

**UNIVERSITY OF ALASKA ANCHORAGE
DIVISION OF POPULATION HEALTH SCIENCES**

COURSE TITLE HS 305: Public Health for an Aging Society

COURSE DATA Tuesdays & Thursdays, 10-11:15am

INSTRUCTOR: Britteny M. Howell, PhD, CPG, CDP®
INSTRUCTOR CONTACT bmhowell2@alaska.edu and 786-6565
OFFICE HOURS Tue & Wed 1:00-3:00pm
OFFICE LOCATION BOC3, #233

BLACKBOARD <https://classes.uaa.alaska.edu>

COURSE DESCRIPTION

This course is an overview of issues related to public health and aging, including demography, epidemiology, theories of aging, the implications of chronic illness and disability for public health, health promotion for older adults, and how older adulthood is viewed in society today.

COURSE OBJECTIVES

Upon completion of the course, students will be able to:

1. Distinguish concepts and theories of aging from a gerontological framework.
2. Describe the basic demographic trends in the aging population.
3. Identify the main behavioral, social, and environmental factors that influence life satisfaction, social networks, and age-related outcomes of the aging population and the individual older adult.
4. Demonstrate an understanding of dementia and its implications for families and society.
5. Critique and analyze assumptions, stereotypes, prejudice, and discrimination related to age (ageism) at both personal and public levels.
6. Describe current strategies for health promotion and disease prevention, including the key components of person-centered end-of-life care models, for older adults.
7. Explain how an older population mutually influences and is impacted by social and health policy locally and globally.

REQUIRED TEXTS

1. Gawande, Atul, 2015. *Being Mortal: Illness, Medicine, and What Matters in the End*. Approx \$10 on Amazon.com.
2. The other assigned course readings will all be provided for you via Blackboard (journal articles, textbook chapters, etc.) as pdfs.

READING ASSIGNMENTS

Students are expected to complete assigned readings before class meetings. Students may be called upon in class to comment on or answer questions related to assigned readings.

COURSE EXPECTATIONS

This course involves reading, writing, and in-class discussions. As in your other Health Sciences courses, students are expected to read the assigned material and handouts and review assigned websites **before** class meets. Active, lively, informed discussion is expected and encouraged; it is anticipated that the class sessions will be a forum for dialogue on multiple health and aging-related issues. Students will be expected to have access to the Internet for reviewing websites, accessing Blackboard, and have an active UAA email account. This course does not contain any exams, instead students have several writing assignments, scheduled guest speakers, in-class discussions, a “book club,” and a community-based project.

STUDENT CONTACT

My primary means of communicating with students outside of class is via Blackboard Announcements and email. Please be sure Blackboard points to an email address you check regularly.

UAA EMAIL

The UAA email system has the capability to forward messages to any other email address that you designate. If you have another email account that you check more frequently you may want to place your UAA student email account on automatic forward.

GRADE COMPONENTS

Attendance & Participation:	50 points
Academic Integrity Tutorial:	10 points
CITI Research Ethics Training:	10 points
Class Project:	100 points
Ageism Essay:	30 points
Movie Critique:	30 points
Project Presentation:	20 points
<u>Final Reflection Paper:</u>	<u>50 points</u>
Total Points:	300 points

GRADING SCALE

A	90 – 100%	Exceptional course work and understanding of the content
B	80 - 89%	Good coursework and understanding of the content
C	70 - 79%	Acceptable coursework and understanding of the content
D	60 - 69%	Minimal coursework and understanding of the content
F	Below 60%	Inadequate coursework and understanding of the content

Attendance and Participation

Attendance and diligent participation is required. This class will include both class discussions and group activities. Quality of class participation is considered more important than frequency of participation, but both are valued.

Academic Honesty & Integrity Tutorial

Each student must complete UAA's Academic Honesty and Integrity Tutorial, located online at <http://ahi.common.uaa.alaska.edu/tutorial/> A copy of your Certificate of Completion must be submitted on Blackboard by Week 3 of class.

