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PUBH 4231 - Health Aspects of Aging

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Georgia Southern University
Jiann-Ping Hsu College of Public Health

PUBH 4231- Health Aspects of Aging
Fall 2017

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<u>E-Mail Address:</u>	kh03140@georgiasouthern.edu
<u>Office Hours:</u>	Tuesday 11:00am-1:30pm and Thursday 11:00pm-1:30pm and by appointment
<u>Class Meets:</u>	Tuesday and Thursday 2:00-3:15pm IT Building 2202

Course Catalog available at: http://em.georgiasouthern.edu/registrar/resources/catalogs/ under Jiann-Ping Hsu College of Public Health Programs

Prerequisites: HLTH 2130 (co-requisite) or permission of instructor.

FOLIO Access: <https://my.georgiasouthern.edu/portal/portal.php>

Catalog Description

This course is intended to familiarize students with promotion of health in an aging population, the notion that aging is a natural part of the lifecycle, community, state and federal health programs and services for the aged. Students will become acquainted with the process of and problems associated with aging in order to effectively manage this important public health issue. Specific health concerns of the elderly including the increase in life expectancy, current life extending research and technology and successful aging will also be examined. Knowledge and understanding of biological, psychological, and sociological aspects of aging as related to health and wellness will be discussed

Required Textbook:

Health In the Later Years by Rebecca and Armeda Ferrini (2013), 5th edition. ISBN: 978-0-07-802849-6

Folio readings: Additional readings are posted under each learning module

BSPH Core Student Learning Outcomes (CORE)

1. Demonstrate proficiency and effectiveness in the communication of core public health principles and practices, both oral and written.
2. Demonstrate proficiency in the integration of the core public health disciplines (Biostatistics, Epidemiology, Environmental Health, Health Policy/Management, and Social/Behavioral Science) in practice and research.
3. Graduating students in the Health Education and Promotion program will be able to demonstrate effective communication by using credible and valid health information and resources to demonstrate argumentation, analysis, and synthesis skills writing through the development of comprehensive health promotion program plans and materials by
 - a. Communicating a clearly defined purpose
 - b. Gathering appropriate primary and secondary data to support a rationale for addressing public health problems
 - c. Identifying, evaluating and selecting credible evidence or practice based public health programs and information
 - d. Organizing ideas and information consistent with the purpose
 - e. Demonstrate the ability to relay public health ideas to lay audiences and other key stakeholders.
 - f. Adhering to acceptable and mechanical, structural, and format style guidelines appropriate to the public health discipline and purpose (i.e. APA style)

BSPH Competencies

1. Identify and assess public health problems to develop appropriate public health education programs based on sound theoretical foundations of health behavior
2. Design, implement and evaluate public health educational programs for identified health problems for at-risk populations and communities.
3. Demonstrate argumentation, analysis, and synthesis skills writing through the development of comprehensive health promotion program plans and materials.
4. Communicate and advocate for health and health education

Performance Outcomes:

At the end of this class, the student will:

- Describe the impact of healthful aging on the individual, family, and society.
- Identify health implications of living longer, as well as the physiological and psychological aspects of aging and health promotion issues.
- Articulate attitudes toward the elderly of discrimination, sexuality, and institutionalization.
- Examine inherent medical and social problems encountered by the aged, including the dynamics of poverty and elder abuse.
- Describe retirement trends and its implications for the health of older person.
- Discuss the effects of increased longevity on healthy aging, as well as the effects of death and terminal illness on the family.
- Compare and contrast living arrangements in later life, including those for the healthy, frail, and mentally ill.
- Describe trends in primary, secondary, and tertiary elder health care, including managed care and Medicare.

