

UNIVERSITY OF SOUTH FLORIDA SARASOTA- MANATEE
COLLEGE OF ARTS AND SCIENCES

Physical Changes and Aging (3 Credit Hours)
GEY 3601

SPRING 2011

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COURSE DESCRIPTION

There has been a dramatic increase in life expectancy over the last century. As more people continue to live longer lives, understanding the various aspects of the aging process, including *physical changes*, has become increasingly important for both personal and professional reasons. This course is designed to provide knowledge about physical changes of human aging and factors that affect physical aging. The course will review physical changes that occur naturally with advancing age (normal changes) and changes associated with disease or disability (pathological changes). Modifiable and non-modifiable risk factors that influence physical aging are discussed with the goal to increase awareness of disease-prevention strategies. The focus of this course is on practical information that can be utilized beyond the classroom.

COURSE OBJECTIVES

1. Knowledge of normative and pathological physical changes in aging by the following body systems: integumentary, musculoskeletal, nervous, sensory, cardiovascular, respiratory, gastrointestinal, urinary, reproductive, endocrine, and immune systems.
2. Awareness of modifiable and non-modifiable risk factors associated with physiological changes with age.
3. Recognize the significant variability and complexity of physiological aging from various perspectives including differences by race, gender, and social class.
4. Appreciate role of adjunct therapies to optimize physiological aging including: health promotion, complementary and alternative therapies, nutrition, and medications.
5. Ensure that learners engage in analytical, reflective, and critical thought regarding their own and others' aging.

METHODS OF INSTRUCTION

The primary method of instruction will be class-based and online activities and discussions. This class will use Blackboard and learners are expected to be signed on and check for class up-dates. The instructor reserves the right to add assignments, readings, or require email contact as the course progresses. The instructor will use the Blackboard email address to communicate with you. Information on how to use Blackboard is available at: http://www.sarasota.usf.edu/CampusComputing/Documents/CC_Learner_Resources.php. If you need further assistance, contact the following resources: Toll-free Helpline: 866-974-1222 or Live online help: <http://usfsupport.custhelp.com/cgi-bin/usfsupport.cfg/php/enduser/chat.php>

TEACHING PHILOSOPHY

I see learning as a collaborative process between the instructor and the learners. I have structured this course based on my experience and the experience of others who have taught it to enhance opportunities for expanding awareness of oneself as an individual. I work from the strengths perspective and understand that the talents and needs each learner and each class as a whole brings to this experience are unique. The success of my teaching depends on all of us putting forth our best efforts and communicating openly throughout this course.

COURSE EXPECTATIONS

Learner Responsibilities:

1. Participate in in-class exercises.
2. Come to each class session, come on time, and stay for the entire class period and return on time from breaks. Failure to attend any class sessions will affect your ability to contribute to class discussions and activities and thus will negatively affect your grade.
3. Participate in class discussions and individual or small group activities, which are vital to the learning in this course.
4. Listen attentively when others are speaking and keep cell phones turned off.
5. Have read assigned course material and be prepared to discuss content in class.
6. Write papers that follow the guidelines provided in this syllabus, use correct grammar and APA format, and demonstrate learner learning from the texts and class session lectures and activities.
7. Turn all assignments in on time (see Assignment-Due Policy below).
8. Keep the instructor informed of any issues that interfere with individual learning, attendance, and/or turning in assignments on time.

Instructor Responsibilities:

1. To prepare class session activities that enhance and augment learner learning from the text.
2. To share the instructor's knowledge that relates to course content.
3. To start and end each class session on time.
4. To listen attentively to learner contributions and questions.
5. To facilitate class discussions to maximize learner participation and keep focus on course content.
6. To respond to the extent possible to learner suggestions and questions.
7. To develop graded activities which evaluate learners' learning from readings in the text and from class activities.
8. To evaluate and grade learner learning based on the criterion provided in this syllabus.
9. To give learners feedback on their performance.

WRITTEN ASSIGNMENTS

All written assignments **MUST** be turned in on time. If you must miss a class, you can turn in the homework assignment electronically by the beginning of the class session. Papers are due at the beginning of class. Late papers **WILL** receive reduced grading- 5% off per 24 hours late.

