FACULTY of Health
Department of Psychology
PSYC/KINE/GH 4006 3.00 Healthy Aging Current Trends and Issues
Day/Time: n/a

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Course Delivery: Fully online and asynchronous. The concept of asynchronous learning means that 'class-time' must be thought of differently, it takes place over the course of a week, as students log in when they can - depending on when they have access to technology. Online - students will engage in completing mini-quizzes, reading content, watching videos, online discussions, at home activities, reflections, and developing a Wiki. Through these activities students will develop an appreciation for the challenges (and opportunities) handled by older adults when trying to age in a healthy fashion. Online activities are structured around the learning outcomes.

Course Instructor: Susan Murtha
Course consultation hours: virtual office hours will be set aside for students and as well they can meet with instructor by appointment, phone/online, or through email (details provided in the eClass course site). If you want to get a hold of me and the dates and times I have made available do not work for you, then email Susan Murtha at smurtha@yorku.ca. To ensure the email is not overlooked, put in the subject header the words "Re: 4006 Course (section letter)". I will do my best to respond to you within 2 business days.

Prerequisite: Psychology Major PSYC 1010 6.00. Kinesiology majors KINE 1000 6.00 and KINE 1020 6.00. Global Health majors GH 1020 6.00.

Course credit exclusion (CCE): NURS 3000 3.00

Cross-listed to: HH/PSYC 4006 3.00 and HH/KINE 4006 3.00

Open to: Students in the Honours program and have completed 84 credits.

Course website: eClass

Course Description
This course provides students with the opportunity to develop interdisciplinary knowledge and skills regarding healthy aging and current trends and issues contributing to the aging process. More and more older adults are not fitting the stereotypical image of an older adult due to better health, better financial resources, better opportunities for social engagement, etc. Students will develop knowledge of factors affecting well-being and healthy aging and explore topics such as personal physical, cognitive, mental health, continual social engagement, physical activity, care-giver burden, ageism, socioeconomic factors influencing the aging experience, aging based policies that have an impact on healthy aging, and the relationship between one's perception of healthy aging and how society influences these perceptions.

Program/course learning outcomes
The online activities will contribute to students being able to:
   a) Describe healthy aging from a holistic perspective, incorporating intra-personal (physical, psychological) and inter-personal (social, community) as well as political, policy and economic factors
   b) Describe the factors that impact healthy aging (such as physical challenges, nutrition, mental health, social engagement, physical activity, culture, ethnicity, caregiver burden, etc.).

c) Identify theories and assumptions about healthy aging.
d) Critically consider how media and social attitudes on topics such as ageism, sexuality, technology, elder abuse, caregiver burnout, cross-cultural differences, influence the experience of healthy aging
e) Identify socioeconomic and social policy issues influencing healthy aging and the aging process.
f) Develop and communicate health, wellness and quality of life knowledge about healthy aging

Course Text / Readings

Course textbook is Digital and available through TopHat by Novak M., Northcott, H.C., Kobayashi, K. (2022). *Aging and Society: Canadian Perspective, 9e.* Copyright by Top Hat. This textbook was chosen because the digital version works well with a fully online asynchronous course, and it is very readable and is not filled with dense social science academic prose. Each week I have linked the appropriate chapter covered that week in eClass. Note TopHat also provided an AI tutor called ACE. If students get stuck on any of the content in the ebook chapter, they can pose their question to ACE for further clarity. All other additional readings and videos are listed/described in the eClass course.

Course requirements and assessment:

Assessment	Date of Evaluation (if known)	Weighting
Participation	Each week throughout the term	40%
Mini-quizzes	Each week throughout the term	30%
Draft outline for final Wiki	Week 8 of the course (March 2nd)	10%
Final Wiki	Last day of classes (April 4th)	20%
Total		**100%**

Breakdown of Assignments and Evaluation details:

To achieve the student learning outcomes identified in a, b, c, e, and f there will be participation in discussion forums and reflections online as well as mini-quizzes online- worth a total of 70% (40% participation, 30% mini quizzes) of the grade:

Participation: Students will be graded on their participation in online learning activities: reviewing chapters, research papers, and/or reflecting/responding to questions such as those posed by the expert in the 'meet the expert' videos in discussion/activities. I highly recommend that students participate weekly instead of waiting to participate later in the course because it will help to build the skills necessary to show mastery of the content.

- Participation is worth 5% each time (1=skill is present but below benchmark, 2.5=reaches benchmark, 5 = mastery).
- Opportunities to gain a grade for participating will occur 12x (as outlined in the eClass course), but once the time is up that week, that opportunity to gain a grade for participating will be over for that specific activity.
- The top 8 grades will be chosen to calculate the final participation grade out of 40%.
- As there are many different opportunities to gain a grade, there are no make-ups of missed opportunities.

And

Twelve mini quizzes online for 11 chapters of the textbook covered in the course (each quiz is worth 3% and your 10 best quizzes are counted into your final grade for up to a total of 30%). The quizzes are designed as a low stakes self-evaluation for students to figure out whether they know the content of the chapters. Knowing this content will help inform their responses in the forums and with the draft and

final Wiki project. I recommend students complete the quiz for each chapter within the week they are scheduled.

