

Course Format & Method of Instruction

This course will consist of lectures, group discussions, and in-class writing workshops. Interactive writing workshops and group discussions are built into the course to support the development of critical thinking, analytical, and writing skills. Students are expected to attend each class prepared to discuss the assigned readings and to actively participate in discussions and workshop sessions.

Required Readings

Course readings are available online through the McMaster Library Electronic Database. Links to all readings will be provided on Avenue to Learn.

Course Assessments

Assessment	Due Date	Weight
Reflection Responses (x4)	Thurs., Sept. 15, 2016 Thurs., Oct. 6, 2016 Tues., Nov. 15, 2016 Thurs., Nov. 24, 2016	20%
Critical Reading Assignment ** <i>or</i> Group Seminar Presentation	Tues., Oct. 25, 2016 <i>or</i> Dates to be assigned in class	20%
Paper Draft Development & Peer Review Portfolio	To be completed during class time. Final portfolio due Tues., Dec. 6, 2016	20%
Final Paper	Tues., December 6, 2016	30%
Class Participation & Attendance	Ongoing	10%
		TOTAL: 100%

Reflection Responses (x4) (Due: Sept. 15, Oct. 6, Nov. 15, & Nov. 24, 2016) – 20%

Students will prepare four 250-300 word reflective papers in response to 1) the Photovoice activity and 2) each of the 3 guest lectures. One reflection response will be due in the course period following the Photovoice activity (September 15) and one response will be due in the course period following each guest lecture (October 6, November 15, and November 24). No outside research is required to complete these reflective assignments; however, you may find it useful to relate your reflections to class readings. In each reflective writing piece, I encourage you to consider some of the following:

- Your initial reaction to the activity or content. Are your impressions positive or negative? Why do you think this subject was presented? What are you thinking or feeling about the topic?
- What does/doesn't resonate with you? How does the topic fit or not fit with your beliefs and philosophies? Why? What do you like or dislike about the subject? Why? What do you hope to take away from this activity/presentation?

- How is this relevant to your life? Do you have experience with this topic? If so, can you give examples? Have you previously considered the link between the topic and your life? If you have no examples of this topic in your life, can you think of reasons why not? How might this affect your thoughts, feelings and behaviours in the future? How could this knowledge help you to improve your own life? What have you learned from this? How has the subject affected you?
- Questions: What questions do you still have about the subject? What would be important to know? How could you find the answers?

More information, including assignment guidelines will be posted on Avenue to Learn during the first week of class.

Critical Reading Assignment (Due: Oct. 25, 2016) – 20%**

Students will prepare a 4-5 page (double spaced, 1 inch borders, 12-point font) paper which will include a short summary of one of the assigned class readings and one related paper which you locate yourself which is not an assigned class reading. You will carry out a critical review of the two papers which may include a) contextualizing the papers in terms of historical, cultural and biographical contexts, b) evaluating the credibility, logic and impact of the arguments, c) comparing the approach and findings of the two papers and identifying strengths and weaknesses in these approaches, and/or d) examining your own personal response to the papers by reflecting on how they challenge your beliefs and values. More information, including assignment guidelines will be posted on Avenue to Learn during the first week of class.

OR

Group Seminar Presentation (Dates to be assigned in class)

Students will work in small groups (group size will be determined after class enrollment is finalized) to develop a presentation which critically evaluates the assigned readings for one class topic. They will develop a PowerPoint presentation to be presented in class and will be expected to lead a discussion, pose questions, and incorporate at least one source from outside the class readings. Students will sign up for their selected topic and presentation date during the third class of the term (Sept. 13). Seminar presentations will take place in the second half of the course. Once groups and seminar dates are selected, no changes will be permitted. Presentations are expected to be 25 minutes in length plus a 15 minute discussion period. The group will be responsible for providing a 1 page typed handout highlighting the key points of the presentation. Please note that all students in the seminar group will receive the same grade. More information, including assignment guidelines will be posted on Avenue to Learn during the first week of class.

**The choice of Critical Reading Assignment or Group Seminar Presentations will be made as a group during the first class. Based on the option which is selected, the weekly schedule may be updated to accommodate the group seminar presentations.