All written assignments must demonstrate acceptable writing style, American Psychological Association (APA), including the use of standard English, acceptable grammar, and the use of the American Psychological Association (APA) style of reference citation. All written assignments will be graded on the basis of the following:

Academic Accommodation

Any learner with a disability is encouraged to meet with the instructor privately during the first week of class to discuss accommodations. Each learner must bring a current **Memorandum of Accommodations (MOA)** from the Office of Learner Disability Services (OSDS) which is prerequisite for receiving accommodations.

Accommodated examinations through the OSDS require two weeks notice. All course documents are available in alternative format in the learner's **MOA**.

ATTENDANCE POLICY

Learners are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers and other in-class experiential exercises are essential for learning and continued development of self awareness. This form of learning cannot be "made up" once missed. Accordingly, attendance is required at all class meetings. There are no excused absences (except for military leave, jury duty, or religious holidays that are planned in advance). A learner is considered absent if he/she arrives more than 20 minutes late to class, leaves 20 or more minutes early or does not come to class. Learners can miss 2 classes without penalty. After that, 5% off of the total grade will be deducted for each missed class. **Learners are responsible for any missed material due to absences or lateness.**

Religious Preference Absence Policy

Learners who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor in writing at least two weeks prior to the anticipated absence and observed date(s).

Use of non-sexist and professional language

The use of non-sexist and professional language is expected in written assignments and in class discussion. Guidelines regarding non-sexist language are available in the Publication Manual of the American Psychological Association.

Academic Dishonesty Policy

See the USF Graduate Catalog. In addition, the University of South Florida has an account with an automated plagiarism detection service that allows instructors to submit learner assignments to be check for plagiarism. The Instructor reserves the right to: 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to Turnitin.com. Assignments are compared automatically with a comprehensive database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a learner's paper was plagiarized. For more information, go to www.trunitin.com at <http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism>.

Academic Disruption

The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: www.ugs.usf.edu/catalogs/0607/adadap.htm.

Emergency Preparedness

It is strongly recommended that you become familiar with the USF Sarasota-Manatee Emergency Action Plan <http://www.sarasota.usf.edu/Alpha/ready/EAP.pdf> and of the Safety Preparedness site <http://www.sarasota.usf.edu/Alpha/ready/index.html>

1 (800) Hotline: The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. The hotline can also be operated by staff during an emergency if the situation necessitates that additional information, direction or resources need to be communicated and the personnel can be put in place in advance, such as in the event of a hurricane or ongoing emergency

Fire Alarm Instructions:

At the beginning of each semester please note the emergency exit maps posted in each classroom. These

signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated.

Emergency Evacuation Procedures: http://www.sarasota.usf.edu/Alpha/ready/EAP_FAQ.pdf

Contingency Plans

In the event of continued natural disruption (e.g., significant hurricane damage to the area or a pandemic affecting the area), instruction will be continued through Blackboard. Revised due dates of required assignments will be provided via Blackboard.

Tapes and Notes

While recordings of this class may be made for personal use recordings may not be sold or distributed to others. Lecture notes are provided on the Blackboard site. While you may make copies of these notes for your personal use, no copy of these notes may be distributed to anyone other than persons enrolled in the class nor may any copies be sold.

Required Textbooks and Resources

Saxon, S. V. & Etten, M. J. (2010). *Physical Change and Aging*, 5th Edition. New York: Springer Press, Inc.

GRADING SCALE

Learner Journals	20
Class Presentation	20
Case Study	20
<u>Two Exams (20% each)</u>	<u>40</u>
Total	100

Final Grades will be assigned as follows:

97-100 = A+	93-96 = A	90-92=A-
87-89= B+	83-86= B	80-82= B-
77-79= C+	73-76= C	70-72= C-
60-69= D	59 and below= F	

COURSE ASSIGNMENTS

1. Learner Journals- DUE: 2/22/11 and 4/21/11 (10 points each for a total of 20 points).

Learner journals will be utilized to evaluate mastery of course objectives. Learners are expected to respond to all assigned textbook readings and to at least one class discussion per week in a journal. Learners may use their entries to discuss knowledge acquired or insight gained and to share personal opinions, perceptions, or experiences related to the particular topics that may or may not have been shared in class sessions. Learners should utilize the following outline for each entry:

- a. Chapter/ Discussion reflections or summary...
- b. I learned...
- c. I was surprised by...
- d. I am beginning to question...
- e. I am thinking about...
- f. Relevance and /or application to my current work or future career ...

