

AHS 302: HEALTH PROMOTION AND AGING Syllabus

COURSE INFORMATION

Course Title: Health Promotion and Aging
Course Prefix, Number, and Section Number: AHS 302-001
Scheduled Meeting Days and Time: Tuesday & Thursday from 2-3:15pm
Scheduled Meeting Place: Arena C-89
Instructor: Tina M. Kruger, PhD

INSTRUCTOR CONTACT INFORMATION

Instructor	Office Address	Office Phone Number	ISU Email Address*
Tina Kruger	Arena B-76	812-237-8483	tina.kruger@indstate.edu

*Email is the preferred method for contacting me. Please note that emails sent after 5:00 p.m. might not be read and replied to before 9:00 a.m. the following morning.

Office Hours

Monday through Thursday from 10:00-11:30am; and by appointment

As community engagement and service learning are key elements of the mission at ISU, this course revolves around a service learning project. Development of this course and the service learning project around which it is based were sponsored by Indiana Campus Compact. Activities for this course have been developed to meet SENCER ideals.



COURSE DESCRIPTION

Course Overview

As the world's population ages, more people are living longer yet often with health conditions that threaten quality of life. Through that lens of that capacious civic issue, this course provides an overview of healthy aging and wellness promotion for older adults. We will begin with an overview of the aging process and theoretical and practical foundations for health promotion among older adults. Topics to be covered relate to complex health and wellness issues facing the aging population, which will be identified based on students' interest and student-led data collection using scientific and civic narrative elements through a service learning project with a local non-profit organization. Taking a multidisciplinary and interprofessional approach, the course will cover issues such as biological change, health behaviors, disease prevention and self-care, health issues of minority elders, physical change and aging, nutrition and physical exercise, sexuality, substance abuse, overmedication and dementia, and

mental-health issues among older adults. Learning about such a capacious issue as the health of our world's aging population will help students develop as individuals and responsible global citizens.

This course serves as a requirement for the Gerontology Certificate at ISU and contributes to the requirement for 50 3/400 level credit hours at ISU.

Required Materials

Saxon, S.V., Etten, M.J., & Perkins, E.A. (2009). *Physical Change and Aging: A Guide for the Helping Professions (5th Ed.)*. New York: Springer Publishing Company, LLC.

Recommended Materials

American Psychological Association (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association. (ISBN: 978-0-321-59641-3)

Course Objectives and Learning Goals (subject to change based on students' interests and input)

- Through a student-led research project with a local non-profit, you will learn to identify and explain risk factors, health concerns, lifestyle issues and health behaviors relevant to older adults.
- While engaging in a service learning project with a local non-profit and participating in a interprofessional education activities, you will learn to apply theoretical and conceptual models of health-related behavior, health promotion, and illness prevention to individuals, families, and groups of older adults.
- Through course readings and independent review of scholarly literature, you will distinguish between behaviors that foster and those that hinder well-being in later years.
- By reflecting on data from focus groups with older adults regarding key health issues and concerns, you will learn to assess intrinsic and extrinsic risk factors that relate to health promotion and illness prevention among older adults.
- In developing a creative Health Promotion and Aging Resource Guide, you will describe, analyze, and report health behaviors and practices to promote health and prevent disease for older adults.
- Through the example of a local non-profit organization dedicated to promoting health and quality of life among older adults in the community, you will discover and articulate health education roles in providing information, examining lifestyle issues, and fostering health behaviors and practices that promote health for older adults.
- In developing a Health Promotion and Aging Resource Guide and evaluating a series of health promotion websites, you will specify and describe health promotion program development strategies applicable to a variety of settings.
- By visiting a health promotion site and sharing your observations, you will investigate health promotion and/or clinical preventive care programs for individuals and groups of older adults.
- Through course readings and in-class discussion, you will examine empirical bases for selected complementary (non-pharmacological) therapeutics.

COURSE POLICIES

Expectations of Students

Attendance:

1. Each student is expected to attend each scheduled class session and participate in class activities.
2. Attendance will be taken during each class, and you are expected to come to class on time and stay for the whole period. Students who arrive late or leave early may be counted as absent, at the instructor's discretion.
3. If you have more than two unexcused absences, points will be deducted from your attendance/participation grade (2 points per session). Students who miss five or more classes are subject to receive an F for the course.
4. If you miss a class, it is your responsibility to get the notes and any materials that were handed out. Go to a classmate for the notes, check Blackboard, and see me for any distributed materials.
5. There are ***no excused absences*** except for military service or the death of an immediate family member. Absences will ***only*** be excused with official notification which must contain the signature of a military or university official requesting you be excused from class.

