

# **LIS 9373 SPECIAL TOPIC: SERVICES AND MATERIALS FOR AN AGING POPULATION**

Graduate Program of Library and Information Science  
The University of Western Ontario  
**Summer 2024**

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**Course format:** Asynchronous online, course delivered via Brightspace.

**Office Hours:** I have set aside Wednesdays from 12pm-1pm to be available for Zoom meetings. Meetings may be booked in advance with individual students during this time or at other times if necessary. Please email me to book a meeting on Zoom.

## **Course Description**

This course provides an overview of the library services and materials for the aging population. A focus will be on describing potential inequities and exploring patterns of information-seeking behaviors while giving special consideration of how services offered at public libraries meet, or do not meet, the needs of the aging population. We will also consider taking a critical approach, with a special focus on the emerging ethical issues relating to aging and information science.

**Prerequisite:** LIS 9003

## **Learning Outcomes**

Upon successful completion of readings, assignments and participation, students will be able to:

- Explore the information seeking behaviours of older adults
- Explore potential barriers to information access experienced by older adults
- Explore ethical issues experienced by older adults
- Develop a critical lens focusing on social justice and information access
- Critically identify and evaluate how older adults are portrayed in library policies, services, and programming
- Identify the reading interests and information needs and practices of older adults
- Develop collections, programmes, and services to meet the unique needs and interests of older adults
- Identify, evaluate, select, and provide access to library collections for older adults in a variety of formats and using a variety of assistive technologies

## **Course Materials and Readings**

All materials will be available electronically via OWL, or available freely online. There is a document posted in OWL called LIS9610 Weekly Readings which lists each week of required readings. I will post this in the module as well.

### Course Content and Schedule

I will post new content on OWL every Sunday for you to access all week. Assignments are also due on Sundays.

Date	Topic and Assignments due dates
Week 1 May 5	Introduction
Week 2 May 12	Patterns of Aging and Cognitive Health
Week 3 May 19	Social Justice and Legislation
Week 4 May 26	Lifelong Learning and Creative Aging <b>Reading Response no.1 (15%) DUE May 26</b>
Week 5 June 2	Aging in Place and Age-Friendly Communities
Week 6 June 9	Public Library Perspectives
Week 7 June 16	Programming for Older Adults <b>Services for Seniors Review (20%) DUE June 16</b>
Week 8 June 23	Outreach and Homebound Services
	<b>READING WEEK</b>
Week 9 July 7	Information Seeking Behaviour
Week 10 July 14	Older Adults and Reading <b>Reading Response no. 2 (15%) DUE July 14</b>
Week 11 July 21	Older Adults and Technology

Week 12 July 28	Intergenerational Connections
Week 13 August 4	Funding Opportunities  <b>Library Observation Report (30%) DUE August 4</b>

### Methods of Evaluation

Evaluation will be based on the following assignments and participation. All due dates are posted in the schedule above and are subject to late penalties without prior extension requests. Assignments will be reduced 2% per day if submitted late.

1. Participation via weekly forum posts (20%)

Participation for this asynchronous course will be based on weekly forum posts. You are required to respond to a weekly forum question. Your forum posts should be approximately 300 words in length.

2. Reading Responses (15% x 2)

Choose any assigned reading and write a 2 page, double spaced, size 12 font reflection. Please do not summarize the article but instead write your own reflection upon the material as a personal response. List any references including the paper/article written about in the reflection.

3. Services for Seniors Review (20%)

Select a town or small city in Ontario under 50,000 people and write a review of the types of services available for older adults in the community. This should focus primarily on library services but also include community services such as recreational, educational and municipal services. It should include your recommendations and reasoning for what services should be provided. This review should be no more than 4 pages double spaced, size 12 font.

4. Library Observation Report (30%)

Make three distinct observational visits to one public library of your choice. Make sure to select different days and times of day for each visit. Observe older adults in the library, taking note of perceived demographics and activities they are engaged in. Write about the library space, the activities, as well as any information you can find about programs and services for older adults from that library system. Write a report about your observations and create a chart to track your data. The report should be no more than 6 pages double spaced, size 12 font.

### Health/Wellness Services

Students who are in emotional/mental distress should refer to MentalHealth@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### **Accessible Education Western (AEW)**

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

*Statement on academic offences* - Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/app](http://www.uwo.ca/univsec/pdf/academic_policies/app)