Tentative Course Schedule

Abbreviations key: *Health in the Later Years* textbook- HLY; Folio readings– Folio

Week/Date	Topic	Reading Assignment	Important Dates and Reminders
Week 1 8/14-8/18 Module 1	Class Introduction Demographics of Elders Activity: State of Aging and Health in the U.S. Case Studies	HLY: Intro & Chapter 1 Folio- “When does old age begin?”	Bring book (HLY) to class Thursday 8/17
Week 2 8/21-8/25 Module 2	Quality of years vs. Quantity lived What is healthy aging? – Biological theories and longevity	HLY- Chapter 2 Folio- Georgia Centenarian Study pages 1-5 only Go to: www.livingto100.com/	Print and Bring Resource Notebook Guidelines to class - 8/24 Complete the living to100 online assessment by Thursday 8/24 (bring in printout)
Week 3 8/28-9/1 Module 3	Physical Health Issues & Changes in the Body	HLY- Chapter 3 Folio- Katz ADL handout	Print and review KATZ ADL, bring to class 8/30
Week 4 9/4-9/8 Module 3	Age Associated Changes <i>How to Live Forever</i> by Mark Wexler Watch in class	HLY- Chapter 3	
Week 5 9/11-9/15 Module 4		HLY- Chapter 4 & 5 Folio: Read patient education website description of the Stanford Chronic Disease program	

Week 6 9/18-9/22 Module 5 & 6	Prevention & Health Promotion Physical Activity for Older Adults Chronic Disease The big 5 and other chronic disease Nutrition for Older Adults	HLY- Chapter 12 & 9 Visit: www.silversneakers.com/ Folio-- SOPHE Healthy Aging Guide PG 6-8 AARP Exercise	Summary (one succinct paragraph) of “How to live forever” video due 9/21 Online quiz available 9/22-9/23
Week 7 9/25-9/29 Module 6	Tuesday, 9/26 Exam Review Exam over Unit 1 (Modules 1-6 Only)	HLY- Chapter 10 Folio- CDC mental health	Exam #1 –Thursday 9/28 9/26: RN Draft #1 Due
Week 8 10/2-10/6 Module 7	Mental Health in Older Adults Nutrition for Older Adults	HLY: Chapter 7	
Week 9 10/09-10/13 Module 7 & 8	Alzheimer’s Disease Sexuality, Beauty and Aging:	HLY- Ch. 11 Folio: Sex life of older adults & STDs	Last day to drop without penalty – Oct.10th Beauty and Aging Activity due 10/12 (details on Folio)
Week 10 10/16-10/20 Module 9	Long-term Care & Caregiving	HLY- Chapter 14 Folio: National Institute on aging Nursing home choice & Elder abuse	
Week 11 10/23-10/27 Module 10	Acute Illnesses, Accidents & Medications	HLY- Chapters 6 & 8	Aging Interview –due 10/26 online and in class
Week 12 10/30-11/03 Module 11	Community Resources for the Elderly Exam #2	Folio: Coastal Regional Commission Agency on Aging	Exam #2-Thursday 11/02

Week 13 11/6-11/10 Module 12 & 13	Retirement Health Aspects of Legal Issues	HLY: Chapter 15 Folio: AARP 10 steps to retirement AARP website and Georgia Advance Directive	<u>RN-DUE by Thursday 11/09</u>
Week 14 11/13-11/17 Module 14	Dying, Death and Grief	HLY: Chapter 15 Folio: Understanding Hospice Care	
11/20-11/24	NO CLASS - Thanksgiving Holidays		
Week 15 11/27-12/01 Module 15	Social Policies, Programs, and Services	HLY- Chapter 13	
Week 16 12/4-12/08	Tuesday Final Exam Review Thursday, 12/07 Final Exam	Course Wrap Up	

Student Performance Evaluation:

- Examinations (200 points)** Examinations may consist of any or all of the following: multiple choice, true-false, matching items, and short answer and/or essay questions covering course material presented in the four units. **You will need an AccuScan Benchmark scantron #29240 (maroon colored).**
 - Two in-class examinations given over the semester (50 points each)
 - Comprehensive final exam given at the university assigned final exam period (100 points)
- Beauty and Aging activity (25 points)***-Assignment description is posted on Folio.
- Interview with a “senior adult” (50 points)***. Guidelines for the Interview with an older adult available on Folio. Print a copy for your reference. Although AARP begins sending information on membership at age 50, your interview guidelines specify that your older adult be **62 or older**.