Paper Draft Development and Peer Review Portfolio (Due: Ongoing) – 20%

The purpose of this assessment is to work through various steps in researching and writing your final paper. Four in-class writing workshop days have been set aside to develop your research question/thesis statement, locate and assess appropriate sources, and peer edit other students' papers. You may be asked to complete minor tasks (i.e. searching for sources) outside of class prior to these workshop days. The final workshop day will involve a peer review and feedback component. You will be required to bring a draft of your final paper on this date (Nov. 29). Importantly, this assignment encourages you to start working on your paper early in the term, allowing you time to research, write, and revise your final paper. Your topic may relate to any issue related to aging or dementia among Indigenous peoples. You will be asked to save all of the work you complete in these workshops to submit as a portfolio alongside your final paper. More information, including assignment guidelines will be posted on Avenue to Learn during the first week of class.

Final Paper (Due: Dec. 6, 2016) – 30%

The main assignment for this course is a research paper on a specific issue pertinent to aging and/or dementia among Indigenous peoples. Paper topics and certain paper components will be worked on in class prior to the due date during in-class writing workshops. The final paper may draw on course readings, however the use of additional references from outside of the course is expected. All sources should be referenced using APA style. The final paper should be between 10 and 12 pages in length (double spaced, 1 inch borders, 12-point font). Further instructions and the grading rubric will be reviewed in class and posted on Avenue to Learn.

Class Participation and Attendance (Ongoing) – 10%

Participation will be based on attendance, preparedness (keeping up with readings), and participation in discussions, etc. Students are expected to attend all classes and actively contribute to class activities. Participation will be evaluated in terms of: consistency of participation, the constructive provision of peer feedback, and preparation of questions and comments during lectures and course activities.

Course Schedule

Week 1		
Date	Topics	Readings
Tues., Sept. 6, 2016	Introduction & Syllabus	None
Thurs., Sept, 8, 2016	Indigenous Aging & Health	Wilson, K., Rosenberg, M. W., Abonyi, S., & Lovelace, R. (2010). Aging and Health: An Examination of Differences between Older Aboriginal and non-Aboriginal People. <i>Canadian Journal on Aging</i> , 29(3), 369-382.

		Loppie-Reading, C., & Wein, F. (2009). <i>Health Inequalities and Social Determinants of Aboriginal Peoples' Health</i> . National Collaborating Centre for Aboriginal Health.
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Week 2

Date	Topics	Readings
Tues., Sept. 13, 2016	Perceptions & Roles	None Mini Photovoice activity to be completed in class
Thurs., Sept. 15, 2016	Perceptions & Roles	Baldrige, D. (2001). Indian Elders: Family Traditions in Crisis. <i>American Behavioral Scientist</i> , 44(9), 1515-1527. Steigelbauer, S.M. (1996). What is an Elder? What do Elders do? First Nation Elders as Teachers in Culture-Based Urban Organizations. <i>The Canadian Journal of Native Studies</i> , 16(1), 37-66.

Week 3

Date	Topics	Readings
Tues., Sept. 20, 2016	Mid-Life & Transitions	Loppie, C. (2005). Grandmothers' Voices: Mi'Kmaq Women's Vision of Mid-Life Change. <i>Pimatsiwin: A Journal of Aboriginal and Indigenous Community Health</i> , 3(2), 46-78. Meadows, L.M., Thurston, W., Lagendyk, L.E. (2005). Aboriginal Women at Midlife: Grandmothers as Agents of Change. <i>Canadian Women Studies</i> , 24(1), 159-165.
Thurs., Sept. 22, 2016	Successful Aging	Baskin, C. & Davey, C.J. (2015). Grannies, Elders, and Friends: Aging Aboriginal Women in Toronto. <i>Journal of Gerontological Social Work</i> , 58(1):46-65. Lewis, J. (2010). Successful Aging through the Eyes of Alaska Natives. <i>Journal of Cross-Cultural Gerontology</i> , 25(4), 385-396.

