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| Concepts and Issues in Aging – SUMMER 2020 | PBHL 2700 |

## COURSE DESCRIPTION

## COURSE OBJECTIVES

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| The objective of this course are to: |
| Provide students with the skills and knowledge necessary to understand concepts and issues in aging based on the tasks described below in the student learning objectives. |

## STUDENT LEARNING OUTCOMES

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| As a result of this course, students will be able to:   * 1. Describe aging as a developmental process determined by biology, behavioral choices, social roles and opportunities, and cultural values.   2. Identify common myths and stereotypes about aging, mid-life and older adults and the impact of ageism upon the aging process.   3. Identify normal biological changes of aging and their implications for disease risk, environmental and psychosocial adaptation.   4. Use gerontological concepts to describe psychosocial adaptation of the aging process.   5. Through class assignments think critically about social and economic factors that contribute to wellness in mid and later life.   6. Using web-based resources, identify and propose community services and social policies that foster healthy adaptation to aging. |

## REQUIRED TEXT & MATERIALS

Hillier, S.M. & Barrow G. M. (2011) Aging, the Individual, and Society. (9th edition). Wadsworth: California.

TOPICAL OUTLINE OF COURSE CONTENT

* 1. Why Study Aging? Fears and Expectations
  2. Myths and Stereotypes
  3. The Social Context of Aging: Gender, Race/Ethnicity, Culture, Class
  4. Midlife: Crisis or Challenge?
  5. Biological Aging: Why do Our Bodies Age?
  6. Fitness: Its Impact on the Aging Process
  7. Alcohol Use and Aging
  8. Aging and the Central Nervous System
  9. Sensory Changes of Aging
  10. Sexuality and Aging
  11. Menopause - Myths and Realities
  12. Alternate Disorders and Aging
  13. Mental Disorders and Aging
  14. Retirement
  15. Self-Esteem & Life Satisfaction
  16. Social roles and Successful Aging
  17. Leisure & Meaningful Activity
  18. Death, Dying and Loss
  19. Widowhood
  20. Family Caregiving: Satisfaction and Stress
  21. Grandparents: Changing Roles
  22. Community Programs & Services for Older Adults
  23. Living Environments & Aging
  24. Residential Care
  25. Aging and Public Policy: Social Security & Health Care
  26. Growth & Diversity of the Older Population

TEACHING METHODS

The course will use lecture, on-line discussions and debates, quizzes, health assessments, internet activities, and a behavior change project to communicate course content. Blackboard is used for several important purposes in this class. Below is each section of Blackboard and the purpose for which it is used:

* Announcements: Each week important course announcements will be posted in this section. You should check these announcements several times a week.
* Syllabus: The course syllabus is posted in .pdf format in this section.
* Course Documents: A variety of resources are found in this section, including assignment instructions, course readings, etc…
* Lecture Notes: Lecture notes are posted in this section.
* Grade Book: You may use this tool to check your course grades.
* Discussions Board Postings: Questions for class discussion will be posted here.

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|  | | | COURSE ASSIGNMENTS & EVALUATION | |
| 100 POINTS | Journal- Essays on relevant course topics | This project will be worked on FROM THE BEGINNING OF THE COURSE. (10 papers worth 10 points each) | | Instructions are included in the syllabus. |
| 100 POINTS | Discussion Board Entry and Response to Classmates | 100 points (each entry worth 10 points total/ 7 for entry and 3 for response to classmates) | | Instructions are included in the syllabus. |
| 100 POINTS | Quizzes | 10 quizzes at 10 points each | | All quizzes are available on BlackBoard |

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|  | GRADING SCALE | | | | |
| A 93-100 | B+ 87-89 | B- 80-82 | C 73-76 | D+ 67-69 | F <60 |
| A- 90- 92 | B 83-86 | C+ 77-79 | C- 70-72 | D 60-66 |  |

