Health Aspects of Aging, Fall 2018
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 older adults, 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 normative and non-normative 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 modules and found on-line in the “Journal Titles & More” link on the Library's homepage. 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

Total: 1,000 points

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 online/over the computer on Canvas (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 Canvas or you may go here: http://www.unco.edu/canvas/. 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 Module due. Each module contains a selection of readings, PowerPoint presentations to review, group discussion work, and, sometimes, an assignment.

On Mondays, I will post some comments about the previous course module and introduce the new module.

On Wednesdays, your initial discussion posts are due by 11pm. I will "check in" late afternoon/early evening in the discussion groups, post some comments and add a 2nd discussion question/thread for that week's discussion.

On Fridays, I will “check in” again to answer any questions you may have about that week’s course module before the module closes on Sunday at 11pm.

You can always post questions you have about the course using the “Ask Me” discussion link accessed by clicking on the “Discussion” link on the left navigation menu of our Canvas site. You can also e-mail, and I will answer within 24 hours. If I need to change this timeline, I will also let you know.

Important Dates to Remember (dates are also posted on your course calendar in Canvas)

- September 23: Health promotion review site choice only due as a post in the Weekly Discussion #5
- October 7: Mid-course exam due Oct. 7 (I will post questions on Canvas, Wednesday, October 3)
- October 10: Health promotion program review due/uploaded to Canvas. It will also be discussed as the first part of that week’s discussion
- October 24: Workshop proposal due/uploaded to Canvas. It will also be discussed as part of that week’s discussion throughout the week
- November 4: I will return your Workshop Proposals to you with my comments to incorporate into your Final Workshop Manuals
- November 18: Final Workshop Manual due uploaded to Canvas
- December 2: Final workshop manuals returned to you with my comments
- December 5: Workshop demonstration due/uploaded to Canvas Dec. 5. It will also be presented in finals week Discussion by Friday, Dec. 7, the last day of finals week.

Please remember: Each Wednesday an initial discussion post is due by 11pm. Each Sunday, by 11pm, all weekly discussion posts are also due to complete discussion participation. See Rubric on Canvas for more details.
Course Organization, Assignments, and Activities

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

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 workshop 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 in discussion.

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 modules.

Remember, you will need to get each journal article from the library using the "University Library" link on the left navigation menu of our Canvas site. In some places, where materials are hard to find, I will post a PDF on our Canvas site (in that week’s “Readings” section). Readings and assignments, by individual week and course module, are also located at the end of this Syllabus.

General 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 have also posted some “General Guidelines for Journal Article Review” in the Syllabus link on Canvas.

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 Module it is listed in. The goal of each discussion is to have you apply what you have learned in the readings for that module and to have you talk about all materials in each module.

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 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 will not 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 have reflected on the course topic for that module, 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 module 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 in to 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 Canvas site found through the Syllabus link.

**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. Page limits and other details will be provided on the exam, itself.

These questions will be posted both: a.) as the "Mid-Course Exam" in the Assignment folder on the left-hand navigation menu on our homepage on Canvas and b.) as a link in the Course Module for Week 7. The exam opens on Wednesday of Week 7. Your completed exam must be uploaded via the Assignments link by that Sunday by 11pm.

**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 (but are not limited to) – 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, double spaced or 1 page single-spaced description of the program. Font size can be 10, as the smallest, and 12, as the largest. Your review includes the following:

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
6) Your evaluation of the program and the program leader

Each student will also discuss their review of the program with the class as part of a scheduled weekly discussion in Week 8.

**Final Workshop Manual:**
Before creating the manual:
You are to consider your role as a professional, health educator, service provider or administrator in the field of gerontology. 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.).
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 are provided on Canvas (with those students’ approval) for your review. Please use those page spacing, font, and organization as guides for your own workshop manual.

