1" (2.5 cm) margins on all sides with left only justification. The paper is not to exceed 5 pages, **excluding** title page, reference list and appendices, and must be grammatically correct (Anything exceeding 5 pages of content will NOT be graded).

**Submission Instructions:** Submit your essay on Moodle using the turnitin link (if you wish to be exempt from using turnitin, please book a meeting with me to discuss alternatives). Your essay is due by 11:30am EST on Moodle. Do not submit a hardcopy/printout of your essay in class. Your essay will be marked electronically and emailed back to you.

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### **4. Class Participation (10%): Self-evaluation due April 2, 2015**

Submit a self-evaluation of your class-participation throughout the term. I will compare this with my detailed attendance sheet and weekly participation notes and if we both agree on your level of participation your grade will be assigned, if there are discrepancies between my records and yours, we will meet to discuss this and reach consensus.

You will submit a 1 page, double-spaced, APA format, self-evaluation of your class participation throughout the 12 week term including your participation on the days that your classmates are presenting in group presentations. Give specific evidences of how you contributed your understanding and how you asked questions to enhance your own and your peers learning this term. Also comment on your attendance for the 12 week term.

**Submission Instructions:** Submit your one page self-evaluation on Moodle using the assignment link. Your self-evaluation is due by 11:30am EST on Moodle. Do not submit a hardcopy/printout of your self-evaluation.

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### **5. Final Exam (30%): **To be announced** in the final exam period April 8, 2015 to April 24, 2015**

The final exam will consist of multiple choice questions only. It will be based on classroom discussions and required readings for the entire 12 week semester inclusive. The time allowed to

write is 120 minutes. Late comers arriving 20 minutes into the examination will not be granted an extension per final examination rules (see Registrar link). The Academic Honesty policy will be strictly adhered to (see link in syllabus). Bring a pencil and eraser to complete the scantron cards and your University issued identification card to verify your identity and to be permitted to write the exam.

### Overview of Course Topics and Readings – Winter 2015

Weekly Schedule	Topic Focus	Required Readings
<b>Week 1</b> <b>January 7</b>	Introduction to the course, expectations, review of assignments and readings. Agism discussion	
<b>Week 2</b> <b>January 14</b>	Theories of Aging: Biological Theories of Aging and Physical Changes of Aging Social, Psychological, Spiritual and Cognitive aspects of Aging	Chapter 6 Chapter 7
<b>Week 3</b> <b>January 21</b>	Theories of Aging: Continued	Chapter 6 Chapter 7
<b>Week 4</b> <b>January 28</b>	Healthy Aging Demographic trends Social determinants of health	Chapter 1, Chapter 2
<b>Week 5</b> <b>February 4</b>	<b>Reflective Interview due – submit on Moodle by start of class</b>  The geriatric giants: Incontinence, falls, nutrition, medication, iatrogenic disorders, 3 Ds (dementia, delirium, depression)	Readings to be assigned one week before.
<b>Week 6</b> <b>February 11</b>	Hydration and Continence Elder Abuse	Chapter 9 Chapter 22 (p. 378-383)
<b>February 14 – February 20 Reading Week; NO CLASSES</b>		

Weekly Schedule	Topic Focus	Required Readings
<b>Week 7</b> <b>February 25</b>	<i>Group Presentations Begin</i>  Living with Chronic Illness Pain and Comfort Safe Medication Use	Chapter 15 Chapter 16 Chapter 14
<b>Week 8</b> <b>March 4</b>	Relationships, Roles, and Transitions Loss, Grief, Dying, and Death in late life Visual and Auditory Changes	Chapter 23 Chapter 25  Chapter 19
<b>Week 9</b> <b>March 11</b>	Bone and Joint Health Rest, Sleep and Activity Promoting Healthy Skin and Feet	Chapter 18 Chapter 10 Chapter 11
<b>Week 10</b> <b>March 18</b>	Mental Health and Aging Part 1 (bipolar, schizo-affective, dementias) Mental Health and Aging Part 2 (substance abuse, gambling, etc)	Chapter 24   Chapter 17
<b>Week 11</b> <b>March 25</b>	Sexuality and Aging Nutritional Needs and Older Adults (including diabetes mellitus) Falls and Aging	Chapter 22 Chapter 8 Chapter 14
<b>Week 12</b> <b>April 1</b>	Care Across the Continuum Course Evaluations Course Wrap-Up	Chapter 26

Please note that there is a Moodle site associated with this course. To access the website, you will need to activate your Moodle account using your yorku.ca e-mail. Some course materials (e.g. course outline) will be available as the course starts. Other material (e.g., discussion material from class or notices) will be posted on an ongoing basis. Please note that class PowerPoint presentations will be made available after the respective class has been completed. If you have a question or want to meet with me, please e-mail via my York e-mail account. I will respond within 48 hours except on weekends. In urgent concerns I will respond sooner.

**Weekly Readings (for professor led classes; groups will share references for individual presentations)**

**Week 1**

Nemmers, T. (2004). The influence of ageism and ageist stereotypes on the elderly. *Physical & Occupational Therapy In Geriatrics*, 22(4), 11-20.

<http://ezproxy.library.yorku.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=2005082253&site=ehost-live>

Hanson, R. M. (2014). 'Is elderly care affected by nurse attitudes?' A systematic review. *British Journal Of Nursing*, 23(4), 225-229.

<http://ezproxy.library.yorku.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=2012503630&site=ehost-live>

## **Week 2**

Nimrod, G., & Kleiber, D. (2007). Reconsidering change and continuity in later life: toward an innovation theory of successful aging. *International Journal Of Aging & Human Development*, 65(1), 1-22.

<http://ezproxy.library.yorku.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=2009608546&site=ehost-live>

Onega, L., & Tripp-Reimer, T. (1997). Expanding the scope of continuity theory: application to gerontological nursing. *Journal Of Gerontological Nursing*, 23(6), 29-35.

<http://ezproxy.library.yorku.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=1997028228&site=ehost-live>

## **Week 3**

Schneider, E. (1992). Biological theories of aging. *Generations*, 16(4), 7.

<http://ezproxy.library.yorku.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=2009457846&site=ehost-live>

## **Week 4**

WHO social determinants of Health : <http://www.who.int/ageing/publications/active/en/>  
(Ageing: exploding the myths)

## **Week 5**

Olenek, K., Skowronski, T., & Schmaltz, D. (2003). Assessment. Geriatric nursing assessment. *Journal Of Gerontological Nursing*, 29(8), 5-9.

<http://ezproxy.library.yorku.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=2003139593&site=ehost-live>

Mitty, E. (2010). Iatrogenesis, frailty, and geriatric syndromes. *Geriatric Nursing*, 31(5), 368-374. doi:10.1016/j.gerinurse.2010.08.004

<http://ezproxy.library.yorku.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=2010929918&site=ehost-live>

## **Week 6**

McDonald, L. (2011). Elder Abuse and Neglect in Canada: The Glass is Still Half Full. *Canadian Journal On Aging*, 30(3), 437-465. doi:10.1017/S0714980811000286

<http://ezproxy.library.yorku.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=2011307214&site=ehost-live>

## **Week 7**

MacDonald, C., & Butler, L. (2007). Clinical outlook. Silent no more: elderly women's stories of living with urinary incontinence in long-term care. *Journal Of Gerontological Nursing*, 33(1), 14-20.

<http://ezproxy.library.yorku.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=2009497532&site=ehost-live>

### Sessional Dates

Here is a link to the Registrar's Office for sessional dates for Fall/Winter 2014-2015 terms:

<http://www.registrar.yorku.ca/enrol/dates/fw14.htm>

### Important Policies

Policies on grading and academic honesty in the School of Nursing are included in the Student handbook. All policies are based on the Policies of the University, listed below. Students are responsible for understanding and abiding by them.

**Lateness Penalty:** Any written assignment that is not handed in by the date and time at the location specified (as above) AND any assignment for which an extension is granted that is not handed in by the negotiated date and time in the location specified are subject to the following penalty(s):

1. For 1 day late (any time up to 24 hours after date/time due), the penalty is 5% deducted from the grade for the written assignment (e.g. mark of 75% would be reduced to 70%)
2. For each subsequent day late (each 24-hour period), the reduction increases daily:
  - For 2 days late, deduct 15% (e.g. mark of 75% would be reduced to 60%)
  - For 3 days late, deduct 30%
  - For 4 days late, deduct 50%
  - For 5 or more days late, deduct 100% (written assignment is given zero [0]) Note: the day count is for business days only.

**Academic Honesty (Senate Policy):** "Academic honesty requires that persons do not falsely claim credit for the ideas, writing or other intellectual property of others, either by presenting such works as their own or through impersonation. Similarly, academic honesty requires that persons do not cheat (attempt to gain an improper advantage in an academic evaluation), nor attempt or actually alter, suppress, falsify or fabricate any research data or results, official academic record, application or document."

<http://www.yorku.ca/secretariat/policies/document.php>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at: [http://www.yorku.ca/tutorial/academic\\_integrity/](http://www.yorku.ca/tutorial/academic_integrity/)

**Grade Component Deadline (Senate Policy):** The course assignment structure and grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) must be announced, and be available in writing, to students within the first two weeks of classes. Please see Important Dates at:

<http://teachingcommons.yorku.ca/resources/academic-standards-policies-guidelines-and-templates/>

**Graded Feedback Rule (Senate Policy):** Under normal circumstances, some graded feedback worth at least 15% per cent of the final grade for Fall, Winter or Summer term, and 30% for 'full

year' courses in the Fall/Winter term should be received by students in all courses prior to the final withdrawal date from a course.

For more information on the Graded Feedback Rule, please visit: <http://secretariat-policies.info.yorku.ca/policies/grading-scheme-and-feedback-policy/>

**20 % Rule (Senate Rule):** No examination or test worth more than 20 % of the final grade will be given during the last two weeks of classes in a term, with the exception of classes which regularly meet Friday evenings or on the weekend (Saturday and/or Sunday at any time). For further information on the 20% Rule, please visit: [http://calendars.registrar.yorku.ca/2010-2011/faculty\\_rules/AP/term\\_tests\\_exams.htm](http://calendars.registrar.yorku.ca/2010-2011/faculty_rules/AP/term_tests_exams.htm)

**Reappraisals:** Please refer to York policy on grade reappraisal under services and information for current students at <http://www.registrar.yorku.ca/services/policies/grade.htm> OR the Faculty of Health New Student Handbook. In the School of Nursing, the only academic work that is eligible for grade reappraisal is the final examination or final paper. Term work is not eligible for grade reappraisal. To request grade reappraisal, students can contact the School of Nursing Office

### **Accommodation Procedures**

Deferred Standing: Attendance at exams and/or midterm tests is compulsory. Deferred Standing is permission for students to defer writing a final test or examination scheduled in-class or in one of the formal examination periods, or to complete other course work or practicum after the faculty's deadline for completion of term work. Written documentation is required to support claims of extenuating circumstances. Failure to notify the Course Director of absence will result in a grade of zero for that evaluative element.

For further information, please visit: <http://www.registrar.yorku.ca/exams/deferred/>

**Students with Special Needs (Senate Policy):** York University is committed to making reasonable accommodations and adaptations in order to make equitable the educational experience of students with special needs and to promote their full integration into the campus community. Please alert the Course Director as soon as possible should you require special accommodations.

## **Student Conduct**

### **Accountability**

Students in the BScN Programs are accountable for their own learning and for facilitating the learning of your classmates. Important ways to maximize valuable learning opportunities and to ensure your accountability include being on time for class, being consistently prepared, informing your group of absences prior to class time, and supporting classmates and guests during presentations.

