About this Course

Welcome! So we are all getting older. What should we be thinking about? What is coming? What future considerations should we be preparing for now? Wait, what about our parents or close friends, what should we be telling or knowing about their lives to help prevent or prepare them for the future or now?

These are many ideas that we seek to answer in this course. This course may be a real eye opener to view aging as a normal process that we help increase the quality of life of.

We will explore the aging process and our focus is on wellness. We will approach this exploring what happens physically, socially and psychologically. Topical coverage includes wellness practices related to lifestyle, medical management, sexuality, and care strategies (physical activity, nutrition, mental health, senior centers), among other topics, used to enhance the aging experience.

Learning Objectives

1. Increase knowledge on normal aging phenomena and experiences, including common diseases and functional problems, effects of aging on body systems, and mental health and aging.
2. To describe the components of the health care system relevant to older persons, including medication use, long-term care institutions, and health care policies.
3. Apply knowledge and skills in the basic concepts that are relevant to living with, working with, and communicating to older persons.
4. To recognize lifestyle practices that promote health and prevent disease and/or disability and to distinguish aspects of normal aging from disease.
5. To recognize the risk factors, symptoms, and treatment of common chronic medical conditions associated with aging.
Benefits of physical activity for older adults

Overall, strong evidence demonstrates that compared to less active men and women, older adults who are physically active:

- have lower rates of all-cause mortality, coronary heart disease, high blood pressure, stroke, type 2 diabetes, colon cancer and breast cancer, a higher level of cardiorespiratory and muscular fitness, healthier body mass and composition;

- have a biomarker profile that is more favorable for the prevention of cardiovascular disease, type 2 diabetes and the enhancement of bone health; and

- exhibit higher levels of functional health, a lower risk of falling, and better cognitive function; have reduced risk of moderate and severe functional limitations and role limitations.

Class Organization

This is a face to face class and it is your responsibility to learn the material and show up. You will need to collect another student’s notes if you are absent and ask them about the activities.

I will sometimes give unannounced quizzes. If you are late, you will not be able to take the quiz. You should really be on time.

I will be giving a break in the middle of class.

You will find the lectures, rubrics, assignments, and grades on OAKS.

You will need to gain an understanding of online collaboration tools quickly so as to limit any problems with meeting outside of class. I can help you learn these resources as well as other students. Check OAKS for some tutorial links.

Please silence and stow your cell phones. Do not check them during class. Laptop computers are allowed for notetaking but be nice to your classmates and do not distract them.

I try to give fast feedback on grading your assignments. Make sure to check the feedback tab after you receive your grade for a more thorough explanation on your grade.

How to ask questions

I will of course be available to answer your questions in class, but I will also be creating a Discussion Board in OAKS where you can ask general questions. Other students may have the same questions, so please check there for those discussions or the FAQ section that will be on the site under Discussions.

There will also be an OAKS student lounge area for questions about anything course related (find study partners, share technology used for presentations, etc.) I will chime in too!

Any questions that you have that are particular to yourself can be handled through email, phone, or office hours. Please feel free to ask.

I will try to answer online questions within 48 hours excluding weekends. Please ask any questions regarding assignments or exams prior to 5 pm of that day or it may be hard to get ahold of me.

Late Policy & Attendance

Attendance:

This class only meets once a week so you only have 1 absence allowed after which 5% of your grade is deducted for each additional absence. Three tardies equal 1 absence.

Excused absences do not count towards the 1. (doctor’s, conference trip, presenting, interview, CofC athletics, death in family as per CofC policy)

Late Policy:

Not showing up for an exam is an automatic 0 for the grade if unexcused. Please make preparations ahead of time to take a test if you will be out. I reserve the right to give a makeup exam (note: I may give a different exam).

For assignments, each 24 hours late reduces the grade by 10%.
Grading and Assignments

Grades Summary

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150</td>
</tr>
<tr>
<td>Individual Healthy Aging PSA</td>
<td>75</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Class Quizzes/Activities*</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
</tr>
</tbody>
</table>

*lowest quiz is dropped if evaluation % met

Description of Assignments

Exams (2) (100+150 points)
Exams will be structured by units and cover the material outlined in the syllabus and OAKS. Each exam will be cumulative in nature as the class progresses. You will be notified at least one week in advance if there is a change in an exam date.

Individual Public Service Announcement (PSA) (75 points)
Part of the point in this class it to communicate what you learn in several formats. This assignment focuses on the written communication medium where you will create an educational poster/flyer on a topic in class in which you will be assigned. This is an individual assignment. Instructions and a rubric will be provided on OAKS

Class Presentation (100)
Now for another communication medium: a presentation. You are a part of a Health education team. I will form groups for you to later cover a topic in class from chapters 12-14. I will provide each group a topic and additional resources to complete the assignment. This assignment starts after the midterm and you will have some in-class time to get started. Instructions and a rubric will be provided on OAKS

Submitting assignments: Please use WORD for documents and EXCEL for spreadsheets, and POWERPOINT for presentations. If you have a different format please convert to a PDF. I can’t comment on PDF and can’t open .pages files. All submissions will have a Dropbox folder on OAKS

Evaluation Scale:
Course grades will be determined on the basis of overall points earned.

