



**ST. JEROME'S**  
**UNIVERSITY**

---

**St. Jerome's University in the University of Waterloo**  
**Department of Sexuality, Marriage and Family Studies**  
**SMF 212**  
***Navigating Sexuality and Relationship in Mid/Later Life***  
**Spring 2018**  
**Mondays 6:30 – 9:30**  
**Building MC, Room 4020**

---

*I would first like to respectfully acknowledge that we live and work on the traditional territory of the Attawandaron (Neutral), Anishinaabeg and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometers on each side of the Grand River.*

### **Instructor Information**

Instructor: Stacey Jacobs  
Office: SJU Office: Sweeney Hall 2114  
Office Hours: Mondays 5 – 6pm, or by appointment  
Email: s3jacobs@uwaterloo.ca

### **Correspondence**

- Please email me or come and see me during office hours. It is nice to meet students one-on-one and get to know you better. I am available to discuss class material, course assignments, future careers in sexual health, or answer general questions about sexuality and relationships.
- Please contact me or come and see me if you are having health concerns or stressors in your life that are compromising your ability to complete the course successfully. In my experience the earlier you bring this to my attention, the better I am able to support you.

**Email Protocol:** When emailing please include your first and last name and the course code in the subject line (e.g. Stacey Jacobs SMF 212). Begin each email with an appropriate salutation (e.g. Hi Stacey, hope you are having a good day) and end with an appropriate closing (e.g. Thank you or See you on Monday).

**Email Response:** I will usually respond to your email within 24hrs, excluding weekends. If you have not heard from me within 48hrs please resend your email.

If communicating via email is uncomfortable or inaccessible for you, please let me know and we will collaboratively determine a suitable alternative.

## **Course Description**

This course reviews the process of navigating relationships and sexuality as person's age. Topics may include: physical/biological changes, desire, youth-focused culture, relationship dissolution, dating and technologies.

## **Course Goals and Learning Outcomes**

During our time together you will be invited to share your questions, thoughts, ideas and reflections on the course material and sexual health in general. It is my goal that you will learn from the assigned readings, lectures, guest speakers, assignments and from one another. It is also my goal that you will increase your comfort and knowledge of the topic, as well as your curiosity of sexuality and relationships.

Upon completion of this course, students should be able to:

- A. Work with others to create a learning environment that is exploratory, respectful, safe and inclusive for you, your classmates, guest speakers and the instructor.
- B. Understand how sexuality and relationships may differ for people in mid/later life and how age can intersect with gender, sexual orientation, ability/disability, health, the health care system, culture, race, religion, SES, body image, family relationships, societal expectations, media and/or education.
- C. Recognize and challenge potentially harmful normative scripts surrounding sexuality and relationships of people in mid/later life.
- D. Reflect on your own experiences, education, values, beliefs, assumptions and biases in relation to the various dimensions of sexuality and relationships in mid/later life.

**Required Text:** There is no textbook for this course.

## **Readings**

*All readings are available electronically through the course reserves which can be accessed through LEARN.*

### **Week 1**

De Lamater, D. & Koepsel, E. (2015). Relationships and sexual expression in later life: A biopsychosocial perspective. *Social and Relationship Therapy, 30(1)*, 37-59.

Lum, J.M., Sladek, J., Ying, A., Bislimovic, S., & Prial, T.K. (2009, December). Sexuality and Aging: In focus fact sheet. *Canadian Research Network for Care in the Community*. Retrieved from <https://www.ryerson.ca/content/dam/crncc/knowledge/infocus/factsheets/SexualityandAgingInFocusDec09.pdf>

### **Week 2**

Berdychevsky, L. & Nimrod, G. (2017). Sex as leisure in later life: A netnographic approach. *Leisure Sciences: An Interdisciplinary Journal*, 39(3), 224-243.

Gatling, M. Mills, J., & Lindsay, D. (2017). Sex after 60? You've got to be joking! Senior sexuality in comedy film. *Journal of Aging Studies*, 40, 23-28.

