

RECEIVED

NOV 15 2012

OFFICE OF THE SENATE COUNCIL

Courses	Request Tracking
---------	------------------

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Attachments:

Browse_

ID	Attachment
Delete 606	GRN 706 Health Promotion & Aging Combined_FINAL.pdf
Delete 689	GRN 706 Health Promotion & Aging Memo.docx

First 1 Last

Select saved project to retrieve...

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: PUBLIC HEALTH Today's Date: 11/19/2012
- b. * Department/Division: Public Health
- c.
 - * Contact Person Name: Faika Zanjani Email: f.zanjani@uky.edu Phone: 859-218-0195
 - * Responsible Faculty ID (if different from Contact): Faika Zanjani Email: f.zanjani@uky.edu Phone: 859-218-0195
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year 1
- e. Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number: GRN 706
- c. * Full Title: Health Promotion and Aging
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	45 <input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain:		
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No
- j. * Course Description for Bulletin:

In this class health promotion in old age will be examined. The theory behind health promotion programs and the status of existing health promotion program for older adults will be reviewed and discussed. Finally, the knowledge acquired in class will be used to develop and demonstrate an innovative health promotion program for older adults.
- k. Prerequisites, if any: graduate student standing
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address: _____

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: _____

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain: _____

6. * What enrolment (per section per semester) may reasonably be expected? | 10

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

Health Promotion is becoming a focus for any student pursuing health-related careers.

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program: _____

b. * Will this course be a new requirement for ANY program? Yes No

If YES, list affected programs: _____

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

The chair of the cross-listing department must sign off on the Signature Routing Log

In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery

In order to change a program, a program change form must also be submitted.

Rev 8/09

[Submit as New Proposal](#)

[Save Current Changes](#)

[Delete Form Data and Attachments](#)

APPLICATION FOR NEW COURSE

1. General Information.

- a. Submitted by the College of: College of Public Health Today's Date: 04/15/2011
- b. Department/Division: Gerontology
- c. Contact person name: Faika Zanjani Email: f.zanjani@uky.edu Phone: 218-0195
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: GRN 706
- b. Full Title: Health Promotion and Aging
- c. Transcript Title (if full title is more than 40 characters): _____
- d. To be Cross-Listed² with (Prefix and Number): _____

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

45 Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion	_____ Indep. Study
_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
_____ Seminar	_____ Studio	_____ Other – Please explain: _____		

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES NO
- If YES: Maximum number of credit hours: _____
- If YES: Will this course allow multiple registrations during the same semester? YES NO

i. Course Description for Bulletin: In this class health promotion in old age will be examined. The theory behind health promotion programs and the status of existing health promotion program for older adults will be reviewed and discussed. Finally, the knowledge acquired in class will be used to develop and demonstrate an innovative health promotion program for older adults.

- j. Prerequisites, if any: _____
- k. Will this course also be offered through Distance Learning? YES⁴ NO
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. Will this course be taught off campus? YES NO

4. Frequency of Course Offering.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

APPLICATION FOR NEW COURSE

- a. Course will be offered (check all that apply): Fall Spring Summer
- b. Will the course be offered every year? YES NO
If NO, explain: _____
5. Are facilities and personnel necessary for the proposed new course available? YES NO
If NO, explain: _____
6. What enrollment (per section per semester) may reasonably be expected? 10
7. Anticipated Student Demand.
- a. Will this course serve students primarily within the degree program? YES NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES NO
If YES, explain: Health Promotion is becoming a focus for any student pursuing health-related careers.
8. Check the category most applicable to this course:
- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities
9. Course Relationship to Program(s).
- a. Is this course part of a proposed new program? YES NO
If YES, name the proposed new program: _____
- b. Will this course be a new requirement⁵ for ANY program? YES NO
If YES⁵, list affected programs: _____
10. Information to be Placed on Syllabus.
- a. Is the course 400G or 500? YES NO
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)
- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

**UNIVERSITY OF KENTUCKY
COLLEGE OF PUBLIC HEALTH**

**Course Syllabus
GRN 706 Health Promotion and Aging
(LIVE)**

**Location: Charles T Wethington Building (CTW), 304E
Meeting Days: TBA
Meeting Times: TBA**

Contact information

Instructor: Faika Zanjani
900 S Limestone, 306b CTW
Lexington, KY 40536

Telephone: 859-218-0195

E-mail: f.zanjani@uky.edu

Office Hours: By appointment

Course description

An individual can change their health status even during the last years of life. However, a problem with the current status of our society is that it is difficult to find health promotion programs for older adults in the community. It is very important to understand that health promotion is important to all adults, including older adults. Most existing health promotion programs are geared toward younger adults. One of the goals on this seminar is to understand why is this the case and work toward improving and increasing health promotion programs for older adults.

In addition to the availability of health promotion programs, another aspect to consider is the mode of health promotion programs for older adults. Health promotion programs can exist everywhere, including but not limited to clinical, community, social, and home-based settings. Some of the strongest health promotion influences an older adult is exposed to during the last years of life are clinical messages. For instance, doctors, pharmacists, and nurses telling them what to do in hopes of health improvement. The problem with this situation is that clinical medicine health promotions programs may not be the most effective methodologies for improving health in old age. Instead, other factors such as history and habits could be stronger influencers of health. Knowing how other psychosocial factors affect health can be important because personal aspects, such as history and habits can be used to renew efforts for health promotion in older adults. Accordingly, this class is focused on how to develop and implement innovative health promotion programs for older adults – so that we can improve their health!'

In summary, in this class we will examine health promotion in old age. We will examine the theory behind health promotion programs. We will examine the status of existing health promotion program for older adults. And finally we will use our knowledge to develop an innovative health promotion program for older adults.

Course prerequisites

Admission to a graduate program at the University of Kentucky.

Course objectives

Upon completion of this course, the learner will:

- 1) Learn about Health Promotion and Aging Theory.
- 2) Learn about Health Promotion Programs for older adults.
- 3) Learn about how to evaluate Health Promotion Programs for older adults.
- 4) Develop a Health Promotion Program for older adults.
- 5) Present, Implement, and/or Evaluate a Health Promotion Program for older adults.

Methods to Achieve Aims:

- 1) Analyze selected scientific readings.
- 2) Class lectures on Clinical and Health Research Perspectives
- 3) Lead extended group discussions on Health Promotion and Aging.
- 4) Carry out a Health assessment.
- 5) Developing a Proposal in the area of Health Promotion and Aging.

College of Public Health objectives in Gerontology

This course meets the CPH objectives specific to the Gerontology Department in which it is being taught, by expanding on knowledge about methodologies to improve older adult health.

Specifically:

- Critically analyze issues related to the theoretical framework of aging.
- Utilize the salient theoretical and methodological approaches from appropriate disciplines in aging toward an integrated project on a single issue in gerontology.
- Understand health behavior as a part of the health, function, and human condition of elders and demonstrate as a part of a research emphasis.
- Analyze and interpret research results in gerontology to identify methodological shortcomings, formulate research hypotheses, and advance knowledge for understanding of issues related to older adults.
- Demonstrate proficiency in interdisciplinary thinking skills toward a focused program of research in aging and gerontological issues.
- Apply quantitative, qualitative, and experiential methods to address scholarly questions in gerontology at the level of proficiency.

Public Health Competencies for GRN 706

- Contribute to the public health profession through the practice of sound professional public health attitudes, values, concepts, and ethics.
- Recognize and facilitate diversity of thought, culture, gender, and ethnicity through transdisciplinary communication and collaboration.
- Participate in professional development, research, service, and educational activities that contribute to the knowledge base and service outreach of public health.
- Integrate and apply the cross-cutting knowledge and skills (competencies) within five core public health areas of knowledge: Biostatistics, Epidemiology, Environment Health Sciences, Health Services Administration, and Social and Behavioral Sciences.
- Demonstrate advanced knowledge and skills necessary for specialized roles within public health in at least one of the five course areas of concentration of public health.

Textbooks

Haber D. Health Promotion and Aging: Practical Applications for Health Professionals, 4th Edition. New York, NY: Springer Publishing Company; 2011.

Rowe JW, Kahn RL. Successful Aging. New York, NY: Random House Inc; 1998.

Bengston VL, Gans D, Putney NM, Silverstein M (eds). Handbook of Theories of Aging, 2nd Edition. New York, NY: Springer Publishing Company; 2009.

Additional Readings:

The seminar will entail a significant amount of reading. Copies of readings from sources other than required texts, comprising chapters and articles from a wide range of sources, will be made available to you to photocopy and print. A set of readings is provided in this syllabus for each topical area. Some of these sources are listed as **required** and some are **recommended**. Occasionally, we may add a particular reading that has come to our attention or has just been published that will further support your reading on a topic. Course participants will be expected to have read, at a minimum, the required readings *prior* to each seminar meeting. On occasion, you will be provided with a set of questions or tasks which may include issues to focus your thinking while you are reading, information/data to collect, or an assignment that will involve written reaction to the readings. These must be addressed prior to the seminar meeting.

Online Resources:

- 1) NIA <http://www.nia.nih.gov/>
- 2) CDC <http://www.cdc.gov/>
- 3) SAMHSA <http://www.samhsa.gov/>
- 4) NIH Forms and Applications <http://grants1.nih.gov/grants/forms.htm>

Class Format:

- 1) Assigned Readings
- 2) Discussion Papers
- 3) Class Participation/Interaction
- 4) Class Exercises
- 5) Class Leader Component

Course requirements and learner evaluation

Course grades will be based upon evaluation of the following activities:

1. Final Project Paper
2. Final Project Presentation
3. Weekly Response Papers
4. Exercises
5. Class Discussion Leader
6. Class Participation and Discussion

Student assessment of the course will be conducted online through University evaluation documents.

