

UNIVERSITY OF KENTUCKY

Graduate Center for Gerontology and Department of Health Behavior

Syllabus

PUBLIC HEALTH AND AGING

Co-Instructor: Pamela B. Teaster, Ph.D.	Phone: 859.257.1450 x80196
Office: 306C Wethington Health Sciences Bldg.	E-mail: pteaster@uky.edu
Co-Instructor: Linda A. Alexander, Ed.D.	Phone: 859.257.5678 x82092
Office: 110C College of Public Health Building	E-mail: ljouridi@uky.edu
Location: Conference Room 304E	Office Hours: by appointment
Course #: GRN 770-003	Call #: 02964
Time: Thursdays, 1:00 p.m. – 3:45 p.m.	Semester: Fall 2006

Required Textbook

Albert, S.M (2004). *Public health and aging*. New York: Springer Publishing Company.

Other Readings

Generally, readings from other sources will be assigned and provided for you no less than one week prior to class discussion.

Recommended Textbooks

American Psychological Association. (2001). *Publication manual of the American psychological association (5th ed.)*. Washington, DC: American Psychological Association.

Lee, P.R., & Estes, C. L. (2003). *The nation's health*. (7th ed.). Sudbury, MA: Jones and Bartlett Publishers.

Prerequisite

You may take this course if you are admitted to or enrolled in a graduate program at the University of Kentucky.

E-mail Communication

E-mail communication will be used throughout the semester to provide information to students regarding the course as well as to provide additional opportunities to understand public policy and aging.

Philosophical Statement for College of Public Health Courses

There are some themes we consider so central to our mission that they are thoroughly integrated into every course. These themes are the following: a) the “fact” of health disparities and how they should influence our practice of public health, b) the “fact” of health literacy limitations in many populations and how they influence the encoding, decoding, and application of health promotion and behavior change messages, and c) the need for communication from public health practitioners to be direct, clear, and compelling in health promotion and behavior change activities and efforts intended to improve health and health care in Kentucky, the nation, and around the world.

Course Description

Public Health and Aging is an elective course in the Graduate Center for Gerontology and Department of Health Behavior and is offered to students on the graduate level. The focus of the course is to help students identify a public health framework and a paradigm for addressing the issues of social, emotional, physical, and mental health in older adults, as well as a keen understanding and awareness of chronic disease prevention, mortality, and quality of life issues that are germane to aging in the United States.

The course will make use of provocative readings, case studies, supplementary professional and newspaper articles, an issue presentation and paper, lively class discussion, and outside speakers who will share their expertise with you on a variety of policy issues related to aging.

Course Objectives

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

- a) define public health and its nexus with issues of an aging society,
- b) identify the appropriate framework for articulating public health related issues in aging populations,
- c) examine risk factors associated with quality of life, disease, and barriers to wellness in older adults, and
- d) understand major public policy issues related to public health care and older adults.

Honor System

To ensure fairness, integrity, and the highest academic standards possible, students taking this course will abide strictly by the University Regulations. The following is pertinent information on plagiarism:

6.3.1

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows idea, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Resource Center, Room 2, Alumni Gym, 859.257.2754. Should you be a person with a disability and/or feel that there is anything that I should know in order to improve your learning environment in this course, please contact me by e-mail, telephone, or in person.

Course Requirements

1. Readings in *Public Health and Aging* and as otherwise specified. Directions regarding approaches to the readings will be distributed to students the week prior to the date assignments are due.
2. University class attendance requirements apply; non-preparation will be considered nonattendance for grading purposes. More than two unexcused absences can make it difficult for credit to be awarded.
3. Class preparation and participation are assumed and expected.

