

HST 4890 Health and Aging- Internet

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COURSE DESCRIPTION: This course is designed to examine common health changes, issues and concerns as they pertain to the aging individual.

THEME: Educator as Creator of Effective Educational Environments: Integrating diverse students, subjects, strategies, and societies.

OBJECTIVES:

- Interpret concepts and various theories about the causes and mechanisms of the aging process.
- Know the physiological changes associated with normal aging versus changes associated with age-related disease.
- Recognize the risk factors, symptoms, and treatment of common chronic conditions associated with aging.
- Understand other issues that affect the health and function of the elderly including substance abuse, medical care, long term care, and death and dying.
- Distinguish between behaviors that foster or hinder well-being in the aging body

COURSE MATERIALS: Ferrini and Ferrini. Health in the Later Years. 2013. 5th Edition. McGraw Hill.

COURSE OVERVIEW

- The class is broken down into 5 **Modules**.
- Each **Module** will require you to complete a **Worksheet**, do some **activities**, respond to **Module Discussions**, and take a short **Quiz**.
- Each student will also be required to be a **Discussion Leader** at least once during the course.
- Each student will develop and submit a **Final Project**.

COURSE OUTLINE:

- Learning Module 1 - Process of Aging
 - Readings: Ch 1,2,3
 - Objectives:
 - Identify trends in the aging population
 - Distinguish among life expectancy, life span and years of healthy life.
 - Utilize inventories and assessment to identify predictors of longevity.
 - Use theories of aging to explain the aging process
- Learning Module 2
 - Readings: Ch. 3
 - Objectives:
 - Describe the normal aging changes in the cardiovascular system, the nervous system, the skin the endocrine/hormonal system, the skeletal – muscular systems, and the senses.
 - Identify changes in intelligence and memory with aging.
- Learning Module 3: Normal Aging
 - Readings: Ch.5,6
 - Objectives:
 - Compare normal aging and with signs and symptoms of Alzheimer's Disease identify the modifiable and non-modifiable risk factors of stroke, heart disease, urinary conditions and prostate problems.
 - Explain the relationship of bone health to the development of Osteoporosis.

- Learning Module 4: Aging Conditions
 - Readings: Ch. 11, 14,15
 - Objectives:
 - Identify components and problems with the Medicare systems and prescription drug coverage.
 - Explain long term care options.
 - List expenses associated with typical American funerals.
 - Recognize the value of end of life documents
 - Recognize common myths about aging sexuality.
- Learning Module 5: Successful Aging
 - Readings: Ch 7,8,9
 - Objectives:
 - Identify exercise components important to healthy aging.
 - List important nutritional requirements for the elderly.
 - List ways to maintain health brain function.
 - Identify the anti-aging ABC's for developing mental and emotion health.
 - Recognize the role of stress in the aging process.

ASSIGNMENTS:

- **Worksheets (50 points)** - Each module contains one worksheet that will direct the student to one or more web sites to find answers to a series of 5 to 10 questions about specific issues. 10 points each. [1.2.1, 1.2.2, 1.2.3; 1.4.1, 1.4.2, 1.4.3, 1.4.4; 1.5.1, 1.5.3, 1.5.4]
- **Quizzes (50 points)** - Each module has a short quiz based upon the worksheets, discussions, and other activities. 10 points each.
- **Discussion Leader (25 points)** - Each student is the leader for one discussion. The “leader” will select and research a topic (from a list of controversial topics provided), post an “Overview” giving the respondents some background information about the controversy and post 1-2 “Discussion Questions” to initiate the discussion. [6.1.3;7.1.1, 7.1.2, 7.2.1, 7.2.2, 7.2.4, 7.3.2]
- **Discussion Respondent (20 points)** - Each student is expected to be an “active” participant in at least 15 of them during the course. Active participation means that each student responds to the questions posted by the Discussion Leader for the topic and engage in the discussion throughout the course of the week.
- **Final Project – Profile of Aging (50 points)** - The “Profile of Aging” is a written assignment that will provide a personal profile of aging. [7.6.1,]
- **Movie/Book Recommendation (5 points)** - Provide a recommendation, and reason for the recommendation, for a book or movie related to aging and/or this course. For books, provide the full title, author, date, and publishing company. For a film provide the title, date, producer, director, studio or distributor

[Bracketed items are for HST Majors Only – Portfolio Items]

GRADING POLICY

Undergraduate

Module Worksheets	50	180-200 = A
Module Quizzes	50	160-179 = B
Discussion Leader	25	140-159 = C
Discussion Participant	20	120-139 = D
Book/Movie Review	5	<119 = F

Project	50
Total Points	200

Graduate

GRADUATE CREDIT:

Students taking the course for graduate credit will be required to do an additional project that involves a research component. See D2L for details.

Module Worksheets	50	225-250 = A
Module Quizzes	50	200-224 = B
Discussion Leader	25	175-199 = C
Discussion Participant	20	150-174 = D
Book/Movie Review	5	<149 = F
Project	50	
<i>Grad Project</i>	<i>50</i>	
Total Points	250	

GENERAL INFORMATION

- Academic Integrity – students are expected to maintain principles of academic integrity and conduct as defined in EIU’s Code of Conduct. (www.eiu.edu/judicial/studentconductcode.php)
- Students with Disabilities – if you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth St Hall, Room 2006, or call 217-581-6383 to make an appointment.
- Student Success Center - students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (<http://www.eiu.edu/success/>) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217.581.6696 or go to 9th Street Hall, Room 1302.