Preferred Method for Reaching Instructor: e-mail, office phone provided above.

Timeframe for Responding to Student Communications: Average response time of 48 hours M-F.

Blackboard and E-mail Communication

Blackboard and 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 elder mistreatment.

Evaluation of Performance

Grade determination will be based on:

1.	Final Project Paper	100 pts.
2.	Final Project Presentation	100 pts.
3.	Response Papers (4).....	100 pts.
4.	Class Discussion Leader.....	100 pts.
5.	Class participation and discussion (every week)	100 pts.
6.	Class Exercises (4).....	100 pts

TOTAL POINTS POSSIBLE 600 PTS.

Scale for assigning final grades:

540 - 600	= A
480 - 539	= B
420 - 479	= C
Less than 420	= E

or

100-90%	=A
89-80%	=B
79-70%	=C
69-0%	=E

***We reserve the right to decrease the number of points required to attain a particular grade. In order to receive a grade, completion of all assignments is required.

Final Intervention Project Paper: The “final” paper entails probing in considerable scholarly depth on a topic or issue relating to health promotion and aging that is of particular interest to each student. This topic should emerge from readings/discussions associated with weekly sessions and your own interests. The paper’s central purpose is to develop and propose a health promotion program for older adults, and critically assess the chosen concept/issue with particular regard to guiding theories and empirical literature. Students are expected to be concise in their writing. Consequently this paper should be no longer than 10 pages excluding references and illustrations. You should have your topic identified no later than **Week 9**, with a tentative title and rough outline. A prospectus of 5 pages must be turned in on **Week 12**. This prospectus should provide a brief summary of the specific topic being addressed along with coverage of the primary literature sources in support of the topic. Finally, this prospectus should include a tentative descriptive (i.e., written) outline of the paper. If you like you may submit a rough draft of the paper at this time; no rough drafts will be accepted after Week 12.

Core components: theory, statement of the problem, significance, innovation, empirical evidence, proposed methodology, expected outcomes, future introspection (e.g. personal perspective, interpretation, strengths/weaknesses, future directions).

Assignments must be submitted to the instructor in class, unless other arrangements are made.

Final Project Presentation: On **Week 15**, each student is expected to prepare and give a 30 minute oral presentation of their final paper/project. We will assume a professional format in these presentations; legible Powerpoint® slides should be prepared along with a summary hand-out that includes a bibliography. It would be **ideal** if during the presentation, the program can be demonstrated and implemented. This requirement will be fulfilled through a powerpoint presentation. The presentation should be approximately 30 minutes in duration. Assignments must be submitted to the instructor in class, unless other arrangements are made.

Response Papers: This task will require students to create a discussion question, based on the assigned readings for that week. Your task is to answer/respond to that discussion questions. Discussion question can entail, but are limited to, targeted critiques of reading materials, insightful progressions from the readings, or a response to a particular activity that is assigned. Responses are to be presented in the form of one page reports, single spaced, with .5inch margins. Assignments must be submitted to the instructor in class, unless other arrangements are made.

Class Discussion Leader: In the pursuit of reinforcing and respecting individual student interest, students will be required to simulate leading class discussion during a single class period. The class will be identified three weeks after the start of the semester (a.k.a. **Week 3**). As part the requirement, a teaching plan will be submitted 1-week prior to the scheduled class and any additional tasks/readings will be assigned minimally 1-week prior to the scheduled class. This requirement will be fulfilled through carrying out a powerpoint presentation in class. The presentation should be approximately 2 hours in duration. Assignments must be submitted to the instructor in class, unless other arrangements are made.

Class Exercises: Students will be required to complete specific tasks assigned throughout the semester and write-up 2-page reports, single spaced, with .5inch margins. Assignments must be submitted to the instructor in class, unless other arrangements are made.

Class participation and discussion: Students will be required to be present and actively participate in class discussion and activities, and interact with students and the instructor.

Invitation for Further Discussion

I invite you to discuss with me your progress in the class at any time during the semester, and I encourage you to discuss any matters raised in lectures, assignments, or readings for which you would like further consideration or that may prove difficult for you. I am more than happy to read and critique a draft of your major paper if you give it to me a week in advance of when you would like feedback.

Instructor expectations

1. I expect you to actively participate in every class session. The components are highly interrelated; missing a session will detract from the learning potential of subsequent sessions.
2. I expect you to be prepared for each session.
3. I expect you to actively participate in the discussions. This is not the type of class where you can “sit back and listen.”
4. I expect you to submit papers using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The Writing Laboratory is available to anyone who may need assistance. Grammar, syntax, and spelling will account for 10% of the grade for written work.
5. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
6. I expect you during the semester to interactively engage with the other students and the instructor.
7. I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.
8. Wikipedia *cannot* be used as a cited reference as noted by a co-founder of Wikipedia! You may use Wikipedia to identify appropriate source material. Remember Wikipedia is *not* peer reviewed!
9. I require that each learner will utilize the *APA Publication Manual* or *AMA* as a guide for writing papers for this course and the grading rubric will be based on its precepts.

Incompletes are not an option in this course for any reasons other than serious illness, death in the family or other exigencies judged by the instructors to be sufficiently serious to warrant this action.

Attendance and Late Papers

Students should participate fully in the online format of this course. Divergent opinions are welcome and expected. Ours is an academic learning environment and, as a result, developing the "life of the mind" demands the utmost respect of others and their views. If, for any reason, you cannot participate in a session, respect for the instructor and for fellow students dictates that you contact an instructor and as far in advance of the anticipated absence as possible.

Students will earn "0" participation points for any missed sessions, regardless of the reason for absence. All assignments should be submitted by the specified due date. Papers submitted late without instructor approval will receive half-credit during the first 24 hours past the due date, and no credit beyond 24 hours. Papers that have been approved for late submission will have one point deducted for every day the paper is late. No late papers will be accepted 7-days after original due date, unless with prior instructor approval.

Academic honesty

Academic honesty is highly valued at the University. You must always submit work that represents your original words or ideas. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable sources. Please see the University's policies concerning the consequences for plagiarism.

All students should be familiar with the concepts of academic ethics and honesty. The official University of Kentucky definitions and policies can be found at the web address <http://www.uky.edu/StudentAffairs/Code/>. In particular, note the following excerpt:

6.3.0 ACADEMIC OFFENSES AND PROCEDURES. Students shall not plagiarize, cheat, or falsify or misuse academic records. (US: 3/7/88; 3/20/89)

6.3.1 PLAGIARISM. 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 ideas, organization, wording or anything else from another source without appropriate acknowledgment 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.

6.3.2 CHEATING. Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of

aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. Any question of definition shall be referred to the University Appeals Board.

The Intellectual Forum

We encourage the open expression of thoughts and ideas, but we also appreciate that some students more easily express themselves than others. Please guard against any unintended tendencies to dominate discussion, and please assist us in ensuring that all seminar members have equitable opportunities to contribute. The ability to listen well is as important a communication skill as the ability to speak.

Diversity is central to the study of gerontology. Similarly, diversity among those studying gerontology should be appreciated. Please enter this seminar with an open mind and respect for the views and opinions of all seminar participants. All individuals have biases. We encourage you to actively work toward identifying your own, and strive to ensure that, through such recognition, you prevent them from becoming a barrier to intellectual growth.

You should feel free to talk with any instructor at any time, and about any ideas, questions, or concerns you may have. We want to ensure that you have the best possible experience this semester, and we ask that you allow us to help you in any way possible.

Seminar writing. All submitted writing should be typed and double-spaced. A legible 12 pt. serif font (e.g., Times Roman or Arial) should be used, and margins should be one (1) inch on all sides. Writing should be appropriately and fully referenced using APA or AMA style. Writing should be clear and concise and should strive toward constant improvement of writing skills. Papers must be submitted to the instructor via email or blackboard.

Accommodations

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director, at 859-257-2754 or jkarnes@email.uky.edu.

If you are a person with a disability and/or feel that there is anything we need to know that might improve your learning environment in this class, please contact us by telephone or in person, and we will endeavor to make appropriate accommodation to your needs.

Inclement weather

The University of Kentucky has a detailed policy for decisions to close in inclement weather. The snow policy is described in detail at <http://www.uky.edu/MicroLabs/documents/p-weather.pdf> or you can call (859) 257-5684.

Appropriate Online Behavior:

Students are expected to maintain decorum that includes respect for other students and the instructor, to regularly log in to the course, and to display an attitude that seeks to take full advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in class activities.

Virtual communication and discussion "in cyberspace" occur in a social environment where normal rules of social interaction apply. The remoteness of the recipients is no excuse to behave in an anti-social manner and post unacceptable messages.

Unacceptable messages include those that harass, intimidate, threaten, belittle, ridicule, expressed hatred for or aggression toward others. Let us be mindful to avoid words that imply that some groups of people are less worthy than others (e.g., avoid racist, sexist, anti-Semitic, age-ist, and homophobic language).

Discussion board and other electronic communication for this course should relate only to the course subject matter, generally respond to the instructor threads, and always seek to further the aims of that particular discussion forum or chat session (e.g., stay on topic).

Contributions to discussion boards and synchronous chat are the intellectual property of the authors. Students who quote another person in class projects, publications or even in remarks made on the discussion board should always acknowledge the source of that quote (e.g., do not plagiarize your classmates).

Personal comments about other users and their views should not be placed in any of our Blackboard course areas that are viewable by other users.

Do not copy private messages to another person without the author's explicit permission.