Price, J. (2017, February 13). A senior's guide to solo sex. *Senior Planet: Aging with Attitude*. Retrieved from <https://seniorplanet.org/a-seniors-guide-to-solo-sex/>

Rosenwald, M.S. (2018, April 9). Viagra, the little blue pill, turns 20. *Waterloo Region Record*, pp. D1. Retrieved from <https://www.therecord.com/living-story/8369027-viagra-the-little-blue-pill-turns-20/>

### **Week 3**

Gollayan, C. (2017, May 17). Why older women and younger men are a perfect match. *New York Post*. Retrieved from <https://seniorplanet.org/a-seniors-guide-to-solo-sex/>

Lewin, A.C. (2017). Health and relationship quality later in life: A comparison of living apart together (LAT), first marriages, remarriages, and cohabitation. *Journal of Family Issues*, 38(12), 1754-1774.

Schlesinger, R.A. & Schlesinger, B. (2008). Canadian-Jewish Seniors: Marriage/cohabitation after age 65. *Journal of Gerontological Social Work*, 52(1), 32-47.

### **Week 4**

Chrisler, J.C. (2013). Teaching taboo topics: Menstruation, menopause, and the psychology of women. *Psychology of Women Quarterly*, 37(1), 128-132.

Dodd, C. (2014, October 8). Get ready for post-menopausal zest: New creativity, sexual energy and confidence. *High50 Health: Age has its benefits*. Retrieved from <http://www.high50.com/health/ready-post-menopausal-zest-creativity-sexual-energy-confidence>

Newhart, M.R. (2013). Menopause matters: The implications of menopause research for studies of midlife health. *Health Sociology Review, 22(4)*, 365-376.

### **Week 5**

Fabbre, V.D. (2015). Gender transitions in later life: A queer perspective on successful aging. *The Gerontologist 55(1)*, 144-153.

Wilson, K., Kortess-Miller, K., & Stinchcombe, S. (2018). Staying out of the closet: LGBT older adults' hopes and fears in considering end-of-life. *Canadian Journal of Aging, 37(1)*, 22-31.

### **Week 6**

Edward, J. (2016). Friends in old age. *Clinical Social Work 44(2)*, 198-203.

Mansson, D.H. (2016). The joy of grandparenting: A qualitative analysis of grandparents. *Journal of Intergenerational Relationships, 14(2)*, 135-145.

### **Week 7**

Muise, A. & Desmarais, S. (2010). Women's perceptions and use of anti-aging products. *Sex Roles, 63*, 126-137.

Wada, M., Hurd Clarke, L., & Rozanova, J. (2015). Construction of sexuality in later life: Analyses of Canadian magazine and newspaper portrayals of online dating. *Journal of Aging Studies, 32*, 40-49.

### **Week 8**

Bartlett, P. (2010). Sex, dementia, capacity and care homes. *Liverpool Law Review, 31*, 137-154.

Holdsworth, K. & McCabe, M. (2018). The impact of dementia on relationships, intimacy, and sexuality in later life couples: An integrative qualitative analysis of existing literature. *Clinical Gerontologist, 41(1)*, 3-19.

### **Week 9**

Thomeer, M.B., Donnelly, R., Reczek, C., & Umberson, D. (2017). Planning for future care and the end of life: A qualitative analysis of gay, lesbian and heterosexual couples. *Journal of Health and Social Behaviour, 58(4)*, 473-487.

Treleaven, S. (2017, January 11). How a group of female seniors decided to forgo a retirement home for a co-living space. *Canadian Living*. Retrieved from <http://www.canadianliving.com/life-and-relationships/community-and-current-events/article/how-a-group-of-female-seniors-decided-to-forgo-a-retirement-home-for-a-co-living-space>

van Wijngaarden, E.J., Leget, C.J.W., & Goossensen, A (2016). Till death do us part: The lived experience of an elderly couple who chose to end their lives by spousal self-euthanasia. *The Gerontologist*, 56(6), 1062-1071.