### **Respect**

You are expected to demonstrate respect for yourself, your classmates, faculty, preceptors, and clients. Respect helps to create a caring environment that supports teaching and learning. Respect for one another is seen through actions such as active listening, authentic communication, caring

connections in personal and professional encounters, coming prepared to each class, participating in small group and large group discussions, sharing resources, critiquing one another's work, and celebrating accomplishments.

### **Access/Disability**

Students with disabilities, including physical, medical, systemic, learning, and psychiatric disabilities may need accommodation in teaching style, evaluation methods, and other course requirements. Students are encouraged to notify the Course Director and to seek advice from York resources, such as:

<http://cds.info.yorku.ca/about-us-2/>

Failure to notify the Course Director of your needs in a timely manner may jeopardize the opportunity to arrange for academic accommodation.

### **Academic Honesty**

York students are required to maintain high standards of academic integrity and are subject to the Senate Policy on Academic Honesty. This course will strictly adhere to the policies of academic honesty including plagiarism and cheating. Please see the York University policy on academic honesty at the following web resources:

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Senate Policy on Academic Honesty

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Online Academic Integrity Tutorial (for students)

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Preserving Academic Integrity Resource

<http://www.yorku.ca/academicintegrity/faculty/index.htm>

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<http://www.library.yorku.ca/ccm/rg/im/NURSING>



**Faculty(ies):**

Please indicate all relevant Faculties

Health

**Date of Submission:**

2015

**School/Department:**

Deans office

**Effective Session:**

Fall / Winter / Summer  
(circle one)

**Course Number:**

HH/IHST 4005  
(HH/KINE 1000)

**Academic Credit Weight:**

\_6.00\_  
\_\_\_

**Effective Year:**

Fall 2017

**Variance:**

\_\_\_\_\_

**Course Title:**

The official name of the course as it will appear in the Undergraduate Calendar.

Healthy Aging: Current Trends and Issues

**Short Title:**

**Maximum 40 characters**, including punctuation and spaces. The short title appears on any documents where space is limited (transcripts and lecture schedules).

Healthy Aging

**Brief Course Description:**

(Maximum 60 words. For editorial consistency, verbs should be in present tense.)

This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. For editorial consistency, verbs should be in the present tense and begin the description; e.g., "Analyzes the nature and extent of...", rather than "This course will analyze..." or "This course analyzes..."

If applicable, include information regarding the language of instruction (if other than English). Please note that with every new course proposal it is the School/Department responsibility to ensure that new courses do not overlap with existing courses in other units. If similarities exist, consultation with the respective Faculties/ Schools/ Departments/ Divisions is necessary to determine course credit exclusions and/or cross-listed courses.

How can we age in the healthiest manner possible? Students in this course develop knowledge about current issues and debates in healthy aging. They also develop skills and experience in working with older adults pertaining to aging optimally. Within a community setting, students engage in community service learning opportunities where they apply the concepts, methods and theories about aging optimally.

**Integration**

(list of integrated courses etc. Only include if there are integrations. Must include GS prefix)

**Prerequisite**

(list of prerequisite courses etc. Only include if there are prerequisites.)

**Corequisite**

(list of corequisite courses etc. Only include if there are corequisites.)

**Pre/Corequisite**

(list of courses etc. which can be taken as pre- or corequisites.)

**Course Credit Exclusion(s)**

(list of exclusions. If there are no exclusions, please use this heading with "None".)

HH/NURS 3000 3.00

**Open to**

(should only be used if this course is limited to a specific group of students)

Students must be in the Honours program and have completed 84 credits. Students will be accepted into the course by permission only.

**Not open to**

(should only be used if the course is closed to a specific group of students)

**Notes**

(includes any other information which is necessary for students to know before enrolling in the course)

Given the limited number and type of community service learning opportunities available, enrollment is restricted. Students must fill in an application and be accepted to take this course by the course director before permission to enroll will be granted.

**For Administrative use only:**

<b>FEE and MET weight:</b> Fee and MET weight if different from the academic weight; e.g., AC=6.00, FEE=8, MET=6 (credit value should be taken to two decimal places (i.e. 6.00 and 3.00))	<b>FEE Weight:</b>	
	<b>MET Weight:</b>	
<b>Relevance:</b> (denotes course as a declared subject for a degree or degrees e.g. HLST)		
<b>Science Course:</b> (denotes course in KINE or PSYC to count as science credit for BSc degree programs)	YES      NO      (circle one)	

**Expanded Course Description:**

This is the detailed course description, including topics/theories, learning objectives, and description of lab or practicum component.

This course provides students with the opportunity to develop knowledge and skills regarding healthy aging and current trends and issues about optimizing the aging process. Students will develop knowledge of factors affecting wellness and quality of life (such as fall/accidents/physical challenges, nutrition, medication, chronic pain/illness, mental health) as well as the factors that contribute to healthy aging (continual social engagement, volunteerism, physical activity). They will explore current topics including ageism, sexuality, technology, elder abuse, care-giver burnout, cross-cultural differences, with the focus on the facets that optimize healthy aging. In addition, socioeconomic factors influencing the aging experience will be discussed. Social aging policies will be introduced and will be linked to healthy aging. Students will learn about both the negative and positive impact of these policies and the role that advocates play in the process of aging optimally.

Students will explore the relationship between how they perceive healthy aging and how society influences these perceptions. Issue impacting healthy aging will be explored through examination of how various media such as birthday cards, commercials, blogs, and art portray aging.

Through video-based learning modules, discussions, tweet chats, reflections and applied assignments, students will develop an appreciation for the challenges (and opportunities) handled by older adults when aging at home and/or in other settings. Throughout the course, students also apply their developing knowledge and skills volunteering with an organization serving older adults. This Community Service Learning opportunity allows students to gain first hand experience of the concepts, methods and theoretical foundations they are learning by engaging in activities that address community needs together with structured reflection exercises intentionally designed to promote achieving their learning outcomes.

At the end of the course students should be able to:

- a) Describe healthy aging from a holistic perspective, incorporating intra-personal (physical, psychological) and inter-personal (social and community engagement) as well as political, policy and economic factors
- b) Describe the factors that impact optimal aging (such as falls/accidents/physical challenges, nutrition, medication, chronic pain/illness, mental health, social engagement, physical activity).
- c) Identify theories and assumptions about healthy aging in later life.
- d) Demonstrate and apply their knowledge about factor contributing to optimal aging.
- e) Critically consider how social media and social attitudes on topics such as ageism, sexuality, technology, elder abuse, caregiver burnout, cross-cultural differences, influence the experience of healthy aging.
- f) Develop professionalism (compassion, intuition, empathy, teamwork) through interpersonal experiences with older adults.
- g) Develops conflict resolution and mediation skills by working on their professionalism, empathy, and teamwork.
- h) Identify socioeconomic and social policy issues influencing healthy aging and the aging process.
- i) Advocate for healthy aging.
- j) Provide education by sharing information and resources about healthy aging to older adults and/or their families.
- k) Contributes to building supports and resources to increase respite capacity for caregivers

**Instruction/ Course Format:**

1. Planned frequency of offering and number of sections anticipated (every year, alternate years, etc.)

One section per year.

<p>2. Number of School/Department members currently competent to teach the course.</p>	<p>3 + many Nursing faculty (e.g., Malini Persaud).</p>
<p>3. Instructor(s) likely to teach the course in the coming year.</p>	<p>Susan Murtha Suzanne Cook Gary Turner</p>
<p>4. An indication of the number of contact hours (defined in terms of hours, weeks, etc.) involved, in order to indicate whether an effective length of term is being maintained. In absence of scheduled contact hours, please provide an indication of the estimated time students are likely to spend engaged in learning activities required by the course.</p>	<p>The course format will be blended with about a third of their course spent in class discussions/activities/presentations/team building exercises, and the remainder of their course engaged with online activities through the Moodle course site. Week one to six and the last two classes (weeks 23-24) will be in class. The rest of the course will be online.</p> <p>3 hours per week x 6 = 18 3 hrs per week x 16 online = 48 3 hours per week x 2 = 6 Total of 24 in-class hours, 48 hours is spent online. A maximum of an additional 40 hours will be engaged in their community service learning experience.</p>
<p>5. In the absence of scheduled contact hours, please indicate how the course design encourages student engagement and supports students in achieving the learning objectives.</p>	<p>The activities online will include delivery of video-based learning modules, discussions, and/or tweet chats (an online live Twitter event held at a specific time and focused on a single discussion topic or question). All content will adhere to accessibility standards and copyright requirements</p> <p>Video-based learning modules will be developed using screen recording software (most likely Camtasia Studio) enabling the CD and guest lecturers to describe and discuss the key components of the course content. Learning modules are based on content that describes factors that impact healthy aging and quality of life, theories and assumption about healthy aging, how social media and social attitudes influence the experience of healthy aging, how socioeconomic and social policy issues influence healthy aging, and skill development modules on teamwork, conflict resolution and mediation. The modules can be closed-captioned for those who need it and will allow for students to move quickly through the video modules to search for and review content they might find confusing. The learning modules will all be available at the beginning of the course so students can go through them at the speed they wish to. However the discussion topics will be paced to cover a different topic each week</p> <p>Weekly online discussion forums will be for students to identify and discuss current issues in healthy aging and relate current issues to content covered in the learning modules. As well they will be given the opportunity to pose questions arising from their ongoing Community Service Learning (CSL) experience or issues they may be observing and/or struggling with on site.</p> <p>Every 4 weeks students will be invited to participate in a tweet chat led by the course director (CD). From the online discussion forums held during the previous weeks the CD will pull any key issues, consistent points made or queries raised by the students regarding both the course content as well as their ongoing CSL experiences. This reflects that the instructor is paying attention to what the students are saying online. This will help the students to</p>

	<p>stay engaged in the online discussion forums, supporting them both in acquiring the content and in engaging more fulsomely in their community service learning experience. This tweet chat will be documented and thus be available after the event for students to go back and review if need be.</p> <p>This online component brings numerous benefits including:</p> <ul style="list-style-type: none"> <li>• Ease of access for students – the Accessibility for Ontarians with Disability Act (AODA) compliant materials will use sound, images, text and interaction allowing all students regardless of need to learn from the resources.</li> <li>• Flexibility of access – although the availability of the course materials will be paced, providing them online allows students to control the place and time of access.</li> <li>• Enhanced learning environment – students may choose to revisit any element of the course, and since their learning is supported by online discussions they can self-identify areas of weakness.</li> <li>• Building the students online ‘elearning’ skills</li> </ul>
<p>6. Please describe the type of experiential education (blending theory and course work with concrete experience) and/or eLearning (using technology to support the students interaction with and access to the content, learning activities, with other students, and with faculty members in order to develop knowledge and skills) you will be using.</p> <p>If you are not using experiential education and/or eLearning, please explain why.</p>	<p><b>Elearning:</b> Blended course format using a combination of both in class and on line activities to achieve the learning outcomes. Online discussions and/or tweet chats, online videos will keep the students engaged in the content while still providing the content in an accessible and flexible manner.</p> <p><b>Community service learning (CSL) experience:</b> Applying theories of healthy aging, students will engage in activities that address Canadian seniors’ needs as well as community needs together with structured opportunities intentionally designed to promote learning goals. Interactions with older adults and agencies that work with older adults provide the concrete experience for students to apply their knowledge and skills and to deepen their learning by reflecting on their learning about aging. This experience will contribute to:</p> <ul style="list-style-type: none"> <li>- Development of professionalism (compassion, intuition, empathy, teamwork) through interpersonal experiences.</li> <li>- Develops conflict resolution and mediation skills by working on their professionalism, empathy, and teamwork</li> <li>- Development of health, wellness and quality of life knowledge about optimizing the aging process</li> <li>- Provide an opportunity to advocate for healthy aging</li> <li>- Provide healthy aging education to older adults and their families</li> <li>- Contributes to building supports and resources to increase respite capacity for caregivers.</li> </ul>

## Evaluation:

Please provide a detailed description of the basis of evaluation for the proposed course, including the type and percentage value of each assignment.