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 brief 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. Typically, 5-7 peer-reviewed, scholarly journal articles are used. *The literature review must be in 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 basic, line-item 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 it helping to achieve a workshop goal or objective), and/or "stage directions" with narrative and cues 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 a rationale as to why you think it is important.
2.) A draft of the literature review on your topic (in APA style) that will be turned in as part of the final project. This is not a bibliography and not a list of article abstracts. It is your initial or first draft of the actual literature you plan to use about your topic in full paragraph form.
3.) An outline of workshop elements you plan to include (topic headings, handouts, etc.)
4.) The following components of the Implementation Plan:
   a) Which members of the community will attend your workshop? Who is the target audience?
   b) 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.).
   c) 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 presentation of a selection of materials from your final workshop manual. The workshop demonstration assignment is both: a.) uploaded through the Assignment link on Canvas; and b.) attached to your discussion post in the final Workshop Demonstration Discussion. The demonstration is posted in discussion for the entire class to view and comment upon. It gives others an opportunity to see many presentational styles and wide range of topic choices as well.

For this assignment, give a brief overview of your 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. In the past, anywhere from 6 to 10 PowerPoint slides worked best. As we will be the participants in your workshop, create 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.

Submitting Projects and Exam
Submit all written materials through the “Assignments” link on the left menu of our Canvas site’s homepage. When you are ready to submit an item, you will attach it as a Word or PDF document by clicking on the link with the name of that particular assignment. I will grade your project and upload it back to you. The grade will show in your Grades link 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 found through our Syllabus link on the left navigation menu of Canvas 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.
- My on-line schedule:
  - On Mondays, I will post some comments about the previous course module and introduce the new module.
  - On Wednesdays, your initial discussion posts are due by 11pm. I will “check in” late afternoon/early evening in the discussion groups, post some comments and add a 2nd discussion question/thread for that week’s discussion.
  - On Fridays, I will “check in” again to answer any questions you may have about that week’s course module before the module closes on Sunday at 11pm.
- You can always post questions you have about the course using the “Ask Me” discussion link accessed by clicking on the “Discussion” link on the left navigation menu of our Canvas site. You can also e-mail, and I will answer within 24 hours. If I need to change this timeline, I will also let you know.
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<tr>
<th>Course Schedule</th>
<th>Topic</th>
<th>Readings and Due Dates</th>
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| Week 3: | Health Status and Treatment of Today's Diverse Older Adults | Read: Haber, chapter 11  
Read Articles:  
Assignments: Readings, Weekly Discussion #3 (Initial Wednesday post due Sept. 5; All/complete discussion posts due Sept. 9). |
|---|---|---|
| Week 4: | The Biology of Aging: Why/How Do We Age and the Rise of Anti-Aging Technologies | Read: Saxon, Etten & Perkins, chapters 1 and 2  
Read Articles:  
Body Systems: Skin, Hair, Nails  
Read: Saxon, Etten & Perkins, chapter 3  
Assignments: Readings, Weekly Discussion #4 (Initial Wednesday post due Sept. 12; All/complete discussion posts due Sept. 16). |
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<th>Week 5:</th>
<th>Theoretical Models of Health Behavior</th>
<th>Read: Haber, chapter 3; Saxon, Etten &amp; Perkins, chapter 21</th>
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<tr>
<td><strong>Assignments:</strong> Readings, Weekly Discussion #5 (Initial Wednesday post due Sept. 19; All/complete discussion posts due Sept. 23).</td>
<td><strong>Due: Weekly Discussion #5</strong> (Initial Wednesday post due Sept. 19; All completed discussion posts - including a third thread where you state your Health Promotion Program Review site choice only - due Sept. 23).</td>
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<td></td>
<td><strong>Body Systems: Musculoskeletal and Nervous</strong></td>
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<td>Read: Saxon, Etten &amp; Perkins, chapters 4, 5</td>
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<td><strong>Assignments:</strong> Readings, Weekly Discussion #6 (Initial Wednesday post due Sept. 26; All/complete discussion posts due Sept. 30).</td>
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| Week 7: Oct. 1-7 | 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 (optional posting only – Discussion is open so you can post any questions you may have about the Mid-course Exam while working on it).  
**Due:** Mid-Course Exam (posted Oct. 3rd; due Oct. 7th). |
| --- | --- | --- |
| Week 8: Oct. 8-14 | 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 (Initial Wednesday post due Oct. 10; All/complete discussion posts due Oct. 14).  
**Due:** Health Promotion Program Review (Completed Assignment uploaded via the “Assignments” link on Canvas by Wed., Oct.10. Your Health Promotion Program Review will also be discussed with the group as the first part, or Wednesday thread, in Discussion #8.). |
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<th>Week 9:</th>
<th>Nutrition</th>
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| Oct. 15-21 | **Read:** Haber, chapters 5; Saxon, Etten & Perkins, 19  
**Read Articles:**  
*Body Systems: Gastrointestinal and Endocrine*  
Read: Saxon, Etten & Perkins, chapters 10 and 13  
**Assignments:** Readings, Weekly Discussion #9 (Initial Wednesday post due Oct. 17; All/complete discussion posts due Oct. 21). |

