



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

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**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***  
**Winter 2020**  
**Mondays and Wednesdays 4:00 – 5:20**  
**SJ2 1002**

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*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: Sweeney Hall 2114, alternative office Sweeney Hall 2115

Office Hours: Wednesday 5:20 – 6:20, or by appointment

Email: s3jacobs@uwaterloo.ca

TA: Katelyn Pavey, kepavey@edu.uwaterloo.ca, office Sweeney Hall 2218

Sexuality and sexual health material can provoke emotional responses in people. These emotional responses could be happiness, relief, excitement, embarrassment, sadness, anger, stress, anxiety...

We will be openly discussing sex, sexual health, sexuality and death in this class.

Students must make an autonomous, informed decision about enrolling in this class.

**Self-care is an important part of life and an important skill to learn. We should think of it as a priority and a necessity, not a luxury.**

## 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/late 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/late 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.*

### **Class 1**

No readings.

### **Class 2 & 3**

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

Lum, J.M., Sladek, J., Ying, A., Bislimovic, S., & Prial, T.K. (2009, December). Keep on Rockin, Sexuality and Aging: In focus fact sheet. *Canadian Research Network for Care in the Community*. Retrieved from

<https://www.rverson.ca/content/dam/crncc/knowledge/infocus/factsheets/SexualityandAgingInFocusDec09.pdf>

### **Class 4 & 5**

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

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/>

Roussy, K. (2018, September 22). Sex and the senior: They're doing it, so get over it. *CBC News*. Retrieved from <https://www.cbc.ca/news/health/seniors-and-sex-1.4833845>

### **Class 6 & 7**

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.

### **Class 8 & 9**

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.

### **Class 10 & 11**

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.

### **Class 13**

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.

### **Class 14**

Sex and intimacy (n.d.) Retrieved from: <https://www.heartandstroke.ca/stroke/recovery-and-support/relationships/sex-and-intimacy>

### **Class 15**

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

**Class 16**

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.

**Class 17**

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.

**Class 18**

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.

**Class 19 & 20**

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.

Bielski, Z. (2018, July 14). Grey area: The fragile frontier of dementia, intimacy and sexual consent. *The Globe and Mail*. Retrieved from <https://www.theglobeandmail.com/canada/article-grey-area-the-fragile-frontier-of-dementia-intimacy-and-sexual/>

**Class 21**

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.

**Class 22**

Barnett, Michael D., & Adams, Cassidy M. (2018). Ageism and aging anxiety among young adults: relationships with contact, knowledge, fear of death, and optimism. *Educational Gerontology*, 44 (11), 693-700.

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>
Test #1	Wednesday February 12	20%
Test #2 (non-cumulative)	Wednesday April 1	20%
In-class Assignments (4 out of 5)	Periodically throughout the semester during class	10%
Reflection Paper: Part 1	Monday January 13	5%
Reflection Paper: Part 2	Monday March 23	15%
Education Assignment	Wednesday March 11	30%
<b>Total</b>		<b>100%</b>

**Test #1, Wednesday February 12, worth 20%**

Test #1 will take place during class on Wednesday February 12th. It will be multiple choice. It will cover material from classes 1 – 11 (January 6 – February 10), including assigned readings, lectures, class discussions, class activities and guest speakers.

**Test#2, last day of class, Wednesday April 1 - worth 20%**

Test #2 will take place during class on Wednesday April 1st, which is our last class. It will be multiple choice. It will cover material from classes 13 – 23 (February 24 – March 30) including assigned readings, lectures, class discussions, class activities and guest speakers. It is not cumulative, it will not cover material from test #1.

**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. You will only be graded on 4 of the 5 assignments, allowing for the missing of one assignment and the ability to get full marks. You will only get the mark if you are in class.

**Reflection Paper Part 1, Due Monday January 13th, 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 are your values/beliefs/biases/assumptions regarding the sexuality and relationships of people in mid/late life?
2. How do you think you came to have these values/beliefs/biases/assumptions about the sexuality and relationships of people in mid/late life?

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

This assignment is due early to ensure your responses are not influenced by class material.