If the course is to be integrated, the additional requirements for graduate students must also be provided.

If the proposed course is amenable to technologically mediated forms of delivery, please identify how the integrity of learning evaluation will be maintained (will "on-site" examinations be required, etc.)

Please note that if there is a technology component to the course, a statement is required from Computing Services indicating whether resources are adequate to support the course.

To achieve the student learning outcomes identified in a, b, c, and h, as well as to keep students engaged in the course and on task there will be participation in discussions - total of 30% of the grade:

Discussion – 2% for each online discussion the student participates in, in a meaningful fashion (i.e., they reflect on comments made, provide additional new content/links to the discussion). Although online discussions will be available each week for 24 weeks, the maximum earned is up to 30% of their grade.

To achieve the student learning outcomes identified in d, e, i, j, and to build communication skills and teamwork – total of 40% of the grade:

Wiki - students will individually learn how to create a wiki, and learn about rules of netiquette through mini exercises (10%) and then develop a wiki in a group (10%). The wiki will be a group-authored project the aim of which is to reach a consensus or compromise on the content of the wiki page. They will produce content that will be about how social media and social attitudes on a chosen topic such as ageism, sexuality, technology, elder abuse, caregiver burnout, cross-cultural differences, continual social engagement, volunteerism, physical activity influence the experience of aging optimally.

Reflections exercise to build the skill of doing reflections (5%) and a final reflection paper on their CSL experience - (5%). The reflection exercise will build skills and provide material for students to build on for their CSL reflection paper. Though these reflections they will without judgment, describe the facts they learned and event(s) of the experience. They will describe what difference the facts/experience made to them, discuss their feelings, ideas, and interpret the facts/experience. Then describe how they will think or act in the future as a result of these facts/experience.

OR

Oral Presentation – presentation exercise to build oral presentation skill (5%), and then a final oral presentation will be given in class (5%) - based on the community service learning experience.

Group work -10% - skill developed in class based on activities to build teamwork competencies.

To achieve the student learning outcomes identified in f, g, i, j, k, and conduct and complete the Community Service Learning experience - total of 30% of the grade:

Community Service Learning Contract – 15% - based on practicum orientation, intentional objectives, confidentiality, and learning goals agreed upon with their supervisor with which they are partnered at the organization.

Placement Interim Feedback – 5% (end of first semester)

Final Placement Feedback – 10% (end of course)

Note: graded feedback provided by the drop date of the course will be at a minimum comprised of group work, community service learning contract, and the placement interim feedback representing 30% of the grade.

## **Bibliography:**

A library support statement is required from the bibliographer responsible for the relevant discipline to indicate whether resources are adequate to support the course.

The Library has requested that the reading list contain complete bibliographical information such as full name of author, title, year of publication, etc. If applicable, please distinguish required readings from suggested readings. As well, please list any online resources, and whether students will require internet access.

Also please list any online resources.

If the course is to be integrated (graduate/undergraduate), a list of the additional readings required of graduate students must be included. If no additional readings are required, a rationale should be provided.

A LIBRARY SUPPORT STATEMENT MUST BE INCLUDED.

## **Other Resources:**

A statement regarding the adequacy of physical resources (equipment, space, etc.) must be appended. As well, please indicate if any other resources are required.

If there is a technology component to the course, a statement is required from Computing Services indicating whether resources are adequate to support the course.

The committee will not approve a course unless it is satisfied that adequate resources are available to support it.

## **Recommended Text and articles:**

Novak, M., Campbell, L., & Northcott, H. C. (2014). *Aging and society: Canadian perspectives* (7<sup>th</sup> Ed). Toronto: Nelson Education Ltd.

Jeste, D. V., Savla, G. N., Thompson, W. K., Vahia, I. V., Glorioso, D. K., Palmer, B. W., & Depp, C. A. (2013). Association between older age and more successful aging: Critical role of resilience and depression. *American Journal of Psychiatry*, 170, 188-196.

Dogra, S., & Stathokostas, L. (2012). Sedentary behavior and physical activity are independent predictors of successful aging in middle-aged and older adults. *Journal of aging research*, 2012.

Kraft, E. (2012). Cognitive function, physical activity, and aging: possible biological links and implications for multimodal interventions. *Aging, Neuropsychology, and Cognition*, 19, 248-263.

Baker, J., Meisner, B. A., Logan, A. J., Kungl, A. M., & Weir, P. (2009). Physical activity and successful aging in Canadian older adults. *Journal of Aging and Physical Activity*, 17, 223-235.

Lindenberger U, Lövdén M, Schellenbach M, Li SC, Krüger A. (2008). Psychological principles of successful aging technologies: a mini-review. 54(1):59-68. doi: 10.1159/000116114. Epub 2008 Feb 6.

Brehmer Y1, Kalpouzos G, Wenger E, Lövdén M. (2014). Plasticity of brain and cognition in older adults. *Psychological Research* 78(6):790-802. doi: 10.1007/s00426-014-0587-z. Epub 2014 Sep 28.

Park DC1, Lodi-Smith J, Drew L, Haber S, Hebrank A, Bischof GN, Aamodt W. (2014). The impact of sustained engagement on cognitive function in older adults: the Synapse Project. *Psychological Science*. Jan;25(1):103-12. doi: 10.1177/0956797613499592. Epub 2013 Nov 8.

Stanford Center for longevity statement on brain training:

<http://longevity3.stanford.edu/blog/2014/10/15/the-consensus-on-the-brain-training-industry-from-the-scientific-community-2/>

The community service learning placements will be located with the help of the experiential education coordinator, through faculty members' contacts, and previously established networks and contacts through the York University Center for Aging Research and Education.

**Course Rationale:**

The following points should be addressed in the rationale:

1. How the course contributes to the educational objectives of the School/Department and of the Faculty.
2. The relationship of the proposed course to other existing offerings, particularly in terms of overlap in objectives and/or content. If overlap exists, please indicate the nature and extent of consultation which has taken place. If the course is to be cross-listed, integrated or listed as a course credit exclusion with another course, approval is required from all of the relevant Faculties/units.
3. If applicable, please indicate the relationship of the proposed course to interdisciplinary programs; i.e. for which interdisciplinary program(s) will the course count for major/minor credit. As well, please indicate the nature and extent of consultation that has taken place with the relevant interdisciplinary program coordinator(s).
4. The expected enrolment in the course.

1. This course contributes to the Certificate in Aging particularly in terms of acquiring professional skills (e.g., teamwork, empathy, conflict resolution), interdisciplinary knowledge about aging (ageism, elder-abuse, advocating about healthy aging, etc.), application of knowledge, and communication skills. Students will enroll in this course from various majors bringing multiple perspectives to the topic of healthy/optimal aging. The learning objectives of the Certificate in Aging (and by association this course) are aligned with the overarching Student Success theme in York's academic plan, i.e., "our undergraduate...students must be provided with the knowledge and skills they need to thrive...in the 21<sup>st</sup> century....". Through its content and methods of evaluation this course builds on the experiential education and elearning educational objectives of the Faculty of Health. Written skills are demonstrated through the reflection papers, blog, and the learning contract. Communication and presentation skills are demonstrated through the group work, presentation, and reflection papers. Knowledge of theories, issues, factors contributing to healthy aging are demonstrated through the quizzes, discussions, group work, reflection papers. Successful application of skills is demonstrated through the Community Service Learning experience feedback. This course will prepare students for careers which support aging in the healthiest manner possible.
2. An Integrated Global Health Practicum (IHST 4900 9.00) is being developed for Winter 2015, whereby undergraduate students will complete a 250 hour practicum and learn how to apply global health concepts, methods and theory in health settings in Canada and globally. If a student engages in practicum with older adults in IHST 4900, then there might be some overlap with the current proposed course in working with older adults. But given the requirements and global health focus of the practicum any overlap is not deemed sufficient to warrant a course credit exclusion. NURS 3000 3.00 (Trends and Contemporary issues for the Aging Adult in Canada) and NURS 3600 3.00 (Patterns in the Health Experience of Older Persons) are part of the Certificate in Aging but are only open to nursing students. IHST 4005 6.00 was created in order to give students without a nursing background the opportunity to fulfill Aging Certificate outcomes that are presently achieved through the nursing courses that are not open to non-nursing students. Therefore, some content and learning outcomes overlap particularly with NURS 3000 (such as, developing professionalism, resolving conflict resolution and mediation skills, defining ageism, care-giving, providing education about aging, increasing respite capacity, and advocating on behalf of older adults). There is enough overlap in content and outcomes such that nursing students who have taken HH/NURS 3000 3.00 cannot get credit for taking this course.
3. N/A
4. Approximately 20 students.



**Confirmation of Consultation/Approval:**

The Faculty of Health Curriculum Committee will not consider new course proposals that have not been approved by the unit responsible for offering the course. If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, approval from all of the relevant parties is also required. Please ensure that all of the relevant signatures are included below, or that appropriate consultation/approval documentation (email, etc.) is attached.

\_\_\_\_\_  
Faculty/School/Department                      Signature                      Date

\_\_\_\_\_  
Faculty/School/Department                      Signature                      Date

\_\_\_\_\_  
Faculty/School/Department                      Signature                      Date

<b>Evidence of Consultation Attached</b> (email correspondence, letter, signature etc.)	
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## MEMORANDUM

### YORK UNIVERSITY LIBRARIES

#### Office of the University Librarian

516 Scott Library  
4700 Keele Street  
Toronto ON  
Canada M3J 1P3  
Tel 416 736 5601  
Fax 416 736 5451  
www.library.yorku.ca

To: Dr. Susan Murtha,  
Associate Dean, Teaching & Learning, Faculty of Health

From: Adam Taves, Acting Associate University Librarian, Collections & Research

Date: January 13, 2015

Subject: Library Support for HH/IHST4XXX: Healthy Aging: Current Trends and Issues

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Dear Professor Murtha,

I have reviewed the course proposal for HH/IHST4XXX – Healthy Aging: Current Trends and Issues and am confident that the Libraries can support this course. The topics listed in the expanded course description are all areas in which the Libraries have significant collections strength, reflecting both research and curricular interests from many academic departments on campus, from both within and outside of the Faculty of Health. These strengths are seen in our monograph holdings and, importantly for the most current research, within our significant journal holdings in areas related the topics the course will address. The Library owns all items on the list of recommended texts and articles, the vast majority being online. Additionally, the Libraries provide access to databases across a wide range of subject areas that will support learning and research in students' chosen areas of focus.

For items not available through the Libraries, Research Sharing can help arrange access.

In summary, York University Libraries can support this course.

Sincerely,

Adam Taves  
Acting Associate University Librarian – Collections & Research  
York University Libraries





From: Susan Murtha <[smurtha@yorku.ca](mailto:smurtha@yorku.ca)>  
To: Wendy Anderson <[wanders@yorku.ca](mailto:wanders@yorku.ca)>,  
Date: 01/22/2015 06:00 AM  
Subject: Fwd: Letter supporting tech in course -- need some details on video chat from Rob

Wendy I am forwarding UIT note re the new aging course proposal.