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| REQUIREMENTS FOR THE SUBMISSION OF WRITTEN WORK Unless otherwise instructed, all writing assignments must: | |
|  | Be typed on a word processor. Have 1-inch margins (“normal” setting in MS Word) and be double-spaced. |
|  | Have 1-inch margins (“normal” setting in MS Word). Use 12-point font. |
|  | Please when naming your file use your last name. For example: Basch\_AgingJournal.doc |
|  | Resubmissions of papers are not accepted |
|  | Include your name and the date (typed) at the top of the page. No other information is necessary. Do NOT include a cover page or use a report cover/folder. |
|  | Include page numbers at the bottom of the page. |
|  | Be well written – punctuation, spelling, composition, syntax, and grammar will be graded. Up to 25% of the grade for the assignment may be deducted for these errors. Please proofread several times carefully. |
|  | Correctly cite all information that is not general knowledge using the most current version of APA style. Using someone else’s words in a quote/paraphrase without giving proper credit to the author is plagiarism. |
|  | You are responsible for keeping all returned, graded work until the course has ended and you have received your final grade |
|  | Be submitted on the due date. All assignments are submitted through blackboard. Late assignments WILL BE NOT accepted. |
| Use this as a checklist before submitting ALL assignments. | |

COURSE EXPECTATIONS & POLICIES

Class participation:

Participation in classroom activities and discussion is necessary and required – the sharing of ideas and opinions is central to the objectives of this course. Class Participation is measured by in class activities, which is measured by participation on the discussion board. Missed activities cannot be made-up.

Graded Work:

You are responsible for keeping all returned, graded coursework until the course has ended and you have received your final grade. You are also responsible for monitoring your progress throughout the semester and seeking additional assistance when necessary. You are responsible for contacting the instructor with any questions about grades within one (1) week of receiving the grade.

Reading & Viewing Course Materials:

You are responsible for completing all assigned reading/viewing before the class in which these readings/viewings will be discussed. You are also responsible for accessing, reading, and/or viewing any additional material assigned by the course instructor.

Standards of Academic Conduct – Academic Integrity Policy:

As an academic institution committed to the discovery and dissemination of truth, William Paterson University expects all members of the University community to conduct themselves honestly and with professional demeanor in all academic activities. William Paterson University has established standards of academic conduct because of its belief that academic honesty is a matter of individual and University responsibility and that, when standards of honesty are violated, each member of the community is harmed. All members of the University community are expected to adhere to the Academic Integrity Policy. Violations of the Academic Integrity Policy include, but are not limited to:

* Plagiarism is the copying from a book, article, notebook, video, or other source material, whether published or unpublished, without proper credit through the use of quotation marks, footnotes, and other customary means of identifying sources, or passing off as one’s own the ideas, words, writings, programs, and experiments of another, whether such actions are intentional or unintentional. Plagiarism also includes submitting, without the consent of the professor, an assignment already tendered for academic credit in another course.
* Cheating during examinations includes any attempt to: (1) look at another student’s examination with the intention of using another’s answers for personal benefit; (2) communicate, in any manner, information concerning the content of the examination during the testing period or after the examination to someone who has not yet taken the examination; (3) use any materials, such as notebooks, notes, textbooks, or other sources, not specifically designated by the professor of the course for student use during the examination period; or (4) engage in any other activity for the purpose of seeking aid not authorized by the professor.
* Collusion is working together with another person or persons in preparing separate course assignments in ways not authorized by the instructor. Academic work produced through a cooperative (collaborative) effort of two or more students is permissible only upon the explicit consent of the professor. The collaboration must also be acknowledged in stating the authorship of the report.
* Lying is knowingly furnishing false information, distorting or omitting data, failing to provide all necessary, required information to the University advisor, registrar, admissions counselor, or professor, for any academically related purpose. Other concerns that relate to the Academic Integrity Policy include such issues as breech of personal security, stolen tests, falsified records, and vandalism of library or other materials. No list could possibly include all the possible violations of academic integrity. These examples should, however, give a clearer idea of the intent and extent of application of this policy.
* For additional information, see the Department of Public Health Student Handbook.

Additional Information:

* The Writing Center, located in the Atrium, is an excellent resource if you need assistance with your written communication skills.
* The Academic Support Center is available to assist you with strengthening your study skills, note taking, etc.

These academic support services are free, make use of them.