4. Persons who aspire to be imminently knowledgeable about public health and aging should keep up to date on emerging issues and potential problems. We recommend that students consider joining or subscribing to one or more of the following:

- *Journal of Aging and Health*, www.sagepub.co.uk
- *American Public Health Association (Journal: American Journal of Public Health)* www.ajph.org
- *AARP: Policy and Research Information for Professionals in Aging*, www.aarp.org/research
- *The Southern Gerontological Society, (Journal: The Journal of Applied Gerontology)* <http://www.wfu.edu/academics/gerontology/sgs>
- *The Gerontological Society of America (Journal: The Gerontologist)* www.geron.org

Adherence to Due Dates

All assignments, written using the highest standards of writing, are due on the date indicated on this syllabus and will be presented to the instructor as a hard copy document. **NOTE: Assignments one day late will incur a one letter grade penalty. No assignments will be accepted more than one day late.**

Class Participation/Presentation

Class members are encouraged to participate fully in the seminar format of this course. Divergent opinions are welcome and totally expected. Ours is an academic learning environment and, as a result, developing the “life of the mind” demands the utmost preparation and respect of others and their views.

Additional Readings:

The class will entail a significant amount of reading. Copies of readings from sources other than the required text, comprising chapters and articles from a wide range of sources, will be made available to you. A reading list will be provided for each class. Each reading list will include some sources listed as required, as well as sources listed as recommended. Course participants will be expected to have read, at a minimum, the required readings *prior* to each class meeting. The reading lists may be accompanied by certain questions or tasks, which may include issues to focus your thinking while you are reading, information/data to collect, or reading reaction memoranda to be written. These must be addressed prior to the class meeting.

Course Evaluation

The final evaluation in the course is based on each student’s grades on the Reading Reaction Memoranda (8), presentation, and final issue paper. The components of the course are explained in greater detail below.

Reading Reaction Memoranda (8 total)

The Reading Reaction Memoranda are the result of your class reading, other reading, experience, and class discussion that synthesize public policy and aging issues. Be prepared to use points raised in your *Reading Reaction Memoranda* in our class discussion. Your Memorandum should be prepared for the week due and be no more than 3 double-spaced, typed pages that discuss and evaluate the articles or book chapters that are the week's reading. Your papers will be evaluated on perceptiveness and writing quality and, organized around a theme, should include the following components (including a title), though not with these headings:

- (a) purpose of the chapter/article/experience,
- (b) brief summary,
- (c) relation to other readings in the course, class discussion, any outside readings, life experience, and
- (d) your discussion/reaction.

Issue Paper (Due December 7)

Each student will select a public health and aging issue on the community, the state, or the national level and will develop an issue paper that presents a fully researched discussion of the topic. The purpose is to explain the importance of the issue for public health and an aging population and the various perspectives that can be taken. As you will come to realize, public health initiatives for older adults are crafted with a nuanced understanding and a well-articulated plan

for implementation. Throughout the paper, synthesize and apply course readings, presentations, and class discussion to the issue paper.

Please include the following elements in your paper:

- Introduction to the issue/topic (e.g., historical background, statement of the problem)
- Summary of the issue
- Proposed solution(s)
- Analysis of the solution(s)' strengths and weaknesses
- Recommendations for the issue, including creation of any new policies or protocols
- Potential outcomes or resolution

Your paper should include a 1-2 page Executive Summary. (We will provide an example). The body of your paper should be approximately 10-12 well-crafted pages that present the issue. Such a document will, of course, include scholarly sources. In an appendix, you may want to include graphs, tables, and case studies in support of your issue. Use APA guidelines and format. **The Executive Summary should be provided to all class members one week prior to your presentation.**

Please identify your topic no later than October 19th, and make a date to meet with one of us to discuss your paper. Send/Bring a tentative outline of the paper prior to/to the meeting.

Presentations (December 7)

Each class member will present his or her public health and aging issue within a specified time frame. Oral presentations should be succinct and to the point. Your presentation will be timed, and you will be held to the minutes allocated. The presentation will be followed by a timed question and answer period. Students are encouraged to use a variety of presentation methods.

