Health Aspects of Aging, Fall 2015
GERO 640, on-line
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Course Description
This course is designed to examine contemporary physical and mental health concerns of older adults. The course will cover issues ranging from biological change, health behaviors, disease prevention and self-care, health issues of minority elders, physical change and aging, nutrition and physical exercise, sexuality, substance abuse, overmedication and dementia, to mental-health issues related to physical health. The role health care policy plays in older peoples' health and ethical issues concerning health care for older adults will be examined.

Learning Objectives
As a result of active participation in this class, students will be able to:

- Understand normal and pathological health aspects of aging as reflected in the diverse older population, including recognizing changes associated with mental as well as physical health, and biological aspects of aging.
- Understand the tenets of ethical practice in the provision of health care for older adults.
- Demonstrate an understanding of the interdisciplinary and multidisciplinary nature of the study of health and aging, including knowledge of relevant studies that have contributed to our knowledge of normal aging.
- Effectively advocate for positive change concerning health promotion, disease prevention, and self-care in later life.
- Identify theory and methods appropriate for empirical investigation of health issues and aging, including a basic understanding of the nature of age-period-cohort effects in Gerontological research.

Course activities are designed to give students the opportunity to learn about health and aging and to develop skills in presenting this knowledge to older adults and/or their informal supports, academic peers, and professionals who work with, or on behalf of, older adults.

Required Materials


* The 6th edition of APA's Publication Manual is required for all courses. It is the citation style that we will use for all courses in the Gerontology Program.

Additional required readings are listed in the course units and found on-line in the “Journal Titles & More” link on the Library's homepage. [http://source.unco.edu/screens/journalfinder.html](http://source.unco.edu/screens/journalfinder.html)
Evaluation of Student Work

Assignments and Point Values
Health promotion program review  100 points
Preliminary Workshop proposal   100 points
Final Workshop Manual          300 points
Workshop demonstration        100 points
Weekly discussion group       150 points
Mid-course exam               250 points
                                      1,000 total

Final Grade Distribution
90% = A
80-89.99% = B
70-79.99% = C
60-69.99% = D
<60=F

Technical Information
This class is designed to take place entirely over the computer on Blackboard (and some e-mail). If you are having difficulty accessing materials on the site, uploading attachments, or any other technical problems, please call the UNC helpline at (970)351-4357. There is a link with helpline information when you sign in to Blackboard, or you may go here: http://www.unco.edu/blackboard
For questions about course content, clarification of requirements, and any other course-related feedback, please contact me by email.

Meeting Times
Every week on Sunday 11pm, you will have a course unit due. Each unit contains a selection of readings, PowerPoint presentations to review, group discussion work, and, sometimes, an assignment.
On Mondays, I'll post some comments about the previous course unit and introduce the new unit.
On Wednesdays, your initial discussion posts are due by 11pm. I’ll “check in” late afternoon/early evening on the discussion groups, post some announcements, and add some current events or fun things about health and aging as they come up.
On Fridays, I’ll “check in” again to answer any questions you may have about that week’s course unit before the unit closes on Sunday at 11pm.
You can always post questions you have about the course using the “Questions” link from the left navigation menu on our Blackboard site. You can also e-mail, and I'll answer within 24 hours. If I need to change this timeline, I will let you know.

Important Dates to Remember
September 27: Health promotion review choice due as a post in the Weekly Discussion
October 11: Mid-course exam due Oct. 11 (I will post questions on Blackboard October 7)
October 14: Health promotion program written review due Oct. 14 (and discussed in Weekly Discussion)
October 28: Workshop proposal due Oct. 28 (and presented by end of Weekly Discussion)
November 8: Workshop proposals returned to you with my comments
November 22: Final workshop manual due
December 2: Final workshop manuals returned to you with my comments
December 9: Workshop demonstration due Dec. 9 (and presented in Finals Week Discussion by Dec. 11, the last day of finals week)
Remember: also that each Sunday, by 11pm, all weekly discussion posts are also due. Each Wednesday initial discussion posts are due by 11pm.
Course Organization, Assignments, and Activities

Weekly Course Units:
The Course has 16 weekly course units. Each unit generally contains readings from our two texts and journal articles, as well. There is typically one discussion assignment for each unit.