Consult the UK Student Rights and Responsibilities regarding the steps for addressing unresolved academic issues at <http://www.uky.edu/StudentAffairs/Code/part2.html>

Course schedule and topics

Schedule

SECTION I: SETTING THE STAGE

Week 1

1st day of class!

Introduction

Required Reading

Suggested Focus Topics:

What is Health Promotion and Aging?
Public Health Perspectives of Health Promotion and Aging
Health Promotion and Aging Interview/Survey

Assigned Readings:

Chapter 1 (Haber) 2011: Introduction
Chapter 14 (Haber) 2011: Public Health
Chapter 15 (Haber) 2011: Glimpse into the Future

Week 2

Health Promotion and Aging Perspective

Suggested Focus Topics:

Introduction to Health Promotion
Introduction Health Behaviors

Assigned Readings:

Chapter 4 (Haber) 2011: Health Behavior Change
Chapter 9 (Haber) 2011: Health Education Topics
Chapter 8 (Birren & Schaie, 5th edition): Health Risk Behaviors and Aging
Chapter 5 (Birren & Schaie, 6th edition): Health, Behavior, and Optimal Aging: A Lifespan Developmental Perspective

Assignment Due: Response Paper 1

Week 3

Theories on Health Promotion/Health Behaviors: Aging Perspective

Suggested Focus Topics:

Health Behavior Theories
Sociemotional Selectivity Theory
Life Course Theory

Assigned Readings:

Chapter 4 (Haber) 2011: Health Behavior Change
Chapter 7 (Ryff & Singer): Understanding Health Aging: Key Concepts and Their Integration

Royak-Schaler R, Maloney PM. The process of health behavior change: individual factors and planning models. In J.D. Sinnott (Ed.) Interdisciplinary handbook of adult lifespan learning (325-336) Westport, CT, Greenwood Press: 1994.

Carstensen LL, Fredrickson BL. Influence of HIV status and age on cognitive representations of others. *Health Psychol.* 1998;17(6):494-503.

Recommended:

Chapter 21 (Ryff & Singer): Theorizing the Life Course: New Twists in the Path

Class Discussion Leader Signup

Week 4

Intervention Settings

Suggested Focus Topics:

Clinical Research Opportunities

Community Research Opportunities

Interpersonal/social Research Opportunities

Chapter 3 (Haber) 2011: Clinical Preventive Services

Chapter 10 (Haber) 2011: Social Support

Chapter 12 (Haber) 2011: Community Health

Assignment Due: Exercise 1: Please visit local senior center (if closest senior center is more than 20 miles away then call). At the senior center learn about all the different programming and opportunities available for older adults. Pay attention to strengths and weaknesses in programming (e.g. seasonal, timing, transportation). Also pay attention to the clientele, for example how many, their characteristics, what they are doing???

Week 5

Successful Aging

Suggested Focus Topics:

Health Behaviors

Rowe JW, Kahn RL. *Successful Aging*. New York, NY: Random House Inc; 1998.

Week 6

Successful Aging (continued)

Suggested Focus Topics:

Health Behaviors

Rowe JW, Kahn RL. *Successful Aging*. New York, NY: Random House Inc; 1998.

Rowe, J.W. & Kahn, R.L. (1997). Successful aging. *The Gerontologist* 37:4, 433-440.

Scheidt, R.J., Humphreys, D.R. & Yorgason, J.B. (1999). Successful aging: What's not to like? *Journal of Applied Gerontology* 18:3, 277-282.

Assignment Due: Response Paper 2

SECTION II: INDIVIDUAL DOMAIN APPLICATIONS

Week 7

Alcohol

Suggested Focus Topics:

Categories of Alcohol Consumption
Abuse/Dependence
Epidemiological Rates
Methods for altering Alcohol Behavior - Treatment
Standard drinks

Assigned Readings:

Dufour, Archer, Gordis. Alcohol and the elderly. *Clinic in Geriatric Medicine* 1992; 8(1): 127-141.

Ferreira MA, Weems S (2008). Alcohol consumption by aging adults in the United States: Health benefits and detriments. *Journal of Diet Association*; 108: 1668-1676.

Fink A, Elliott MN, Tsai M, Beck JC. An evaluation of an intervention to assist primary care physicians in screening and educating older patients who use alcohol. *J Am Geriatric Soc.* 2005 Nov;53(11):1937-43.

Fleming MF, Manwell LB, Barry KL, Adams W, Stauffacher EA. Brief physician advice for alcohol problems in older adults: a randomized community-based trial. *J Fam Pract.* 1999 May;48(5):378-84.

Recommended:

Adams WL, Yuan Z, Barboriak JJ, Rimm AA.. Alcohol-related hospitalizations of elderly people. *JAMA.* 1993 ;270(10):1222-5.

Blow FC, Brockmann LM, Barry KL. Role of alcohol in late-life suicide. *Alcohol Clin Exp Res.* 2004; 28(5 Suppl): 48S-56S.

Zanjani F, Mavandadi S, TenHave T, Katz I, Durai NB, Krahn D, Llorente M, Kirchner J, Olsen E, Van Stone W, Cooley S, Oslin DW. Longitudinal course of substance treatment benefits in older male veteran at-risk drinkers. *J Gerontol A Biol Sci Med Sci.* 2008 Jan;63(1):98-106.

Week 8

Nutrition

Suggested Focus Topics:

Food Consumption
Food Preparation
Aging and Taste
Nutritional Supplements
Malnutrition
Caloric Restriction

Assigned Readings:

Chapter 6 (Haber) 2011: Nutrition

Dwyer J. Starting down the right path: nutrition connections with chronic diseases of later life. Am J Clin Nutr. 2006 Feb;83(2):415S-420S.

Niedert KC; American Dietetic Association. Position of the American Dietetic Association: Liberalization of the diet prescription improves quality of life for older adults in long-term care. J Am Diet Assoc. 2005 Dec;105(12):1955-65.

Robare JF, Carole Milas N, Bayles CM, Williams K, Newman AB, Lovalekar MT, Boudreau R, McTigue K, Albert SM, Kuller LH. The Key to Life Nutrition Program: results from a community-based dietary sodium reduction trial. Public Health Nutr. 2009 Sep 28:1-9.

Recommended:

Cruzen C, Colman RJ. Effects of caloric restriction on cardiovascular aging in non-human primates and humans. Clin Geriatr Med. 2009 Nov;25(4):733-43, ix-x.

Rahm DH, Labovitz JM. Perioperative nutrition and the use of nutritional supplements. Clin Podiatr Med Surg. 2007 Apr;24(2):245-59.

Assignment Due: Exercise 2: Contact local meals on wheels or a nursing home dietary director. Talk to them about how their menus are created. Inquire about the challenges in changing menu options. Also discuss about the potential of implementing nutrition-based interventions.

Week 9

Medical Utilization

Suggested Focus Topics:

Preventive Care Utilization

Health Care Interactions

Health Care Expenses

Assigned Readings:

Chapter 2 (Haber) 2011: Health Educators: Collaboration and Communication

Chapter 3 (Haber) 2011: Clinical Preventive Services

Alkema GE, Wilber KH, Shannon GR, Allen D. Reduced mortality: the unexpected impact of a telephone-based care management intervention for older adults in managed care. Health Serv Res. 2007 Aug;42(4):1632-50.

Fenton JJ, Levine MD, Mahoney LD, Heagerty PJ, Wagner EH. Bringing geriatricians to the front lines: evaluation of a quality improvement intervention in primary care. J Am Board Fam Med. 2006 Jul-Aug;19(4):331-9.

Recommended:

Martini EM, Garrett N, Lindquist T, Isham GJ. The boomers are coming: a total cost of care model of the impact of population aging on health care costs in the United States by Major Practice Category. Health Serv Res. 2007 Feb;42(1 Pt 1):201-18.

Sylvia ML, Griswold M, Dunbar L, Boyd CM, Park M, Boulton C. Guided care: cost and utilization outcomes in a pilot study. Dis Manag. 2008 Feb;11(1):29-36.

Assignment Due: Paper/Topic Outline

Week 10

Tobacco

Suggested Focus Topics:

Types of Nicotine Consumption
Lifetime Smoking Rates
Consequences of Smoking
Smoking treatment

Assigned Readings:

Abdullah AS, Simon JL. Health promotion in older adults: evidence-based smoking cessation programs for use in primary care settings. *Geriatrics*. 2006 Mar;61(3):30-4.

Abdullah AS, Lam TH, Chan SK, Leung GM, Chi I, Ho WW, Chan SS. Effectiveness of a mobile smoking cessation service in reaching elderly smokers and predictors of quitting. *BMC Geriatr*. 2008 Oct 6;8:25.

Arday DR, Lapin P, Chin J, Preston JA. Smoking patterns among seniors and the medicare stop smoking program. *J Am Geriatr Soc*. 2002 Oct;50(10):1689-97.

Cataldo JK. Clinical implications of smoking and aging: breaking through the barriers. *J Gerontol Nurs*. 2007 Aug;33(8):32-41.

Nicita-Mauro V, Lo Balbo C, Mento A, Nicita-Mauro C, Maltese G, Basile G. Smoking, aging and the centenarians. *Exp Gerontol*. 2008 Feb;43(2):95-101.

Recommended:

Andrews JO, Heath J, Graham-Garcia J. Management of tobacco dependence in older adults: using evidence-based strategies. *J Gerontol Nurs*. 2004 Dec;30(12):13-24.

Husten CG, Shelton DM, Chrismon JH, Lin YC, Mowery P, Powell FA. Cigarette smoking and smoking cessation among older adults: United States, 1965-94. *Tob Control*. 1997 Autumn;6(3):175-80.