Susan Murtha Ph.D.  
Associate Dean, Teaching and Learning  
York University  
442b HNES  
Toronto, Ontario

Sent from my iPad

Begin forwarded message:

**From:** Peter Rowley <[prowley@yorku.ca](mailto:prowley@yorku.ca)>  
**Date:** January 21, 2015 at 11:09:15 PM EST  
**To:** Susan Murtha <[smurtha@yorku.ca](mailto:smurtha@yorku.ca)>  
**Cc:** Rob Finlayson <[rfinlays@yorku.ca](mailto:rfinlays@yorku.ca)>  
**Subject: Re: Letter supporting tech in course**

The technology components of this course are: closed-captioned video-based learning modules, discussion forums and/or tweet chats, online quizzes, student blogging, and recorded video chats. The expected enrollment is 20 students. UIT's Learning Technology Services (LTS) has the resources to facilitate the creation by CD's of the video-based learning modules. They also have the resources to provide advice on the creation and maintenance within Moodle of discussion forums, quizzes, and blogging by students. They can provide advice on linking from Moodle to tweet chats. Finally, LTS staff can also assist in selecting an appropriate video chat tool for the CD and 20 students that includes support for recording and for linking the recordings to Moodle. There may be limits on how many students can participate at any given time; for example, Google+ Hangouts are limited to ten participants. There may be ongoing costs associated with video chat.

Peter Rowley  
Director, Applications and Integration  
University Information Technology  
York University  
[prowley@yorku.ca](mailto:prowley@yorku.ca)  
416-736-5983

## Memo

To: Alice Pitt, Vice Provost Academic  
From: Harvey Skinner, Dean  
Date: April 16, 2015  
Subject: Aging Certificate Program Support Memo

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I am writing to express the enthusiastic support of the Faculty of Health for this cross-disciplinary Certificate in Aging. This proposed Certificate has evolved out of meetings by colleagues in our Graceful Aging Alliance and it will be a key component of the new York University-Centre for Aging Research and Education (YU-CRAE). Structurally, the Certificate in Aging will be administered through our Interdisciplinary Health Studies Program (IHST) that currently oversees our new BA/BSc in Global Health. This cross-disciplinary program involves a partnership among our four Schools/Department (Psychology, Kinesiology & Health Science, Nursing, Health Policy & Management), along with collaboration with other Faculties at York University as well as external academic and community health partners.

With our aging population in Canada, and in most of the middle and high income countries globally, this field of study is increasingly important for health promotion and health care. And, a variety of career opportunities are opening up for our graduates with training in this field. Aging education and research is an important strategic direction for the Faculty of Health in our five-year academic plan (2015-2020) termed 'Health@2020'.

The Faculty of Health will provide the necessary faculty, staff, infrastructure and space resources to support the proposed Certificate in Aging. Currently, there are 30 faculty members (22 in Health, 3 at Glendon, 4 in LA&PS, 1 in AMPD) with relevant expertise. The Faculty of Health will recruit additional faculty over the next five years to support our new YU-CRAE along with education initiatives such as this proposed Certificate in Aging. The Interdisciplinary Health Studies Program which is currently supporting our BA/BSc in Global Health has a full time staff member and additional staff complement will be added to support the proposed Certificate in Aging as well as other interdisciplinary initiatives that are at the planning stage. Physical space to support the proposed Certificate in Aging is available on the ground floor of HNES. A medium term strategy is to house this Certificate Program as part of a new development for a Retirement Home-Long Term Care Facility ("York Villages") that is under development and which will house our new YU-CRAE Centre along with teaching and learning labs to support our interdisciplinary programs. There is a short



term need to launch one new course (IHST 4005 6.00) for September 2017. We have a colleague in LA&PS (Suzanne Cook) to teach this course – this may involve some compensation from Health to LA&PS.

With respect to research training, students in the Certificate in Aging Program will have access to our wet and dry lab facilities on campus (e.g. cognitive neuroscience labs in the Sherman Bldg., Muscle Health Research Centre labs in Farquharson), as well as a range of our community partners in the GTA including hospitals, family health teams, community health centres, and residential and care facilities for the aging population (e.g. Leisureworld, Revera).

In brief, I am fully committed as Dean of the Faculty of Health to ensuring that there are excellent resources to support this important new Certificate Program in Aging and beyond.

OFFICE OF THE  
VICE-PROVOST  
ACADEMIC

9<sup>th</sup> FLOOR  
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CANADA M3J 1P3  
T 416 650 8017  
F 416 736 5876

[vprovostacad.info.yorku.ca/](http://vprovostacad.info.yorku.ca/)

**Memo**

To: Susan Murtha, Associate Dean, Teaching & Learning, Faculty of Health

From: Alice Pitt, Vice-Provost Academic

Date: May 5, 2015

**Subject: Letter of Support for Faculty of Health's proposed Certificate in Aging**

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I fully support the Faculty of Health's proposed Certificate in Aging. The certificate's focus on health promotion in aging builds on the strengths of the Faculty's programs and reflects the Faculty's identity. This cross-disciplinary program involves all four of Health's schools, and it is an important addition for the new York University Centre for Aging Research and Education. The certificate is timely given the growing needs of a culturally diverse aging population, and it is well-positioned to be very attractive to students from across the university.

The Faculty of Health has in place the resources to support the certificate, and its commitment to aging research and education is well represented in its complement planning. The certificate has been very well planned and enjoys Dean Skinner's enthusiastic support.




## MEMORANDUM

YORK UNIVERSITY  
LIBRARIES

Office of the  
University Librarian

516 Scott Library  
4700 Keele Street  
Toronto ON  
Canada M3J 1P3  
Tel 416 736 5601  
Fax 416 736 5451  
www.library.yorku.ca

To: Dr. Susan Murtha, Associate Dean (Teaching & Learning), Faculty of Health

From: Catherine Davidson, Interim University Librarian 

Date: March 24, 2015

Subject: Library Support for the Undergraduate Certificate in Aging

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As Thumeka Mgwigwi's attached statement indicates, York University Libraries are very well-positioned to provide strong support for the Undergraduate Certificate in Aging. The Libraries continue to build research-level collections through acquiring monographs, extensive collections of journals, and key databases for psychology, kinesiology, nursing, and a wide number of related disciplines. This collection-building is informed by continual monitoring of faculty research interests and changes in the curriculum to ensure that the breadth and depth of the collection reflects the interests and needs of the York community.

Students in the Certificate Program in Aging will be well-served by the outreach activities and expertise of liaison librarians working in health-related areas. In addition to continuing to build extensive collections for teaching, learning, and research in the field, established instruction programs can help bolster the research skills of undergraduate students enrolled in the certificate program. Beyond this dedicated assistance, the Learning Commons at Scott Library provides numerous supports for undergraduate students, including assistance with learning skills and writing. Additionally, the Learning Commons has developed SPARK – the Student Papers and Academic Research Kit – to provide online assistance to students on various aspects of the research and writing process.

In conclusion, the Libraries are well-positioned to support this certificate program and we look forward to continuing to build collections and services to support curricula and research in the field of health.

cc: Thumeka Mgwigwi, Health and Psychology Librarian, Scott Library Research & Collections Department  
Adam Taves, Acting Associate University Librarian, Collections and Research







## **New Proposed Undergraduate Certificate in Aging Statement of Library Support**

York University Libraries

24 March 2015

Submitted by Thumeka Mgwigwi, Health and Psychology Librarian

---

### **INTRODUCTION**

This statement of library support for the proposed *Undergraduate Certificate in Aging* has been prepared in accordance with the guidelines outlined in the Quality Assurance Framework as set out by the Ontario Universities Council on Quality Assurance. It describes the level of support currently provided by York University Libraries for the undergraduate courses in Psychology, Kinesiology and Health Sciences, Nursing, and Sociology Departments. The Libraries support all Faculty of Health programs through collections, instructional services, research assistance, access to knowledge resources, supporting research dissemination and providing adaptive services.

### **COLLECTIONS SUPPORT**

The Libraries' collection already offers support for the following courses: PSYC 3495 Neuroscience of Aging and Cognitive Health; KINE 3350 3.00 Physical Activity, Health and Aging; KINE 4645 3.00 Active Living and Ageing; IHST 4005 6.00 Healthy Aging: Current Trends and Issues; and SOCI 3550 6.00 Sociology of Aging. In addition, these courses draw strength from the collective knowledge of faculty members from the following existing programs, indicated along with their respective subject liaison librarians:

School of Health Policy and Management	Thumeka Mgwigwi
Department of Psychology	Thumeka Mgwigwi
School of Kinesiology & Health Sciences (KAHS)	Rajiv Nariani
School of Nursing	Ilo-Katryn Maimets
Department of Sociology	Kalina Grewal

Subject liaison librarians and the Libraries' collections support the teaching and learning needs of the faculty as well as the students enrolled in these programs and their courses.

### *Formats*

The Libraries' collection comprises print, electronic, audio-visual, and microform resources in the form of monographs, journals, reference materials, films, videos, DVDs, government documents and statistics. Digital / electronic resources can be accessed from all libraries and off-campus through the York Libraries' web site.

### *Location of Resources*

The print materials for courses are located primarily at the Scott Library for Health, Psychology and Sociology collections and Steacie Science and Engineering Library for Nursing and Kinesiology and Health Sciences collections. This includes relevant materials on health and aging; ageism; sociology of aging; neuropsychology; and adult development. Print government documents and the microform collection are housed at Scott Library, and increasingly, national and international government documents are being made available online. Audio-visual resources are primarily located at the Sound & Moving Image Library with some resources at Steacie Science & Engineering Library. The Libraries also purchases French language resources, and these are primarily located at the Frost Library located at Glendon campus.

### *Reference materials*

Print and digital specialized encyclopaedias, dictionaries, glossaries, handbooks, directories and bibliographies are available in the Libraries' collections and as online resources.

### *Print & electronic books (e-books)*

Monographs are purchased through our vendors, *YBP* and *Coutts*, although other sources of new titles are also used. Searches are also conducted in *WorldCat* to locate titles of relevance and interest. Librarians with subject specialties in health, nursing, kinesiology, psychology, and sociology can also provide input. Comprehensive approval plans are extensively supplemented by individual orders gleaned from reviewing journals, faculty publishing trends, vendor notification programs, publisher catalogues, and faculty requests.

We have acquired a number of e-book packages from different publishers under consortial agreements as well as a significant number of e-book packages that are unique to York University. These can be accessed by the York academic community via the Libraries' catalogue and also by browsing the *Scholars Portal e-books* platform. Included are the *Canadian Health Research Collections*, E-books from *SpringerLink* (2004 to present), *MyiLibrary*, *PsycBooks* and *Books@Ovid* .

*Journals (including e-journals)*

Given the nature of the program, the journal collections are especially important and currency is emphasised. Online subscriptions are maintained for all significant periodicals, and back runs are acquired if available. The demand for periodicals, particularly online journals, is increasingly fulfilled through our involvement and memberships in consortia. The Libraries take full advantage of these consortial purchases which provide online access to large sets of academic e-journals. York University's membership in two key consortia – the *Ontario Council of University Libraries (OCUL)* and the *Canada Research Knowledge Network (CRKN)* – has afforded the York community access to a wealth of electronic resources. Many journals are also made available directly from publishers' websites.

### *Relevant Databases & Indexes*

The primary databases and indexes of relevance include *Medline (Pubmed)* and *Medline (Ovid)*, *Web of Science*, *Sociological Abstracts*, *PsycInfo*, *PsyTESTS*, and *CINAHL*, but there are many other databases that address the interdisciplinary aspects of this program.