- 92% to 100% = A
- 90% to 91.9% = A-
- 88% to 89.9% = B+
- 82% to 87.9% = B
- 78% to 79.9% = B-
- 72% to 77.9% = C+
- 70% to 72.9% = C
- 68% to 69.9% = C-
- 62% to 67.9% = D+
- 60% to 62.9% = D
- <59.9% = F

Class Quizzes/Class Activities (75 points)
Pop Quizzes are usually given during the beginning of class and could be 1 to several questions and turned in for a grade. There may also be HW to be completed at home individually as an OAKS quiz. These will help you prepare for the Exams. Class Activities performed in class can also be turned in for a pop quiz grade, so be ready and complete all activities the best you can.

TIP!

Wondering what your grade is so far: Check OAKS under Grades and it will be there

FIGURE 1 Changes in the age distribution of people 65 and older in the U.S. population over the last century and projected through 2050. Source: U.S. Census Bureau, Decennial Census, Population Estimates and projections.
## Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Day</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Unit 1</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>26-Aug</td>
<td>Wed</td>
<td>Course overview</td>
<td>Syllabus</td>
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<tr>
<td></td>
<td>26-Aug</td>
<td>Wed</td>
<td>70 is the new 30.</td>
<td>Intro &amp; Chapter 1</td>
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<tr>
<td>2</td>
<td>2-Sep</td>
<td>Wed</td>
<td>Factors in Longevity</td>
<td>Chapter 2</td>
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<tr>
<td></td>
<td>2-Sep</td>
<td>Wed</td>
<td>Physiological Changes in aging: Pass the Botox Please</td>
<td>Chapter 3</td>
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<tr>
<td>3</td>
<td>9-Sep</td>
<td>Wed</td>
<td>Chronic illnesses: the big hitters</td>
<td>Chapter 4</td>
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<td>4</td>
<td>16-Sep</td>
<td>Wed</td>
<td>Other Chronic Diseases: Medical Mayhem</td>
<td>Chapter 5</td>
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<td>16-Sep</td>
<td>Wed</td>
<td>Acute conditions effecting survival</td>
<td>Chapter 6</td>
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<td>5</td>
<td>23-Sep</td>
<td>Wed</td>
<td>Psychiatric and mental conditions</td>
<td>Chapter 7</td>
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<td>6</td>
<td>30-Sep</td>
<td>Wed</td>
<td>Medications by the cupful</td>
<td>Chapter 8</td>
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<td>7</td>
<td>7-Oct</td>
<td>Wed</td>
<td><strong>Midterm Exam</strong></td>
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<td></td>
<td></td>
<td></td>
<td><strong>Unit 2</strong></td>
<td></td>
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<td>8</td>
<td>14-Oct</td>
<td>Wed</td>
<td>Flipping the classroom: Class Workshop</td>
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<td>9</td>
<td>21-Oct</td>
<td>Wed</td>
<td>Physical Activity and Exercise in older adults</td>
<td>Chapter 9</td>
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<td>10</td>
<td>28-Oct</td>
<td>Wed</td>
<td>Physical Activity and Exercise and nutrition</td>
<td>Chapter 9 &amp; 10</td>
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<td>11</td>
<td>4-Nov</td>
<td>Wed</td>
<td>Prevention of Health Concerns and QOL</td>
<td>Chapter 11</td>
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<tr>
<td>12</td>
<td>11-Nov</td>
<td>Wed</td>
<td>Class Presentations (selected topics chp 12-14)</td>
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<td>13</td>
<td>18-Nov</td>
<td>Wed</td>
<td>Class Presentations (selected topics chp 12-14)</td>
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<td>14</td>
<td>25-Nov</td>
<td>Wed</td>
<td><strong>No Class Thanksgiving Break</strong></td>
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<td>15</td>
<td>2-Dec</td>
<td>Wed</td>
<td>What happens at the end of life, getting ready</td>
<td>Chapter 15</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Exam</strong></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>11-Dec</td>
<td>Fri</td>
<td>Final Exam Friday 4-7pm</td>
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Students with Special Needs

If there is a student in this class who has a documented disability and has been approved to receive accommodations through SNAP Services, please feel free to come and discuss this with me after class or during my office hours during the first week of class. Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak with the professor in a timely manner so that your needs can be addressed. The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations should notify their professors as quickly as possible. It is your responsibility to have your documentation to me 1 week prior to any test to allow proper time for preparation.

This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act that stipulates no student shall be denied access to an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services, (843) 953-1431 or me so that such accommodation may be arranged.

Please see the following website: http://disabilityservices.cofc.edu/

Civil and Honorable Conduct

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Please see the following website: http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

A few last things...

Be mindful of your fellow students when on laptops...stay on task.

Cellphones should be silenced and in your bag or pockets during class. I will let you know if we use them briefly.

Oaks is your resource for everything, communication and calendar. If in doubt, check our site. Resources and readings will be found there. And...