HEED 4320: Studies in Healthy Aging
Fall 2019

Instructor Information

Instructor(s):
Dr. Beckey Crow

Office Number:
311 Physical Education Building

Office Telephone Number:
817-272-5170

Email Address:
bcrow@uta.edu

For reasons of web security, faculty, staff, and students must use their official UT Arlington e-mail address for all university-related business. As a security measure, and in order to protect student privacy, only emails received through the UTA email system will receive a response. Emails received from any student’s personal email address will be deleted without a response.

Preferred Methods for Reaching Instructor:
Email is the preferred method for reaching your instructor.

Maximum Timeframe for Responding to Student Communication:
Response to student emails can generally be expected within 24 hours with a 48 hour maximum timeframe.

Department of Kinesiology, MAC 147: 817-272-3288:
Tanya Garcia (817) 272-3288, Tanya.garcia@uta.edu
Administrative Assistant, Department of Kinesiology

Emergency Phone Number for Reaching Faculty:
Tanya Garcia (817) 272-3288, Tanya.garcia@uta.edu
Administrative Assistant, Department of Kinesiology

Faculty Profile:
https://mentis.uta.edu/public/#profile/rebecca-crow,
Course Information

Section Information:
HEED 4320-500

Pre and Co-requisite Courses:
There are no prerequisites for this course.

Credit Hours:
3

Time and Place of Class Meetings:
This course is available online through Canvas at uta.instructure.com. Log in with your email address and password to access the course.

Description of Course Content:
Emphasis on complex issues associated with global aging. Topics include how to enhance & maintain the health & function of the aging population; the importance of “place” to aging; how technology can be used to assist the elderly; and how events at every stage of life affect subsequent stages of life either positively or negatively.

Service Learning Course:
This course is not designated as a service learning course.

Required Textbooks and Other Course Materials:
Aging, Place, and Health: A Global Perspective (Satariano & Maus) ISBN 9781284069389

BSPH UTA Program Outcomes:
The BSPH educational objectives incorporate essential components and cross-cutting areas of public health that are in alignment with ASPPH undergraduate degree program recommendations, undergraduate student competencies identified by CEPH, and core workforce competencies for public health professionals as identified by The Council on Linkages Between Academia and Public Health Practice. The integrity of these principles, supported by alignment with these organizations and incorporation of interdisciplinary program components that provide further opportunities for all students, build a strong case for implementation of the BSPH degree at UTA.

Upon successful completion of the BSPH required coursework and program components, graduates will exhibit knowledge, skills and abilities in the following overarching domains:

1. Health and the Human Condition
   Discuss and provide examples of the underlying science of human health and disease as those are impacted by socioeconomic, behavioral, biological, environmental, and other factors that influence human health.

2. Population Health
   Identify and summarize concepts of population health, along with the basic processes, approaches and interventions that identify and address major health-related needs and concerns of populations.

3. Public Health Concepts, Values and Functions
   Explain and discuss the history, philosophy and contemporary issues of public health as those apply to core values, concepts and functions of public health in both urban and global societies.

4. Policy Development and Planning
   Apply gathered information for the purposes of identification of current trends affecting the health of a community and inform options for policies, programs and services. The student will be able to discuss and explain assessments of community health status, along with the factors that influence health in a community.
5. **Public Health Informatics**
   Explain and apply ethical principles that apply to the use of information technology as those pertain to accessing, collecting, analyzing, using, maintaining, and disseminating data and information.

6. **Public Health Communication**
   Identify the literacy of populations and communicate information through appropriate, culturally competent methods. Includes the ability to integrate basic concepts of public health-specific communication into technical and professional writing, as well as the use of mass media and electronic technology.

7. **Community Dimensions and Cultural Diversity**
   a. Describe and integrate factors of community-based public health affecting the health of a community, including fundamental concepts and features of project implementation such as planning, assessment and evaluation.
   
   b. Describe the integration of, along with appreciation for, diversity of individuals and populations in a community, including how diversity may influence policies, programs, services, and the health of a community. Includes the ability to describe and discuss the importance for a diverse public health workforce.

8. **Advocacy and Leadership**
   a. Demonstrate leadership actions and behaviors that reflect and model effective strategies for protecting and promoting the public’s health as part of a larger inter-related system of organizations that influence the health of populations at all levels of society.
   
   b. Demonstrate the ability to incorporate ethical standards of practice and decision making into all interactions with individuals, organizations, and communities. Further, the student will be able to describe and explain strategies for public health, health care, and other organizations to work together or individually to impact the health of a community.
   
   c. Synthesize and explain the importance for integration of an individual work ethic that includes professionalism, commitment to lifelong learning, and contributes to development of a vision for a healthy community.

9. **Management and Financial Planning**
   a. Describe the structures, functions, and authorizations of governmental public health programs and organizations, including components such as public health funding mechanisms, financial analysis methods, and value of incorporation of heterogeneous teams in order to achieve program and organizational goals.
   
   b. Apply basic concepts of evaluation results to improve program and organizational performance. Includes the ability to explain program performance standards and measures.