## \*This course schedule is subject to change to accommodate student learning needs, instructor needs, or other unforeseen circumstances

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| **TOPIC** | **READING** | **ASSIGNMENT DUE** | **REPONSE/QUIZ DUE** |
| UNIT 1: AGING IN AMERICA | Read Chapter 1 and Powerpoint slides for Chapter 1 | BY 6/17 at 11:59 AM complete Discussion Board Activity 1 | By 6/18 at 11:59 AM respond to classmates **LOG ON AND TAKE QUIZ 1 BY 11:59 AM 6/18** |
| UNIT 2: STEREOTYPES AND IMAGES | Read Chapter 2 and Powerpoint slides for Chapter 2 | BY 6/19 at 11:59 AM complete Discussion Board Activity 2 | By 6/20 at 11:59 AM respond to classmates  **LOG ON AND TAKE QUIZ 2 BY 11:59 AM 6/20** |
| UNIT 3: SOCIAL & PSYCHOLOGICAL THEORIES IN LATER LIFE DEVELOPMENT | Read Chapter 3 and Powerpoint slides for Chapter 3 | BY 6/21 at 11:59 AM complete Discussion Board Activity 3 | By 6/22 at 11:59 AM respond to classmates  **LOG ON AND TAKE QUIZ 3 BY 11:59 AM 6/22** |
| UNIT 4: PHYSICAL HEALTH & WELL BEING | Read Chapter 4 and Powerpoint slides for Chapter 4 | BY 6/23 at 11:59 AM complete Discussion Board Activity 4 | By 6/24 at 11:59 AM respond to classmates  **LOG ON AND TAKE QUIZ 4 BY 11:59 AM 6/24** |
| UNIT 5: MENTAL HEATH | Read Chapter 5 and Powerpoint slides for Chapter 5 | BY 6/25 at 11:59 AM complete Discussion Board Activity 5 | By 6/26 at 11:59 AM respond to classmates **LOG ON AND TAKE QUIZ 5 BY 11:59 AM 6/26** |
| UNIT 6: FRIENDS, FAMILY, AND COMMUNITY | Read Chapter 6 and Powerpoint slides for Chapter 6 | BY 6/27 at 11:59 AM complete Discussion Board Activity 6 | By 6/28 at 11:59 AM respond to classmates **LOG ON AND TAKE QUIZ 6 BY 11:59 AM 6/28** |
| UNIT 7: INTIMACY AND SEXUALITY | Read Chapter 7 and Powerpoint slides for Chapter 7 | BY 6/29 at 11:59 AM complete Discussion Board Activity 7 | By 6/30 at 11:59 AM respond to classmates **LOG ON AND TAKE QUIZ 7 BY 11:59 AM 6/30** |
| UNIT 8: WORK & LEISURE | Read Chapters 8 and Powerpoint slides for Chapter 8 | BY 7/1 at 11:59 AM complete Discussion Board Activity 8 | By 7/2 at 11:59 AM respond to classmates **LOG ON AND TAKE QUIZ 8 BY 11:59 AM 7/2** |
| UNIT 9: FINANCES AND LIFESTYLES | Read Chapter 9 and Powerpoint slides for Chapter 9 | BY 7/3 at 11:59 AM complete Discussion Board Activity 9 | By 7/4 at 11:59 AM respond to classmates **LOG ON AND TAKE QUIZ 9 BY 11:59 AM 7/5** |
| UNITS 10-15: LIVING ENVIRONMENTS | Read Chapters 10-15 and Powerpoint slides for Chapters 10-15 | BY 7/5 at 11:59 AM complete Discussion Board Activity 10 **JOURNAL DUE BY 11:59 AM 7/5** | By 7/6 at 11:59 AM respond to classmates **LOG ON AND TAKE QUIZ 10 BY 11:59 AM 7/6** |

### INSTRUCTIONS FOR DISCUSSION BOARD

These assignments will consist of responding to a question and posting it on the discussion board. Please see grading criteria below.

### Participation in discussion board

Participation in class discussions is expected for each unit. This entails reading and responding to your classmates’ postings. TO EARN FULL CREDIT, YOU MUST RESPOND TO AT LEAST 2 OF YOUR CLASSMATES IN A MEANINGFUL WAY (SEE BELOW).

**Recommendations for the responses to classmates:**

While responding to your colleagues' postings, I would suggest that you consciously use some of the following moves:

1. Ask a question or make a comment that shows you are interested in what another person says
2. Ask a question or make a comment that encourages another person to elaborate on something that they have already said
3. Make a comment that underscores the link between two people’s contributions
4. Make a specific comment indicating how you found another person’s ideas interesting/useful.
5. Contribute something that builds on, or springs from, what someone else has said. Be explicit about the way you are building on the other person’s thoughts
6. Make a comment that at least partly paraphrases a point that someone has already made
7. Make a summary observation that takes into account several people’s contributions & that touches on a recurring theme in the discussion
8. Ask a cause and effect question – for example, “can you explain why you think it’s true that if these things are in place such and such a thing will occur?”
9. Find a way to express appreciation for the enlightenment you have gained from the discussion. Be specific about what it was that helped you understand something better
10. Disagree with someone in a respectful and constructive way

The purpose of suggesting these moves is so that we take everyone’s “voice” seriously under the discussion board. Please do not underestimate your own ability to encourage and motivate others in this course to learn and discover, neither should you underestimate the valuable experience you may obtain from dialoguing with the colleagues in this course.  One of the greatest advantages of the online learning is the greater and equal opportunity for all participants to learn from each other by respecting and challenging their comments and inquiries.