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<th>Week 10:</th>
<th>Medications and Polypharmacy</th>
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| Oct. 22-28 | **Read:** Haber, chapter 6; Saxon, Etten & Perkins, chapters 18 & 20  
**Read Articles:**  
Cruikshank, M. (reprinted 2013). Overmedicating old Americans (pp. 53-68). *Learning to be old. OH: Rowman & Littlefield. (PDF posted on Canvas only)*  
(Note: this article is 80+ pages. I am including it as an excellent reference about interactions).  
**Assignments:** Readings, Weekly Discussion #10 (Initial Wednesday post due Oct. 24 All/complete discussion posts due Oct. 28).  
**Due:** Workshop Proposals. Completed Workshop Proposal Assignment uploaded via the “Assignments” link on Canvas by Wed., Oct. 24th. Your Workshop Proposal will also be discussed with the group in this week’s discussion (#10). |
| Week 11: Substance Use & Abuse | Read: Haber, chapter 7 (pp. 240-249)  
Read Articles:  
Body System: Special Topics  
Read: Saxon, Etten & Perkins, chapter 16 (pp. 267-270; alcohol use)  
Assignments: Readings, Weekly Discussion #11 (Initial Wednesday post due Oct. 31; All/complete discussion posts due Nov. 4). Workshop Proposals are returned to you on Nov. 4th with my comments. |
| --- | --- |
| Week 12: Psychosocial Factors and Health | Read: Haber, chapter 10 (pp. 340-359)  
Read Articles:  
Body System: Immune System  
Read: Saxon, Etten & Perkins, chapter 14  
Assignments: Readings, Weekly Discussion #12 (Initial Wednesday post due Nov. 7; All/complete discussion posts due Nov. 11). |
**Week 13:**

**Nov. 12-18**

**Mental Health and Dementia**

**Read:** Haber, chapter 8

**Read Articles:**


Hallahan, C., Ruckdeschel, K., & Van Haitsma. (nd). *Individualized Positive Psychosocial Interventions: A caregiver’s guide to one-to-one recreational activities for persons with dementia*. (Note: this manual has 100+ pages. I am including it so you can review some activities to try.)


**Body System: Dementia and Delirium**

Read: Saxon, Etten & Perkins, chapter 6

**Assignments:** Readings, Weekly Discussion #13 (Initial Wednesday post due Nov.14; All/complete discussion posts due Nov. 18).

**Due:** Final Workshop Manuals due Nov. 18th

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**Week 14:**

**Nov. 19 & 20**

(due to Thanksgiving holiday)

**Elder Abuse**

**Read Article:**


**Assignments:** Readings, Weekly Discussion #14 (note only one post is required in this shorter week due to Thanksgiving Recess).
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<th><strong>Week 15:</strong>&lt;br&gt;<strong>Nov. 26-Dec. 2</strong></th>
<th><strong>End of life Issues:</strong> featuring Hospice Care and Future Directions in Gerontology</th>
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<tr>
<td><strong>Read:</strong> Saxon, Etten &amp; Perkins, chapter 23; Haber chapter 10 (pp. 360-368)</td>
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| **Read Articles:**  
| **Assignments:** Readings, Weekly Discussion #15 (Initial Wednesday post due Nov. 28; All/complete discussion posts due Dec. 2). |
| Workshop Manuals are returned to you during this week’s course module. |

| **Week 16:**<br>**Dec. 3-7**  
(Finals week) | **Student Workshop Demonstrations** |
|---|---|
| **Due:** Workshop Manual Presentations - uploaded via Submit Assignments on Canvas by Wednesday, Dec. 5th.  
Workshop Manual are presented and discussed throughout Discussion #16 until Friday, December 7th, the last day of finals week. |