Assignment formatting:

1. Assignments will be typed, unless otherwise indicated.
2. All assignments must be turned in at the beginning of the class period on the day on which the syllabus indicates they are due in order to be considered 'on time'.
3. Use APA format when writing assignments for AHS XXX. This means students will refer to the APA manual or the APA website. Furthermore, students will attribute sources used in their research papers and presentations when appropriate. Failure to cite sources appropriately could lead to a charge of academic dishonesty.

Academic integrity:

Academic integrity is a core value of ISU's community of learners. Every member of the academic community (students, faculty, and staff) is expected to maintain high standards of integrity in all facets of work and study. The Policy on Academic Integrity describes appropriate academic conduct in research, writing, assessment, and ethics. The policy is found in the Code of Student Conduct and on the Indiana State web page: <http://www.indstate.edu/sci/docs/code.pdf>. The Code deals with academic integrity issues including: cheating on exams; plagiarism; falsification, forgery, and obstruction; multiple submissions; facilitating academic dishonesty; violating professional standards in research and creative endeavors; misusing academic resources; misusing intellectual property; and violating ethical and professional standards. Indiana State University requires that all students read and support the Policy on Academic Integrity.

The following behaviors are some examples of academic dishonesty (from Kittleson, 2006, http://www.kittle.siu.edu/health_informatics):

- a. Taking an exam for another student.
- b. Forging or altering an official document.
- c. Paying someone to write a paper to submit under one's own name.
- d. Copying (with or without another person's knowledge and claiming it as one's own work).
- e. Including items on a list of references that were not used.
- f. Doing assignments for someone else.

- g. Obtaining a copy of a test before it is given.
- h. Working with other students when not expressly told to do so.
- i. "Recycling": Copying and pasting (or retyping) material from a paper written for another course and submitting it for a grade for the present course without previous consent from instructor.
- j. Using in-text citations for sources not used in the paper.
- k. Copying and pasting text from a source without quotations and citation of source.

While all areas of academic integrity are important, plagiarism (examples include letters j and k above) is a particularly common problem at Indiana State University. Thus, the Department of Applied Health Sciences (AHS) now requires that all students in AHS courses complete the online plagiarism training (available through Blackboard on the course website) every semester in which they are enrolled in any AHS course(s). The plagiarism training must be completed by 1/20/2013, and you must complete the training with a score of 100%. You may retake the training as many times as you need to in order to get a 100%. Any student who does not successfully complete the training by the deadline will receive a failing grade in all AHS courses in which they are enrolled in a given semester.

Academic dishonesty is not tolerated at Indiana State University. The penalties for academic dishonesty (plagiarism) are as follows:

- First offense: you will receive a 0 on the assignment and be required to meet with the instructor to discuss the offense and how to avoid academic dishonesty in the future.
- Second offense: you will receive an F in the course and be required to meet with the instructor and the Chair of the Department of Applied Health Sciences to discuss the offense as well as the consequences of a third (and final) incident.
- Third offense: you will be referred to the Office of Student Conduct and potentially face formal charges. Students found in violation of the Policy on Academic Integrity may be suspended or expelled and can have a permanent notation affixed to the official transcript indicating that an academic integrity violation occurred.

Please note that incidents of academic dishonesty are cumulative over the course of your academic career at ISU (not in one class or in one semester). That is to say that if the first offense occurs during your freshman year, and another offense occurs two years later, the second offense will result in the consequences detailed above regarding second offenses. Students are urged to discuss questions regarding academic integrity with instructors, advisers, or with the academic deans.

Classroom conduct:

1. Mature and professional conduct is expected of all students.
2. The classroom should be an environment that is safe and conducive to learning for each individual. I want each student to be able to express his or her concerns/complaints concerning any issues related to the class. However, individual concerns, complaints, and/or questions must be addressed during office hours and/or via e-mail.
3. I am committed to maintaining an amicable classroom environment. Disrespectful and/or disruptive behavior will not be tolerated. Any student who demonstrates disrespectful behavior will receive a warning and may be asked to leave the class. Disrespectful behavior includes (but is not limited to) the following:
 - a. Using language or behavior that demeans any individual.
 - b. Talking to another student while the instructor is speaking.
 - c. Talking to another student while another student is speaking to the instructor or class.