### **Week 10**

Earle, S. (2001). Disability, facilitated sex and the role of the nurse. *Journal of Advanced Nursing*, 36(3), 433-440.

Everett, B. (2008). Supporting sexual activity in long-term care. *Nursing Ethics*, 15(1), 87-96.

Fileborn, B., Lyons, A., Heywood, W., Hinchliff, S., Malta, S., Dow, B., ... Minichiello, V. (2017). Talking to healthcare providers about sex in later life: Findings from a qualitative study with older Australian men and women. *Australian Journal of Aging*, 36(4), 50-56.

### **Week 11**

Fileborn, B., Lyons, A., Hinchliff, S., Brown, G., Heywood W., & Minichiello, V. (2017). Learning about sex in later life: Sources of education and older Australian adults. *Sex Education*, 17(2), 165-179.

Freeman, S., Sousa, S., & Neufeld, E. (2014). Sexuality in Later Life: Examining beliefs and perceptions of undergraduate students. *Gerontology and geriatrics Education*, 35(2), 200-213.

## **Course Requirements and Assessment**

| <b>Assessment</b>                 | <b>Date of Evaluation</b> | <b>Weighting</b> |
|-----------------------------------|---------------------------|------------------|
| In-class Test #1                  | Class 6: Mon June 11th    | 20%              |
| In-class Test #2 (non-cumulative) | Class 12: WED July 25th   | 20%              |
| In-class Assignments              |                           | 10%              |
| Reflection Paper: Part 1          | Class 3: Mon May 22       | 5%               |
| Reflection Paper: Part 2          | Class 11: Mon July 23     | 15%              |
| Education Assignment              | Class 9: Mon July 9       | 30%              |
| <b>Total</b>                      |                           | <b>100%</b>      |

**In class Test #1, class 6, Monday June 11th, worth 20%**

Test #1 will take place during the first half of class on Monday June 11th. There will be one hour of class after the test with a break in between the test and lecture. Test #1 will be a combination of multiple choice, true/false and short answer. It will cover material from classes on: May 7, May 14, May 22, May 28 and June 4, which includes assigned readings, lectures, class discussions, class activities and guest speakers.

**In class Test#2, class 12, Wednesday July 25, worth 20%**

Test #2 will take place during class on Wednesday July 25th. Test #2 will be a combination of multiple choice, true/false and short answer. It will cover material from classes on: June 11, June 18, June 25, July 9 and July 16 which includes assigned readings, lectures, class discussions, class activities and guest speakers. It is not cumulative, it will not cover material from class on July 23rd.

**In class Assignments, worth 10%**

In class assignments will take place organically during class time. They could be individual assignments or group assignments. They will be discussed and explained in class and handed in before the end of class.

**Reflection Paper Part 1, Due class 3, Tuesday May 22, worth 5%**

Part 1 of your reflection paper must be completed before Part 2. It is a simple one-two page summary, point form, double-spaced, 2-sided, answering 2 questions:

1. What do you see as your values/beliefs/biases/assumptions regarding the sexuality and relationships of people in mid/later life?
2. How do you think you came to have these values/beliefs/biases/assumptions about the sexuality and relationships of people in mid/later life?

Please be honest, your assignment will be kept confidential and you will not be judged on your responses.

**Reflection Paper Part 2, Due class 11, Monday July 23, worth 15%**

Your reflection paper should be no more than 5 pages long, double spaced, 2-sided, written in full sentences and paragraphs. You do not have to use sources such as Journal Articles, but if you do, they must be referenced properly using APA format. If you discuss assigned readings, lectures or guest speakers from class they must be referenced. Your reflection paper is a chance for you to reflect on whether or not your values/beliefs/bias/assumptions regarding the sexuality and relationships of people in

mid/late life have changed over the time of taking this course and if they have, how and why do you think they have changed.