10. **Experiential Learning and Field Experiences**
    Integrate, synthesize and apply knowledge through engagement and participation in supervised field-experiences provided throughout the degree program. Includes development of the capacity to engage in a cumulative, integrative, applied experience or inquiry project that serves as a capstone to the education experience.

**Student Course Outcomes:**
1. Expand the challenges of an aging population in terms of health care.
2. Discuss different strategies to maintain the health & well-being of an aging population.
3. Summarize the factors that determine life & health outcomes.
4. Describe the importance of social & physical environments on health & disease.
5. Explain how the events at every stage of life affects subsequent stages of life positively & negatively.
<table>
<thead>
<tr>
<th>BSPH UTA Program Outcome</th>
<th>Course Outcome</th>
<th>Module Objective</th>
<th>Activity (Practice)</th>
<th>Assessment (Showing Mastery)</th>
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<tbody>
<tr>
<td>1, 2, 3,</td>
<td>1. Expand of the challenges of an aging population in terms of health care.</td>
<td>Discuss the many challenges of an aging population. (1.1) Explain the Classic or Western Model. (1.2) Describe Public Health’s role in Stage 3 of the Epidemiologic Transition Theory (1.3.) Explain the various topics that epidemiology targets in the aging population (2.1). Identify &amp; discuss the components of the Ecological Model (2.2). Describe the modifiable predictive factors of mortality (3.1). Discuss the life experiences that influence later in life cognitive outcomes (4.1). Describe the various changes in the brain that</td>
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<td>occur with age (4.3). Discuss the different factors that affect multimorbidity (5.1). Describe how “healthy aging” is a process (7.1). Discuss the six attributes of the life course perspective related to the process of healthy aging (7.3).</td>
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<td>Discuss the many challenges of an aging population (1.1). Explain the various topics that epidemiology targets in the aging population (2.1). Define &amp; discuss the concept of resilience (2.3). Explain the concept of “full mobility” and how it might be achieved in late-life (3.2). Discuss how the lack of mobility can affect an elderly person’s life (3.3) Describe fall prevention on strategies for older adults (5.1) Discuss how exercise such as Tai Chi, can be used assess a fall prevention intervention (5.2). Elaborate on how fundamental</td>
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**Assignments & Assessments**

**Descriptions of major assignments and examinations:**

**Tests**
- There are 2 Tests this semester. Test 1 should be completed after Modules 1-4; Test 2 should be completed after Modules 5-7.

**Discussions**
- There are 8 discussions for this course (100 points possible). A Grading Rubric is attached to each discussion to assist you.

**Quizzes**
- There will be 35 Chapter quizzes for this course. (20 points possible). I am counting 30/35 quizzes in calculating the course grade. If all 35 quizzes are completed, there is a possibility of 60 extra credit points.
Grading Information

Grading:
Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Course Grading Scale
A = 1900-1710 points
B = 1709-1520
C = 1519-1330
D = 1329-1140
F = 1139 & Below

Final grades are not rounded up.

Assignment Weight

<table>
<thead>
<tr>
<th>Required Components for Course Credit</th>
<th>Weight / Percentage Value Within the Course</th>
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</thead>
<tbody>
<tr>
<td>35 Chapter Quizzes (20 points each)</td>
<td>700 points  36.84%</td>
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<tr>
<td>8 Discussion Boards (100 points each)</td>
<td>800 points  42.10%</td>
</tr>
<tr>
<td>2 Tests (200 points each)</td>
<td>400 points  21.05%</td>
</tr>
</tbody>
</table>

Late Assignments / Assessments / Tests
Late assignments may not be accepted for a grade or reviewed for feedback (regardless of the reason) and/or are subject to a point deduction up to and including a zero.

Maximum Timeframe for Responding to Student Assignments:
Response to student assignments should occur within five business days after the due date and time.

Canvas Required
Only assignments submitted through Canvas will be reviewed and accepted for a grade, regardless of the reason. Assignments that are submitted through email will not be reviewed for feedback nor graded. They will be assigned a grade of zero. No exceptions will be made.

Technical Problems
Because technology is vulnerable to experiencing difficulties you should not wait until the last minute to submit an assignment (case study or discussion board) or test. If you experience technical difficulties contact Canvas Support to help resolve the issue. They are open 24 hours a day. All technical issues must be resolved prior to an assignment or test due date and time. Assignments or tests which are submitted late secondary to technical issues may not be accepted and/or are subject to a point deduction up to and including a zero.