Joyce GF, Niaura R, Maglione M, Mongoven J, Larson-Rotter C, Coan J, Lapin P, Morton S. The effectiveness of covering smoking cessation services for medicare beneficiaries. *Health Serv Res*. 2008 Dec;43(6):2106-23.

Assignment Due: Exercise 3: Find out if the Cooper-Clayton Smoking cessation program works for older adults.

Week 11

Complementary and Alternative Medicine

Suggested Focus Topics:

Introduce the National Center for Complimentary and Alternative Medicine (NCCAM)
Discuss who uses CAM and cohort differences
Give reasons for and barriers to the choice of CAM, including age effects
Present safety issues regarding CAM, particularly for older adults
Discuss how CAM works in conjunction with routine health care and practices
Present pertinent CAM research for older adults

Discuss ramifications of CAM usage for future health behaviors studies and research

Assigned Readings:

Chapter 8 (Haber) 2011: Complementary and Alternative Medicine

AARP. (2007). Complementary and Alternative Medicine: What People 50 and Older are Using and Discussing with Their Physicians. Available at: http://assets.aarp.org/rgcenter/health/cam_2007.pdf

Ness, J., Cirillo, D.J., Weir, D.R., Nisly, N.L., & Wallace, R.B. (2005). Use of complementary medicine in older Americans: Results from the health and retirement study. *The Gerontologist*, 45, 516-524.

Willison, K.D. & Andrews, G.J. (2004). Complementary medicine and older people: Past research and future directions. *Complementary Therapies in Nursing & Midwifery*, 10, 80-91.

Assignment Due: Response Paper 3

Week 12

Obesity

Suggested Focus Topics:

Obesity defined
Obesity rates
Obesity paradox

Assigned Readings:

Chapter 7 (Haber) 2011: Weight Management

Childers DK, Allison DB. The 'obesity paradox': a parsimonious explanation for relations among obesity, mortality rate and aging? *Int J Obes (Lond)*. 2011 May 4. [Epub ahead of print]

Ferrucci L, Studenski SA, Alley DE, Barbagallo M, Harris TB. Obesity in aging and art. *J Gerontol A Biol Sci Med Sci*. 2011;65(1):53-6.

Wang YC, Colditz GA, Kuntz KM. Forecasting the obesity epidemic in the aging U.S. population. *Obesity (Silver Spring)*. 2007 Nov;15(11):2855-65.

Recommended:

Cherniack EP. Potential applications for alternative medicine to treat obesity in an aging population. *Altern Med Rev*. 2008;13(1):34-42.

Assignment Due: Paper Prospectus

Week 13

Medication Usage

Suggested Focus Topics:

Epidemiology of medication use in older adults (what and how much is being used by this population)
Adherence/compliance
OTC drug use

Polypharmacy
Cost of medication.

Assigned Readings:

Barry PJ, Gallagher P, Ryan C. Inappropriate prescribing in geriatric patients. *Curr Psychiatry Rep.* 2008 Feb;10(1):37-43.

Brymer C, Rusnell I. Reducing substance dependence in elderly people: the side effects program. *Can J Clin Pharmacol.* 2000;7(3):161-6.

Chrischilles EA, Foley DJ, Wallace RB, Lemke JH, Semla TP, Hanlon JT, Glynn RJ, Ostfeld AM, Guralnik JM. Use of medications by persons 65 and over: data from the established populations for epidemiologic studies of the elderly. *J Gerontol.* 1992 Sep;47(5):M137-44.

Monane, M., Monane, S., & Semla, T. (1997). Optimal medication use in elders: Key to successful aging. *Western Journal of Medicine*, 167, 233-237.

Hayes, T.L., Larimer, N., Adami, A., & Kaye, J.A. (2009). Medication adherence in healthy elders: Small cognitive changes make a big difference. *Journal of Aging and Health*, 21, 567-580.

Assignment Due: Response Paper 4

Week 14

Exercise

Suggested Focus Topics:

What is the recommended exercise levels?

Provide exercise guidelines.

Sedentary Behavior.

Epi Rates

Exercise Interventions

Demonstration – Exercise for older adults

Guest Speakers: Exercise Instructor vs. Brock (lab-based), Tina's Dissertation

Assigned Readings:

Chapter 5 (Haber) 2011: Exercise

Sharpe PA, Connell CM (1992). Exercise belief and behaviors among older employees: A health promotion trial. *Gerontologist*; 32: 444-449.

Vita AJ, Terry RB, Hubert HB, Fries JF (1998). Aging, health risks, and cumulative disability. *New England Journal of Medicine*; 338: 1035-1041.

Wichi RB, De Angelis K, Jones L, Irigoyen MC. A brief review of chronic exercise intervention to prevent autonomic nervous system changes during the aging process. *Clinics (Sao Paulo)*. 2009;64(3):253-8.

Assignment Due: Exercise 4: Please visit local YMCA. Ask if they have any older adult programming. If they do have old adult programming, obtain details and request a tour if available. If they do no have any older adult programming ask why, and try to get an understanding if there is willingness to start older adult programming

Week 15
LAST DAY OF CLASS

Presentations

Assignment Due: Presentations

Week 16

FINAL EXAM/END of SEMESTER

Final Papers Due

Assignment Due: Final Paper

Summary of Assignments and Due Dates

EXPERIENCE/ASSIGNMENTS

DUE DATE

Class Participation

Every Week

Class Discussion Leader

TBA

Response Paper #1

Week 2

Response Paper #2

Week 6

Response Paper #3

Week 11

Response Paper #4

Week 13

Exercise #1

Week 4

Exercise #2

Week 8

Exercise #3

Week 10

Exercise #4

Week 14

Paper Topic/Outline

Week 9

Paper Prospectus

Week 12

Paper Presentations

Week 15

Final Paper

Week 16

(This outline is subject to adjustment as the semester progresses.)

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges, Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal education process in which the majority of instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: GRN 706	Date: 3/5/2012
Instructor Name: Faika Zanjani	Instructor email: f.zanjani@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
	Hybrid <input type="checkbox"/>

Curriculum and Instruction

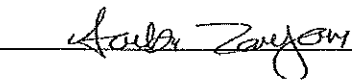
1.	How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Students will participate in this course via Blackboard. Students will have the opportunity to interact with fellow students and faculty via Blackboard. The syllabus conforms to University guidelines.
2.	How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Students in this distance learning course will be provided with lectures and discussion threads in note and powerpoint format on Blackboard. Each class session will require assigned readings, participation in discussion boards, and presentation of important issues and events. Students are required to engage thoughtfully in discussion threads, write reading reaction memoranda, write a final paper, and prepare a final powerpoint presentation. Students will also be provided with the opportunity to interact with the instructor and other students through Adobe Connect Pro.
3.	How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites, academic offense policy, etc. Students will access Blackboard with the UK login and password. All assignments will be submitted to the professor via email or Blackboard. Student papers will be graded by the instructor and returned to students via email. Grades for interactive discussion will be provided by the instructor to each student. Also syllabus addresses the academic offenses policy and other course policies.
4.	Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? NO If yes, what percentage and which program(s)? <small>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</small>

Abbreviations: TAC – Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

Distance Learning Form

5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>Students taking this course will have the opportunity to access this class online through UK Computer Labs located throughout the campus or via their home or work computer (as allowed). Students are required to have computer and internet access in order to take this class.</p> <p>Students taking this course have the same opportunities that traditional classroom students have with regard to financial aid, counseling, and other student services provided by the university.</p> <p>For example, students will have access to library services, such as online availability of articles, email, blackboard, and available software, such as Adobe Connect. In addition, students will have ease of access to instructor via email and blackboard.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>There will be weekly assignments that will be graded and used to assess student progress.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Computer labs are available to students throughout campus. Students are required to have a computer and internet access in order to take this class.</p>
<i>Student Services</i>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>Technical assistance may be resolved by contacting CELT or the IT Customer Service at the contact information provided on the syllabus. Also, students may notify the professor via email, telephone, or text message regarding any issues that he or she may be experiencing if a deadline is pending.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using the technology.</p>

Distance Learning Form

10.	<p>Does the syllabus contain all the required components below? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Instructor's virtual office hours, if any.</p> <p>The technological requirements for the course.</p> <p>Contact information for: TASC http://www.uky.edu/TASC/index.php Information Technology Customer Service Center http://www.uky.edu/UKIT/</p> <p>Procedure for resolving technical complaints.</p> <p>Preferred method for reaching instructor (email, phone, text message).</p> <p>Maximum timeframe for responding to student communications.</p> <p>Language pertaining to academic accommodations:</p> <p style="padding-left: 20px;">If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director, at 859-257-2754 or jkarnes@email.uky.edu.</p> <p>Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)</p> <ul style="list-style-type: none"> • Carla Cantagallo, DL Library • Local phone: 859-257-0500 ext 2171; Long distance phone: 800-828-0439, option #6 • Email: dllservice@email.uky.edu • DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?web_id=253&llib_id=16
11.	<p>As the instructor of record, I have read and understood all of the university-level statements regarding Distance Learning.</p> <p>Instructor Name: Faika Zanjani</p> <p style="text-align: right;">Instructor Signature: <u></u></p>

**UNIVERSITY OF KENTUCKY
COLLEGE OF PUBLIC HEALTH**

**Course Syllabus
GRN 706 Health Promotion and Aging
(Distance Learning)
3 credit hours**

Contact information

Instructor: *Faika Zanjani*
900 S Limestone, 306b CTW
Lexington, KY 40536

Telephone: *859-218-0195*

E-mail: *f.zanjani@uky.edu*

Virtual Office Hours: *Adobe Connect on Fridays, 1:00 – 2:00 p.m.; others are by appointment*

Course description

An individual can change their health status even during the last years of life. However, a problem with the current status of our society is that it is difficult to find health promotion programs for older adults in the community. It is very important to understand that health promotion is important to all adults, including older adults. Most existing health promotion programs are geared toward younger adults. One of the goals on this seminar is to understand why is this the case and work toward improving and increasing health promotion programs for older adults.