- d. Arguing with instructor during class. Any concerns may be addressed with instructor on an individual basis during office hours or via e-mail).
- e. Using disrespectful words, tone of voice, or body language towards instructor or other students.
- f. Repeated late arrival to class.
- g. Repeated early departure from class (this includes walking in and out of the classroom during the session).
- h. Having cell phones on during class. ***Cell phones and other portable electronic devices must be turned off before class begins.***
- i. Having laptops open if not taking notes.
- j. As writing is a critical skill acquired by health educators, you are expected to take notes during class sessions.

In addition to the class policies and definitions outlined above, each student is held to the Indiana State University Code of Student Conduct (<http://www.indstate.edu/sci/docs/code.pdf>). Please see me if you have any questions pertaining to the class or University policies.

Academic accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with appropriate documentation from the Student Academic Services Center (Gillum Hall 2nd Floor, 812-237-2300, <http://www.indstate.edu/sasc/programs/dss/index.htm>) for coordination of campus disability services available to students with disabilities.

GRADING

Attendance and Participation (10% of final grade) – If you have more than two unexcused absences, points will be deducted from your attendance/participation grade (2 points per session). Students who miss five or more classes are subject to receive an F for the course.

Assignments (subject to modification based on student input and feedback)

- Plagiarism training (5% of final grade): The plagiarism training on the course Blackboard site will help ensure that you understand when and how to cite sources. You may retake the quiz as many times as you need to in order to score 100%. **Due Sunday, Jan. 20.**
- IPE Assignment (5% of final grade): To encourage you to explore outside of your major discipline and to facilitate contemporary understanding of the interprofessional nature of health promotion, you will watch a series of vignettes and discuss the health promotion concerns and practices represented therein with students from a variety of majors in the College of Nursing, Health, and Human Services. **Wednesday, Jan. 23 or Sunday, Jan. 27.**
- Statement of interest in health promotion & aging (10% of final grade): In order to develop your literature searching ability, facilitate quality writing, and provide direction for course content, you will write a statement of your interest in health promotion and aging. Your statement must reference at least 5 recent (i.e., published in 2007 or later) scholarly articles. Course content will be added and modified based on your interests. **Due Tuesday, Jan. 29.**
- Website review (3% of final grade): While information is increasingly ubiquitous, not all sources of information are equally valid, reliable, or useful. Your task in this assignment is to evaluate a series of websites related to health promotion and aging and explain why you would or would not

recommend the website to health professionals working with older adults or to older adults themselves. **Due Thursday, March 21.**

- Class lecture (20% of final grade): You will work with a partner (or two) to give 50-60 minute lesson on selected topic. You will need to provide two scholarly readings to the class at least one week in advance (the rest of the class will prepare questions for presenters to be submitted to instructor and presenters at least two days before the lesson). **Presentation dates: Feb. 19, Feb. 26, March 5, March 26, April 2, and April 9.**
- Health promotion site visitation (7% of final grade): One of the best ways to learn how to do something (including promote health among older adults) is to analyze how others accomplish a task. You will identify an organization that seeks to promote health among older adults, arrange to visit/observe their health promotion activities, and write a brief paper regarding what they do, how they do it, and if you would recommend the site to older adults. **Due Thursday, April 18.**
- Health promotion and aging resource guide (20% of final grade): Throughout the semester you will be exposed to a vast quantity of information regarding health promotion and aging. To facilitate your retention of course material and provide you with experience developing reference material (which may prove useful in your future career efforts), you will develop a resource guide. The guide will serve as a portfolio of what you learn throughout the semester and should include information about the aging population, health promotion theories, strategies for promoting health among older adults, information about the various health conditions/issues covered in class, and resources (websites, local providers, government agencies, articles, etc.) related to health promotion and aging. Your resource guide should demonstrate your “21st century skills” (i.e., life and career skills; learning and innovation skills; and information media, and technology skills, according to Wikipedia). **Due Thursday, April 25.**

Service learning research project for Senior Education Ministries

- Dine with a Doc video review (3% of final grade): To familiarize yourself with the Dine with a Doc program, you will review a video of a recent meeting and provide a brief review of the program. **Due Tuesday, January 15.**
- Dine with a Doc focus group (7% of final grade): To engage actively in an issue that is significant to the community, you and a partner or partners will work with a local non-profit to lead a focus group with Dine with a Doc participants and identify key topics of interest to older adults related to health. You will draft a one page summary of the focus group w/ list of topics to be shared (and collected) in class. The topics identified will serve as the foundation for additional assignments in this course. Furthermore, outcomes of this focus group research will serve as the foundation for future course-based research projects and will be made available to the community partner (Senior Education Ministries) and other students and faculty. **Tuesday, Feb. 12 or Wednesday, Feb. 27.**
- Information sheet for Senior Education Ministries (10% of final grade): Based on your interest in a particular topic identified during the focus groups, you will develop an information sheet regarding that topic, which will serve as a resource for Senior Education Ministries to use in their Dine with a Doc program. **Due Thursday, April 4.**