### **Education Assignment, Due class 9, July 9th, worth 30%**

This assignment should be 5-8 pages long, double spaced, 2-sided, written in full sentences and paragraphs and have sections with headings. Choose a demographic of people in their mid/late life and describe them (e.g. age, education, ability, health, race, culture, religion, relationship status, where are they living...). Choose a sexuality, sexual health and/or relationship topic you think they would benefit from learning more about (e.g. STIs, online dating, masturbation, talking to their grandchildren about sexual health, sexual pleasure with a partner, menopause...) and describe 1) why you think they would benefit from learning more, 2) how you will educate them (providing a detailed outline, curriculum etc.), 3) where the education will happen, 4) how you will advertise and get people to attend your education, 5) how you will evaluate if your education was successful and 5) anything else you think is relevant for your specific educational idea.

This is an individual assignment, not a group assignment. There is no class presentation component to this assignment.

### **Course Outline / Class Schedule**

| <b>Class</b> | <b>Date</b> | <b>Topic</b>  | <b>Readings Due</b>   |
|--------------|-------------|---|---|
| 1            | May 7       | Welcome!<br><br>Introduction to the course<br><br>Introduction to Sexuality and Relationships | 1. Relationships and sexual expression in later life: A biopsychosocial perspective.<br>2. Sexuality and Aging: In focus fact sheet.  |
| 2            | May 14      | Sex and Sexuality in Mid/Later Life   | 1. Sex as leisure in later life: A netnographic approach.<br>2. Sex after 60? You've got to be joking! Senior sexuality in comedy film.<br>3. A senior's guide to solo sex.<br>4. Viagra, the little blue pill, turns 20. |

| <b>Class</b> | <b>Date</b>  | <b>Topic</b>   | <b>Readings Due</b>  |
|--------------|--|--|--|
| 3            | TUES May 22<br>(no class Mon<br>May 21 due to<br>long weekend) | Relationships in Mid/Later Life<br><br>REFLECTION PAPER PART 1 DUE | 1. Why older women and younger men are a perfect match.<br>2. Health and relationship quality later in life: A comparison of living apart together (LAT), first marriages, remarriages, and cohabitation.<br>3. Canadian-Jewish Seniors: Marriage/cohabitation after age 65. |
| 4            | May 28   | Menopause  | 1. Teaching taboo topics: Menstruation, menopause, and the psychology of women.<br>2. Get ready for post-menopausal zest: New creativity, sexual energy and confidence.<br>3. Menopause matters: The implications of menopause research for studies of midlife health.       |
| 5            | June 4   | LGBTQ+ topics, Aging with Pride<br><br>Guest Speaker               | 1. Gender transitions in later life: A queer perspective on successful aging.<br>2. Staying out of the closet: LGBT older adults' hopes and fears in considering end-of-life.  |
| 6            | June 11  | Family and Friends<br><br>Test #1                                  | 1. Friends in old age.<br>2. The joy of grandparenting: A qualitative analysis of grandparents.  |
| 7            | June 18  | Anti-Aging Culture   | 1. Women's perceptions and use of anti-aging products.   |



| Class | Date   | Topic  | Readings Due  |
|-------|--|--|---|
|       |  |  | 2. Construction of sexuality in later life: Analyses of Canadian magazine and newspaper portrayals of online dating.  |
| 8     | June 25  | Sexual Consent and Capacity<br><br>Guest Speaker                     | 1. Sex, dementia, capacity and care homes.<br>2. The impact of dementia on relationships, intimacy, and sexuality in later life couples: An integrative qualitative analysis of existing literature.  |
| 9     | July 9<br>(no class July 2nd – Canada Day holiday) | Death and Dying<br><br>Guest Speaker<br><br>EDUCATION ASSIGNMENT DUE | 1. Planning for future care and the end of life: A qualitative analysis of gay, lesbian and heterosexual couples.<br>2. How a group of female seniors decided to forgo a retirement home for a co-living space.<br>3. Till death do us part: The lived experience of an elderly couple who chose to end their lives by spousal self-euthanasia. |
| 10    | July 16  | Support and Care in Mid/Later Life                                   | 1. Disability, facilitated sex and the role of the nurse.<br>2. Supporting sexual activity in long-term care.<br>3. Talking to healthcare providers about sex in later life: Findings from a qualitative study with older Australian men and women.   |