In addition to the regular weekly work, you will be observing and writing a review of an existing health education workshop. The place and topic of the observed workshop are your choice – but the workshop must focus on older persons or those working with older persons as its audience. After attending and reviewing a workshop, you will each be creating a proposal for and writing our own individual manuals as guides for conducting health education workshops.

The workshops manuals and demonstrations will incorporate all the principles we will learn together in the course. A portion of the final workshop manual will be presented to the entire class on-line.

Weekly Readings:
Each week, students should read all required material and actively participate in our weekly class discussion incorporating knowledge gained from the materials for that week. Readings each week cover information on working with older adults to maintain or attain good function, as well as chapters on body systems, including normal and disease changes that occur with aging. Note: readings on this list may be supplemented with additional items posted in the course units.

Remember, you'll need to get each journal article from the library using the "Library" link on the left navigation menu of our Blackboard homepage. In some places, where materials are hard to find, I'll add a direct link next to the reading in the course or post a PDF on our Blackboard site as noted in the Syllabus. Readings and assignments, by week and course unit, can be found at the end of this Syllabus.

Guided Reading Questions:
When reading journal articles and class materials, consider:

- What are the authors’ main points?
- What are some general themes that tie all the readings in that group together? Which points do you agree with? Or disagree with? Explain.
- Try to relate these reading to other readings or discussions we have had in class. Can you tie the readings to any current debates or events?
- I've also posted some "General Guidelines for Journal Article Review" on blackboard via the "Guide to Reading Journal Articles" link on the left-hand navigation tool bar.

Weekly Group Discussions
There are 15 group discussions worth 10 points each. In an on-line setting, group discussions are the best ways to participate. Each Group Discussion should be completed as part of the Unit it is listed in. The goal of each discussion is to have you apply what you have learned in the readings for that unit and to have you talk about all materials in each unit.

I will sometimes give you a case study to work on that may integrate the journal articles or body systems covered for that week or pose a series of questions to get the discussion going. I want these to be fun for all of us and give us a chance to really work through the content and issues in the material.
Please feel free to raise questions of your own here or to point out any issues that come up when you are reading the materials. You can also bring in your experience in the field, if you like, and other ideas from outside readings that you may have read in the past. We can also (respectfully) disagree and debate topics here, too. Please make sure to tie examples/field experiences directly back to the course readings and content.

These discussion posts are not tests. You won't be graded for the amount of "factual" course material you write down; however, it is expected that we all will demonstrate what we have learned by not posting inaccurate statements. Points are given based on your ability to express in words the evidence that you've reflected on the course topic for that unit, and you can discuss the topic with other students in your group in a relevant and informed way.

**Please note:** you will need to be familiar with the course unit and readings enough to begin posting by 11pm Wednesday of each week. This way the discussion gets off to a good start and we have some interaction and exchange of ideas before the due date on Sundays. Late Wednesdays, I will drop into the discussion and add some comments based on your posts and keep the conversation going. You must do a minimum of three substantive/content-based posts for each discussion in order to receive the maximum points. A full Discussion Rubric is posted on the course’s Blackboard site.

**Mid-course Exam**
The exam will consist of essay questions on course topics we have covered this semester, including body system changes and disease, health status of older adults today, health promotion and prevention, and determinants of health behavior.

These questions will be posted in the "Mid-Course Exam" link on the left-hand navigation menu on our homepage on Blackboard.

**Health Promotion Program Review**
Each student will attend a health-education program that has been developed to target either older adults and/or their caregivers. Program topics may include: physical fitness, nutrition, weight management, stress management, disease-prevention strategies, medication use, disease management and adaptation, changes and/or disabilities in body systems.