CITI Research Ethics Training

All students must complete an online CITI research ethics training module. There are many modules offered online for UAA, students in this class need to complete the "Basic Research" module.

Book Club Discussions

In addition to the weekly chapter/articles posted on Blackboard, students are also expected to read and discuss "*Being Mortal*." This book is an approachable and frank discussion of how our medical community treats older adults and what might be a better way to treat people at the end of life. This book club format requires students to read a couple of chapters and discuss them in class (every other Thursday). Students should come to class with 2-3 specific topics/ideas from the reading that they wish for the class to discuss on "book club Thursdays."

Class Project

This course has been designated as a community-engaged course at UAA. This means that students have the option to complete a project in the community related to improving health of older adults in Anchorage. Students have two options for their class project, they can either:

- (1) participate in a health promotion project called Community Wellness Breaks (CWB) at a local retirement community in Anchorage during the semester and write a short reflection paper about their experiences, or
- (2) students can choose to write a final research paper for this class, instead. Both options should take students approximately 10 hours to complete.

- ***Option 1: Community Wellness Breaks***

Students have the opportunity to participate in a research project at Creekview Plaza, a low-income housing community in East Anchorage for older adults. This housing community has several large community/common rooms where we will deliver a health promotion intervention called Community Wellness Breaks (CWB) that consists of 45-60 minutes of health information, light exercise, and nutrition education once a week to elders right in their community. Students will be working with practicum (advanced) students in the HPER (physical education) and Dietetics & Nutrition programs to deliver this CWB program. Interested students will be trained in the first weeks of class and will begin teaching the 10-week program in September. Students who choose this option should expect to spend approximately 10 hours outside of class conducting tasks related to this project. These requirements include:

- a. Complete an additional online CITI research ethics training module before beginning work (“behavioral and social science research” module, ~ 2 hours).
- b. Attend a 90-minute Orientation Training where faculty from HS, HPER, and Dietetics & Nutrition programs will teach students how to deliver the health promotion intervention.
- c. Help teach **at least three** of the weekly health promotion classes at Creekview (there will be 10 weekly classes to choose from during the semester = total of 2-3 hours).
- d. Communicate with the Healthy Aging Lab manager about your schedule and ensuring you attend the session dates as scheduled (~1 hour).
- e. Write a short essay reflecting on your experiences, what you learned, and how participating in this program has furthered your career goals and/or experiences in Health Sciences (~ 2.5 hours).
- f. Take an Interprofessional Education (IPE) evaluation survey about your experiences in this program (not in the class as a whole), ~1 hour.

- ***Option 2: Research Paper***

Students who do not wish to, or cannot, participate in the Community Wellness Breaks program can complete an alternate assignment instead. This research paper assignment will require students to spend approximately **10 hours outside of class** locating and reading peer-reviewed research articles and writing a paper about an aging-related topic of your choice. In your final paper, you will investigate this aging issue for a target population (i.e. a specific gender or regional segment of older adults) through a public health lens, meaning that you will discuss demographics, relevant gerontological theory, and the social determinants of health that affect this aging issue. You will likely use some of the course readings in your paper as well as several other articles that you will find through your library research. This paper assignment must be 8-10 pages in length and requires you to locate 10 peer-reviewed research articles from the library. There are several library resources on our Blackboard page to guide you in your research, but you are also encouraged to reach out to the health sciences librarian (Sigrid Brudie, via Blackboard) for assistance.

Project Presentation

At the end of the semester, each student will be presenting briefly on their project to the rest of the class. This presentation should take 15 minutes and cover the important points from your experiences in the CWB program or your research paper topic. Students are encouraged to make their presentations interactive!

Ageism Essay

There are two other short, written assignments required for this class that ask students to reflect on a contemporary issue in aging. Topics include “ageism” and a popular movie critique. The 5-page essay on ageism should include a summarized definition of ageism (one paragraph in your own words, not copied from any text) and 2-4 examples of ageism. You can choose examples of ageism that you have seen in the media, in your lived experiences, etc. These examples should describe the joke, medium, or event and why you think these are good examples of ageism in our

society. Lastly, conclude this paper with the implications for an ageist society (who and how does it hurt) and recommendations for change.