### **List of subject guides that would be useful for the Undergraduate Certificate in Aging Program:**

Health: <http://researchguides.library.yorku.ca/health>

Psychology: <http://researchguides.library.yorku.ca/psychology>

Nursing: <http://researchguides.library.yorku.ca/nursing>

Kinesiology: <http://researchguides.library.yorku.ca/kinesiology>

Sociology: <http://researchguides.library.yorku.ca/sociology>

All of these subject guides are easily accessed from the Libraries' homepage and can be viewed from the indicated links.

Most databases possess the capability to link to full-text journal articles, should the Library subscribe to the parent journals. These databases are also compatible with *link resolver technology / SFX* so that users can go from a database citation to one of a number of destinations, including the full-text of the document or a document delivery request form.

### *Theses & Dissertations*

Access to theses and dissertations is made available through the *ProQuest Dissertations and Theses* database which provides full-text access to North American and European dissertations. International theses can be located through the *Networked Digital Library of Theses and Dissertations (NDLTD)* and other portals. Theses that are not available full-text can be requested through Interlibrary loan (ILL).

### *Government Documents*

York University Libraries are a repository for the Government of Canada documents, and therefore the Libraries automatically receive materials produced and disseminated by federal government organizations through the Depository Services Program. Provincial documents from the Province of Quebec and the Province of Ontario are also collected in both campus libraries. A subject guide to locating government publications can be found here: <http://researchguides.library.yorku.ca/governmentpublications>

## **SUPPORTING TEACHING, LEARNING & RESEARCH SERVICES**

### *Research Dissemination through Open Access Initiatives*

York University Libraries have been generous in supporting Open Access and encourage submissions to OA journals. York University Libraries have directed a part of their collections funds to support faculty and graduate students' publishing endeavours by paying the Article Processing Charges for select OA publishers. Some of the supported publishers include *BioMed Central*, *Hindawi*, *Public Library of Science (PLOS)*, *BioOne*, and *Open Medicine*.

Faculty are invited to deposit their papers for publication in YorkSpace, York's institutional digital repository. The non-exclusive archiving of research in York's digital repository lends an institutional presence and increases York University's scholarly profile while protecting their work for future use.

For more information and to answer questions about Scholarly and Open Access Publishing, please see the website at:

[http://researchguides.library.yorku.ca/open\\_access](http://researchguides.library.yorku.ca/open_access)

## **LIBRARY SERVICES & SPACES**

### *Specialized Liaison Librarians*

Library support for this program will be provided primarily at the Scott Library and Steacie Science & Engineering Library. Liaison librarians assist students and faculty with literature research, provide in-class workshops, develop research guides and help to manage and organize the research literature using citation management programs. In addition, the libraries provide research help by email, phone and by chat using our [Ask Chat with a librarian](#) that has extensive hours during the week and on weekends.

### *Intercampus Borrowing*

Because some of the library collections extend over two campuses and since all students need easy access to materials, the Library provides an intercampus borrowing system at no charge. Students can submit a request online to have library materials delivered from

one campus to the other by the following business day. Students can also use a free shuttle service to travel between campuses.

### *Interlibrary Loans/Resource Sharing and Off- Campus Resources*

Undergraduate students and faculty have access to the collections of other university libraries through the interlibrary loan system called *RACER* (Rapid Access to Collections by Electronic Requesting). York University Libraries subsidize interlibrary loans for students and faculty who may borrow monographs through *RACER* at no cost. Additionally, undergraduate students can receive up to 25 journal articles for free in any single year and faculty may receive an unlimited number of articles through *RACER*.

All libraries in Ontario, except the University of Toronto, support a direct borrowing program that allows students and faculty to borrow materials when visiting other Ontario university libraries. Many Canadian Universities support reciprocal borrowing by graduate students and faculty.

### *Managing Research Results*

Many liaison librarians provide support in the use of two free, web-based citation management systems: *Zotero*, an open source citation management system, and *Mendeley*, an Elsevier product.

### *Scholarly Publishing Services*

York University Libraries provide an electronic journal hosting service for York-affiliated journals. This service is called *York Digital Journals* (YDJ). York University uses *Open Journal Systems* (OJS), an open source software platform developed by the. The YDJ team is happy to work with York community members to create new journals or migrate existing journals to an online environment. The libraries will provide training and troubleshooting help with the OJS software, as well as advice to ensure maximum exposure.

*Health Tomorrow: Interdisciplinarity and Internationality* is an open-access journal founded by members of the York Institute for Health Research (YIHR) published through the Libraries' publishing services. This peer-reviewed journal is dedicated to publishing innovative and diverse health scholarship from emerging and established academics from all disciplines. This digital journal offers another forum for students to become involved in interdisciplinary health research and share their findings with others in a collegial environment. We welcome you to our website, encourage you to browse around, and hope that you may be interested in making a submission to our current edition.

YorkSpace is York University's digital library of research outputs. It is a platform that enables York community members to post, organize and preserve their research online in an institutional context. It showcases the scholarship of the York University community through the use of a special standards-based software platform that collects usage statistics and promotes visibility on the web. The School of Kinesiology and Health Science has a growing number of research papers stored in *YorkSpace* and subsequently can be discovered using Google.

## **LIBRARY INSTRUCTIONAL SUPPORT FOR ACADEMIC LITERACIES**

Information Literacy is an essential component of students' education. Without the skills to find, retrieve, evaluate and use information, students cannot participate fully in a university environment and a disciplinary culture. Critical engagement with information is an integral component of scholarly discourse and fundamental when involving students in teaching and learning.

Subject librarians align information literacy instruction with the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education at:

<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>

York University Libraries has a very active information literacy program supporting both undergraduate and graduate students.

Instruction occurs at a variety of levels in the curriculum as part of the regular classroom schedule, and is often tied to specific assignments. Supplemental point-of-need assistance is available to students with assignments and research in the library through reference service, IM chat, e-mail, telephone and face-to-face consultations. Instruction is increasingly tailored to assignments and program needs by means of online learning tools such as *Captivate*, *Adobe Connect*, and course software such as *Moodle*. Liaison Librarians develop discipline-specific *Library Research Guides* as well as course-specific research guides, all available on the library homepage.

At the beginning of each academic term, the York University Libraries offer introductory research skills workshops geared to undergraduate students. These drop-in, hands-on workshops help students build essential skills to support learning and scholarly research at the undergraduate level. Online tutorials like SPARK and short video-streamed seminars are available on the library homepage. In addition, undergraduate students are encouraged to attend one or more themed workshops offered by librarians, learning skills counsellors and writing specialists in the Learning Commons at Scott library and in Bethune College. These specialized workshops on a variety of topics related to learning skills, research and writing (e.g. essay-writing; editing; library research skills; time management; exam preparation; preparing an annotated bibliography, etc.) are designed to help students develop core academic literacies and are timed to match the

evolving needs of students as the year progresses. Librarians also lead course-specific workshops in a library lab or in the classroom, by arrangement with individual faculty members. Finally, librarians are available to work with faculty members to develop a curriculum integrated approach to information literacy at the undergraduate level. Such an approach would embed information literacy instruction and principles throughout the entire degree program.

### *Scott Library Learning Commons*

The Scott Library Learning Commons brings together librarians, writing specialists, learning specialists and career advisors into a single, student-friendly space where students are welcome to drop-in for personal assistance with all aspects of the researching and writing processes. Professional staff can assist with choosing an appropriate research topic, identifying and evaluating the best scholarly materials on the topic, improving reading and note-taking skills, developing a thesis statement, preparing an outline and learning to edit the essay, formatting a bibliography, and more.

A variety of services for differently abled students is available by arrangement with Library Accessibility Services (LAS) located in Scott Library. LAS staff provide transcription services for required readings in alternate formats and retrieving of items from the library stacks. The libraries also provide help with using adaptive technology located in the library.

### **CONCLUSION**

As York University Libraries already support PSYC 3495 Neuroscience of Aging and Cognitive Health; KINE 3350 3.00 Physical Activity, Health and Aging; KINE 4645 3.00 Active Living and Ageing; IHST 4005 6.00 Healthy Aging: Current Trends and Issues; and SOCI 3550 6.00 Sociology of Aging, Library support for the proposed Undergraduate Certificate in Aging is solid. This support stems from collaborations between the Libraries and faculty members and the student community. York University Libraries look forward to maintaining this important working relationship so that the Libraries have the resources in place to support the Faculty of Health's plans for growth and diversification, as new courses are introduced and/or new faculty are appointed.

## STATISTICS

CIRCULATION	2010/2011	2011/2012	2012/2013
<b>Scott</b>			
Circulation Services	152,735	78,661	102,247
Reserves	53,803	46,314	43,347
Self Check	175,847	180,576	146,662
<b>Total</b>	<b>382,385</b>	<b>305,551</b>	<b>292,256</b>
<b>Sound and Moving Image Library</b>			
Circulation	62,193	54,322	44,214
Reserves	1,674	1,118	803
<b>Total</b>	<b>63,867</b>	<b>55,440</b>	<b>45,017</b>
<b>Archives &amp; Special Collections</b>	2,497	3,674	3,123
<b>Map Library</b>			
Circulation	378	187	267
Reserves	1,167	747	235
GIS	33,914	10,763	2,427
<b>Total</b>	<b>35,459</b>	<b>11,697</b>	<b>2,929</b>
<b>Bronfman</b>			
Circulation	9,384	7,583	6,238
Reserves	8,922	7,262	7,015
<b>Total</b>	<b>18,306</b>	<b>14,845</b>	<b>13,253</b>
<b>Frost</b>			
Circulation	21,658	20,136	18,177
Reserves	3,015	2,225	1,812
<b>Total</b>	<b>24,673</b>	<b>22,361</b>	<b>19,989</b>
<b>Steacie</b>			
Circulation	12,387	9,817	7,244
Reserves	29,082	26,450	24,103
Self check	18,065	16,115	14,499
<b>Total</b>	<b>59,534</b>	<b>52,382</b>	<b>45,846</b>
<b>Total Circulation</b>	<b>489,058</b>	<b>381,834</b>	<b>345,098</b>
<b>Total Reserves</b>	<b>97,663</b>	<b>84,116</b>	<b>77,315</b>
<b>Total Item Circulation</b>	<b>586,721</b>	<b>465,950</b>	<b>422,413</b>
<b>Renewals</b>	378,775	420,534	387,429
<b>Total Transactions</b>	<b>965,496</b>	<b>886,484</b>	<b>809,842</b>
<b>Nellie Rowell Langford Library</b>	1,766	1,636	1,425
<b>Education Resource Centre</b>	14,495	15,485	14,021

\*Bronfman self-check machine brought to Scott Library May 2010

USE OF ERESOURCES	2010/2011	2011/2012	2012/2013
Number of successful fulltext article requests	2,281,655	2,580,451	2,967,518
Number of database searches	11,009,527	11,373,598	11,942,278

LAPTOP LENDING	2010/2011	2011/2012	2012/2013
Scott	11,622	6,956	3,703
Bronfman	673	398	252
Frost	21	8	6
Steacie	2,025	1,335	581
<b>Total</b>	<b>14,341</b>	<b>8,697</b>	<b>4,542</b>