As part of the Health promotion program review:
You will prepare a 2-page description of the program; including:
1) The sponsoring organization (its primary mission and program offerings)
2) The target audience
3) The health-related topic being addressed (including a brief summary of background information that addresses the scope of the topic and its importance to the well-being of older adults)
4) A description of the program speakers (titles), program format & any included activities
5) What you learned about the health topic from attending the program, and
6) Your evaluation of the program and the program leader.

Each student will also talk about their review of the program to the class as part of a scheduled weekly discussion.
Final Workshop Manual

Before creating the manual:
You are to consider your role as a service provider/administrator in the field of gerontology, and your plan is to prepare a workshop on health promotion or disease prevention/management for attendance by either: 1) older adults, or 2) individuals who work with older adults (e.g., family caregivers, formal service providers, counselors, health personnel, activity directors, etc.).

The workshop should be designed to cover three hours of material.

You may choose any health-related topic, including mental health, as long as the content specifically relates to health. You will prepare and turn in a manual that will contain all the details of your workshop, including any handouts or demonstration material. Examples of past completed workshop manuals will be provided on Blackboard for your review.

The Final Workshop Manual must contain the following sections:
A. Table of Contents and Introduction: The table of contents should direct the user to at least the main sections of your workshop. Manual content should begin with a brief introduction to your topic and an explanation of why a workshop on it is important. After the introduction, include the following sections:

B. Literature Review: Search academic databases and describe what is known about your topic. Only scholarly resources should be used for the review, that is, articles from peer-reviewed professional journals and books written or edited by known scholarly experts on the topic. Scholarship cited should include empirical research and may also include best-practice demonstration reports. *The literature review must be APA format.*

C. Implementation Plan: This section should focus on explaining how your workshop was developed and would be implemented. The plan should include an explanation of each of the following elements:

- Which members of the community will attend your workshop? Who is the target audience?
- Goals (what you want participants to learn) and objectives (measurable ways workshop activities will help you reach your goals).
- How will you design your program to reach specific target audiences (e.g., of specific literacy levels, language, physical ability, sensory ability, cohort interests, etc.).
- Describe the needed physical setting for the workshop and how accessibility will be assured.

In this section also include:
- A budget for all costs necessary to conduct the program, and
- A timeline showing your plan for designing the various elements of the workshop, from beginning to completion date.

D. Content of the Workshop: This section will contain the materials of the workshop. It is the part of the manual that a presenter would use during the workshop presentation. Content should include:
- Agenda - for each day (or days) of your workshop.
- Copies of handouts, overheads, or other audiovisual materials you will use (if video clips, etc., describe them). If any of these are obtained from other sources, identify the source at the bottom of the page.
• Text describing what the presenter will talk about. This includes a script for what the presenter will say, explanation for why particular materials are being presented (i.e., how is it helping to achieve a workshop goal or objective), and/or "stage directions" for when to show overheads, do an interactive activity, etc.
• If you plan to include guest speakers, provide an outline of what they would specifically speak about and how it fits into the overall purpose of the workshop.

**E. Evaluation Plan:** Write a description of how you will assess the audience’s opinion of your workshop. Provide a copy of the evaluation form you will use, if you will be doing a survey or pre-post tests.

**F. Reference Page (APA format):** Include all materials directly cited in the introduction narrative and the literature review. Also, include references for materials created by others and used in your workshop content, e.g., quizzes, handouts, brochures, video, etc.

**G. Appendix (if needed):** May include lists of additional resources, relevant films, websites, agencies, or other resources. It can include the timeline and budget from the Implementation Plan if these items are lengthy and better placed here.