Movie Critique

Students also need to watch a popular movie with aging and/or cognitive impairment as the main theme and write a critique about the movie. This 5-page critique should reference topics from class readings and discussions, including an assessment of any health care system or policy issues; stereotypes or negative assumptions made about aging; positive reflections of aging; discussion of dementia, cognitive impairment, disability, frailty, or health status in the film, etc. Appropriate movies for critique include (students can also ask the professor for permission to write about a film not on this list):

- This is Dementia (2019): New Netflix documentary
- Wine Country (2019): <https://www.imdb.com/title/tt8169446/>
- What They Had (2018): <https://www.imdb.com/title/tt6662736/>
- The Leisure Seeker (2017): <https://www.imdb.com/title/tt3741632/>
- Going in Style (2017): <https://www.imdb.com/title/tt2568862/>
- I'll See You in My Dreams (2015): <https://www.imdb.com/title/tt3236120/>
- 45 Years (2015): <https://www.imdb.com/title/tt3544082/>
- The Intern (2015): <https://www.imdb.com/title/tt2361509/>
- Still Alice (2014): <http://www.imdb.com/title/tt3316960/>
- Glenn Campbell, I'll Be Me (2014) : <http://www.imdb.com/title/tt2049586/>
- Alive Inside (2014): <http://www.imdb.com/title/tt2593392/>
- 5 Flights Up (2014): <https://www.imdb.com/title/tt2933544/>
- Nebraska (2013): <https://www.imdb.com/title/tt1821549/>
- Last Love (2013): <https://www.imdb.com/title/tt1838603/>
- Quartet (2012): <https://www.imdb.com/title/tt1441951/>
- Amour (2012): <https://www.imdb.com/title/tt1602620/>
- Stand Up Guys (2012): <https://www.imdb.com/title/tt1389096/>
- Hope Springs (2012): <https://www.imdb.com/title/tt1535438/>
- The Best Exotic Marigold Hotel (2011): <https://www.imdb.com/title/tt1412386/>
- Red (2010): <https://www.imdb.com/title/tt1245526/>
- The Savages (2007): <https://www.imdb.com/title/tt0775529/>
- Young@Heart (2007): <https://www.imdb.com/title/tt1047007/>
- The Bucket List (2007): <https://www.imdb.com/title/tt0825232/>
- Away From Her (2006): <http://www.imdb.com/title/tt0491747/>
- The Notebook (2004): <https://www.imdb.com/title/tt0332280/>
- Old School (2003): <https://www.imdb.com/title/tt0302886/>
- Iris (2001): <http://www.imdb.com/title/tt0280778/>
- Lethal Weapon 4 (1998): <https://www.imdb.com/title/tt0122151/>
- Grumpy Old Men (1993): <https://www.imdb.com/title/tt0107050/>

Final Reflection Paper

Lastly, the final assignment in class requires students to reflect on their learning from the entire semester. Students will write a final 3-5 page essay detailing what they have learned, how those learnings have contributed to your professional development, etc. It is advised that students look over all past weekly readings, including *Being Mortal*, to determine the most important or influential topics on their experience in this class. Students may also include a brief discussion of their experience in the CWB program or research paper, if these were meaningful experiences to your learning. More detailed papers that engage with the most topics tend to get better grades ☺

COURSE POLICIES

CLASSROOM CONDUCT

Please respect the rights of all others in the course. It is important that you come to class on time and if you must be late, enter the room quietly and take the first available seat. The university assumes that you are here to learn, so please be attentive – do not read the newspaper, materials for other courses, books, magazines, etc., do not chat with your classmates, and **please do not talk or text on your cell phones once class has begun** – this is disturbing to, and disrespectful of, others. In this class we will encounter controversial issues. These issues are controversial precisely because there are differences in individual values; the fact that people disagree about these issues means that the issues are unresolved and warrant discussion. You have a right to maintain your own opinions and to disagree with others, but you must do so in a fashion that is conducive to learning and does not take the form of a personal attack. Minimally, you are expected to treat your classmates and your instructor in a respectful, professional fashion. If you engage in distracting or disrespectful behaviors, you may be asked to leave the room and, if violations continue, the Dean of Students may be notified.