In addition to the availability of health promotion programs, another aspect to consider is the mode of health promotion programs for older adults. Health promotion programs can exist everywhere, including but not limited to clinical, community, social, and home-based settings. Some of the strongest health promotion influences an older adult is exposed to during the last years of life are clinical messages. For instance, doctors, pharmacists, and nurses telling them what to do in hopes of health improvement. The problem with this situation is that clinical medicine health promotions programs may not be the most effective methodologies for improving health in old age. Instead, other factors such as history and habits could be stronger influencers of health. Knowing how other psychosocial factors affect health can be important because personal aspects, such as history and habits can be used to renew efforts for health promotion in older adults. Accordingly, this class is focused on how to develop and implement innovative health promotion programs for older adults – so that we can improve their health!!!

In summary, in this class we will examine health promotion in old age. We will examine the theory behind health promotion programs. We will examine the status of existing health promotion program for older adults. And finally we will use our knowledge to develop an innovative health promotion program for older adults.

Course prerequisites

Admission to a graduate program at the University of Kentucky.

Course objectives

- 1) Learn about Health Promotion and Aging Theory.
- 2) Learn about Health Promotion Programs for older adults.
- 3) Learn about how to evaluate Health Promotion Programs for older adults.
- 4) Develop a Health Promotion Program for older adults.
- 5) Present, Implement, and/or Evaluate a Health Promotion Program for older adults.

Methods to Achieve Aims:

- 1) Analyze selected scientific readings.
- 2) Class lectures on Clinical and Health Research Perspectives
- 3) Lead extended group discussions on Health Promotion and Aging.
- 4) Carry out a Health assessment.
- 5) Developing a Proposal in the area of Health Promotion and Aging.

College of Public Health objectives in Gerontology

This course meets the CPH objectives specific to the Gerontology Department in which it is being taught, by expanding on knowledge about methodologies to improve older adult health.

Specifically:

- Critically analyze issues related to the theoretical framework of aging.
- Utilize the salient theoretical and methodological approaches from appropriate disciplines in aging toward an integrated project on a single issue in gerontology.
- Understand health behavior as a part of the health, function, and human condition of elders and demonstrate as a part of a research emphasis.
- Analyze and interpret research results in gerontology to identify methodological shortcomings, formulate research hypotheses, and advance knowledge for understanding of issues related to older adults.
- Demonstrate proficiency in interdisciplinary thinking skills toward a focused program of research in aging and gerontological issues.
- Apply quantitative, qualitative, and experiential methods to address scholarly questions in gerontology at the level of proficiency.

Public Health Competencies for GRN 706

- Contribute to the public health profession through the practice of sound professional public health attitudes, values, concepts, and ethics.
- Recognize and facilitate diversity of thought, culture, gender, and ethnicity through transdisciplinary communication and collaboration.
- Participate in professional development, research, service, and educational activities that contribute to the knowledge base and service outreach of public health.
- Integrate and apply the cross-cutting knowledge and skills (competencies) within five core public health areas of knowledge: Biostatistics, Epidemiology, Environment Health Sciences, Health Services Administration, and Social and Behavioral Sciences.
- Demonstrate advanced knowledge and skills necessary for specialized roles within public health in at least one of the five course areas of concentration of public health.

Student Learning Outcomes:

Upon completion of this course, the learner will:

- 1) Understand Health Promotion and Aging Theory.
- 2) Being knowledgeable about Health Promotion Programs for older adults.
- 3) Be able to evaluate Health Promotion Programs for older adults.

- 4) Be able to develop a Health Promotion Program for older adults.

Textbooks

Haber D. Health Promotion and Aging: Practical Applications for Health Professionals, 4th Edition. New York, NY: Springer Publishing Company; 2011.

Rowe JW, Kahn RL. Successful Aging. New York, NY: Random House Inc; 1998.

Bengston VL, Gans D, Putney NM, Silverstein M (eds). Handbook of Theories of Aging, 2nd Edition. New York, NY: Springer Publishing Company; 2009.

Additional Readings:

The seminar will entail a significant amount of reading. Copies of readings from sources other than required texts, comprising chapters and articles from a wide range of sources, will be made available to you to photocopy and print. A set of readings is provided in this syllabus for each topical area. Some of these sources are listed as **required** and some are **recommended**. Occasionally, we may add a particular reading that has come to our attention or has just been published that will further support your reading on a topic. Course participants will be expected to have read, at a minimum, the required readings *prior* to each seminar meeting. On occasion, you will be provided with a set of questions or tasks which may include issues to focus your thinking while you are reading, information/data to collect, or an assignment that will involve written reaction to the readings. These must be addressed prior to the seminar meeting.

Online Resources:

- 1) NIA <http://www.nia.nih.gov/>
- 2) CDC <http://www.cdc.gov/>
- 3) SAMHSA <http://www.samhsa.gov/>
- 4) NIH Forms and Applications <http://grants1.nih.gov/grants/forms.htm>

Class Format:

- 1) Assigned Readings
- 2) Discussion Papers
- 3) Class Participation/Interaction
- 4) Class Exercises
- 5) Class Leader Component

Course requirements and learner evaluation

Course grades will be based upon evaluation of the following activities:

1. Final Project Paper
2. Final Project Presentation
3. Weekly Response Papers
4. Exercises
5. Class Discussion Leader
6. Class Participation and Discussion

Student assessment of the course will be conducted online through University evaluation documents.

Technical Requirements for the Course:

Minimum Technology Requirements:

Complete the following steps to make sure your computer is correctly configured and the necessary software is installed. **Note: You will not be able to access course material if you fail to complete these steps.**

1. Go to this site to check the **minimum hardware, software and browser requirements**:<http://wiki.uky.edu/blackboard/Wiki%20Pages/Bb9%20Hardware%20and%20Software%20Requirements.aspx>
2. Internet Explorer is NOT recommended for Blackboard. **Firefox is the recommended Internet browser for the course.** Go to <https://download.uky.edu/> to download a free version of Firefox. Log in with your **LINK BLUE** id and password and search for **Firefox**.
3. Go to <http://java.com> and click on the **Free Java Download** button. Run the installer to get the latest version.
4. You will also need **Flash, Adobe Acrobat Reader and QuickTime** movie player. Go to <http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Check.aspx> then click **BbGO!** If you do not have these installed, you can download them from this site.
5. To download **Windows Media Player**, click this link:
<http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>
6. Students and faculty can download **Microsoft Office Suite** (including Word and PowerPoint) from this site: <https://download.uky.edu/>.
7. Run this link to check your computer for Adobe Connect readiness:
http://ukconnect.acrobat.com/common/help/en/support/meeting_test.htm

If you experience technical difficulties contact:

UKIT Customer Service Center at 859-218-HELP (4357), <http://www.uky.edu/UKIT/> or by e-mail at helpdesk@uky.edu.

Teaching and Academic Support Center (TASC) <http://www.uky.edu/TASC/index.php>

Please also inform the course instructor when you are having technical difficulties.

Bb 101 for First-Time Online Students

This is a brief introduction for students using Blackboard for the first time.

- Go to <http://elearning.uky.edu> and log in with your **Link Blue ID**.
- Click on the Courses link near the top left of the page (to the right of My Bb and under the Library tab).
- In the Course Search line, type **Bb9-101** (exactly as you see it there, including the hyphen).
- Find the Course ID (first column) **Bb9-101-OnLine-Stu**, and click the down arrow next to the Course ID. Click **Enroll** then **Submit**.

Distance Learning Library Services

(<http://www.uky.edu/Libraries/DLLS>)

- Carla Cantagallo, DL Librarian, Email: dlservice@email.uky.edu
- Local phone number: 859. 257.0500, ext. 2171;
- DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?web_id=253&lib_id=16

Preferred Method for Reaching Instructor: e-mail, office phone provided above.

Timeframe for Responding to Student Communications: Average response time of 48 hours M-F.

Blackboard and E-mail Communication

Blackboard and 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 elder mistreatment.

Evaluation of Performance

Grade determination will be based on:

1.	Final Project Paper	100 pts.
2.	Final Project Presentation	100 pts.
3.	Response Papers (4).....	100 pts.
4.	Class Discussion Leader.....	100 pts.
5.	Class participation and discussion (every week)	100 pts.
6.	Class Exercises (4).....	100 pts.
TOTAL POINTS POSSIBLE		600 PTS.

Scale for assigning final grades:

540 - 600	= A
480 - 539	= B
420 - 479	= C
Less than 420	= E

or

100-90%	=A
89-80%	=B
79-70%	=C
69-0%	=E

***We reserve the right to decrease the number of points required to attain a particular grade. In order to receive a grade, completion of all assignments is required.

Final Intervention Project Paper: The "final" paper entails probing in considerable scholarly depth on a topic or issue relating to health promotion and aging that is of particular interest to each student. This topic should emerge from readings/discussions associated with weekly sessions and your own interests. The paper's central purpose is to develop and propose a health promotion program for older adults, and critically assess the chosen concept/issue with particular regard to guiding theories and empirical literature. Students are expected to be concise in their writing. Consequently this paper should be no longer than 10 pages excluding references and illustrations. You should have your topic identified no later than **Week 9**, with a tentative title and rough outline. A prospectus of 5 pages must be turned in on **Week 12**. This prospectus should provide a brief summary of the specific topic being addressed along with coverage of the primary literature sources in support of the topic. Finally, this prospectus should include a tentative descriptive (i.e., written) outline of the paper. If you like you may submit a rough draft of the paper at this time; no rough drafts will be accepted after **Week 12**.