Journal entries MUST be typed. Learners are encouraged to include materials such as newspaper or magazine clippings, song lyrics, poems, or photographs that relate to the subject matter.

In addition, learners are encouraged to share the content of their journals in relevant class discussions as he or she feels comfortable. Please note that some material and reflection may be highly personal; therefore, learners are advised to consider their level of comfort in choosing to share. Additionally, personal content shared in class should respectfully not be repeated outside of the classroom setting.

Journals will be collected twice during the semester and be graded according to the following rubric:

1=Weak (0-59%)	2=Somewhat Weak (60-69%)	3=Average (70-79%)	4= Strong (80-89%)	5=Very Strong (90-100%)					
1. The topic for each journal entry follows the outline of the assignment.									
1	2	3	4	5	6	7	8	9	10
2. The entries provide a very descriptive explanation of that person's thoughts, feelings, and subjective reactions to the reading or discussion.									
1	2	3	4	5	6	7	8	9	10
3. The organization of the journal entries are clear and easy to follow.									
1	2	3	4	5	6	7	8	9	10
4. The spelling, grammar, and punctuation in the journal are accurate. The journal is neatly typed or handwritten.									
1	2	3	4	5	6	7	8	9	10
5. The journal entries critically analyze content and explore personal reactions and ethical dilemmas inherent in work with the dying or bereaved.									
1	2	3	4	5	6	7	8	9	10

2. Class Presentation: Due Date: Varies.

Learners will conduct a course presentation based on the following steps: First, learners will select a body “system” of interest and identify a normative or pathological age-related change (topic) associated with the system selected. Please note that identified topic must be approved by the instructor! Also note that more than one student can select the same system and each student can choose a distinct topic OR select the same topic. In the case that two students are covering the same system, both students are encouraged to work together for this assignment.

Once topics are selected, learners should be prepared to conduct a class presentation on the topic. Students are also encouraged to “illustrate” the topic / aspect of the topic that was chosen via multi-media materials- i.e. youtube, newspaper articles, movie clips, etc. Students may use power point, overhead projector, whiteboard to present their topic. Please note that learners are encouraged to creatively address the topic and can focus on any aspect of interest (i.e. coping with disease, latest treatment options, etc). In addition, the presentation should include your personal thoughts, reflections, and/or critique on the content covered. Please note that the presentation should not simply repeat the content addressed in the text. The presentation must incorporate at least some content from at least one scholarly source.

Please note that the presentation should be practiced in advance of class presentation. The presentation should last about 20-30 minutes. At the conclusion of the presentation, students should pose one or two questions for their classmates to consider. The questions should demonstrate the integration of course content and independent thinking (i.e. consider implications for human diversity; implications for care delivery, etc). The remaining minutes of the presentation will allow for discussion with the class. The presentation date for the class presentation will occur according to the course schedule. Although encouraged, handouts are NOT required for the presentation. However a copy of the scholarly source must be provided to the instructor.

GRADING for Class Presentation

Topic clearly articulated	2
At least one scholarly source	2
Creative presentation	3
Personal thoughts, reflection, critique	3
Integration with course	2
Discussion question for class	3
Coherency	5

3. **Case Study: Due 4/19/11. See assignment detail after course calendar and outline.**
4. **Exams:** There are two in-class exams scheduled. Each exam is worth 20% each of course grade. Exam #1 will cover chapters 1-7 and Exam #2 will cover chapters 8-14. Though we will cover content from the text chapters 15-23- this material will NOT be included in the exams.