**INSTRUCTIONS FOR QUIZZES**

* All quizzes must be taken by the due date and time. Be sure you are ready to take the quiz when you open it. Once the quiz is opened, you must complete it.
* These quizzes are closed-book and are to be taken individually. Given this, quizzes are timed at 15 minutes as they would be during class. Therefore, once the quiz is opened, you will have only a fixed amount of time to finish.
* All quizzes contain 20 questions worth .5 points each (10 multiple choice questions and 10 true false).

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|  | **Instructions for the Journal** |
| **INSTRUCTIONS** | *You will write a journal entry for* ***each unit*** *based on the questions below.*  ***1****. What is the “Aging Revolution” discussed in Chapter 1? How are you affected by it? How is our society affected by it? How is the world affected by it?* ***[2 PAGE MINIMUM]***   1. *This journal entry corresponds with Chapter 2. How might negative attitudes about aging influence public policy, health careers, and social programs for older adults****? [2 PAGE MINIMUM]*** 2. *Interview an older relative or friend about their aging experiences. Ask in what ways they feel they have remained the same with age and in what ways they have changed. How have they been affected by their physical changes? Their social changes? Has their outlook on life changed over the years? Do the responses of your interviewee seem to support the Continuity Theory discussed in Chapter 3****? [3 PAGE MINIMUM]*** 3. *What are some of the normal biological changes that occur with age? What lifestyle changes can counteract these changes? What can’t be changed? What changes could you make in your life right now that would promote healthy aging? How would these changes affect your life now?* ***[2 PAGE MINIMUM]*** 4. *Get a sheet of paper, a pencil and a mirror. Looking into the mirror only, draw a house. Do this with the hand you do not usually use. Using the same method, draw a clock with the correct time. This exercise gives you some idea of what the world might seem like to a person with dementia. What did it feel like to draw through the mirror? What can you do to reduce the risks of dementia later in life? What are some personality traits that would be helpful in old age? What are some personality traits that would be less helpful****? [2 PAGE MINIMUM]*** 5. *Develop an idea for an Internet home page designed to promote social interaction among seniors. Remembering that older people as a group are heterogeneous, incorporate in your homepage various links to sources that might be interesting or useful to different types of interests****. [2 PAGE MINIMUM]*** 6. *What are some advantages to sexuality later in life? What are some things that hinder sexual activity in late life? Look through a selection of birthday cards. What references do you find to sexuality and aging? Share some examples in this assignment.* ***[2 PAGE MINIMUM]*** 7. *If a person on Medicare develops cancer or heart disease the hospital treatment is completely covered. If that same person develops Alzheimer’s disease and needs help at home or long-term care in a living facility, there is no coverage at all. Is this fair? Why/Why not?* ***[2 PAGE MINIMUM]*** 8. *Research the concept of “spending down” to become eligible for Medicaid. What are the pros and cons? Would it be eligible to “spend down” your money to become eligible for long-term care if your spouse had Alzheimer’s disease? Why/Why not?* ***[3 PAGE MINIMUM]*** 9. *Reflect on the final chapters of the book and choose a theme that is important to you. In 1-2 pages, describe the theme and why it is important. In another 2 pages, write a reflection of what you learned in this course and how you may view things differently after completing a course on aging.* ***[3 PAGE MINIMUM]*** |
| **DUE DATE** | *7/5* at 11:59 AM |
| **SUBMISSION GUIDELINES** | E-mail your assignment by the due date/time. |
| **PROJECT EVALUATION & GRADING** | This assessment is worth 100 points (10 entries at 10 points each) and grading will be based on how closely your assignment meets the instructions of the assignment. Any outside sources need to be cited, and a reference page needs to be included. |
| **NOTES** | **12 Font, Double Spaced, Normal Margins—points will be deducted for using extra space to copy questions, add class title, date, etc. Page must be completely full with text to receive full credit.** |