Summary of grading:

- Attendance and Participation (10% of final grade)
- Plagiarism training (5% of final grade)
- IPE Assignment (5% of final grade)
- Statement of interest in health promotion & aging (10% of final grade)

- Website review (3% of final grade)
- Class lecture (20% of final grade)
- Health promotion site visitation (7% of final grade)
- Health promotion and aging resource guide (20% of final grade)
- Dine with a Doc video review (3% of final grade)
- Dine with a Doc focus group (7% of final grade)
- Information sheet for Senior Education Ministries (10% of final grade)

Extra Credit (up to 5% EC possible)

Create an information sheet for the Dine with a Doc program based on the topic you presented with your partner. You may work with your partner if you both agree to (you will each receive the same score on the extra credit assignment) or on your own if you prefer.

Grading Scale:

A: 93-100%	B+: 87-89%	C+: 77-79%	D+: 67-69%	F: 59% and below
A-: 90-92%	B: 83-86%	C: 73-76%	D: 63-66%	
	B-: 80-82%	C-: 70-72%	D-: 60-62%	

TENATIVE COURSE OUTLINE (may be subject to change at discretion of the instructor and based on student feedback)

Week	Topics/Assignments
Week 1 (Jan. 7-13)	Course overview
	Chapters 1 & 2 – Overview of aging and theories of aging
Week 2 (Jan. 14-20)	Maville & Huerta (2013) and Haber (2010) readings – Theoretical foundations of health promotion and HPA Dine with a Doc video review due by 2pm on Tuesday, Jan. 15
	Guest speaker – Lori Aplin, Director of Senior Education Ministries Plagiarism training due by 11:55pm on Sunday, Jan. 20
Week 3 (Jan. 21-27)	Chapter 21 – Teaching older adults; select topics for group presentations
	No class on Thursday; Complete SALG survey by Thursday, Jan. 24 IPE activity – Wednesday, Jan. 23 or Sunday, Jan. 27
Week 4 (Jan. 28-Feb. 3)	Haber (2010) – Health education among older adults Statement of interest in health promotion and aging due by 2pm on Tuesday, Jan. 29
	FG guide and analyzing focus group data readings - How to lead a focus group discussion and analyze the data afterward
Week 5 (Feb. 4-10)	Focus group guide development with guest, Carolyn Wilson
	Topic and reading TBD
Week 6 (Feb. 11-17)	No class on Tuesday Tuesday, Feb. 12 – DwaD from 11am-1pm at the Providence Housing Club House – 219 North Providence Pl. West Terre Haute, IN
	Topic and reading TBD
Week 7 (Feb. 18-24)	Group 1 (readings TBD)
	Topic and reading TBD
	Summary of FG data due by 2pm on Thursday, Feb. 21
Week 8 (Feb. 25-Mar. 3)	Group 2 (readings TBD)
	Wednesday, Feb. 27 - DwaD from 11am-1pm at Wabash Senior Center – 300

	S 5th St. No class on Thursday, Feb. 28 (AGHE)
Week 9 (Mar. 4-10)	Group 3 (readings TBD)
	Discussion of key themes and selection of topics for information sheets Summary of FG data due by 2pm on Thursday, Mar. 7
SPRING BREAK: Mar. 11-17	NO CLASS! DC Sencer Symposium – Wanna go to an awesome conference?
Week 10 (Mar. 18-24)	Topic and reading TBD
	Topic and reading TBD
	HPA website review due by 2pm on Thursday, Mar. 21
Week 11 (Mar. 25-31)	Group 4 (readings TBD)
	Topic and reading TBD
Week 12 (Apr. 1-7) Center for Student Research and Creativity - Exposium	Group 5 (readings TBD)
	No class on Thursday – ICC conference in Indianapolis; work on information sheet for DwaD
	Information sheet for DwaD due by 5pm on Thursday, Apr. 4
Week 13 (Apr. 8-14)	Group 6 (readings TBD)
	Topic and reading TBD
Week 14 (Apr. 15-21)	Topic and reading TBD
	Topic and reading TBD
	HPA site visitation paper due by 2pm on Thursday, Apr. 18
Week 15 (Apr. 22-28)	Topic and reading TBD
	Course wrap-up
	HPA Resource Guide due by 2pm on Thursday, Apr. 25
FINALS WEEK: Apr. 29-May 3	NO CLASS!