Week 4

Date	Topics	Readings
Tues., Sept. 27, 2016	Writing Workshop #1	None
Thurs., Sept. 29, 2016	Family Life & Grandparenting	Fuller-Thomson, E. (2005). Canadian First Nations Grandparents Raising Grandchildren: A Portrait in

		Resilience. <i>International Journal of Human Development</i> , 60(4), 331-342. Cross, S.L., Day, A.G., & Byers, L.G. (2010). American Indian Grand Families: A Qualitative Study Conducted with Grandmothers and Grandfathers Who Provide Sole care for their Grandchildren. <i>Journal of Cross-Cultural Gerontology</i> , 25(4), 371-383.
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Week 5

Date	Topics	Readings
Tues., Oct. 4, 2016	Guest Lecture: Laura Warren, University of Toronto Prevalence & Rates of Dementia among Indigenous Peoples	Jacklin, K.M., Walker, J.D., and Shawande, M. 2013 The Emergence of Dementia as a Health Concern among First Nations Populations in Alberta, Canada. <i>Canadian Journal of Public Health</i> , 104(1), e39-e44. TBD
Thurs., Oct. 6, 2016	Lifeways & Environment	Samson, C. & Pretty, J. (2006). Environmental and Health Benefits of Hunting Lifestyles and Diets for the Innu of Labrador. <i>Food Policy</i> , 31(6), 523-553. Wilson, K. (2003). Therapeutic Landscapes and First Nations Peoples: An Exploration of Culture, Health and Place. <i>Health and Place</i> , 9(2), 83-93.

Week 6

Date	Topics	Readings
Tues., Oct. 11, 2016	MIDTERM BREAK, NO CLASSES	None
Thurs., Oct. 13, 2016	MIDTERM BREAK, NO CLASSES	None

Week 7

Date	Topics	Readings
Tues., Oct. 18, 2016	Research Profile: Aging & Transitions among Southern Labrador Inuit	TBD
Thurs., Oct. 20, 2016	Cultural Perceptions of Dementia, Part 1.	Lanting, S., Crossley, M., Morgan, D., & Cammer, A. (2011). Aboriginal Experiences of Aging and Dementia in a Context of Sociocultural Change: Qualitative Analysis of Key Informant Group

		<p>Interviews with Aboriginal Seniors. <i>Journal of Cross-Cultural Gerontology</i>, 26(1), 103-117.</p> <p>Jervis, L. L., & Manson, S. M. (2002). American Indians/Alaska Natives and Dementia. <i>Alzheimer Disease and Associated Disorders</i>, 16(Supplement 2), S89-S95.</p> <p>Keightley, M. L., King, G. E., Jang, S. H., White, R., & Colantonio, A. (2011). Brain Injury from a First Nations Perspective: Teachings from Elders and Traditional Healers. <i>Canadian Journal of Occupational Therapy</i>, 78(4), 237-245.</p>
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Week 8

Date	Topics	Readings
Tues., Oct. 25, 2016	Risk & Prevention	<p>Pace, J., Jacklin, K., Warry, W. & Pitawanakwat, K. (In Press). Perceptions of Dementia Prevention among Manitoulin Island First Nations. Hulko, et al. (Eds.). Vancouver, BC: UBC Press.</p> <p>Butler, R., Dwosh, E., Beattie, B.L., Guimond, C., Lomber, S., Brief, E., Illes, J., Sadovnick, A.D. 2011 Genetic Counselling for Early-Onset Familial Alzheimer Disease in a Large Aboriginal Kindred from a Remote Community in British Columbia: Unique Challenges and Possible Solutions. <i>Journal of Genetic Counseling</i>, 20(2):136-142.</p>
Thurs., Oct. 27, 2016	Cultural Perceptions of Dementia, Part 2.	<p>Henderson, J. N., & Henderson, L. C. (2002). Cultural construction of disease: A "Supernormal" Construct of Dementia in an American Indian Tribe. <i>Journal of Cross-Cultural Gerontology</i>, 17, 197-212.</p> <p>Hulko, W., Camille, E., Antifeau, E., Arnouse, M., Bachynski, N., & Taylor, D. (2010). Views of First Nation Elders on Memory Loss and Memory Care in Later Life. <i>Journal of Cross-Cultural Gerontology</i>, 25(4), 317-342.</p>