**Workshop Proposal**
*Before you submit the final workshop manual, you will create a proposal about what you are planning to do – outline the following elements:*

1.) The topic of your workshop and why you think it is important.
2.) A draft of the literature review on your topic (APA style) that will be turned in as part of the final project. This is not a bibliography or list of article abstracts. It is your initial or first draft of the literature you plan to use about your topic as narrative.
3.) An outline of workshop elements you plan to include (topic headings, handouts, etc.)
4.) The following components of the Implementation Plan:
   • Which members of the community will attend your workshop? Who is the target audience?
   • How will you design your program to reach specific target audiences (e.g., of specific literacy levels, language, physical ability, sensory ability, cohort interests, etc.).
   • Describe the needed physical setting for the workshop and how accessibility will be assured.

**Workshop Demonstration:**
We will serve as workshop participants for a smaller PowerPoint version of your workshop posted for the entire class to view in Discussion. (In the past, anywhere from 6 to 10 slides worked best.) Give a brief overview of the workshop (i.e., importance, target audience, planning for accessibility, etc.), and then choose materials that would generate a 20-minute portion to demonstrate to the class. We will be the participants in your workshop, so write the slides with us in mind. This is not a paper presentation or lecture project, so feel free to be creative in how you include your audience.

A suggestion would be to create the workshop slides in PowerPoint. You can upload them as a PowerPoint or PDF file. Or, you can cut and paste your individual PowerPoint slides into a Word file with the script you would say typed in below each slide.

In the past, we all have liked to see the variety and ways others in the class presented. It is really neat to see others’ presentational style and wide range of topic choices, as well.
Submitting Projects and Exams:
Submit all written materials through the "Upload Assignments" link on the course menu of our Blackboard homepage. When you are ready to submit an item, you'll attach it as a Word or PDF document, through either the "view/complete assignment" link at the bottom of the page, or the subject line link. When done successfully, you should see an exclamation point (!) in your gradebook for the project. I will grade your project and upload it back to you. The grade will show in your gradebook, and my comments about your project will be written there, as well.

Honor Code
All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate. UNC’s policies and recommendations for academic misconduct will be followed. It is the student’s responsibility to know these policies. For additional information, please see the Dean of Student's website, Student Handbook.

Disability Access
Students with disabilities: Any student requesting disability accommodation for this class must inform the instructor by giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

Notes for Course Schedule (that follows)

- Readings are from the textbooks, *Health promotion and aging* (Haber), and *Physical change and aging: A guide for the helping professions* (Saxon, Etten, and Perkins), on-line materials and in journals in our library. To locate a journal, go to the “Journal Title & More” link on the Library's homepage: [http://source.unco.edu/screens/journalfinder.html](http://source.unco.edu/screens/journalfinder.html)
- See the "Start Here" and "Syllabus" links on our Blackboard homepage for details about topics, readings, and assignments for each week, including learning objectives and weekly group discussions.
- Final due dates for all discussions are Sundays, by 11PM – but a Wednesday post by 11PM, based on course materials, is required.
- All other due dates are also posted in the “Important Dates to Remember” section of the “Start Here” folder on Blackboard.
- My on-line schedule:
  - On Mondays, I’ll post some comments about the previous course unit and introduce the new unit.
  - On Wednesdays, I’ll “check in” on the discussion groups, post some announcements, and add some current events or fun things about health and aging as they come up.
  - On Fridays, I’ll “check in” again to answer any questions you may have about that week’s course unit.
- You can always post questions you have about the course using the “Questions” link from the left navigation menu of our Blackboard homepage. You can also e-mail, and I’ll answer within 24 hours. If I need to change this timeline, I will also let you know.
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<thead>
<tr>
<th>Course Schedule</th>
<th>Topic</th>
<th>Readings and Due Dates</th>
<th>Date Completed</th>
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| **Week 1:** Aug. 24-30 | Overview of Aging Theories, Trends and Studies, and our Own Roles in the Field | **Read Articles:**