STATISTICS - continued

ITEMS SHELVED	2010/2011	2011/2012	2012/2013
<b>Scott</b>			
Circulation	705,670	646,382	512,582
Government Documents	7,234	7,039	4,799
Microtext	16,733	18,654	17,083
Reference	4,536	2,469	1,865
Reserves	25,194	9,679	4,999
Map Library	5,651	4,795	5,678
Archives & Special Collections	8,498	8,142	9,159
<b>Bronfman</b>	26,651	21,924	17,165
<b>Frost</b>	49,312	45,611	40,521
<b>Steacie</b>	74,005	65,344	57,931
<b>Total</b>	<b>923,484</b>	<b>830,039</b>	<b>671,782</b>

COLLECTION GROWTH	As of April-30-11	As of April-30-12	As of April-30-13
<b>Print Volumes</b>	2,320,405	2,326,764	2,365,014
<b>Microform Units</b>	4,137,244	4,166,311	4,182,047
<b>Journal Titles/Other Subscriptions</b>	5,078	4,952	4,653
<b>Digital Journal Titles</b>	58,989	76,494	80,560
<b>Digital Monograph Titles</b>	656,023	656,909	698,045
<b>Media</b>			
Maps	113,288	112,934	113,591
Aerial Photographs	5,046	5,051	5,051
GIS Data titles	614	684	684
Sound Recordings	41,613	43,302	43,591
Videocassettes	9,405	8,922	8,870
Films	2,792	2,708	2,679
DVDs	16,022	18,110	19,454
<b>Manuscripts and Archives</b>			
Manuscripts (Linear metres)	4,322	4,504	4,543
University Records (Linear metres)	910	918	925
Photographs (Linear metres)	394	395	4,972
Moving Image Archives (Linear metres)	88,938	88,955	89,004
<b>Online Catalogue</b>			
Bibliographic Records	2,250,552	2,631,128	
Authority records	563,120	576,747	
<b>Titles Catalogued</b>	78,259	380,207	193,230

\*354 maps withdrawn in 11-12

DIGITAL COLLECTIONS @ York	2010/2011	2011/2012	2012/2013
Digital Items Created	8,919	14,739	30,124
<b>Total Digital Items</b>	<b>39,533</b>	<b>54,355</b>	<b>86,605</b>

STATISTICS - continued

RESOURCE SHARING		2010/2011	2011/2012	2012/2013
ILL, Interfilm	<b>Total Lending</b>	12,345	10,777	9,535
ILL, Interfilm	<b>Total Borrowing</b>	5,161	5,301	4,591

REFERENCE SERVICES		2010/2011	2011/2012	2012/2013
<b>Scott</b>				
Information Desk				
	Reference	2,543	9,341	8,343
	Other	36,252	21,389	10,252
	<b>Total Transactions</b>	<b>38,795</b>	<b>30,730</b>	<b>18,595</b>
Scott Reference				
	Reference	8,821	8,327	8,126
	Other	3,360	1,546	1,610
	<b>Total Transactions</b>	<b>12,181</b>	<b>9,873</b>	<b>9,736</b>
Sound and Moving Image				
	Reference	5,223	1,633	1,323
	Other		980	313
	<b>Total Transactions</b>	<b>5,223</b>	<b>2,613</b>	<b>1,636</b>
Map Library				
	Reference	3,414	1,083	676
	Other	2,253	1,499	1,726
	<b>Total Transactions</b>	<b>5,667</b>	<b>2,582</b>	<b>2,402</b>
Archives & Special Collections				
	Reference	1,281	1,285	140
	Other	192	224	211
	<b>Total Transactions</b>	<b>1,473</b>	<b>1,509</b>	<b>351</b>
<b>Bronfman</b>				
	Reference	5,559	5,970	5,073
	Other	14,214	15,487	15,278
	<b>Total Transactions</b>	<b>19,773</b>	<b>21,457</b>	<b>20,351</b>
<b>Steacie</b>				
	Reference	12,409	4,203	3,582
	Other	4,231	5,216	3,983
	<b>Total Transactions</b>	<b>16,640</b>	<b>9,419</b>	<b>7,565</b>
<b>Frost</b>				
	Reference	4,800	2,110	1,845
	Other	887	2,434	1,484
	<b>Total Transactions</b>	<b>5,687</b>	<b>4,544</b>	<b>3,329</b>
	<b>Total Reference</b>	<b>44,050</b>	<b>33,952</b>	<b>29,108</b>
	<b>All Transactions</b>	<b>105,439</b>	<b>82,727</b>	<b>63,965</b>
<b>Virtual Reference</b>				
		2,435	2,368	3,016
	<b>Total</b>	<b>151,924</b>	<b>119,047</b>	<b>96,089</b>

STATISTICS - continued

LIBRARY INSTRUCTION	2010/2011		2011/2012		2012/2013	
	Classes	Participants	Classes	Participants	Classes	Participants
Archives	26	401	31	801	33	563
Bronfman	133	4,220	115	3,338	98	2,868
Frost	70	2,425	64	2,169	73	2,628
Maps	31	835	48	1,423	39	891
Scott	300	10,027	347	13,099	382	14,298
Steacie	130	7,950	89	5,460	129	5,807
<b>Total</b>	<b>690</b>	<b>25,858</b>	<b>694</b>	<b>26,290</b>	<b>754</b>	<b>27,055</b>

LIBRARY ACCESSIBILITY SERVICES	2012/13
Pages Scanned	747,987
Total Texts Provided	1,882

STUDY SEATS	2012/13
Scott	2,108
Bronfman	321
Frost	236
Steacie	337
<b>Total</b>	<b>3,002</b>

Turnstile Count	2010/2011	2011/2012	2012/2013	2013/14
Scott	2,537,057	2,559,753	2,512,098	2,426,675
Bronfman	313,501	292,911	282,736	287,969
Frost	110,423	108,575	89,598	82,480
Steacie	382,513	432,640	382,120	278,995
<b>Total</b>	<b>3,343,494</b>	<b>3,393,879</b>	<b>3,266,552</b>	<b>3,076,119</b>

OPERATING BUDGET	2010/2011	2011/2012	2012/2013
Salaries	\$ 10,540,111	\$ 11,007,011	\$ 11,360,677
Part Time Assistance	\$ 963,609	\$ 908,958	\$ 772,729
Benefits	\$ 2,532,089	\$ 2,632,769	\$ 2,685,270
<b>Subtotal</b>	<b>\$ 14,035,810</b>	<b>\$ 14,548,738</b>	<b>\$ 14,818,676</b>
Collections	\$ 10,204,708	\$ 10,374,644	\$ 10,420,140
Binding	\$ 80,815	\$ 31,114	\$ 30,000
<b>Subtotal</b>	<b>\$ 10,285,523</b>	<b>\$ 10,405,758</b>	<b>\$ 10,450,140</b>
<b>General operating</b>	<b>\$ 1,804,095</b>	<b>\$ 1,975,435</b>	<b>\$ 2,002,775</b>
<b>Total Expenses</b>	<b>\$ 26,125,428</b>	<b>\$ 26,929,931</b>	<b>\$ 27,271,591</b>
Recovery	\$ 883,568	\$ 973,142	\$ 965,004
<b>Total Expenses less recovery</b>	<b>\$ 25,241,860</b>	<b>\$ 25,956,789</b>	<b>\$ 26,306,587</b>
Gifts in Kind	\$ 930,266	\$ 588,980	\$ 890,825



**OFFICE OF THE  
UNIVERSITY  
REGISTRAR**

Bennett Centre for  
Student Services  
4700 Keele Street  
Toronto Ontario  
Canada M3J 1P3  
Tel 416.650.8002  
Fax 416.650.8124

**Memorandum**

To: Susan Murtha, Associate Dean, Teaching & Learning –  
Faculty of Health

Date: March 24, 2015

From: Don Hunt, University Registrar

Subject: **Proposal for a Certificate in Aging**

---

I am writing in response to the proposal as noted above. The Office of the University Registrar supports a Certificate in Aging with the following recommendations:


- Calendar Copy language should be included in the proposal in case any concerns arise pertaining to how degree requirements are laid out.
- The proposal should detail a clear method of direct entry specifying the entry requirements
- Clarity around whether the certificate will be a concurrent degree or a standalone degree should be noted in the proposal.

We look forward to working collaboratively through any implementation challenges not foreseen in the review of this proposal.


Thank you for the opportunity to review and comment.

Don Hunt  
York University  
University Registrar  
phone: 416-736-2100 ext 70704  
fax: 416-650-8124  
*Partners in Student Success*



From Ellen Schraa 

 Reply

 Forward

 Archive

 Junk

 Delete

Subject Certificate in Aging - supporting letter

2:07 PM

To Susan Murtha 

Other Actions

Dear Susan,

The SHPM supports, in principle, the Certificate in Aging and would welcome the opportunity for SHPM students to be able to take the Certificate by having our School noted within the Certificate. However, at this time we are unable to offer any courses or other resources in the delivery of the Certificate. We are initiating a curriculum review given the findings and recommendations from our recent program review. Depending on our future resources, we may be able to offer more.

Ellen

Dr. Ellen G. Schraa

Chair

School of Health Policy & Management

Faculty of Health, York University

[schraa@yorku.ca](mailto:schraa@yorku.ca)

416-993-7882

Rm 425 HNES



January 16, 2015

Dear Dr Murtha,

FACULTY OF HEALTH

School of Nursing

4700 Keele St.  
Toronto ON  
Canada M3J 1P3

Tel 416 736-5271  
Fax 416 736-5714  
nursing@yorku.ca

On behalf of the School of Nursing, I am submitting this letter of support for the new Certificate in Aging that is being proposed to be offered by the Faculty of Health. This interdisciplinary certificate will foster and promote a level of competence and skills to promote positive aging, understanding aging from a diverse cultural perspective and contributing to life-long learning by providing education about aging to individuals and families.

This certificate is timely and important with the increasing aging population. In Canada, seniors make up the fastest growing age group. As this occurs, there is need for a refocus from "Gerontology" which implies a medical disease based model to one of positive aging, focusing on strengths not deficits, health promotion and keeping people in their homes longer. While the certificate presently is not offering any courses from the School of Nursing, if nursing students take the two electives in aging (NURS 3000 and/or NURS 3600) offered within the BScN program, they will be able to apply them to the certificate. At this time, the School foresees continuing to offer at least one of these elective courses each year. Within the School of Nursing there are a number of faculty with expertise in aging and leaders in innovative practices in maximizing wellness in adults (and their families) who have been diagnosed as having mild to moderate dementia.

As the School of Nursing has a wealth of expertise in this area, I hope that in the future there will be opportunities for the School and faculty to become more actively involved in the implementation of this program. Until then, the School of Nursing is very pleased to support this very important and timely certificate that supports positive aging.

Sincerely,

A handwritten signature in cursive script that reads "Claire Mallette".

Claire Mallette RN, PhD  
Director, School of Nursing  
York University  
(416) 736-2100, ext. 44541  
cmallett@yorku.ca





From: Susan Murtha <smurtha@yorku.ca> smurtha@yorku.ca

2 attachments 210 KB

To: Susan Murtha <smurtha@yorku.ca>

To:

 KINE 3...14.pdf 156 KB

 KINE46....docx 54.4 KB

Subject: Fwd: Re: New Certificate in Aging - supporting letter needed by January 19th

Body Text

(mixed)

A↓ A↑

**B** / U







Hi Susan,

I've attached the course outlines you asked for. We will offer these courses every year, with the idea that we will try to increase our offers of aging courses with new hires approved by the Faculty to aid in the sustainability of the certificate. Of course if we get no Faculty approval for this there's not much we can do to increase our offerings. We will reserve seats in these classes, or I will manually add students in the aging certificate to these course if necessary. I'll work on the official letter, but if I don't meet the deadline of the 19th I hope this e-mail can serve as indicating KINE being completely supportive of the Certificate in Aging.