4. **Resource Notebook (100 points)-** RN guidelines are available on Folio. Refer to the topic schedule/assignments due page of the syllabus for information on due dates.
5. **Class Participation (50 points)**– Active participation in discussions and group work. It is imperative that students keep up with reading assignments to participate fully in discussions and activities.
6. **Quizzes (25 points)**- Quizzes will be given at the beginning of 5 class meetings throughout the semester.

Course Evaluation:

Exams (2 @ 50 points each.)	100 pts.
Final Exam	100 pts.
Aging/Gerontology Resource Notebook.....	100 pts.
Aging interview	50 pts.
Beauty and Aging advertising activity	25 pts.
Class Participation.....	50 pts
Quizzes	<u>25</u> pts.

Total points possible450 pts.

Course Grading Scale

Point Scale*	Percent	Grade
405-450	100 – 90%	A
360-404	89 – 80%	B
315-359	79 – 70%	C
270-314	69 – 60%	D
≤ 270	59 – 0%	F

Student Expectations and Course Policies:

1. Students are to be in class on time. After 5 minutes the door will be closed, if you are late please do not enter. You are responsible for all notes, classroom discussion, oral announcements, etc of what was covered on the day of your absence. IF you miss exams, quizzes or other assignments because of a missed class, then you will receive a “0”.

2. There will be no make-up exams given. Exams are the property of the professor, any exams removed from the classroom by students will result in the score of a “0” be assigned for that exam, and an “F” for the entire course. You must notify the professor IN ADVANCE if you have a university excused absence or a make-up test will not be offered. Any person not showing up for an exam without prior notification automatically receives an “F”.

No make-up tests are given except for **an university excused absence with full documentation**. If you miss a test, you have one week to make the exam up. If it is not made up **within one**

week, you will receive 0 points for the exam. **You have 24 hours** after a test is taken by the class to contact me via email to schedule your make-up exam.

3. The final exam is mandatory (cumulative) and will be given during finals week. Early final exams will not be given. If this scheduled time is a problem, please consider dropping this course.

4. Late work assignments are not accepted. Most assignments will be submitted through Folio (a day and time will be posted), but some will be turned in during class time. For assignments turned in during class, please place on the front desk as you walk in. These assignments are due within the first five minutes of class, after that they are considered late and will not be accepted.

5. All assignments must be given to the professor directly, unless otherwise directed. Assignments should not be given to the Office secretary, slipped under my office door, left in my mailbox, etc.

6. Please consult the STUDENT CONDUCT CODE 2016-2017 for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to GSU's Judicial Board, and be assigned a "F" for the course.

7. Last day to withdraw from class without academic penalty is **October 10th, 2016**. Students who stop attending class without officially withdrawing from the class will receive a final grade of "F".

8. Samples of your work may or may not be reproduced for research purposes and/or inclusion in the professor's teaching portfolio. You have a right to review anything selected for use, and subsequently ask for its removal.

9. On the first day of class all students must sign an acknowledgement and consent form that they have received a copy of the syllabus and understand the course policies, expectations and grading procedures.

10. This syllabus, my lectures, and all materials distributed and presented by me during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

11. If you are receiving services from the Student Disability Resource Center (SDRC), please come and see me, as soon as possible, to schedule an appointment and to present me with an official accommodation letter.

12. This course is on Folio. You are responsible for downloading notes BEFORE you come into class. Please regularly check Folio for any messages that I might have for you.

13. When you need to contact me, please do so through the **jcromley@georgiasouthern.edu** email account

for I check this one more frequently than the Folio mail messages. I will do my best to respond within 48 hours (with the exception of weekends and holidays).

14. Cell Phone Policy: Cell phones are expected to be OFF (or on silent) and OFF your desk (in your purse or bookbag) at all times during all classes. If your cell phone goes off during class, you are using the phone (i.e. texting) or cell phone is on your desk/ person at any time during any lecture you will be asked to leave the class. If completing an in class activity and you are asked to leave you will not receive credit for participation. In case of an emergency, please notify me prior to class.

15. Please do not email the last week of classes asking to round up your grade. You have the entire semester to earn your grade and extra credit opportunities will not be given the last week of class or finals week.