**For Background/Overview of All Aging Trends:**

**Assignments:** Readings, Weekly Discussion #1

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<th><strong>Week 2:</strong> Aug. 31-Sept. 6</th>
<th>Health Promotion and Wellness – New Paradigms for Later Life?</th>
<th><strong>Read:</strong> Haber, forward, preface, chapters 1, 2</th>
<th>Sept. 6th</th>
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|                             | **Read Articles:**
**Read:** Saxon, Etten & Perkins, chapter 7 | **Assignments:** Readings, Weekly Discussion #27 |
| Week 3: Sept. 8-13 (due to Labor Day holiday) | Health Status and Treatment of Today’s Diverse Older Adults | **Read**: Haber, chapter 11  
**Read Articles**:  
**Assignments**: Readings, Weekly Discussion #3 |
| --- | --- | --- |
| Week 4: Sept. 14-20 | The Biology of Aging: Why/How Do We Age and the Rise of Anti-Aging Technologies | **Read**: Saxon, Etten & Perkins, preface, chapters 1 and 2  
**Read Articles**:  
**Body Systems: Skin, Hair, Nails**  
**Read**: Saxon, Etten & Perkins, chapter 3  
**Assignments**: Readings, Weekly Discussion #4 | Sept. 13th  
Sept. 20th |
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<th>Week 5: Sept. 21-27</th>
<th>Theoretical Models of Health Behavior</th>
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<tr>
<td><strong>Read:</strong> Haber, chapters 3 and 12; Saxon, Etten &amp; Perkins, chapter 21</td>
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<td><strong>Assignments:</strong> Readings, Weekly Discussion #5</td>
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<tr>
<td><strong>Due:</strong> Health Promotion Program Review Choice (as part of Weekly Discussion; ending Sept. 27th)</td>
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<th>Week 6: Sept. 28-Oct. 4</th>
<th>Chronic Conditions, Co-morbidity and Functional Ability</th>
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<td><strong>Body Systems:</strong> Musculoskeletal and Nervous</td>
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<tr>
<td>Read: Saxon, Etten &amp; Perkins, chapters 4, 5</td>
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<td><strong>Assignments:</strong> Readings, Weekly Discussion #6</td>
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| Week 7: Sexual Function and Reproductive Health | Read Articles:  
Body Systems: Urinary and Reproductive  
Read: Saxon, Etten & Perkins, chapters 11 and 12  
Assignments: Readings, Weekly Discussion #7  
Due: Mid-Course Exam (posted Oct. 7th; due Oct.11th). | Oct. 11th |
|---|---|---|---|
| Week 8: Exercise and Physical Fitness | Read: Haber, chapter 4; Saxon, Etten & Perkins, chapter 17  
Read Articles:  
Body Systems: Cardiovascular and Respiratory  
Read: Saxon, Etten & Perkins, chapters 8 and 9  
Assignments: Readings, Weekly Discussion #8  
Due: Health Promotion Program Review (Completed Assignment Uploaded by Wed., Oct.14th; and also presented as part of Discussion #8; from Oct. 12-18th) | Oct. 14th; Oct. 18th |
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<tr>
<th>Week 9: Oct. 19-25</th>
<th>Nutrition</th>
<th>Read: Haber, chapters 5; Saxon, Etten &amp; Perkins, 19</th>
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<tr>
<td>Body Systems: Gastrointestinal and Endocrine</td>
<td>Read: Saxon, Etten &amp; Perkins, chapters 10 and 13</td>
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<td>Assignments:</td>
<td>Readings, Weekly Discussion #9</td>
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<th>Week 10: Oct. 26-Nov. 1</th>
<th>Medications and Polypharmacy</th>
<th>Read: Haber, chapter 6; Saxon, Etten &amp; Perkins, chapters 18 &amp; 20</th>
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<tr>
<td>Read Articles:</td>
<td>Clark, D. O., Frankel, R. M., Morgan, D. L., Ricketts, G., Bair, M. J., Nyland, K. A., et al. (2008). Meaning and significance of self-management among socioeconomically vulnerable older adults. <em>Journals of Gerontology: Series B: Psychological Sciences and Social Sciences</em>, 63B, S312-S319. (Note: it is best to find this article by searching the journal’s name, then looking up the article within the volume of the journal.)</td>