Mike

—  
Michael K. Connor Ph.D.  
Associate Professor  
Undergraduate Program Director  
Kinesiology and Health Science  
York University  
Toronto, ON  
M3J 1P3

Phone: (416) 736-2100 ext. 77206; ext 66928  
FAX: (416) 736-5774

YORK



UNIVERSITÉ  
UNIVERSITY

Professor Susan Murtha, PhD  
Associate Dean, Teaching and Learning  
Faculty of Health  
4700 Keele St., Toronto, ON  
Canada M3J 1P3

FACULTY OF HEALTH

January 19, 2015

**Office of the Chair  
Department of  
Psychology**

Re: Proposed undergraduate Certificate in Aging

4700 Keele St.  
Toronto ON  
Canada M3J 1P3  
Tel 416 736 2100  
Fax 416 736 5814  
[www.psych.yorku.ca](http://www.psych.yorku.ca)

Dear Professor Murtha,

I am delighted to write this letter of support for the proposed undergraduate Certificate in Aging.

From the outset, we should all declare our vested interest as aging adults in this certificate program since, as recent World Health Organization (WHO) statistics confirm, Canadians are living longer, there are and will continue to be increasingly more seniors who will require young people with specialized training in their needs.

The proposed Certificate in Aging program will draw upon faculty member instructors who have internationally recognized expertise in a broad range of aging-related studies, from scientists who study both the psychology and biomechanics of what leads seniors to trip and fall, to neuro-scientific studies of memory and higher order reasoning using sophisticated neuropsychological tools and fMRI brain scanning, housed on campus at our Sherman Health Sciences Research facility.

We have been pleased as a department to have collaborated in the development of this initiative, which includes the exciting development of the remarkable PSYC 3495 Neuroscience of Aging and Cognitive Health course offering, which was created in an innovative blended format and launched in the 2012-13 year. I have consulted with colleagues within Psychology and we are eager to see this proposal for an undergraduate Certificate in Aging come to fruition. Specifically, we confirm that the proposed Psychology courses which will be listed as requirements will continue to be offered and that we will allocate Course Access Specifications (CAS) to undergraduates who are enrolled in the Certificate program so as to ensure their access to the offerings.

Please call me or email me if you have any questions. You can reach me at: [jgoldber@yorku.ca](mailto:jgoldber@yorku.ca)

Sincerely,

Joel O. Goldberg, PhD, CPsych  
Chair & Associate Professor,  
Department of Psychology,  
York University





From Tim Moore ★  
Subject Certificate in Aging – supporting letter  
To Susan Murtha ★

Reply Forward Archive Junk Delete  
10:23 AM  
Other Actions

Susan

I am writing to declare my support for the proposed Certificate in Aging under the auspices of the education arm of YUCARE (York University Center for Aging Research and Education). Within the next few years, it is estimated that seven million Canadians will be over the age of 65. Cognitive health is a significant issue facing this aging population. Building the capacity to meet these challenges is a pressing societal need. This certificate is timely and important and has my full support. There are a few courses that we offer that are of obvious relevance to the proposed certificate (e.g., GL/Psy 3530 6.0 Human Neuropsychology). We can reserve some places in these courses for HH students when it is feasible to do so. . . . . tm

Timothy E. Moore, PhD, C Psych  
Professor & Chair  
Department of Psychology  
Glendon College, York University  
2275 Bayview Ave.  
Toronto, Ontario  
Canada M4N 3M6

416 736 - 2100 x 88355  
931 - 1069 (cell)  
fax: 416 487-6851

timmoore@glendon.yorku.ca  
<http://www.glendon.yorku.ca/psychology/>

**Report of the  
Committee on Examinations and Academic Standards  
of the Faculty of Health Council  
April 2015**

**ITEM FOR ACTION:**

**1. Proposal to changes in the Bachelor of Science in Nursing 2nd Degree Entry Program and Internationally Educated Nurses Program**

The Committee on Examination and Academic Standards recommends the motion to adopt the CASPer Online Interview be a requirement for application to the 2nd Entry and Internationally Educated Nurses (I.E.N.) BScN Programs, effective for applications for admission September 2016.

**Rationale:**

**CASPer**, the **C**omputer-based **A**ssessment for **S**ampling **P**ersonal characteristics, is a web-based assessment of interpersonal skills and decision-making, to be completed at a computer by the applicant as part of the admissions process. Applicants are shown a number of scenarios and asked to respond to questions about the scenario.

Interpersonal skills and decision making are essential qualities of a professional nurse, yet nursing schools currently have no admission tools which assess these skills aside from resource intensive interview processes or written letters of application. With over 1000 applicants to the 2nd Entry Program and over 500 applicants to the IEN program each year, instituting these kinds of supplementary admission procedures is not feasible. Admission to the 2nd Entry and IEN programs is presently based solely on meeting academic prerequisites and the strength of a student's accumulated GPA. IEN applicants, in particular, present with a diverse set of international degrees and diplomas, which only partially capture the applicants' skills and abilities to practice as nurses in Canada. CASPer will allow for a fuller assessment of this cohort's proficiency in interpersonal skills and decision making abilities. Students need to have a minimum competency of language and comprehension skills to do well on CASPer (see fact sheet).

**Historical Precedence:** CASPer has been used to screen medical school admissions since 2010, encompassing about 25,000 applicants (e.g., McMaster University); before its adoption, research had been conducted for several years. While initially intended for applicants to medicine, CASPer testing will be modified for nursing students with new scenarios developed each year. At this time there are no other computer-based testing assessments for admissions to nursing or medical schools available in Canada. As of this date, four Ontario Schools of Nursing have made initial steps to adopt CASPer as part of their application process.

**Research and Predictive Validity:** The predictive validity of CASPer at McMaster medical school is 0.3 - 0.5 - which is similar to the MCAT in predicting for cognitive outcomes on licensing exams. CASPer predicts for performance on

the CLEO (Cultural, Communication, Legal, Ethical, and Organizational aspects of the practice of medicine) and PHELO (Population Health, and the Ethical, Legal, and Organizational aspects of medicine) sections of the medical national licensure exams. Performance on these sections of the licensure exam are then correlated to other positive results in practice such as likelihood of professional complaints and appropriate prescribing practices

**Resource Requirements**

CASPer requires no additional faculty or staff input, since the assessment is entirely run off site, and evaluated by CASPer trained assessors. Cost to the student is \$50 per sitting plus an additional \$10 administrative fee for each school of nursing to which the student subsequently applies. There are no financial implications for York University, as students complete the CASPer interview concurrently to applying for admission to nursing program through the normal OUAC process.

**ITEM FOR INFORMATION:**

**1. Year End Report 2014-2015**

This report summarizes the activities of the Faculty of Health Committee on Examinations and Academic Standards (CEAS) during the 2014-2015 academic period. In addition to the activities listed, the Committee continues to have a monitoring role over Faculty grades exercises.

**Update on Academic Honesty:**

Members of CEAS and its Academic Honesty Panel Subcommittee adjudicate cases of suspected breach of the Senate Policy on Academic Honesty. Noted below is a summary of exploratory meetings and panel hearing cases.

Exploratory Meeting Summary:

<b>Year</b>	<b>Plagiarism</b>	<b>Cheating</b>	<b>Cheating &amp; Plagiarism</b>	<b>Aiding and Abetting</b>	<b>Falsification</b>	<b>Total</b>
<b>2014-2015</b>	15	13	2	0	1	31*

\* At the time of this report, an additional 10 suspected cases of breach of academic honesty are currently being explored at the unit level.

Panel Hearing Summary:

<b>Year</b>	<b>Number of Completed Panel Hearings</b>	<b>Number of Pending Panel Hearings</b>
<b>2013-2014</b>	5	3

**Awards Update:**

The Committee is responsible for the adjudication of the Lillian Wright Maternal-Child Health Undergraduate Scholarship.

**Lillian Wright Maternal-Child Health Undergraduate Scholarships awarded 2014-2015:**

Jennifer Adada  
Vidhya Devendra  
Andrei Smarandache  
Lukasz Zolnierczyk

**Faculty of Health Undergraduate Convocation Medals:**

In the lead up to spring convocation, the Committee will adjudicate nominations for the Gold Medal for Academic Excellence & Outstanding Leadership, Silver Medal for Outstanding Leadership, and Silver Medal for Merit.

**Report of the  
Research and Awards Committee  
of the Faculty of Health  
May 2015**

**ITEM FOR INFORMATION:**

**1. Year End Report 2014-2015**

This report summarizes the activities of the Faculty of Health Research and Awards Committee during the 2014-2015 academic period. The Committee was responsible for the adjudication of the following seven grants/awards:

- Research Release Program (as established in most recent YUFA Collective Agreement)
- Conference Travel Funds
- Minor Research Grants
- Junior Faculty Funds
- The graduate student component of the Lillian Wright Maternal-Child Health Scholars Program
- March of Dimes Graduate Scholarship
- Sammy Graduate Scholarship in Autism Research

The Committee also adjudicated the 2014-2015 Faculty Awards. These will be announced at a meeting of Council early next year.

**Conference Travel Funds**

*(Total granted this fiscal - \$56,199.16)*

May 2014 Competition (Awarded: \$30,880)	ADLER, Scott	\$1,000
	ANGUS Lynne	\$1,000
	DAVIS HALIFAX, Nancy	\$1,000
	DAVIS, Caroline	\$1,000
	DRAKE, Janessa	\$1,000
	EL MORR, Christo	\$1,000
	ELDER, James	\$1,000
	FLORA, David	\$1,000
	GAGLIESE, Lucia	\$1,000
	HARRIS, Laurence	\$1,000
	HYNIE, Michaela	\$1,000
	JOHNSON, Janice	\$1,000
	LEE, Tsorng-Yeh	\$1,000
	MACDONNELL, Judith	\$1,000
	MONGRAIN, Myriam	\$1,000
	MURRAY, Richard	\$1,000
	PEISACHOVICH, Eva	\$900
	PERRY, Adrienne	\$1,000
	PERRY, Christopher	\$1,000
	PILKINGTON, Beryl	\$325
	REID, David	\$1,000
	ROBBIO, Ruth	\$1,000
	ROGERS, Martha	\$1,000
	ROSENBAUM, Shayna	\$1,000
	ROSS, Grace	\$1,000
	ROTONDI, Michael	\$1,000
	SAMUELS-DENNIS, Joan	\$834.65
	STEEVES, Jennifer	\$1,000
	WIESENTHAL, David	\$1,000
	WILCOX, Laurie	\$1,000
WISEHEART, Melody	\$810	
WONG, Hannah	\$1,000	

*Conference Travel Funds cont'd*

October 2014 Competition (Awarded: \$18,415.56)	BOHR, Yvonne	\$1,000
	Dastjerdi, Fay Mahdieh	\$1,000
	DE SOUZA, Joseph	\$1,000
	FOX, Mary	\$1,000
	GAITANA, Gianina	\$1,000
	GRACE, Sherry	\$1,000
	HENRIQUES, Denise	\$1,000
	HOFFMAN, Kari	\$1,000
	MILLS, Jennifer	\$1,000
	MULLER, Robert	\$1,000
	ORAZIETTI, Brenda	\$1,000
	PEISACHOVICH, Eva	\$588
	PILLAI RIDDELL, Rebecca	\$1,000
	SCIME, Anthony	\$1,000
	SERGIO, Lauren	\$992.91
	STEELE, Jennifer	\$1,000
	STEVENS, William Dale	\$1,000
TILL, Christine	\$835	
TURNER, Gary	\$1,000	
February 2015 Competition (Awarded: \$6,903.60)	ADEGOKE, Olasunkanmi	\$1,000
	FERGUS, Karen	\$1,000
	HAAS, Tara	\$1,000
	HAMADEH, Mazen	\$1,000
	O'GRADY, Caroline	\$1,000
	ROUDIER, Emilie	\$738.25
	TILL, Christine	\$165.35
	TSASIS, Peter	\$1,000