Core components: theory, statement of the problem, significance, innovation, empirical evidence, proposed methodology, expected outcomes, future introspection (e.g. personal perspective, interpretation, strengths/weaknesses, future directions).

Assignments must be submitted to the instructor via blackboard.

Final paper is in place of a final exam and will be due during finals week.

Final Project Presentation: On **Week 15**, each student is expected to prepare to give a 30 minutes oral presentation of their final paper/project. We will assume a professional format in these presentations; legible Powerpoint® slides should be prepared along with a summary hand-out that includes a bibliography. It would be **ideal** if during the presentation, the program can be demonstrated and implemented. This requirement will be fulfilled through the submission of a powerpoint presentation with detailed dialogue to simulate presentation. The presentation should be approximately 30 minutes in duration. Assignments must be submitted via blackboard by 5pm Wednesday of the assigned week.

Final presentation is in place of a final exam and state will be due the same day/time as assignments have been due throughout the semester.

Response Papers: This task will require students to create a discussion question, based on the assigned readings for that week. Your task is to answer/respond to that discussion questions. Discussion question can entail, but are not limited to, targeted critiques of reading materials, insightful progressions from the readings, or a response to a particular activity that is assigned. Responses are to be presented in the form of one page reports, single spaced, with .5inch margins. Assignments must be submitted via blackboard by 5pm Wednesday of the assigned week.

Class Discussion Leader: In the pursuit of reinforcing and respecting individual student interest, students will be required to simulate leading class discussion during a single class period. The class will be identified three weeks after the start of the semester (a.k.a. **Week 3**). As part the requirement, a teaching plan will be emailed to the instructor 1-week prior to the scheduled class and any additional tasks/readings will be assigned minimally 1-week prior to the scheduled class. This requirement will be fulfilled through a Blackboard submission of a powerpoint presentation with detailed dialogue to simulate presentation. The presentation should be approximately 2 hours in duration. In lieu of the instructor posting questions and discussion, student class discussion leader will be posting and responding to class questions/discussions for the assigned week via Blackboard. PowerPoint and posts must be submitted via blackboard by 5pm Wednesday of the assigned week by the designated Class Discussion Leader. Response to student reactions must be completed by Sunday 11:59pm of the assigned week.

Class Exercises: Students will be required to complete specific tasks assigned throughout the semester and write-up 2-page reports, single spaced, with .5inch margins. Assignments must be submitted via email or blackboard. Assignments must be submitted to the instructor via blackboard by 5pm Wednesday of the assigned week.

Class participation and discussion: Students will be required to submit 1-page summaries of all assigned readings and to actively participate in class discussion and activities via Blackboard. We will have discussion threads every week, and your response will be graded on your 1) posted summaries by 5pm Wednesday of the assigned week, 2) answers to instructor's posted questions/discussions by 11:59pm Fridays of the assigned week, and 3) interaction with other students on their assignments by 11:59pm Fridays of the assigned week, all showing evidence that you have read and integrated present and past class material. Students will need to post responses to at least two questions and two discussions posted by the instructor. Additionally each student will need to post reactions to at least one other student assignment (that another student has not already responded to) and respond to received peer feedback. All student responses to post should be concisely detailed and supported with justification to receive full credit.

Summary of Assignments		
Assignment	Expectations	Due Date
Final Project Paper	Develop and propose a health promotion program for older adults (10 pages length).	Week 9—Topic Due Week 12—Prospectus Due Week 16 (finals week)
Final Project Presentation	Presentation of final paper/project (30 minute duration).	Week 15
Response Papers	Create a discussion question and answer/respond to the question (1 page length).	Week 2, 6, 11, 13
Class Discussion Leader	Lead class discussion during a single class period. Submit powerpoint/posts (approximately 2 hours in duration) and respond to student inquiries	TBD
Class Exercise	Complete specified exercise for the designated week and complete 2-	Week 4, 8, 10, 14

	page report of experience.	
Class Participation and Discussion	Summaries of all assigned readings (1-page for each reading). Response to instructor posts (2) and discussion questions (2). Interaction with other students.	Every week

ALL ASSIGNMENTS ARE POSTED ON BLACKBOARD WEEKLY DISCUSSION BOARDS FOR PEER FEEDBACK
ALL ASSIGNMENTS ARE DUE BY 5PM WEDNESDAYS DURING THE ASSIGNED WEEK
STUDENTS HAVE UNTIL 11:59 FRIDAYS TO POST RESPONSES AND REACTIONS TO POSTS ON BLACKBOARD DURING THE ASSIGNED WEEK

Invitation for Further Discussion

I invite you to discuss with me your progress in the class at any time during the semester, and I encourage you to discuss any matters raised in lectures, assignments, or readings for which you would like further consideration or that may prove difficult for you. I am more than happy to read and critique a draft of your major paper if you give it to me a week in advance of when you would like feedback.

Instructor expectations

1. I expect you to actively participate in every class session. The components are highly interrelated; missing a session will detract from the learning potential of subsequent sessions.
2. I expect you to be prepared for each session.
3. I expect you to actively participate in the discussions. This is not the type of class where you can “sit back and listen.”
4. I expect you to submit papers using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The Writing Laboratory is available to anyone who may need assistance. Grammar, syntax, and spelling will account for 10% of the grade for written work.
5. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
6. I expect you during the semester to interactively engage with the other students and the instructor.
7. I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.
8. Wikipedia *cannot* be used as a cited reference as noted by a co-founder of Wikipedia! You may use Wikipedia to identify appropriate source material. Remember Wikipedia is *not* peer reviewed!
9. I require that each learner will utilize the *APA Publication Manual* or *AMA* as a guide for writing papers for this course and the grading rubric will be based on its precepts.

Incompletes are not an option in this course for any reasons other than serious illness, death in the family or other exigencies judged by the instructors to be sufficiently serious to warrant this action.

Attendance and Late Papers.

Students should participate fully in the online format of this course. Divergent opinions are welcome and expected. Ours is an academic learning environment and, as a result, developing the “life of the mind” demands the utmost respect of others and their views. If, for any reason, you cannot participate in a session, respect for the instructor and for fellow students dictates that you contact an instructor and as far in advance of the anticipated absence as possible.

Students will earn “0” participation points for any missed sessions, regardless of the reason for absence, with the opportunity to make up missed points additional assignments detailed by instructor at time of occurrence. All

assignments should be submitted by the specified due date. Papers submitted late without instructor approval will receive half-credit during the first 24 hours past the due date, and no credit beyond 24 hours. Papers that have been approved for late submission will have one point deducted for every day the paper is late. No late papers will be accepted 7-days after original due date, unless with prior instructor approval.

Excused absences policy

Excused absences and verifications for this course will conform to the course policies established by the Office of Academic Ombud Services as found at www.uky.edu/Ombud/policies.php

Religious Observances

Students will be given the opportunity to make up work (typically, exams or assignments) when students notify their instructor that religious observances prevent the student from completing assignments according to deadlines stated in this syllabus. Students must notify the course instructor **at least two weeks prior to such an absence** and propose how to make up the missed academic work.

Academic honesty

Academic honesty is highly valued at the University. You must always submit work that represents your original words or ideas. **All assignments are expected to be done individually, representing your own ideas; group work/collaborations are not acceptable.** If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable sources. Please see the University's policies concerning the consequences for plagiarism.

All students should be familiar with the concepts of academic ethics and honesty. The official University of Kentucky definitions and policies can be found at the web address <http://www.uky.edu/StudentAffairs/Code/>. In particular, note the following excerpt:

6.3.0 ACADEMIC OFFENSES AND PROCEDURES. Students shall not plagiarize, cheat, or falsify or misuse academic records. (US: 3/7/88; 3/20/89)

6.3.1 PLAGIARISM. 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 ideas, organization, wording or anything else from another source without appropriate acknowledgment 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.

6.3.2 *CHEATING*. Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. Any question of definition shall be referred to the University Appeals Board.

The Intellectual Forum

We encourage the open expression of thoughts and ideas, but we also appreciate that some students more easily express themselves in than others. Please guard against any unintended tendencies to dominate discussion, and please assist us in ensuring that all seminar members have equitable opportunities to contribute. The ability to listen well is as important a communication skill as the ability to speak.

Diversity is central to the study of gerontology. Similarly, diversity among those studying gerontology should be appreciated. Please enter this seminar with an open mind and respect for the views and opinions of all seminar participants. All individuals have biases. We encourage you to actively work toward identifying your own, and strive to ensure that, through such recognition, you prevent them from becoming a barrier to intellectual growth.

You should feel free to talk with any instructor at any time, and about any ideas, questions, or concerns you may have. We want to ensure that you have the best possible experience this semester, and we ask that you allow us to help you in any way possible.

Seminar writing. All submitted writing should be typed and double-spaced. A legible 12 pt. serif font (e.g., Times Roman or Arial) should be used, and margins should be one (1) inch on all sides. Writing should be appropriately and fully referenced using APA or AMA style. Writing should be clear and concise and should strive toward constant improvement of writing skills. Papers must be submitted to the instructor via email or blackboard.

Accommodations

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director, at 859-257-2754 or jkarnes@email.uky.edu.

If you are a person with a disability and/or feel that there is anything we need to know that might improve your learning environment in this class, please contact us by telephone or in person, and we will endeavor to make appropriate accommodation to your needs.

