

William Paterson University
College of Science and Health
DEPARTMENT OF PUBLIC HEALTH
COURSE SYLLABUS
Winter 2012

1. PBHL 2700- 80 CONCEPTS & ISSUES IN AGING: 3 credits

Description: An introduction and overview of aging as an interdisciplinary and developmental process, in the context of growing older in contemporary American society. Students examine the psychological, biological and cultural aspects of aging. Topics include normal biological aging, adjustment to aging, retirement, family caregiving, housing and residential needs, sexuality, widowhood, finances, and social policies related to an aging population.

2. Course Prerequisites: Public Health elective

3. Winter 2012

4. Dr. Daphne Joslin

Phone (973) 720-2604

E-mail: joslind@wpunj.edu

5. Text: Hillier & Barrow, *AGING, THE INDIVIDUAL AND SOCIETY*, 9th edition. Thomson Wadsworth.

6. Course Objectives/ Student Learning Outcomes

Upon completion of this course, the student will be able to:

1. Describe aging as a developmental process
2. Identify common myths, misconceptions and stereotypes about aging, mid life and older adults.
3. Identify biological changes of aging and their implications for daily life.
4. Describe normal and abnormal changes associated with aging.
5. Identify social & psychological factors that impact on physical & mental health.
6. Identify factors that contribute to wellness in mid and later life.
7. Propose services and programs that contribute to active aging and enhance the quality of life of older people.

8. Topical Outline of Course Content:

1. Course Overview: Aging – Problem or Possibility
2. Why Study Aging?
3. Fears, Expectations, Myths and Stereotypes

4. Active Aging
5. Biological Aging: How Do Our Bodies Age?
6. Exercise: Its Impact on the Aging process
7. Alcohol Use and Aging
8. Sexuality, Intimacy and Aging
9. Menopause - Myths and Realities
10. Psychological Well-being & Later Life
11. Self-Esteem and Life Satisfaction
12. Depression
13. Normal Cognitive Changes
14. Alzheimer's Disease and Other Dementias
14. Death and Dying
15. Bereavement
16. Widowhood
17. Family caregiving: Satisfaction and Stress
18. Community Programs and Services for Older Adults
19. Grandparents: Changing Roles
20. The Social Context of Aging: Gender, Race/Ethnicity, Culture, Class
21. Living Environments and Aging
22. Retirement
23. Aging and Public Policy: Social Security and Health Care
24. Demographic Trends & Aging

9. Teaching Methods: This on-line course will be taught using a variety of methods, including on line assignments, group discussion, class discussion, student field observations, and streamed videos that are accessed through your computer.

10. Course Expectations

- a. *Reading Assignments*: You are responsible for those pages/ chapters in the text that correspond to the topics on the syllabus .
- b. *Course Expectations*. This is a very compressed time frame for the course – but course expectations are the same for all of us. If you took the course thinking it would be a lighter work load -that's incorrect! Three credits is still worth the same amount of work as a 6 or 14 week on line class so we will all be struggling through this together. The good news is that it will be over fast! An on line class is a writing intensive class - you'll be writing everyday and expected to write more than a few sentences.
- c. *Class Assignments*: Assignments are the core of the class so you will be doing more writing that you might do in a non-online class. Instructions and point value for assignments will be posted on the Assignment Page.

- d. **Timeline for assignments:** All assignments are due by 12 Noon on the due date next to the assignment. No credit will be given for late assignments.
- e. **Assignments Submission.** Assignments must be submitted to Dr. Joslin as instructed on the assignment. Most assignments will be posted to your Group, some will be posted to the Class Discussion Board. Put the number of the assignment and your name on the document title.
- f. No credit will be given for partially completed assignments. If you are unfamiliar with the Assignment page,, make an appointment through Black Board with the student technology assistants.

Groups. Group Participation is required. All students will be assigned to a group which will be your "home" for the course. Group members will be posted on the first day of class. Students will be asked to comment on other students' work and comments, as you would in a classroom. Each group will have its own Discussion Board.

Brief, single sentence comments will not earn you many points as will more in depth and thoughtful comments. Responding to other student's comments and ideas will also be credited as using the material and participating fully in the class.

- g. **Attendance:** Because this is only a three week course, assignments are due every Monday through Friday.

- h. **Tests.** There are 4 tests, see syllabus for dates.,

g. **Black Board Orientation.** If you are not familiar with Black Board and have never taken an online class, make an appointment for an orientation with the Instructional Technology Student Assistants. The professor is NOT responsible for teaching you how to use Black Board.