My Commitment to You:

As a student in my class, you are important to me. I am committed to your continued learning and college experience. You are never an interruption of my work. You are the purpose of it. Students are the most important people at Georgia Southern University. I am honored that you entrust your education to me. I encourage all of you to stop by during my office hours or make an appointment to discuss your progress, review your exams or assignments or discuss your career choices. Furthermore, I believe that the collegiate learning experience must involve collaboration. Students and the professor have reciprocal obligations to each other that must be fulfilled, if the learning process is to be mutually beneficial and successful. Please feel free to visit my office, call, or e-mail me at any time.

Open Door/ Closed Door Office Policy: Most of the time, when I am in my office, my door is open. Please feel free to come in and visit any time when the door is open. When my office door is closed, it means that I am not there or I am working on something and can't be disturbed. Please respect this and don't knock unless it is a dire emergency.

Attendance

Georgia Southern believes that significant student learning occurs in the classroom and recognizes the importance of in-class experiences, and if missed by a student even for legitimate reasons, cannot be fully recovered. Attendance is highly recommended; however, if the student is unable to attend class please contact the instructor via email prior to class. The student is also responsible for the work missed during the day of absence. The instructor will be willing to meet with the student if clarification of missed material is needed; however, lecture will not be repeated. In-class assignments missed by the student will receive a grade of zero. If a medical/family emergency occurs on the day of a scheduled assignment or exam the student must contact the instructor immediately (see make-up exam policy).

Students with Special Needs or Disabilities: Georgia Southern University recognizes its responsibility for creating an institutional climate in which students with special needs or disabilities can thrive and learn. The Student Disability Resource Center offers various support services and can help you if special accommodations related to your special need or disability is

warranted. If you have **any type** of special need or disability for which you require accommodations to promote your learning in this course, please discuss your needs with the instructor immediately. *It is your responsibility to come to the instructor with issues that are potential impedances to your success in this course. Each student's issue(s) will be evaluated on a case-by case basis. Students who choose to wait until the issue has persisted for a lengthy time or the end of the semester will deny the instructor with the opportunity to evaluate their needs and/or a potential solution.*

Academic Misconduct

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Plagiarism:

"According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>
2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**
 - a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
 - b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
 - c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor

concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

First Offense - Not In Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

- a. Suspension for a minimum of one semester or expulsion.
- b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

University Calendar for the Semester

The University Calendar is located with the semester schedule, and can be found at:

<http://em.georgiasouthern.edu/registrar/>

Portfolio Inclusion

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

Requirements for Written Work

1. Papers must be typed. Please use 10-12 point font (Arial or Times New Roman), set all margins to 1 inch, and double space.
2. Grammar, spelling, and punctuation are expected to meet the same standard as are required in English classes. There is never any excuse for spelling errors. Use a dictionary. If you have the slightest doubt about the use of grammar, punctuation, or capital letters consult a good reference book.
3. All submitted work is expected to be free from errors that would be detected in a careful proofreading, i.e., a word omitted, a word inserted twice, or out of place, a typographical error, omission of the “s” from plural word, etc. Do not rely on the spell-checking utility of your word processing program to detect all spelling errors. The program cannot detect the inappropriate use of correctly spelled words..
4. Written work is expected to be organized to read smoothly and fluently without skipping from point to point and back. The use of appropriate introductory and concluding statements or paragraphs is a necessary part of this organization.
5. You are expected to be able to use terms encountered in class or in your readings in appropriate contexts, thus demonstrating that you understand them. If you are using other highly specific terms, explain or define them the first time you use them, and after that, use them in the proper way.
6. Use non-sexist language in all papers. Consult the APA Publication Manual (6th edition) for guidance in the use of non-sexist language.
7. Use quotation marks when quoting directly from written works of others, Use reference notes when you discuss information or ideas that have been expressed by others. Plagiarism is unethical and illegal. Any form of plagiarism will result in a grade of “0” for the assignment for the entire group if it is a group project and may result in a failure for the course. Refer to Georgia Southern’s Student Handbook for information about Academic Dishonesty.
8. Attach a separate reference list including all works referenced in the paper. Refer to the APA Publication Manual (6th edition) if you have any questions regarding how to format APA reference citations or preparation of a reference list.

One Final Note

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.