Inclement weather

The University of Kentucky has a detailed policy for decisions to close in inclement weather. The snow policy is described in detail at <http://www.uky.edu/MicroLabs/documents/p-weather.pdf> or you can call (859) 257-5684.

Appropriate Online Behavior:

Students are expected to maintain decorum that includes respect for other students and the instructor, to regularly log in to the course, and to display an attitude that seeks to take full advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in class activities.

Virtual communication and discussion "in cyberspace" occur in a social environment where normal rules of social interaction apply. The remoteness of the recipients is no excuse to behave in an anti-social manner and post unacceptable messages.

Unacceptable messages include those that harass, intimidate, threaten, belittle, ridicule, expressed hatred for, or aggression toward others. Let us be mindful to avoid words that imply that some groups of people are less worthy than others (e.g., avoid racist, sexist, anti-Semitic, age-ist, and homophobic language).

Discussion board and other electronic communication for this course should relate only to the course subject matter, generally respond to the instructor threads, and always seek to further the aims of that particular discussion forum or chat session (e.g., stay on topic).

Contributions to discussion boards and synchronous chat are the intellectual property of the authors. Students who quote another person in class projects, publications or even in remarks made on the discussion board should always acknowledge the source of that quote (e.g., do not plagiarize your classmates).

Personal comments about other users and their views should not be placed in any of our Blackboard course areas that are viewable by other users.

Also see <http://online.uwc.edu/technology/onletiquette.asp> for on-line discussion posting etiquette.

Do not copy private messages to another person without the author's explicit permission.

Consult the UK Student Rights and Responsibilities regarding the steps for addressing unresolved academic issues at <http://www.uky.edu/StudentAffairs/Code/part2.html>

Course schedule and topics

Schedule

SECTION I: SETTING THE STAGE

Week 1

1st day of class!

Introduction

Required Reading

Suggested Focus Topics:

What is Health Promotion and Aging?

Public Health Perspectives of Health Promotion and Aging

Health Promotion and Aging Interview/Survey

Assigned Readings:

Chapter 1 (Haber) 2011: Introduction

Chapter 14 (Haber) 2011: Public Health

Chapter 15 (Haber) 2011: Glimpse into the Future

Week 2

Health Promotion and Aging Perspective

Suggested Focus Topics:

Introduction to Health Promotion

Introduction Health Behaviors

Assigned Readings:

Chapter 4 (Haber) 2011: Health Behavior Change

Chapter 9 (Haber) 2011: Health Education Topics

Chapter 8 (Birren & Schaie, 5th edition): Health Risk Behaviors and Aging

Chapter 5 (Birren & Schaie, 6th edition): Health, Behavior, and Optimal Aging: A Lifespan Developmental Perspective

Assignment Due: Response Paper 1

Week 3

Theories on Health Promotion/Health Behaviors: Aging Perspective

Suggested Focus Topics:

Health Behavior Theories

Sociemotional Selectivity Theory

Life Course Theory

Assigned Readings:

Chapter 4 (Haber) 2011: Health Behavior Change

Chapter 7 (Ryff & Singer): Understanding Health Aging: Key Concepts and Their Integration

Royak-Schaler R, Maloney PM. The process of health behavior change: individual factors and planning models. In J.D. Sinnott (Ed.) Interdisciplinary handbook of adult lifespan learning (325-336) Westport, CT, Greenwood Press: 1994.

Carstensen LL, Fredrickson BL. Influence of HIV status and age on cognitive representations of others. *Health Psychol.* 1998;17(6):494-503.

Recommended:

Chapter 21 (Ryff & Singer): Theorizing the Life Course: New Twists in the Path

Class Discussion Leader Signup

Week 4

Intervention Settings

Suggested Focus Topics:

Clinical Research Opportunities
Community Research Opportunities
Interpersonal/social Research Opportunities

Chapter 3 (Haber) 2011: Clinical Preventive Services
Chapter 10 (Haber) 2011: Social Support
Chapter 12 (Haber) 2011: Community Health

Assignment Due: Exercise 1: Please visit local senior center (if closest senior center is more than 20 miles away then call). At the senior center learn about all the different programming and opportunities available for older adults. Pay attention to strengths and weaknesses in programming (e.g. seasonal, timing, transportation). Also pay attention to the clientele, for example how many, their characteristics, what they are doing???

Week 5

Successful Aging

Suggested Focus Topics:

Health Behaviors

Rowe JW, Kahn RL. *Successful Aging*. New York, NY: Random House Inc; 1998.

Week 6

Successful Aging (continued)

Suggested Focus Topics:

Health Behaviors

Rowe JW, Kahn RL. *Successful Aging*. New York, NY: Random House Inc; 1998.

Rowe, J.W. & Kahn, R.L. (1997). Successful aging. *The Gerontologist* 37:4, 433-440.

Scheidt, R.J., Humphreys, D.R. & Yorgason, J.B. (1999). Successful aging: What's not to like? *Journal of Applied Gerontology* 18:3, 277-282.

Assignment Due: Response Paper 2

SECTION II: INDIVIDUAL DOMAIN APPLICATIONS

Week 7

Alcohol

Suggested Focus Topics:

Categories of Alcohol Consumption
Abuse/Dependence
Epidemiological Rates
Methods for altering Alcohol Behavior - Treatment
Standard drinks

Assigned Readings:

Dufour, Archer, Gordis. Alcohol and the elderly. *Clinic in Geriatric Medicine* 1992; 8(1): 127-141.

Ferreira MA, Weems S (2008). Alcohol consumption by aging adults in the United States: Health benefits and detriments. *Journal of Diet Association*; 108: 1668-1676.

Fink A, Elliott MN, Tsai M, Beck JC. An evaluation of an intervention to assist primary care physicians in screening and educating older patients who use alcohol. *J Am Geriatric Soc.* 2005 Nov;53(11):1937-43.

Fleming MF, Manwell LB, Barry KL, Adams W, Stauffacher EA. Brief physician advice for alcohol problems in older adults: a randomized community-based trial. *J Fam Pract.* 1999 May;48(5):378-84.

Recommended:

Adams WL, Yuan Z, Barboriak JJ, Rimm AA.. Alcohol-related hospitalizations of elderly people. *JAMA.* 1993 ;270(10):1222-5.

Blow FC, Brockmann LM, Barry KL. Role of alcohol in late-life suicide. *Alcohol Clin Exp Res.* 2004; 28(5 Suppl): 48S-56S.

Zanjani F, Mavandadi S, TenHave T, Katz I, Durai NB, Krahn D, Llorente M, Kirchner J, Olsen E, Van Stone W, Cooley S, Oslin DW. Longitudinal course of substance treatment benefits in older male veteran at-risk drinkers. *J Gerontol A Biol Sci Med Sci.* 2008 Jan;63(1):98-106.

Week 8

Nutrition

Suggested Focus Topics:

Food Consumption
Food Preparation
Aging and Taste
Nutritional Supplements
Malnutrition
Caloric Restriction

Assigned Readings:

Chapter 6 (Haber) 2011: Nutrition

Dwyer J. Starting down the right path: nutrition connections with chronic diseases of later life. *Am J Clin Nutr.* 2006 Feb;83(2):415S-420S.

Niedert KC; American Dietetic Association. Position of the American Dietetic Association: Liberalization of the diet prescription improves quality of life for older adults in long-term care. *J Am Diet Assoc.* 2005 Dec;105(12):1955-65.

Robare JF, Carole Milas N, Bayles CM, Williams K, Newman AB, Lovalekar MT, Boudreau R, McTigue K, Albert SM, Kuller LH. The Key to Life Nutrition Program: results from a community-based dietary sodium reduction trial. *Public Health Nutr.* 2009 Sep 28:1-9.

Recommended:

Cruzen C, Colman RJ. Effects of caloric restriction on cardiovascular aging in non-human primates and humans. *Clin Geriatr Med.* 2009 Nov;25(4):733-43, ix-x.

Rahm DH, Labovitz JM. Perioperative nutrition and the use of nutritional supplements. *Clin Podiatr Med Surg.* 2007 Apr;24(2):245-59.

Assignment Due: Exercise 2: Contact local meals on wheels or a nursing home dietary director. Talk to them about how their menus are created. Inquire about the challenges in changing menu options. Also discuss about the potential of implementing nutrition-based interventions.

Week 9

Medical Utilization

Suggested Focus Topics:

Preventive Care Utilization
Health Care Interactions
Health Care Expenses

Assigned Readings:

Chapter 2 (Haber) 2011: Health Educators: Collaboration and Communication
Chapter 3 (Haber) 2011: Clinical Preventive Services

Alkema GE, Wilber KH, Shannon GR, Allen D. Reduced mortality: the unexpected impact of a telephone-based care management intervention for older adults in managed care. *Health Serv Res.* 2007 Aug;42(4):1632-50.

Fenton JJ, Levine MD, Mahoney LD, Heagerty PJ, Wagner EH. Bringing geriatricians to the front lines: evaluation of a quality improvement intervention in primary care. *J Am Board Fam Med.* 2006 Jul-Aug;19(4):331-9.

Recommended:

Martini EM, Garrett N, Lindquist T, Isham GJ. The boomers are coming: a total cost of care model of the impact of population aging on health care costs in the United States by Major Practice Category. *Health Serv Res.* 2007 Feb;42(1 Pt 1):201-18.

Sylvia ML, Griswold M, Dunbar L, Boyd CM, Park M, Boulton C. Guided care: cost and utilization outcomes in a pilot study. *Dis Manag.* 2008 Feb;11(1):29-36.