- h. **Discussion.** There are two formats for discussion: 1. Group discussion which is posted on the Group page, under Communication and 2. Class discussion which will be posted on the Class Discussion Board.

11. **Plagiarism.** What is plagiarism? According to the Undergraduate Catalog of William Paterson University, 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 or not such actions are intentional or unintentional."

It further describes that "plagiarism will also include submitting, without the consent of

the professor, an assignment already tendered for academic credit in another course." (Undergraduate Catalog, William Paterson University, 2002).

Student plagiarism will result in an F for the assignment, or failing the course.

In posting to Group or Class discussion, it is tempting to simply restate what another student has written. This is plagiarism, too. Be creative. Acknowledge what the other person has written and add your own thoughts.

12. Grading. Student grades will be based on the following:

Tests: 4 @ 40 pts each	=	160
Aging Well Paper		30
Assignments:		328 points
<hr/>		
Total points :		518

Final grade = # earned points Ex. $\frac{451}{518} = 80$ B+

A 94 - 100%	B+ 87 - 89	C+ 77 -79	D+ 67- 69	F<60
A- 90 - 92	B 83 - 86	C 70 - 76	D 60 - 66	
	B- 80 - 82			

13. Additional information:

Department of Community Health Secretary: Gerry Suppa Wing 137 (973) 720 - 2394

COURSE OUTLINE

DATE	TOPIC	READINGS & ASSIGNMENTS
12 / 27	Unit 1 Aging: Crisis, Challenge or Opportunity	pp.xii –xiii; 2 – 10; 35- 39; Assignments 1 - 4
12 / 28	Unit 1 Ageism: Stereotypes & Myths About Aging and Older Adults	pp. 12 – 14; 31 – 43; 45 - 54 Assignments 5 - 7
12 / 29	Unit 2 How Our Bodies Age Normal Aging vs disease	Ch 4. Assignments 8 - 9
12 / 30	Unit 2 Normal Aging & Everyday Life Older Drivers	pp. 93- 4; 122- 128; 101 -2 Assignments 10 - 12
12 / 31	Alcohol Use & Abuse TEST 1	NY Times article- see Assignment Assignments 13 – 14 TEST 1
1 / 2	Unit 3 Sexuality & Intimacy Myths & Facts	Ch. 7, p. 74 Assignments 15 - 17
1 / 3	Sexuality & Intimacy	Assignments 18 - 19
1 / 4	Unit 4 Death & Dying Bereavement & Widowhood	pp. 63; 177 -183; Ch. 14 Assignments 20 - 23
1 / 5	Unit 5 Adaptation, Coping, Depression TEST 2	pp. Ch 3. – pp. 62 3; 66 - 69 ; 87; 112- 113; 117 – 125; 131- 141; 146; 164 – 7 Assignments 24 - 26
1 / 6	Depression	pp. 135 – 9 Assignments 27 - 29

1/7	Unit 6 Memory Loss, Dementia Alzheimer's Disease	pp. 131 – 5; 140 – 5; Assignments 30 - 34
1/8	Unit 6 Impairment and Dependence	pp. 290 – 97; 306 Assignments 35- 37
1/8	Unit 7 Family Caregiving “Hidden Patients” Working Caregivers	pp. 151 – 163 Ch. 12 ; 85-87; 118 – 21; 310; 352 Assignments 38- 42
1/ 9	Grandparents Raising Grandchildren	pp. 158 – 9; 306 – 7; 357 – 8 Assignment 43 - 44
1/10	Elder Abuse TEST 3	pp. 328 – 30 Assignment 45 TEST 3
1 / 11	Unit 8 Retirement & Economic Status Retirement & Work Age Discrimination	pp. 201 - 18; 228 –30; 233- 48; 254- 5; Assignments 46 – 48
1/12	Social Security Medicare	Assignments 49 - 51
1/13	Unit 9 Social Context of Aging: Gender; Race/Ethnicity, Social Class	Ch. 13 Assignments 52 - 56
1/14	Unit 10 Housing in Later Life Paper DUE - “Aging Well - At 75?”	Ch. 10 Assignments 57 - 59 Paper DUE “Aging Well - At 75?”
1/15	Unit 11 A Graying Society TEST 4	pp. 17 - 28 420 – 1 Assignments 60 - 62 TEST 4