STUDENT CONDUCT AND ACADEMIC INTEGRITY

As noted by the Dean of Students, “Academic integrity is a basic principle, which requires that students take credit only for ideas and efforts that are their own. Cheating, plagiarism, and other forms of academic dishonesty are defined as the submission of materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Substantial portions of academic work that a student has submitted for a course may not be resubmitted for credit in another course without the knowledge and advance permission of the instructor. Academic dishonesty is further defined in the Student Code of Conduct.”

More information about the Student Code of Conduct is available at

<http://www.uaa.alaska.edu/deanofstudents/academic-integrity/index.cfm> and through the Academic Honesty and Integrity Tutorial. Academic misconduct, including plagiarism (including use of work you created for another course), may result in a student’s automatic failure of the assignment and/or the course, in addition to any consequences imposed by the Dean of Students Office.

STUDENT SUPPORT SERVICES

DISABILITY SUPPORT SERVICES

Accessibility is about creating inclusive, open, and safe spaces in which to make meaningful connections; it is the responsibility of our entire class, not only members with disabilities. There are many kinds of disabilities, including mental/psychiatric, attentional, learning, and sensory, in addition to physical. If you have, or think you may have, a disability, please contact Disability Support Services (DSS), located in Rasmussen Hall 105, at 907-786-4530 (voice), 907-227-9609 (text only), 907-786-4531 (fax), or online through the Student Accommodation Request Service at <https://www.uaa.alaska.edu/students/disability-support-services/student/index.cshtml> If you have already registered with DSS and are waiting on a letter, please let your instructor know as soon as possible so that your accommodation/s are not delayed.

CARE TEAM

If you or someone you know need supports, is distressed, or exhibits concerning behavior, *help* by making a referral to the CARE Team. The UAA CARE Team's purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students. As your Faculty, we may contact the CARE Team to seek support for you. I encourage you to fill out a referral if you or a peer may be in need of help. Here are several ways to contact the CARE Team: 1) fill out a referral at <http://www.uaa.alaska.edu/CareTeam> 2) email your concern to care@uaa.alaska.edu or 3) call the CARE Team at 786-6065. If the issue is an emergency, call UPD at 786-1120 or 911.

COLLEGE OF HEALTH ADVISORS

College of Health advisors are here to help you learn to navigate the University system, explore options for degree programs, complete requirements for the major you have chosen, and find opportunities for learning experiences outside of the classroom. Please contact their main office for questions or to schedule an advising appointment: (907) 786-1318 or email: uaa_healthadvising@alaska.edu
<https://www.uaa.alaska.edu/academics/college-of-health/students/advisors.cshtml>

SEAWOLF TRACKS

Seawolf Tracks puts advising in your pocket. The app is personalized to your needs and presents you with only the information you want most. Seawolf Tracks streamlines the UAA experience through a feed that highlights upcoming registration deadlines and allows you to quickly make advising appointments; keep track of reminders, deadlines, and to-dos; find a study buddy, and more! Please download the "Navigate Student" app from:
<https://www.uaa.alaska.edu/academics/office-of-academic-affairs/seawolf-tracks>

University of Alaska Anchorage policies prohibit discrimination on the basis of race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, pregnancy, age, genetic information, disability and protected veteran status. Discrimination includes any form of unequal treatment such as denial of opportunities, harassment, and violence. Sex-based violence includes rape, sexual assault, unwanted touching, stalking, dating/interpersonal violence, and sexual exploitation.

If you experience discrimination, you are encouraged (but not required) to report the incident to the UAA Office of Equity and Compliance. Learn more about your rights and options at <https://www.uaa.alaska.edu/about/equity-and-compliance/> or call [907-786-0818](tel:907-786-0818). You also may make an anonymous report online.