Week 9

Date	Topics	Readings
Tues., Nov. 1, 2016	Writing Workshop #2	None
Thurs., Nov. 3, 2016	Diagnosis & Testing	<p>Griffin-Pierce, T., Silverberg, N., Connor, D., Jim, M., Peters, J., Kaszniak, A., et al. (2008). Challenges to the Recognition and Assessment of Alzheimer's Disease in American Indians of the Southwestern United States. <i>Alzheimer's and Dementia</i>, 4, 291-299.</p> <p>Hall, K. S., Hendrie, H. C., Rodgers, D. D., & Prince, C. S. (1993). The Development of a Screening Interview in Two Distinct Languages. <i>International Journal of Methods in Psychiatric Research</i>, 3, 1-28.</p> <p>LoGuidice, D., Smith, K., Thomas, J., Lautenschlager, N. T., Almeida, O. P., Atkinson, D., et al. (2006). Kimberley Indigenous Cognitive Assessment Tool (KICA): Development of a Cognitive Assessment Tool for Older Indigenous Australians. <i>International Psychogeriatrics</i>, 18(2), 269-280.</p>

Week 10

Date	Topics	Readings
Tues., Nov. 8, 2016	Elder Abuse	<p>Dumont-Smith, C. (2002) <i>Aboriginal Elder Abuse in Canada</i>. Ottawa: Aboriginal Healing Foundation.</p> <p>Carson, D.K. (1995). American Indian Elder Abuse: Risk and Protective Factors Among the Oldest Americans. <i>Journal of Elder Abuse & Neglect</i>, 7(1), 17-39.</p>
Thurs., Nov. 10, 2016	Guest Lecture: Chelsea Gabel, McMaster University Indigenous Health Policy: Implications for Seniors	TBD

Week 11

Date	Topics	Readings
Tues., Nov. 15, 2016	Writing Workshop #3	None
Thurs., Nov. 17, 2016	Care & Caregiving – Informal	<p>Jacklin, K., Pace, J., Warry, W. (2015). Informal Dementia Caregiving Among Indigenous Communities in Ontario, Canada. <i>Care Management Journals</i>, 16(2), 106-120</p> <p>John, R., Hennessey, C. H., Dyeson, T. B., & Garrett, M. D. (2001). Toward the Conceptualization and Measurement of Caregiver Burden Among Pueblo Indian Family Caregivers. <i>The Gerontologist</i>, 41(2), 210-219.</p> <p>McMillan, F., Kaspers, D., Traynor, V., & Dewing, J. (2010). Person-centered care as caring for country: An Indigenous Australian experience. <i>Dementia</i>, 9(2), 163- 167.</p>

Week 12

Date	Topics	Readings
Tues., Nov. 22, 2016	Guest Lecture: Bernice Downey, McMaster University Topic: TBD	TBD
Thurs., Nov. 24, 2016	Care & Caregiving - Formal	<p>Jervis, L.L., Jackson, M.Y., Manson, S.M. 2002 Need for, availability of, and barriers to the provision of long-term care services for older American Indians. <i>Journal of Cross-Cultural Gerontology</i>, 17(4):295-311.</p> <p>Finkelstein, S. A., Forbes, D. A., & Richmond, C. A. M. (2012). Formal Dementia Care among First Nations in Southwestern Ontario. <i>Canadian Journal on Aging</i>, 31(3), 257-270.</p> <p>National Aboriginal Health Organization (NAHO). (2009). <i>Cultural Competency and Safety in First Nations, Inuit and Metis Health Care</i>. Ottawa: National Aboriginal Health Organization.</p>

Week 13

Date	Topics	Readings
Tues., Nov. 29, 2016	Writing Workshop #4	None
Thurs., Dec. 1, 2016	End of Life Issues	<p>Willis, J. (1999) Dying in Country: Implications of Culture in the Delivery of Palliative Care in Indigenous Australian Communities. <i>Anthropology & Medicine</i>, 6(3), 423-435</p> <p>Kelly, L. & Minty, A. (2007). End-of-Life Issues for Aboriginal Patients: A Literature Review. <i>Canadian Family Physician</i>, 53(9):1459-1465.</p> <p>Hampton, M., Baydala, A., Bourassa, C., McKay-McNabb, K., Plackso, C., Goodwill, K., McKenna, B., McNabb, P., & Boekelder, R. (2010). Completing the Circle: Elders Speak about End of Life Care with Aboriginal families in Canada. <i>Journal of Palliative Care</i>, 26(1), 6-14.</p>