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<td>Assignments:</td>
<td>Readings, Weekly Discussion #10</td>
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<td>Due:</td>
<td>Workshop Proposals (Completed Proposal Uploaded by Wed., Oct. 28th; also presented as part of Discussion # 10)</td>
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| Week 11: | **Substance Use & Abuse** | **Read:** Haber, chapter 7 (pp. 241-251) | **Read Articles:**  
**Body System: Special Topics**  
Read: Saxon, Etten & Perkins, chapter 16 (pp. 267-270; alcohol use)  
**Assignments:** Readings, Weekly Discussion #11; Workshop Proposals are returned to you on Nov. 8th |
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<td>Nov. 2-8</td>
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<td>Nov. 8th</td>
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| **Week 12:** | **Psychosocial Factors and Health** | **Read:** Haber, chapter 10 (pp. 315-340) | **Read Articles:**  
Silverstein, M., Chen, X., & Heller, K. (1996). Too much of a good thing: intergenerational social support and the psychological well-being of older parents. *Journal of Marriage and Family, 58*, (November) 970-982. (Note: it is best to find this article by searching the journal’s name, then looking up the article within the volume of the journal.)  
**Body System: Immune System**  
Read: Saxon, Etten & Perkins, chapter 14  
**Assignments:** Readings, Weekly Discussion #12 |  | Nov. 15th |
<p>| Nov. 9-15 |  |  | Nov. 15th |</p>
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<tr>
<th>Week 13:</th>
<th>Mental Health and Dementia</th>
<th>Nov. 16 -22</th>
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<tr>
<td><strong>Read:</strong></td>
<td>Haber, chapter 8</td>
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<tr>
<td><strong>Read Articles:</strong></td>
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<td>Hallahan, C., Ruckdeschel, K., &amp; Van Haitsma. (nd). <em>Individualized Positive Psychosocial Interventions: A caregiver's guide to one-to-one recreational activities for persons with dementia</em>. (Note: this manual has 100+ pages. I am including it so you can review some activities to try.)</td>
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<tr>
<td><strong>Body System: Dementia and Delirium</strong></td>
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<td>Read: Saxon, Etten &amp; Perkins, chapter 6</td>
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<td><strong>Assignments:</strong></td>
<td>Readings, Weekly Discussion #13</td>
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<tr>
<td><strong>Due:</strong></td>
<td>Final Workshop Manuals due Nov. 22nd</td>
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<th>Week 14:</th>
<th>Elder Abuse</th>
<th>Nov. 23 &amp; 24</th>
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<td><strong>Read Article:</strong></td>
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<tr>
<td><strong>Assignments:</strong></td>
<td>Readings, Weekly Discussion #14 (revised posting requirements posted on Blackboard due to Thanksgiving Recess).</td>
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| Week 15: Nov. 30-Dec. 6 | End of life Issues: featuring Hospice Care and Future Directions in Gerontology | **Read:** Saxon, Etten & Perkins, chapter 23; Haber chapters 10 (pp. 342-347) & 13  
**Read Articles:**  
**Assignments:** Readings, Weekly Discussion #15; Workshop Manuals are returned to you on Dec. 2nd |
| Week 16: Dec. 7-11 (Finals week) | Student Workshop Demonstrations | **Due:** Workshop Manual Presentations (Presentation uploaded by Wednesday, Dec. 9th); Workshop Manual Presentations are also demonstrated and discussed in Final Group Discussion by Friday, December 11th, the last day of finals week. | Dec. 6th, Dec. 9th, Dec. 11th |