- All quizzes are open once students have completed successfully Quiz 0 (100% correct on 10 multiple choice questions about content in the course outline).
- Each quiz is comprised of 10 random multiple-choice questions based on the chapter discussed that week. Some weeks there are no chapters discussed, therefore no quiz, other weeks there may be two chapters discussed and therefore 2 quizzes. See the eClass site for details and plan your weeks accordingly.
- Once initiated the quiz will be available for 10-minutes.
- Students will have two opportunities to take the quiz (minimum of 24 hours apart).
- Quizzes up to the end of week 6 (first 7 quizzes) will be closed week 6 Sunday midnight. The last 5 quizzes must be completed by Sunday Midnight of Week 12.
- Because students will have two opportunities to attain their best grade per quiz, and the 10 best grades out of 12 will be counted, there is no replacement or make-up for any missed quizzes.

To achieve the student learning outcomes identified in c, d, e, f, including building general communication skills you have the opportunity to create a draft outline (10%) which will inform your final wiki (20%, for a total of 30% of the grade)

Draft Intro and final Wiki on the topic of how media and social attitudes influences the experience of healthy aging - a draft outline will be created and submitted for me to grade and potentially receive peer feedback by Week 8 of the term (10%) and then used to develop a final Wiki (20%) at the end of the term (due last day of classes) where you will produce content based on a movie (see eClass site for choices). ==Those who do not hand in a draft outline by the deadline of Week 8, will have the portion of the grade added for their draft onto their final Wiki.==

Grades distribution adjustment:
Note: Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

Class format and Attendance Policy
The course is designed with the principles of Universal Design for Learning in mind specifically to optimize choice and autonomy, nurture play, use of multiple media for communication and presentation of content, provide organized information and resources, provide opportunities for individual and collective reflection, etc. There are different ways to gain a grade, opportunities for feedback and to do your best. But it also means you must engage weekly with the content and pay attention to deadlines and the grading rubrics provided. I expect that students will need to spend on average about 4-5 hours a week on this course (some weeks a bit more, some weeks a bit less).

Grading as per Senate Policy
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 Schemes see the Grading Scheme for 2024-2025

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 Faculty of Health section of the Undergraduate Calendar: http://myacademicrecord.students.yorku.ca/pass-fail-option . Note, it is not recommended to take a fourth-year course on a Pass/Fail option.

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. How, where and when is clarified in the eClass course. ==Each student may download from the eClass site and use once the "24-hour extension coupon" (no documentation needed, no questions asked) for handing in the draft outline or final Wiki 24 hours late==.

Lateness Penalty: Assignments, discussion forum postings, and quizzes, are due by the respective due dates as outlined in the eClass course. Assignments received later than the due date normally will be docked 1% per day late. Quizzes and discussion forum postings submitted late will not be graded.

Add/Drop Deadlines

For a list of all important dates please refer to [Undergraduate Fall/Winter 2024-2025 Important Dates](#)

	Fall (Term F)	**Year (Term Y)**	**Winter (Term W)**
Last date to add a course **without permission** of instructor (also see Financial Deadlines)	September 18	**September 18**	January 20
Last date to add a course **with permission** of instructor (also see Financial Deadlines)	October 2	**October 16**	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	**February 7**	March 14
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	November 9 – December 3	**February 8 -April 4**	March 15- April 4

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables.](#)

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Academic Integrity: See a selection of resources created by the Faculty of Health explaining academic honesty at [https://www.yorku.ca/health/academic-honesty-3/.](https://www.yorku.ca/health/academic-honesty-3/) It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

All students are expected to familiarize themselves with the Senate policies on academic honesty at https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/

- At https://www.yorku.ca/secretariat/ you also may find of interest:
  - Code of student rights and responsibilities 2020-2025
- To address use of artificial intelligence York's Senate updated it's academic integrity policy (updated Feb 2023) https://www.yorku.ca/unit/vpacad/academic-integrity/wp-content/uploads/sites/576/2023/03/Senate-ASCStatement_Academic-Integrity-and-AI-Technology.pdf to add the following statement:

  "To promote clear and consistent practices, students across York are not authorized to use text-, image-, code-, or video-generating AI tools when completing their academic work unless explicitly permitted by a specific instructor in a particular course. Otherwise, using AI tools to aid in academic work (in whole or part) that is submitted for credit constitutes one or more breaches under York's Senate Policy on Academic Honesty("Senate Policy" see https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/)."