Week 14

Date	Topics	Readings
Tues., Dec. 6, 2016	Course Wrap-Up & Evaluation	None

Grading

Grades for each course requirement will be added together at the end of the term. The final total will be translated into the following letter grade according to the grading system documented below:

McMaster University Grading Scale

Grade	Equivalent Grade Point	Equivalent Percentages
A+	12	90-100
A	11	85-89
A-	10	80-84
B+	9	77-79
B	8	73-76
B-	7	70-72
C+	6	67-69
C	5	63-66

C-	4	60-62
D+	3	57-59
D	2	53-56
D-	1	50-52
F	0	0-49

Policies & Procedures

Class communication, E-mail & Office Hours

You may contact me by e-mail at paceje@mcmaster.ca. Please include the course code (HLTH AGE 3Q03) in the subject line, and your full name and student number in the body of the e-mail. I will respond to e-mails within 24 hours (excluding weekends and holidays). General questions that might be answered by other students should be posted in the discussion section of Avenue to Learn.

In the context of a university course, e-mail is a mode of professional communication. Please use proper etiquette when composing messages. For example, please provide a salutation (Dear Dr. Pace), use full sentences and proper punctuation, be polite, and refrain from using informal abbreviations.

A note about e-mail: If you have a complex question, it is often easier and more productive to discuss the question in person during office hours or in class instead of by e-mail. I am available for weekly office hours (Thursdays, 1-3pm, KTH 234) and am happy to meet at other times by appointment.

Faculty of Social Sciences E-mail Communication Policy: *Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.*

Computers & Cell Phones

You are welcome to bring your laptop with you to class, but when in class you should only be using your word-processing program. Please keep all electronic social networking and texting out of the classroom. This behaviour is potentially disruptive to other students and can impact their learning experience. If necessary, I reserve the right to ask students who are breaking this policy to leave the classroom.

Submission of Assignments

All written work is to be submitted in hard copy during the class period on the due date. Do not submit essays by e-mail and do not put them under the instructor's door. Late assignments will be penalized 3% per day (including weekends) up to one week past the due date, after which

time late submissions will not be accepted unless an extension has been granted. Late penalties will be waived if the office of the Associate Dean of Social Sciences notifies the instructor that you have submitted to that office the appropriate documentation to support your inability to submit the work by the due date.

IMPORTANT NOTE: *Please familiarize yourself with revisions to the university policy for the McMaster Student Absence Form (MSAF).*

Return of Assignments

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves. Tests and assignments must be returned directly to the student. The instructor will make arrangements for you to pick up your assignments in person during scheduled office hours. You may also provide the Professor with a stamped, self-addressed envelope for the return of assignments by mail.

Review of Marks

A great deal of time and attention will be spent grading your assignments and effort will be made to provide clear feedback about your work. If you would like additional feedback, please book an appointment with the instructor. If you disagree with the mark you are given and wish to contest the grade assigned, you will need to indicate this to the instructor in writing. Please adhere to the following procedure: submit a one page, single-spaced, type-written letter to the instructor (hard copy only) which explains why you believe you deserve an improved mark. Use the grading rubric and example from your paper to support your argument. Please note that your instructor has the ability to *increase* or *decrease* your original assignment grade following a review of marks.

University Policies

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities.

If you require this information in an alternate/accessible format, please contact the Department of Health, Aging & Society at 905.525.9140 ext. 27227 or hasdept@mcmaster.ca

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes. Please check the website at least once a week for announcements.

Avenue to Learn

Important note: This course uses Avenue to Learn to post the course outline, assignments and other notices. Please ensure that you know how to log on to Avenue to Learn and that you check the site on a regular basis for course updates.

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.