Course Evaluation

The final evaluation in the course is based on each student's grades on Reading Reaction Memoranda, class discussion, debate presentation, and policy paper.

	<u>Point Allotment</u>
Reading Reaction Memoranda (8 @ 25 points each)	200
Final Presentation	75
Issue Paper	<u>100</u>
TOTAL	375

Thus, the following point accumulation determines your grade for the course:

A = 375-336; B = 335-300; C = 299-261; E= 260 and below

Invitation for Further Discussion

We welcome you to discuss your progress in the class with us at any time during the semester, and we encourage you to discuss any matters raised in lectures, assignments, or readings for which you would like further consideration or that may prove of interest to you or difficult for you. We are more than happy to read and critique a draft of your issue paper if you give it to us **a week in advance** of when you would like feedback.

Schedule Note

The course outline below is tentative in nature, and dependent on unforeseen circumstances, class discussion, and timely issues that may arise during the semester. Because we anticipate intellectual engagement and divergence of opinion, from time to time, we may need to carry over one or more of the readings/discussions from the previous week into the next class period.

SCHEDULE OF ASSIGNMENTS

<u>DATE</u>	<u>TOPIC</u>	<u>FACULTY</u>
August 24	Introduction, Requirements, Expectations, Current Issues Discussion of What Distinguishes “Public” Health	Teaster/Alexander
August 31**	The Intersection of Public Health and Aging	Teaster/Alexander
September 7**	Aging and Demography	Alexander <i>G. Rowles</i>
September 14	NO CLASS	
September 21**	The Successful Aging Paradigm	Teaster/Alexander
September 28**	Public Health and the Disabled Older Adult <i>(The Older Caregiver)</i>	Teaster/Alexander <i>Harold Kleinert</i> <i>Mike Smith</i>
October 5**	Public Health and Dementia	Teaster/Alexander <i>A. Carter and</i> <i>K. Botiggi</i>
October 12**	Quality of Life and End of Life <i>(Palliative Care)</i>	Teaster/Alexander <i>K. Mueggenberg</i>
October 19**	Racial and Ethnic Differences in Health in Late Life	Alexander
October 26	The Intersection of Aging and Injury Prevention <i>(Elder Abuse)</i>	Teaster <i>TBD</i>
November 2**	The Intersection of Aging and Injury Prevention <i>(Disaster Preparedness)</i> <i>(Older Farmers)</i>	Alexander <i>H. Stevens</i> <i>D. Reed</i>
November 9	Issues in Health Services Management <i>(Medicare Part D)</i>	Teaster <i>J. Costich</i>
November 16	Intersection of Aging, Public Health, and Epidemiology	Alexander/Teaster <i>TBD</i>
November 23	THANKSGIVING DAY <i>(No Class, of Course)</i>	
November 30	Intersection of Aging and Health Behavior <i>(HIV/AIDS—STDS)</i>	Alexander/Teaster <i>R. Crosby</i>
December 7	Class Presentation/Issue Paper	Teaster/Alexander
December 14	Towards a Future Nexus of Aging and Public Health <i>(Panel Discussion)/Conclusion</i>	Teaster/Alexander <i>TBD</i>

** Reading Reaction Memorandum Due.
(This outline is subject to adjustment as the semester progresses.)

Summary of Due Dates/Activities

August 31	Reading Reaction Memorandum #1
September 7	Reading Reaction Memorandum #2
September 21	Reading Reaction Memorandum #3
September 28	Reading Reaction Memorandum #4
October 5	Reading Reaction Memorandum #5
October 12	Reading Reaction Memorandum #6
October 19	Reading Reaction Memorandum #7
October 19	Scheduled Meeting with Teaster or Alexander on Issue Paper and Presentation
November 2	Reading Reaction Memorandum #8
December 7	Final Debate Presentation
December 7	Final Policy Paper