**Minor Research Grants**  
(Total granted this fiscal - \$91,700)

May 2014 Competition (Awarded: \$55,700)	ADEGOKE, Olasunkanmi	Amino acid metabolism and regulation of insulin sensitivity in muscle cells	\$3,000
	CONNOR, Michael	The effects of physical activity on reducing obesity-dependent breast cancer progression	\$3,000
	DRAKE, Janessa	Biomechanical responses of the trunk during prolonged seated tablet use	\$3,000
	KURTZ LANDY, Christine	The Experience of Compassion Fatigue Among Rural Ontario Emergency Department Nurses	\$3,000
	GAGLIESE, Lucia	Evaluation of the quality of websites about pain in older people	\$3,000
	GINSBURG, Liane	Evaluation of the use of simulation to support an interprofessional "just speak up" culture	\$1,700
	GREENGLASS, Esther	Psychological effects of the recent financial crisis	\$3,000
	HAMADEH, Mazen	Spinal cord adaptation to vitamin D deficiency in amyotrophic lateral sclerosis	\$3,000
	HAAS, Tara	Effectiveness of vasodilator treatment in stimulating capillary growth in a rat model of peripheral artery disease	\$3,000
	NAKAMURA, Yuka	Muslim men and physical activity: An exploratory study	\$3,000
	ORZIETTI, Brenda (and SINGH, Mina)	Leadership in Nursing: Interviews with Ontario's Best Nursing Leaders	\$3,000
	PERRY, Adrienne	The Experience of South Asian Immigrant and Canadian Mothers of Children with a Developmental Disability: A Mixed Methods Study	\$3,000
	PERRY, Christopher	Establishing the efficacy of MitoQ in slowing muscle wasting in muscular dystroph	\$3,000
	RAPHAEL, Dennis	Solving the Puzzle: A Critical Analysis of Public Policy in Denmark and its Relationship to Health Outcomes	\$3,000
	ROSENBAUM, Shayna	Exploring the self-reference effect in older adults with an without mild memory decline	\$3,000
SCIME, Anthony	Assessment of p107 gene expression with PPAR gamma and C/ebp in luciferase assays	\$3,000	



Minor Research Grants cont'd

	STEEVES, Jennifer	Suppression of visual phosphenes in stroke	\$3,000
	STEVENS, Dale	Atypical cortical network connectivity underlying social deficits in Autism Spectrum Disorders	\$3,000
	WISEHEART, Melody	The effect of visual arts training on working memory in those with Alzheimer's disease	\$3,000
November 2014 Competition (Awarded: \$36,000)	BELCASTRO, Angelo	Measuring Physical Activity in Young Children (Toddlers): Methodological Considerations	\$3,000
	DALY, Tamara	What's past is prologue: an international survey of long-term care workers	\$3,000
	DE SOUZA, Joseph	Structural imaging of thalamic nuclei in migrainers	\$3,000
	EDGEELL, Heather	Cardiovascular and autonomic responses to the Valsalva maneuver in women taking oral contraceptives throughout the menstrual cycle with a comparison to men	\$3,000
	FALLAH, Mazyar	What guides hand-eye coordination	\$3,000
	JOHNSON, Janice	Measurement of developmental intelligence via mental attention: Longitudinal analysis	\$3,000
	JONAS-SIMPSON, Christine	Caring for Persons Living with Dementia on their Final Journey: Uncovering Opportunities and Barriers for Quality of Life	\$3,000
	KUK, Jennifer	Predictors of Back Pain: Longitudinal Follow-Up of Nursing Students	\$3,000
	LEE, Tsorng-Yeh	Why don't Cancer survivor attend support groups? A pilot study	\$3,000
	SINGH, Mina	Predictors of Back Pain: Longitudinal Follow-Up of Nursing Students	\$3,000
	TURNER, Gary	Healthy Aging Research Partnership	\$3,000
WIKTOROWICZ, Mary	Emerging Health Technologies and the Policy Process: Building Theory Through Case Studies of the HPV Vaccine	\$3,000	

**Junior Faculty Funds**  
*(Total granted this fiscal - \$35,200)*

November 2014 Competition (Awarded: \$19,200)	BASSETT- GUNTER, Rebecca	Healthy Active Youth: A Cross- Sectional Examination of Secondary School Students' Health Behaviours	\$2,000
	DRAKE, Janessa	3D quantification of the human lumbar spine in neutral and twisted postures using MRI	\$2,000
	EDGEELL, Heather	Heart rate variability during paced deep breathing throughout the menstrual cycle in women taking oral contraceptives with a comparison to men	\$2,000
	LEE, Tsorng-Yeh	Breast cancer prevention strategies and health services concerns and needs for new immigrant women	\$2,000
	PERRY, Christopher	Acquisition of membrane potential probes to supplement CFI/ORF- supported mitochondrial bioenergetic facility	\$2,000
	SCIME, Anthony	Analysis of p107 downstream target in stem cells	\$2,000
	SETO NIELSEN, Lisa	Undocumented migrants' access to palliative care	\$3,200
	STEVENS, William Dale	The functional specificity and connectivity of the visual word form area	\$2,000
	TURNER, Gary	Investigating goal directed cognition in younger and older adults	\$2,000
February 2015 Competition OTO (Awarded: \$16,000)	DRAKE, Janessa	Predictors of Back Pain: Longitudinal Follow-up of Nursing Studies	\$2,000
	EDGEELL, Heather	Brain blood flow and balance in men and women throughout the menstrual cycle (with or without oral contraceptives)	\$2,000
	GORMAN, Rachel	Staging Transational and Indeginous Narratives of Disability: New Approaches to Disability Aesthetics and Embodiment in Contemporary Performance	\$2,000
	LEE, Tsorng-Yeh	Colorectal cancer prevention in new immigrant women: An educational program to fortify food literacy and physical activity	\$2,000

*Junior Faculty Funds cont'd*

	NAKAMURA, Yuka	Bi-and multi-raciality: How is being 'mixed-race' constructed and experienced in healthcare settings?	\$2,000
	O'GRADY, Caroline	Development and Evaluation of a Support/Educational Group for Family Members of Older Adults Suffering from Mental Health and/or Substance Use Problems	\$2,000
	PEISACHOVICH, Eva	The significance of Emotional Intelligence in the Development of Clinical Judgement of Undergraduate students	\$2,000
	SCIME, Anthony	Analysis of p107 cellular localization	\$2,000

**Research Release Program**

SoN	Fox, Mary	0.5 FCE release
SoN	Lum, Lillie	0.5 FCE release
SoN	Tsornng-Yeh, Lee	0.5 FCE release

**Lillian Wright Maternal-Child Health Graduate Scholarship**

March 2015 Competition

- Gennis, Hannah \$10,000
- Hamel, Kayla \$10,000
- Kim, Theresa \$10,000
- Litwin, Leah \$10,000
- Taheri, Azin \$10,000
- Ting, Victoria \$10,000

**March of Dimes Graduate Scholarship**

November 2014 Competition

- Rahimzadeh Khiabani, R. \$1,250

**Sammy Graduate Scholarship in Autism Research**

October 2014 Competition

- Tint, Ami \$6,000

**Report of the  
Petitions Committee  
of the Faculty of Health Council  
May 2015**

**ITEM FOR INFORMATION:**

**Year End Report 2014 – 2015**

The chart below summarizes petition regulations adjudicated by the Petitions Committee between July 3, 2014 and April 09, 2015, inclusive.

Continuing with the process piloted in 2012 the Committee members review material via Moodle and note individual decisions prior to weekly face-to-face meetings. As more files can be reviewed at each meeting, file adjudication by Moodle, has decreased the number of pending files by an additional 28% from last year.

In 2014-15, the committee piloted virtual meetings where committee members submitted their decision summaries without face-to-face discussion approximately every third week. While this did help ratify files where there was clear consensus, it had the alternate effect of delaying some decisions if discussion was not possible. The committee will explore the use of the Moodle discussion features when necessary, however face-to-face meetings do garner the best discussions and virtual meetings will likely only be scheduled when weather conditions are poor or quorum cannot be reached.

In 2013-14 slight increases (approx. 10% on average) were noted in the number of Late Add, Deferred Standing, Third Time (Repeat), and Waivers of Required Withdrawal/Debarment petitions however, the numbers have decreased this year indicating a 'blip' as opposed to a trend. The number of Late Withdrawal petitions has increased by 23% with approved late withdrawals increasing by 65% from the previous year.

In June 2014 the Committee agreed to expand the definition of First Year to include a student's first calendar year i.e. Fall, Winter and Summer terms as opposed to first session i.e. "Summer" or "Fall & Winter". It is believed that this has resulted in more students making use of First Year Forgiveness and dropping some or all of their first year courses. This would also help to explain the marked decrease of 55% in Required Withdrawal/Debarment petitions and appeals as often a successful petition for late withdrawal based on First Year Forgiveness negates the need to petition for a Waiver of Required Withdrawal/Debarment.

## Academic Petitions July 2014 to April 09, 2015

(All categories include petitions and appeals)

	Approved	Refused	Pending	Total
Late Withdrawal/Drop	329	319	19	667
Late Enrolment/Add	7	2	0	9
Pass/Fail Alternative Grading Option	1	1	0	2
Course Overload	10	4	4	18
Deferred Standing	51	12	1	64
Grade Reappraisal	0	1	0	1
Letter of Permission (Late LOP)	2	2	2	6
Third Time (Repeat)	0	29	0	29
<b>Waivers</b>				
Honours Waiver	40	25	2	67
Waiver of Required Withdrawal/Debarment	49	49	0	98
Upgrade GPA in Attempt to Graduate (Additional Credits)	14	6	1	21
Waiver of Elective Requirement	0	0	0	0
Waiver of General Education Requirement	4	1	0	5
Waiver of Major or Minor Requirements	0	0	0	0
Waiver of Upper Level Course Requirements	1	0	0	1
Waiver of Faculty Requirement	2	4	0	6
<b>Total</b>	<b>510</b>	<b>455</b>	<b>29</b>	<b>994</b>

**Report of the  
Committee on Tenure and Promotions  
of the Faculty of Health Council  
April 2015**

**ITEM FOR INFORMATION:**

**1. Year End Report 2014-2015**

**Review of Applications for Tenure and Promotions September 2013 – June 2014:**

During the 2014-2015 academic year members met 5 times to consider 4 applications for tenure and/or promotion and 3 applications for promotion to Professor.

**Update on the status of Unit-Specific Tenure and Promotion Standards:**

Unit-specific tenure and promotion standards remain at varying levels of revision and approval. As of April 2015, the status of unit-specific standards for each of the Faculty of Health units is as follows:

***Department of Psychology***

- Unit Standards for full Professor waiting for approval from Senate

***School of Kinesiology and Health Science***

- Unit Standards for promotion to Associate Lecturer in the Alternate Stream waiting approval from Senate.
- Unit Standards for promotion to full Professor waiting approval from Senate

***School of Nursing***

- Waiting for Units Standards – Alternate Stream and full Professor

***School of Health Policy and Management***

- Waiting for Unit Standards – Alternate Stream and full Professor