| Class | Date   | Topic  | Readings Due   |
|-------|--|--|--|
| 11    | July 23                                      | Education of People in Mid/Later Life<br><br>Wrap up/conclusion<br><br>REFLECTION PAPER PART 2 DUE | 1. Learning about sex in later life: Sources of education and older Australian adults.<br>2. Sexuality in Later Life: Examining beliefs and perceptions of undergraduate students. |
| 12    | WED July 25<br>make up class<br>for July 2nd | Test #2<br>Week 11 readings are NOT on the test, they are for in class discussion only.            |  |

### Late Work

HARD COPIES of all assignments are DUE AT THE START OF CLASS on the date listed in the syllabus (above). Please note they must be stapled and include page numbers, they may be double-sided to save paper. Any assignment submitted after the due date/time will be subject to a 10% penalty per day, including weekends. If you submit an assignment late please send me an electronic copy to serve as a time-stamp, followed by a hard copy at the next class.

### Electronic Device Policy

In the spirit of creating a classroom environment conducive to learning and being in the moment, I ask that you restrict your laptop and smartphone use to classroom activities only such as notetaking, accessing LEARN, etc. Please turn your phones to off or silent. In a shared learning environment, messaging, tweeting, googling, watching Netflix/You Tube, emailing etc. are distracting to other students, myself and guest speakers. Your respectful consideration of others is very much appreciated.

### Attendance Policy

Attendance will not be taken, however, academic success and achievement of the course goals are facilitated by strong attendance. It is my sincere hope that you will want to attend class because, you are interested in the course content, you are interested in hearing what your classmates have to contribute, you want to learn from guest speakers and you want to engage in the learning process that the University classroom has to offer.

### A Note on Plagiarism

Plagiarism is one form of academic misconduct. A student guilty of plagiarism, the use of another person's thoughts and writings as their own, may experience disciplinary action in the form of academic penalties. In order to avoid plagiarism, a student must adhere to the following procedures:

1. Every statement of fact not generally known, and every opinion which is not arrived at independently requires a reference to the literature being used.
2. All direct quotations (i.e., text taken directly from the source) must be in quotation marks, or

if a certain length (e.g., 40 words or more) must be indented and single-spaced.\*

**3.** Every quotation requires a reference, including page number.\*

**4.** In summarizing another person's words, a student would need to use different words and change the sentence structure of the original statements. Such paraphrases must also be referenced.\*

\* Comments pertaining to the formatting of citations and references are consistent with the APA referencing style (APA, 6th Ed.)

## Important Information

### Mental Health Services:

#### On Campus

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 x32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from the Student Life Centre

#### Off campus

- [Good2Talk](#): Free confidential help line for post-secondary students.  
Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Extended Assessment Unit Phone: 519-749-4300 x6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): Support services for lesbian, gay, bisexual, transgender or questioning youth in Waterloo Region. Phone: 519-884-0000 x222

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

### Contact Health Services

#### [Health Services Building](#)

Call 519-888-4096 to schedule an appointment

Call 1-866-797-0000 for free 24/7 advice from a health professional

## Contact Counselling Services

[Needles Hall Addition, NH 2401](#)

Call 519-888-4567 x 32655 to schedule an appointment

[counserv@uwaterloo.ca](mailto:counserv@uwaterloo.ca)

## Note for Students with Disabilities

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

## Academic Integrity

To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage for more information.

## Discipline

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

## Grievance

A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the [St. Jerome’s University Policy on Student Petitions and Grievances](#).

## Appeals

A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome’s University Policy on Student Appeals](#).