Assignment Due: Paper/Topic Outline

Week 10

Tobacco

Suggested Focus Topics:

Types of Nicotine Consumption
Lifetime Smoking Rates
Consequences of Smoking
Smoking treatment

Assigned Readings:

Abdullah AS, Simon JL. Health promotion in older adults: evidence-based smoking cessation programs for use in primary care settings. *Geriatrics*. 2006 Mar;61(3):30-4.

Abdullah AS, Lam TH, Chan SK, Leung GM, Chi I, Ho WW, Chan SS. Effectiveness of a mobile smoking cessation service in reaching elderly smokers and predictors of quitting. *BMC Geriatr*. 2008 Oct 6;8:25.

Arday DR, Lapin P, Chin J, Preston JA. Smoking patterns among seniors and the medicare stop smoking program. *J Am Geriatr Soc*. 2002 Oct;50(10):1689-97.

Cataldo JK. Clinical implications of smoking and aging: breaking through the barriers. *J Gerontol Nurs*. 2007 Aug;33(8):32-41.

Nicita-Mauro V, Lo Balbo C, Mento A, Nicita-Mauro C, Maltese G, Basile G. Smoking, aging and the centenarians. *Exp Gerontol*. 2008 Feb;43(2):95-101.

Recommended:

Andrews JO, Heath J, Graham-Garcia J. Management of tobacco dependence in older adults: using evidence-based strategies. *J Gerontol Nurs*. 2004 Dec;30(12):13-24.

Husten CG, Shelton DM, Chrismon JH, Lin YC, Mowery P, Powell FA. Cigarette smoking and smoking cessation among older adults: United States, 1965-94. *Tob Control*. 1997 Autumn;6(3):175-80.

Joyce GF, Niaura R, Maglione M, Mongoven J, Larson-Rotter C, Coan J, Lapin P, Morton S. The effectiveness of covering smoking cessation services for medicare beneficiaries. *Health Serv Res*. 2008 Dec;43(6):2106-23.

Assignment Due: Exercise 3: Find out if the Cooper-Clayton Smoking cessation program works for older adults.

Week 11

Complementary and Alternative Medicine

Suggested Focus Topics:

Introduce the National Center for Complimentary and Alternative Medicine (NCCAM)
Discuss who uses CAM and cohort differences
Give reasons for and barriers to the choice of CAM, including age effects
Present safety issues regarding CAM, particularly for older adults
Discuss how CAM works in conjunction with routine health care and practices

Present pertinent CAM research for older adults

Discuss ramifications of CAM usage for future health behaviors studies and research

Assigned Readings:

Chapter 8 (Haber) 2011: Complementary and Alternative Medicine

AARP. (2007). Complementary and Alternative Medicine: What People 50 and Older are Using and Discussing with Their Physicians. Available at: http://assets.aarp.org/rgcenter/health/cam_2007.pdf

Ness, J., Cirillo, D.J., Weir, D.R., Nisly, N.L., & Wallace, R.B. (2005). Use of complementary medicine in older Americans: Results from the health and retirement study. *The Gerontologist*, 45, 516-524.

Willison, K.D. & Andrews, G.J. (2004). Complementary medicine and older people: Past research and future directions. *Complementary Therapies in Nursing & Midwifery*, 10, 80-91.

Assignment Due: Response Paper 3

Week 12

Obesity

Suggested Focus Topics:

Obesity defined

Obesity rates

Obesity paradox

Assigned Readings:

Chapter 7 (Haber) 2011: Weight Management

Childers DK, Allison DB. The 'obesity paradox': a parsimonious explanation for relations among obesity, mortality rate and aging? *Int J Obes (Lond)*. 2011 May 4. [Epub ahead of print]

Ferrucci L, Studenski SA, Alley DE, Barbagallo M, Harris TB. Obesity in aging and art. *J Gerontol A Biol Sci Med Sci*. 2011;65(1):53-6.

Wang YC, Colditz GA, Kuntz KM. Forecasting the obesity epidemic in the aging U.S. population. *Obesity (Silver Spring)*. 2007 Nov;15(11):2855-65.

Recommended:

Cherniack EP. Potential applications for alternative medicine to treat obesity in an aging population. *Altern Med Rev*. 2008;13(1):34-42.

Assignment Due: Paper Prospectus

Week 13

Medication Usage

Suggested Focus Topics:

Epidemiology of medication use in older adults (what and how much is being used by this population)

Adherence/compliance

OTC drug use
Polypharmacy
Cost of medication.

Assigned Readings:

Barry PJ, Gallagher P, Ryan C. Inappropriate prescribing in geriatric patients. *Curr Psychiatry Rep.* 2008 Feb;10(1):37-43.

Brymer C, Rusnell I. Reducing substance dependence in elderly people: the side effects program. *Can J Clin Pharmacol.* 2000;7(3):161-6.

Chrischilles EA, Foley DJ, Wallace RB, Lemke JH, Semla TP, Hanlon JT, Glynn RJ, Ostfeld AM, Guralnik JM. Use of medications by persons 65 and over: data from the established populations for epidemiologic studies of the elderly. *J Gerontol.* 1992 Sep;47(5):M137-44.

Monane, M., Monane, S., & Semla, T. (1997). Optimal medication use in elders: Key to successful aging. *Western Journal of Medicine,* 167, 233-237.

Hayes, T.L., Larimer, N., Adami, A., & Kaye, J.A. (2009). Medication adherence in healthy elders: Small cognitive changes make a big difference. *Journal of Aging and Health,* 21, 567-580.

Assignment Due: Response Paper 4

Week 14

Exercise

Suggested Focus Topics:

What is the recommended exercise levels?

Provide exercise guidelines.

Sedentary Behavior.

Epi Rates

Exercise Interventions

Demonstration – Exercise for older adults

Guest Speakers: Exercise Instructor vs. Brock (lab-based), Tina's Dissertation

Assigned Readings:

Chapter 5 (Haber) 2011: Exercise

Sharpe PA, Connell CM (1992). Exercise belief and behaviors among older employees: A health promotion trial. *Gerontologist;* 32: 444-449.

Vita AJ, Terry RB, Hubert HB, Fries JF (1998). Aging, health risks, and cumulative disability. *New England Journal of Medicine;* 338: 1035-1041.

Wichi RB, De Angelis K, Jones L, Irigoyen MC. A brief review of chronic exercise intervention to prevent autonomic nervous system changes during the aging process. *Clinics (Sao Paulo).* 2009;64(3):253-8.

Assignment Due: Exercise 4: Please visit local YMCA. Ask if they have any older adult programming. If they do have old adult programming, obtain details and request a tour if available. If they do not have any older adult programming ask why, and try to get an understanding if there is willingness to start older adult programming

Week 15
LAST DAY OF CLASS

Presentations

Assignment Due: Presentations

Week 16

FINAL EXAM/END of SEMESTER

Final Papers Due

Assignment Due: Final Paper

Summary of Assignments and Due Dates

EXPERIENCE/ASSIGNMENTS	DUE DATE
Class Participation	Every Week
Class Discussion Leader	TBD
Response Paper #1	Week 2
Response Paper #2	Week 6
Response Paper #3	Week 11
Response Paper #4	Week 13
Exercise #1	Week 4
Exercise #2	Week 8
Exercise #3	Week 10
Exercise #4	Week 14
Paper Topic/Outline	Week 9
Paper Prospectus	Week 12
Final Project Presentation	Week 15
Final Project Paper	Week 16

(This outline is subject to adjustment as the semester progresses.)



MEMORANDUM

TO: Health Care Colleges Council

FROM: William G. Pfeifle, EdD
Associate Dean for Academic Affairs

SUBJECT: New Course Proposal – GRN 706 Health Promotion & Aging

DATE: September 24, 2012

The Department of Gerontology has submitted a new course proposal for GRN 706 Health Promotion & Aging. It is also being proposed for Distance Learning delivery.

This course change proposal has been reviewed and approved by the Academic Affairs Committee and the Faculty Council, according to our college's established bylaws.

Further information about this course can be obtained by contacting the course director, Dr. Faika Zanjani, via phone at 218-0195 or via email at fzanj2@email.uky.edu.

eCATS (Curricular Proposal) - myUK - University of Kentucky - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://eCATS (Curricular Proposal) - myUK ...

Hi Janie Sign Off

Launch Pad Employee Self-Service Enterprise Services myUK

Workflow Process Request

eCATS (Curricular Proposal) Back Forward

Detailed Navigation

- Workflow Items
- eCATS (Curricular Proposal)
- OSPA eAF Form
- Financial Disclosure

Related Links

- Browse by Competency

Courses Request Tracking

eCATS Request Tracking

No Filter
 Filter By College Name
 Filter By CourseID
 Filter By Date Range

FromDate: ToDate: 11/19/2012

Course/ Prog ID	Display Form	Course/ Program	Request Type	College	Date
<input checked="" type="radio"/> GRN 689	Display Form	Course	New	PUBLIC HEALTH	9/5/2012 12:00:00 PM
<input checked="" type="radio"/> GRN 706	Display Form	Course	New	PUBLIC HEALTH	9/19/2012 12:00:00 PM

Details of Course/Program ID (GRN 706)

WORKFLOW ID	Workflow Status	Date	Time
000010837117	Received by College	2012-09-13	11:23 AM
000010837119	Approved by College	2012-09-24	09:24 AM
000010497668	Received by HCCC	2012-09-24	09:24 AM
000010597670	Approved by HCCC	2012-10-17	09:13 AM
000011072673	Received by GC	2012-10-17	09:13 AM
000011072675	Approved by GC	2012-11-15	15:16 PM