Opportunities to Learn More About Public Health and Aging

Fridays @ noon	Sanders-Brown Friday Brown Bag Series, First Floor Sanders-Brown Library
2nd Fridays	Public Health Grand Rounds
October 8	Alzheimer's Walk (Joint Project with Student Public Health Association and Sigma Phi Omega)
October 20	College of Public Health Research Day
Nov. 5 - 8	American Public Health Association Meeting, Boston, MA
Nov. 16 - 20	Meeting of the Gerontological Society of America

APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health Date 1/22/07

Department/Division offering course Gerontology

2. Proposed designation and Bulletin description of this course

a. Prefix and Number GRN 783 b. Title* Public Health and Aging

*NOTE: If the title is longer than 24 characters (including spaces), write
A sensible title (not exceeding 24 characters) for use on transcripts _____

c. Lecture/Discussion hours per week 3 d. Laboratory hours per week 0

e. Studio hours per week 0 f. Credits 3

g. Course description

Public Health and Aging is an elective course in the Graduate Center for Gerontology and Department of Health Behavior and is offered to students on the graduate level. The focus of the course is to help students identify a public health framework and a paradigm for addressing the issues of social, emotional, physical, and mental health in older adults, as well as a keen understanding and awareness of chronic disease prevention, mortality, and quality of life issues that are germane to aging in the United States.

h. Prerequisites (if any)

Graduate standing

i. May be repeated to a maximum of 0 (if applicable)

4. To be cross-listed as

Prefix and Number

Signature, Chairman, cross-listing department

5. Effective Date Spring 2007 (semester and year)

6. Course to be offered Fall Spring Summer

7. Will the course be offered each year? Yes No
(Explain if not annually)

The course has only been offered one time (fall 2006), but given faculty commitments to teach other courses and to provide balanced course offerings related to gerontology and pertinent to student need, teaching this course once every other year seems appropriate.

8. Why is this course needed?

Gerontology is a focus of public health and a department in the College of Public Health, but no course focuses on the intersection of public health and aging. Student demand was high when taught in the fall of 2006.

9. a. By whom will the course be taught? Pamela B. Teaster, Ph.D.

b. Are facilities for teaching the course now available? Yes No

If not, what plans have been made for providing them?

APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 8-12
-
11. Will this course serve students in the Department primarily? Yes No
Will it be of service to a significant number of students outside the Department? Yes No
If so, explain.
This course should be of interest to graduate students in a variety of units associated with public health, health services, and health sciences.
-
- Will the course serve as a University Studies Program course? Yes No
If yes, under what Area? _____
12. Check the category most applicable to this course
- traditional; offered in corresponding departments elsewhere;
 relatively new, now being widely established
 not yet to be found in many (or any) other universities
13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No
14. Is this course part of a proposed new program:
If yes, which? Yes No
-
15. Will adding this course change the degree requirements in one or more programs? *
If yes, explain the change(s) below Yes No
-
16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.
17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. Check here if 100-200.
18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.
19. Within the Department, who should be contacted for further information about the proposed course?
Name Pamela B. Teaster, Ph.D. Phone Extension 859.257.1450 x80196

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

20. Signatures to report approvals:

2-20-08
DATE of Approval by Department Faculty

GRAHAM D. ROWLES / Graham D Rowles
printed name Reported by Department Chair signature

2-20-08
DATE of Approval by College Faculty

Linda A. Alexander / Linda A Alexander
printed name Reported by College Dean signature
Assoc Dean for Academic Affairs

* DATE of Approval by Undergraduate Council

printed name Reported by Undergraduate Council Chair signature

* DATE of Approval by Graduate Council

printed name Reported by Graduate Council Chair signature

2/21/08
* DATE of Approval by Health Care Colleges Council (HCCC)

Heidi Anderson / Heidi Anderson
printed name Reported by Health Care Colleges Council Chair signature

* DATE of Approval by Senate Council

Reported by Office of the Senate Council

* DATE of Approval by University Senate

Reported by Office of the Senate Council

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)