**Reflection Paper Part 2, Due Monday March 23, worth 15%**

Your reflection paper should be no more than 5 pages, double spaced, 2-sided, stapled, and 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 have they changed and why do you think they have changed. Please reflect back on Part 1 of this assignment from January 13th.

Again, please be honest, you will not be judged on your responses.

### **Education Assignment, Due Wednesday March 11th, worth 30%**

This assignment should be 5-8 pages long, double spaced, 2-sided, stapled, written in full sentences and paragraphs, with subheadings, using APA format.

- 1) Choose a demographic of people and describe them (e.g. age, education, ability, health, race, culture, religion, relationship status, where are they living, etc.)
- 2) Choose a sexual health 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, etc.)  
and describe:

- 1) why you think the demographic of people you chose would benefit from learning more about this topic (please use academic sources to back up your thoughts)
- 2) how you will educate them providing a detailed outline (this should be the largest section of your assignment) and include the where, when, what and how
- 3) how you will advertise/promote and get people to attend or be involved,
- 4) how you will evaluate if your education was successful
- 5) how much money, resources and time will be involved to implement your idea (this can be rough estimates)
- 6) How can you advocate/take action in your actual life to educate people about the importance of your topic
- 6) anything else you think is relevant for your specific educational idea.

There is no class presentation component to this assignment.

It is expected that a minimum of 2 academic sources are used, however non-academic sources can also be used. Please include them in a References section at the end of your assignment.

Be as specific as you can. Use your experiences and actual places you know of if you like. Think on a micro level. Do not take on too much. The idea is that the education could actually be implemented without too much money, time and resources. However, please do not limit your ideas because of money, be creative.



### Course Outline / Class Schedule

Class	Date	Topic	Readings Due
1	January 6	Welcome!  Introduction to the course	
2 & 3	January 8 January 13	Introduction to Sexuality and Relationships in mid/late life  Introduction to the Biopsychosocial Perspective  Monday January 13th - REFLECTION PAPER PART 1 DUE	1. Relationships and sexual expression in later life: A biopsychosocial perspective.  2. Keep on Rockin: Sexuality and Aging
4 & 5	January 15 January 20	Sex and Sexuality in Mid/Late Life	1. Sex as leisure in later life: A netnographic approach.  2. A senior's guide to solo sex.  3. Sex and the Senior: They're doing it, so get over it
6 & 7	January 22 January 27	Relationships in Mid/Late Life	1. Why older women and younger men are a perfect match.  2. Health and relationship quality later in life: A comparison of living apart together (LAT), first marriages, remarriages, and cohabitation.  3. Canadian-Jewish Seniors: Marriage/cohabitation after age 65.

<b>Class</b>	<b>Date</b>	<b>Topic</b>	<b>Readings Due</b>
8 & 9	January 29 February 3	Aging with Pride, LGBTQ2S+ topics	1. Gender transitions in later life: A queer perspective on successful aging.  2. Staying out of the closet: LGBT older adults' hopes and fears in considering end-of-life.
10 & 11	February 5 February 10	Menstruation and Menopause	1. Get ready for post-menopausal zest: New creativity, sexual energy and confidence.  2. Menopause matters: The implications of menopause research for studies of midlife health.
12	February 12	<b>TEST #1 – covers all material above</b>	
<b>February 17 – 21 READING WEEK – NO CLASS</b>			
13	February 24	Family and Friends	1. Friends in old age.  2. The joy of grandparenting: A qualitative analysis of grandparents.
14	February 26	Physical Health	1. Sex and Intimacy - Heart and Stroke Foundation
15	March 2	Long-term Care	1. Supporting Sexual Activity in long-term Care

<b>Class</b>	<b>Date</b>	<b>Topic</b>	<b>Readings Due</b>
16	March 4	Support and Healthcare	1. Talking to healthcare providers about sex in later life: Findings from a qualitative study with older Australian men and women.
17	March 9	End of Life Planning	1. How a group of female seniors decided to forgo a retirement home for a co-living space.  2. Till death do us part: The lived experience of an elderly couple who chose to end their lives by spousal self-euthanasia.
18	March 11	Death and Dying  EDUCATION ASSIGNMENT DUE	1. Planning for future care and the end of life: A qualitative analysis of gay, lesbian and heterosexual couples.
19 & 20	March 16 March 18	Sexual Consent and Dementia	1. Sex, dementia, capacity and care homes.  2. The impact of dementia on relationships, intimacy, and sexuality in later life couples: An integrative qualitative analysis of existing literature.  3. Grey area: The fragile frontier of dementia, intimacy and sexual consent.