Course Calendar & Outline

DATE	TOPIC	TEXT READING
1/11/11	Introduction to course	
1/13/11	Perspectives on Aging	Ch. 1
1/18/11; 1/20/11	Theories of Aging	Ch. 2
1/25/11	Integumentary System	Ch. 3
1/27/11	Presentation/ Aging with Lifelong Disabilities*	Ch. 15
2/1/11	Musculoskeletal System	Ch. 4
2/3/11	Presentation/Special Topics*	Ch. 16
2/8/11	Nervous System	Ch. 5
2/10/11	Presentation/Health Promotion and Exercise*	Ch. 17
2/15/11	Dementia/Delirium	Ch. 6
2/17/11	Presentation/Complementary/Alternative Therapy*	Ch. 18
2/22/11	Sensory System	Ch.7

	Learner Journals Due	
2/24/11	EXAM #1	
3/1/11	Cardiovascular System	Ch. 8
3/3/11	Presentation/Nutrition*	Ch. 19
3/8/11	Respiratory System	Ch. 9
3/10/11	Presentation/ Medications and the Elderly*	Ch. 20
3/15/11; 3/17/11	Gastrointestinal System	Ch. 10
3/22/11	Presentation/ Teaching Older Adults*	Ch. 21
3/24/11	NO SCHOOL SPRNG BREAK	
3/29/11	Urinary System	Ch. 11
3/31/11	Presentation/ Caregiving*	Ch. 22
4/5/11	Reproductive System	Ch. 12
4/7/11	Presentation/ Death and Grief in the Later Years*	Ch. 23
4/12/11	Endocrine System	Ch. 13
4/14/11	Immune System	Ch. 14
4/19/11	Presentation Case Study Due	
4/21/11	EXAM #2 Learner Journals Due	
4/26/11	Case Study Discussions	
4/28/11	Synthesis	

* Recommended reading only. Coverage in class dependent on time after presentations.

Case Study on Aging

All semester we have talked about physical changes that occur with normative aging along with common chronic medical conditions and diseases that are associated with pathological changes in older adults. The goal of this assignment is to have the practical experience in investigating these issues in an older adult. Education gained from textbooks and lectures is important, but application of your knowledge in a real world setting is invaluable, and can greatly increase your understanding and empathy towards the challenges that can arise with aging.

Your assignment is to conduct a semi-structured interview with an older adult in order to gain a first-hand insight into physical aspects of aging. You will also administer one of the most widely validated and commonly used physical health status instruments - *The Medical Outcomes Study Short-Form*, usually referred to the SF-36. Your paper will be based on the information you obtain from the semi-structured interview and the SF-36.

You are free to select anyone you wish (a relative or close friend is fine!) so long as the person is **at least 60 years of age**. Ideally, try to make it someone you know well. This assignment could be very informative in gauging the physical well-being of your interviewee, especially with regard to how physical changes associated with aging have impacted their life and daily functioning. All too often we fail to step back from situations to assess changes that are occurring in older adults who may be close to us. Hopefully, this assignment will enhance your awareness of their current physical health status and the effects that aging has had on their physical functioning.

You may have someone that would be ideal for an interview but does not live close by. In this situation it is perfectly acceptable to conduct the interview over the telephone. Research is often conducted in this manner, to increase sample sizes and reduce cost. I would rather you conduct a telephone interview with someone who is well-known to you, rather than a face-to-face interview with someone you barely know.

When you contact the person, make sure to stress that the interview is simply a class assignment designed to help you learn more about physical aspects of aging. In addition, assure the person that the interview is confidential and no one but you and the teacher will have access to the information collected during the interview, and that you will use not use their real name in your report.

HOW TO CONDUCT THE INTERVIEW

I would suggest that you start by asking the questions in the protocol. After you have completed them, administer the SF-36. When you are conducting the interview, bear in mind that that your interviewee is volunteering their time. Try to be as thorough as possible but complete your interview in a timely manner. It is best to forewarn your interviewee that your should take no more than about 45 minutes. Try not to take any longer unless it is obvious that your interviewee is enjoying the experience, and is giving you lots of information. Try to prompt your interviewee to give you a lot of information; don't just write yes/no answers on the protocol....it makes writing your paper a lot easier when you have plenty of material that you can draw upon!