Students may also contact the Center for Advocacy, Relationships and Sexual Violence, a confidential resource, for advocacy and other support related to rape or power-based personal violence at uaa_carsv@alaska.edu or [907-276-7273](tel:907-276-7273).

The [Office of Equity and Compliance](#) can provide assistance to students who need help with academics, housing, or other issues.

COURSE SCHEDULE

All readings are available on Blackboard in the “Readings/Materials” tab. Articles and other items can be found here in each weekly folder. I reserve the right to make adjustments to this syllabus and schedule to account for timely student learning outcomes.

Week (dates)	Subject	Readings / Guest Speakers	Assignments / Guest Speakers
Wk 1 Aug 27 & 29	Introduction to Gerontology and Public Health for an Aging Society	Read: Albert & Freedman “Public health & aging”	Complete Academic Honesty & Integrity Tutorial (Aug 29)
Wk 2 Sep 3 & 5	The Biology of Senescence	Quadagno “Biological perspectives on aging”	Complete CITI Training (due Sep 8) & Guest speaker: Dr. Ryan Harrod, Dept. of Anthropology (Sep 5)
Wk 3 Sep 10 & 12	Epidemiology of an Aging Society and The Impact on Public Health	Prince et al. “Burden of disease in older people & implications for health policy and practice”	Thursday book club discussion #1 of “ <i>Being Mortal</i> ” (read intro & Ch 1)
Wk 4 Sep 17 & 19	Attitudes and Discrimination in Society	Ferraro “Ageism”	Written Assignment #1 on ageism due before class on Sep 19. Class on Sep 19 will be a discussion on ageism.
5 Sep 24 & 26	How Social Factors Influence Health in Later Life	Bengtson & DeLiema “Theories of aging and social gerontology”	Thursday book discussion #2 (Ch 2-3)
6 Oct 1 & 3	Effect of Gender & Sexual Identity on Health Outcomes	Calasanti & King “Age, ageism & gender relations” and Bennett “Graying of the rainbow: LGBT aging”	Guest speaker (Tues): Ken Helander, policy director, AARP Alaska & SAGE

Week (dates)	Subject	Readings / Guest Speakers	Assignments / Guest Speakers
7 Oct 8 & 10	Disability, Frailty, and Falls	Cavanaugh & Blanchard-Fields "Health and disability"	Thursday book discussion #3 (Ch 4)
8 Oct 15 & 17	Successful & Healthy Aging	Rowe & Cosco "Successful aging" & Jordan Lewis "Successful aging through the eyes of Alaska Native Elders"	Written Assignment #2 movie critique due Oct 17 and Guest Lecture: Dr. Jordan Lewis, WWAMI
9 Oct 22 & 24	Quality of Life and Health Behaviors guest lecturer Jean Marcey from HPER program	Aldwin et al. "Functional health, health promotion, and quality of life"	Thursday book discussion #4 (Ch 5-6) via Blackboard
10 Oct 29 & 31	Physical Activity, Nutrition & Obesity in Later Life	Howell & Bardach "Sociocultural experiences with nutrition and exercise in Anchorage, AK"	Thursday guest speaker: Dr. Leslie Redmond, Dept. of Dietetics & Nutrition
11 Nov 5 & 7	Promoting Healthy Lifestyles in Older Adults	Tkatch et al. "Review of interventions for promoting successful aging across the health continuum"	Thursday book discussion #5 (Ch 7)
12 Nov 12 & 14	A Public Health Approach to Alzheimer's Disease and Related Dementias (ADRDs)	NO CLASS THIS WEEK (I am at a conference) Complete the Alzheimer's modules on Bb	
13 Nov 19 & 21	End of Life Dilemmas	Guest lecture on end-of-life care: Bianca Rauch, chaplain, Providence Hospice Care	Thursday book discussion #6 (Ch 8 and epilogue)
14 Nov 26	Senior Service Systems & Policy Issues	Moody & Sasser "Should we ration healthcare for older people?"	No class on Nov 28 (Thanksgiving break)
15 Dec 3 & 5	Project presentations this week		final reflections papers (due 11:59 Dec 5)