<b>Class</b>	<b>Date</b>	<b>Topic</b>	<b>Readings Due</b>
21	March 23	Sexual Health Education  REFLECTION PAPER PART 2 DUE	1. Learning about sex in later life: Sources of education and older Australian adults.
22	March 25	Attitudes, Stigma and Ageism	1. Sexuality in Later Life: Examining beliefs and perceptions of undergraduate students.  2. Ageism and aging anxiety among young adults: relationships with contact, knowledge, fear of death, and optimism
23	March 30	Advocating	
24	April 1	<b>TEST #2 – NOT cumulative</b>	

### **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, please 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.

A 2018 study found that although students think they can multitask well, splitting attention between lecture and cellphone/ laptop use hinders long term retention, and those in class suffer from others' use of devices.

### [The Myth of Multitasking](#)

## **\*\*Audio/Videotaping of lectures is prohibited\*\***

### **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.)

### **Policy Regarding Illness or Accommodation**

Students are entitled to a rescheduling of tests/exams for legitimate medical or compassionate reasons or based on religious grounds. However, it is the student's responsibility to inform the instructor prior to the test/exam, to discuss a make-up, and to provide acceptable documentation to support a medical, compassionate, or religious claim.

Students who were ill who contact the instructor after the test/exam has been written will generally NOT be granted a make-up test/exam unless the illness incapacitated them - making it impossible for the student to contact the professor at the time of the test/exam. This requires formal documentation for the period of non-contact.

The student must provide an official illness certificate on appropriate letterhead from their physician/clergy person/therapist/etc. which states that, due to medical/religious/extreme circumstance reasons, it was impossible for the student to write the test/exam at the scheduled time (e.g., "severe" or "moderate" category on the Health Services Verification of Illness form). Telephone calls from a health care provider are not acceptable to warrant a missed examination. Paper documentation is required. A non UW-Health Services note must contain the same information that is available on the UW Health Services Illness Verification form. Take the form with you if you are attending an external clinic:

**Verification of Illness Form:**

<https://uwaterloo.ca/campus-wellness/sites/ca.campus-wellness/files/uploads/files/VIF-online.pdf>

If you feel that you have a medical or personal problem that is interfering with your work or has the possibility to interfere with your work (e.g., chronic, recurring stress-induced migraines, medication that is impeding studying, severe menstrual pain), you should contact your instructor and the Academic Counselling Office (and/or Accessibility Services Office) as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered (from the University of Waterloo website: If a student completes an exam while ill, the grade stands).

If a student misses a class, the student is responsible for obtaining notes and information from the missed lecture (e.g., from another student). The instructor does not share notes beyond what is posted on LEARN and the instructor does not re-teach if a student misses material. This does not mean that questions of clarification or elaboration will not be addressed; however, vague questions that are indicative of lack of class attendance or lack of attention will not be addressed.

## Academic Achievement

Students who are dissatisfied with their academic achievement are strongly encouraged to seek advice from a study skills counsellor through the Student Success Office (519-888-4567, Ext. 84410) prior to their next test/exam.

<https://uwaterloo.ca/student-success/>

The Student Success office offers one-on-one success coaching (appointment necessary), multiple choice workshops, and drop-in study sessions.

## 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)

## Sexual violence Prevention & Response: Human Rights, Equity & Inclusion Office

Meaghan Ross, Sexual Violence Response Coordinator

Amanda Cook, the Director of Sexual Violence Prevention and Response

[amanda.cook@uwaterloo.ca](mailto:amanda.cook@uwaterloo.ca) 519-888-4567 ext. 46869 COM 101B

Their role is to support students, staff and faculty on the main campus, satellite campuses and University Colleges, who have experienced or have been impacted by, sexual violence.

## 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](#).