  - I am permitting use of AI specifically ACE in the TopHat book chapters, ChatGPT (free version at https://chatgpt.com/) and Bard/Gemini (AI by Google) to support your learning of the course content (i.e., to act as a tutor). You may use AI to help you with your Wiki assignment as long as your use of AI is documented and cited following citation instructions given below.
    - Based on the recommended citing and references practices described in https://apastyle.apa.org/blog/how-to-cite-chatgpt
      - cite in text as, for example, "(OpenAI, 2023)" and in your reference list as "OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. https://chat.openai.com/chat)".
    - It is important that you continue to hone your critical AI literacy. Keep in mind the limitations of generative AI tools (e.g., hallucinations, fabricated references, lack of in-depth information, misinformation among others). Therefore, when using AI best practices suggest you do the following:
      - Engage in lateral reading of text provided by AI i.e., search for cues as to authorship, credentials of author, and whether claims made by the AI are supported by other academic literature.
      - Research a topic beyond an internet search, look through academic journals to verify facts.
      - Develop your technological literacy and a critical orientation towards its use reminding yourself that the content seen (either generative AI or social media) is dictated by algorithms.
      - Review OpenAI privacy policy so you will know how your personal information is used when you sign up for free use of ChatGPT: https://openai.com/policies/privacy-policy

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.

https://accessibility.students.yorku.ca/

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: York University Academic Accommodation for Students with Disabilities Policy.

Accommodation for this course: Accommodation for missing due dates for the Wiki will be dealt with on a case-by-case basis based on past performance in the course and percentage of the missing grade. Further extensions or accommodation will require students to submit a formal petition to the Faculty of Health.

Course Materials Copyright Information

These course materials are designed for use as part of PSYC/KINE/GH 4006 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. Intellectual Property Rights Statement.

Technology support: If you are having difficulty with eClass or perhaps with your browser accessing eClass or the Library eresources then you can ask the technology folks by emailing ASKIT@yorku.ca. When you email them try to be as specific and precise as possible and even consider sending them a screen shot of any error messages you are receiving.

Course Schedule
The following chart maps each week in the course to what learning outcomes are the focus for the content that week, and whether there are online learning activities, additional readings, chapters, and/or quizzes for the content covered in the chapters.

		a	b	c	d	e	f	Participation online required	Additional recommended readings and Media?	meet the expert videos?	Chapter (required reading)	Mini-quiz (Y/N)
Week 1	Jan (term begins Jan 6th)	X		X			X	Complete Quiz 0, and Quiz for Chapter. Choice of 1 of 2 Learning Activities and post response in Discussion forum (P)	Yes (3 articles)	No	Theories and Methods	Y
Week 2	Jan	X	X	X			X	Choice to respond to 1 of 2 "activities" in Discussion forum (P)	Yes (4 articles)	Yes (2)	Personal health and Wellness	Y
Week 3	Jan	X	X	X			X	Choice to respond to 1 of 2 "activities" and post in Discussion forum (P)	Yes (5 articles)	Yes (1)	The psychology of Aging (focus on cognitive / brain changes)	Y
Week 4	Jan	X	X	X			X	Choice to respond to 1 of 2 "activities" and post in Discussion forum (P)	Yes (2 articles)	No	The psychology of aging (focus on Psychological Well-being)	Y

Week	Month							Activity			Topic	
Week 5	Feb	X			X		X	Choose to respond to 1 of 2 "activities" (P)	Yes (3 articles)	Yes	Retirement and Work, & Finances and Economics	Y (2)
Week 6	Feb		X		X		X	Chose to engage in one experience from the 'activity' and respond in the Discussion forums (P)	Yes (Ted talk)	No	Aging Today (Ageism and combating it)	Yes
Week 7	**Feb**							**Reading Week**	No	No	None	No
Week 8	Feb/ March	X	X		X	X		X	One activity (P), and do Part 1: Draft of assignment.	Yes (1 article + 1 movie)	Yes	None	No
Week 9	March	X	X	X	X		X	X	Choose 1 or both activities (P2)	No	Yes	Leisure, Recreation, and Service & Social Supports	Y (2)
Week 10	March	X	X	X		X	X	Choose 1 of 2 activities (P)	Yes (2+)	No	Healthcare (policies and legislation)	Y
Week 11	March		X	X	X		X	Choose 1 of 2 Activities (P)	No	No		Y (2)

											Aging in Canada and the World Today & Aging and Ethnicity	
Week 12	March April (Classes end April 4th)	X	X	X	X	X	X	Choose 1 of 2 activities (P)	No	No	WHO report	No
								Final Assignment Due	No	No	No	No

* March 14th 2025, is the last day to drop the course without receiving a grade on your transcript for Winter-term courses.

Note (P) in the chart refers to the week students can gain Participation grades online. Opportunities to gain a grade for participating will occur 12x. Typically, students will need to decide which activity they want to participate in each week. Participation in the activities posed are usually due by Sunday midnight of that week *unless otherwise posted in eClass*. Pay attention to those deadlines as once the deadline is reached, that opportunity to gain a grade for participating in that specific learning activity is over for that week. Some of the activities are designed to allow for not just answering questions but also to engage together in a discussion/debate (e.g., weeks 5, 9, 11, 12). Students can earn up to 5% for each time they participate. The submissions are typically evaluated with the 'discussion forum grading rubric' except for week 1 where you get full points for doing it or 0 points for not doing it. During Weeks 5, 6, and 10, I am requesting that you concentrate your response on being *more reflective.* If students respond to the learning activities each week they would be graded 12 times, and their grade will be calculated from 8 of their best responses for a maximum of 40% of their final grade.