A few tips:

1. Please be sensitive to the feelings the person might have and do your best to make the interview a pleasant experience.
2. It is okay to skip questions if the person does not feel comfortable answering them. Just make sure you make a note of it in your report.

3. Let the person set a pace for the interview. If the person changes the subject, let them talk and listen.
4. Feel free to go through the questions in the order you choose. Also feel free to add questions. However, make sure you remain sensitive to the person's feelings.
5. At the conclusion of the interview, **remember** to thank your interviewee for their time.

The PAPER

You are required to turn in the Protocol (your hand-written notes are fine), the completed SF-36 and the paper. The paper should be **a minimum of 5 full pages of double spaced written text**, with 1 inch margins, using Times New Roman 12 point font only. In addition, include a title page. In your report, make sure that you include information **that is relevant to this class**. You may gain information during the interview that is extremely interesting but not related to physical aging. While it is polite and appropriate to listen, do **not** include this information in your report. Your paper is worth 20% of your final grade.

Before you write the paper, take the time to review what your interviewee told you. Then select 2 chapters (e.g. musculoskeletal) that cover information that your interviewee gave you the most information about.

Organize your paper using the following headings. Make sure that you answer all of the following!

- a. **Introduction** - (1 page max) - introduce your interviewee, e.g. pseudonym name, age, education level, occupation, and a little information about their life history (e.g. where they have lived, children, hobbies, and then present the 2 chapters that you will discuss.
- b. **Discussion** - (this should be longest section of your paper). For each chapter, present what you have learned about the topic in class, explain what change (or a lack of change) the interviewee mentioned and try to explain why the change (or a lack of change) occurred, based on what you have learned in class. You can also discuss relevant medical conditions within that chapter (e.g. in musculoskeletal chapter, we also discussed osteoarthritis). For example, an older person might spend time during the interview discussing osteoarthritis and how it limits their activities. You would generally explain what osteoarthritis is, what you heard from your interviewee, and how common/uncommon this is in older adults, and how it is treated. Refer to your textbook and lecture notes. You are not required to find additional external sources for this paper.
- c. **Comparison** - compare the SF-36 to your own interview questions. Where the apparent inconsistencies with the information you obtained from the protocol compared with the SF-36? Describe whether you think that the information you obtained from the SF-36 was as informative as the information you derived from the protocol or your own questions for determining the current health status of your interviewee? What areas did you think the SF-36 did a better job, and a weaker job? What implications does this have in research? Is some of the most interesting information difficult to quantify? Compare the time it took to administer the SF-36 to the semi-structured protocol. Did the SF-36 capture the most important aspects of physical functioning in a shorter time?
- d. **Conclusion** – summarize your overall impressions from the interview. Did you learn things that you were unaware of regarding your interviewee? If you interviewed a close friend or relative, do you think you will be more attentive to their needs? Has it made you think about your own aging process, life expectancy, and some of the things you will do as you get older to ensure that you will age successfully?

PROTOCOL

Feel free to add questions that are relevant to physical aspects of aging. Use as many additional sheets of paper for notes as you wish.

1. Please tell me how old you are. Age: Gender: Education level:

Former Occupation?

Current Occupation or Retired?

Where were you born?

Where have you lived?

2. How would you rate your health on a scale from 1 to 10, with 1 being poor and 10 being excellent?

3. Compared to others your own age, do you consider yourself to be in good, average, or poor health?

4. Do you participate in any regular physical activity or exercise? If yes, how often?

5. Is any of your physical activity strenuous?

6. What hobbies and interests do you have? Are they mainly physical or non-physical?

7. Do you find that you are limited in what you like to do by any age-related physical changes?

14. In your opinion, what behaviors can accelerate aging the most?

15. What would you suggest younger people should do to have the best chance to be healthy when they get older?

Additional comments:

SF-36

1. In general, would you say your health is: (read answers)	Excellent	1	
	Very good	2	
	Good	3	
	Fair	4	
	Poor	5	
2. Compared to one year ago, how would you rate your health in general now? (read answers)	Much better now than one year ago	1	
	Somewhat better now than one year ago	2	
	About the same	3	
	Somewhat worse now than one year ago	4	
	Much worse now than one year ago	5	
<i>The following items are about activities you might do during a typical day. Does your health now limit you in these activities? If so, how much? A lot, a little, or not at all?</i>			
	-Yes- limited a lot	-Yes- limited a little	-No- not limited at all
3. Vigorous activities , such as running, lifting heavy objects, participating in strenuous sports	1	2	3
4. Moderate activities , such as moving a table, pushing a vacuum cleaner, bowling, or playing golf	1	2	3
5. Lifting or carrying groceries	1	2	3
6. Climbing several flights of stairs	1	2	3
7. Climbing one flight of stairs	1	2	3
8. Bending, kneeling, or stooping	1	2	3
9. Walking more than a mile	1	2	3

10. Walking several blocks	1	2	3
11. Walking one block	1	2	3
12. Bathing or dressing yourself	1	2	3
<i>During the past 4 weeks, have you had any of the following problems with your work or other regular daily activities as a result of your physical health?</i>			
<i>Circle one number on each line:</i>			
	Yes	No	
13. Cut down the amount of time you spent on work or other activities	1	0	
14. Accomplished less than you would like	1	0	
15. Were limited in the kind of work or other activities.	1	0	
16. Had difficulty performing the work or other activities (for example, it took extra effort)	1	0	
<i>During the past 4 weeks, have you had any of the following problems with your work or other regular daily activities as a result of emotional problems (such as feeling depressed or anxious)?</i>			
17. Cut down the amount of time you spent on work or other activities	1	0	
18. Accomplished less than you would like	1	0	
19. Didn't do work or other activities as carefully as usual	1	0	
20. During the past 4 weeks , to what extent has your physical health or emotional problems interfered with your normal social activities with family, friends, neighbors, or groups?	Not at all		1
	Slightly		2
	Moderately		3
	Quite a bit		4
	Extremely		5

21. How much bodily pain have you had during the past 4 weeks ?	None	1
	Very much	2
	Mild	3
	Moderate	4
	Severe	5
	Very severe	6
22. During the past 4 weeks , how much did pain interfere with your normal work (including both work outside the home and housework)?	Not at all	1
	Slightly	2
	Moderately	3
	Quite a bit	4
	Extremely	5

*These questions are about how you feel and how things have been with you **during the past 4 weeks**. For each question, please circle the number of the one answer that comes closest to the way you have been feeling. How much of the time during **the past 4 weeks**....*

Circle one number on each line

	All of the time	Most of the time	A good bit of the time	Some of the time	A little of the time	None of the time
23. Did you feel full of pep?	1	2	3	4	5	6
24. Have you been a very nervous person?	1	2	3	4	5	6
25. Have you felt so down in the dumps that nothing could cheer you up?	1	2	3	4	5	6

	All of the time	Most of the time	A good bit of the time	Some of the time	A little of the time	None of the time
26. Have you felt calm and peaceful?	1	2	3	4	5	6
27. Did you have a lot of energy?	1	2	3	4	5	6
28. Have you felt downhearted and blue?	1	2	3	4	5	6
29. Did you feel worn out?	1	2	3	4	5	6
30. Have you been a happy person?	1	2	3	4	5	6
31. Did you feel tired?	1	2	3	4	5	6
32. During the past 4 weeks , how much of the time has your physical health or emotional problems interfered with your social activities (like visiting with friends, relatives, etc.)?	All of the time					1
	Most of the time					2
	Some of the time					3
	A little of the time					4
	None of the time					5
<i>How TRUE or FALSE are each of the following statements for you? (circle one number)</i>						
	Definitely True	Mostly True	Don't Know	Mostly False	Definitely False	
33. I seem to get sick a little easier than other people.	1	2	3	4	5	
34. I am as healthy as anybody else.	1	2	3	4	5	
35. I expect my health to get worse.	1	2	3	4	5	
36. My health is excellent.	1	2	3	4	5	