Central Standard Time Zone
The University of Texas at Arlington is located in the central standard time zone. As such all due dates and times are based on the central standard time zone. All students regardless of their physical location are required to adhere to the central standard time zone due dates and times. It is the student’s responsibility to know, in which time zone they are located, how it differs from the CST zone, and to
ensure they follow the due dates and times accordingly. **Late assignments or tests will not be accepted if the student encounters difficulties due to time zone discrepancies.**

**Plagiarism**
Plagiarism is prohibited. Any assignment determined to have been plagiarized will be given a zero and the student reported for academic dishonesty. Copying your answers from your textbooks, journal articles, any website or any source is considered plagiarism. All of your work is to be in your own words, paraphrased and referenced according to APA style. Using quoted sentences is not an acceptable manner in which to complete any assignment in this course and does not reflect synthesis of the material. Consequently, the use of quoted sentences will result in a point deduction up to and including a zero.

**Grade Grievances:**
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. See [Graduate Grading Policies](#) and [Student Complaints](#).

**Course Schedule and Due Dates**

All times listed are **Central Time.**

<table>
<thead>
<tr>
<th>Module</th>
<th>Assignment</th>
<th>Readings</th>
<th>Post Initial Discussion Thread</th>
<th>Completed Discussion</th>
<th>Quiz/Test Due Date</th>
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<tbody>
<tr>
<td><strong>Module 1</strong></td>
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<tr>
<td><strong>October 21-27, 2019</strong></td>
<td>Discussion 1.1</td>
<td>Chapters 1, 4-7</td>
<td>Thursday October 24, 2019 at 11:59 pm CST</td>
<td>Sunday October 27, 2019 at 11:59 pm CST</td>
<td>Quizzes 1-3 are due Sunday October 27, 2019 at 11:59 pm CST</td>
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<td>Discussion 1.2</td>
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<td>Quizzes 1-3</td>
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<tr>
<td><strong>Module 2</strong></td>
<td>Discussion 2.1</td>
<td>Chapters 8-11</td>
<td>Thursday October 31, 2019 at 11:59 pm CST</td>
<td>Sunday November 3, 2019 at 11:59 pm CST</td>
<td>Quizzes 4 &amp; 5 are due Sunday November 3, 2019 at 11:59 pm CST</td>
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<td><strong>October 28-Novermber 3, 2019</strong></td>
<td>Quizzes 4 &amp; 5</td>
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<tr>
<td><strong>Module 3</strong></td>
<td>Discussion 3.1</td>
<td>Chapters 12-14</td>
<td>Thursday November 7, 2019 at 11:59 pm CST</td>
<td>Sunday November 10, 2019 at 11:59 pm CST</td>
<td>Quiz 6 is due Sunday November 10, 2019 at 11:59 pm CST</td>
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<td><strong>November 4-10, 2019</strong></td>
<td>Quiz 6</td>
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<tr>
<td><strong>Module 4</strong></td>
<td>Discussion 4.1</td>
<td>Chapters 15-20</td>
<td>Thursday November</td>
<td>Sunday November</td>
<td>Quizzes 7-9 &amp; Test 1 are due</td>
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<td><strong>November 11-17, 2019</strong></td>
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<td>November 11-17, 2019</td>
<td>Quizzes 7-9</td>
<td>14, 2019 at 11:59 pm CST</td>
<td>17, 2019 at 11:59 pm CST</td>
<td>Sunday November 17, 2019 at 11:59 pm CST</td>
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<td><strong>Test 1</strong></td>
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<td>Module 5</td>
<td>Discussion 5.1</td>
<td>Chapters 21-24</td>
<td>Thursday November 21, 2019 at 11:59 pm CST</td>
<td>Sunday November 24, 2019 at 11:59 pm CST</td>
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<td>November 18-24, 2019</td>
<td>Quizzes 10 &amp; 11</td>
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<tr>
<td><strong>Module 6</strong></td>
<td>Discussion 6.1</td>
<td>Chapters 25-30</td>
<td>Thursday November 28, 2019 at 11:59 pm CST</td>
<td>Sunday December 1, 2019 at 11:59 pm CST</td>
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<td>November 25-December 1, 2019</td>
<td>Quizzes 12-14</td>
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<td>Sunday December 1, 2019 at 11:59 pm CST</td>
<td>Quizzes 12-14 are due Sunday December 1, 2019 at 11:59 pm CST</td>
<td></td>
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<tr>
<td><strong>Module 7</strong></td>
<td>Discussion 7.1</td>
<td>Chapters 31-35, 40 &amp; 41</td>
<td>Thursday December 5, 2019 at 11:59 pm CST</td>
<td>Sunday December 6, 2019 at 11:59 pm CST</td>
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<tr>
<td>December 2-6, 2019</td>
<td>Quizzes 15-18</td>
<td></td>
<td>Sunday December 6, 2019 at 11:59 pm CST</td>
<td>Quizzes 15-18 &amp; Test 2 are due Sunday December 6, 2019 at 11:59 pm CST</td>
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<td><strong>Test 2</strong></td>
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<tr>
<td>Test 1 (Modules 1-4)</td>
<td></td>
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<td>November 17, 2019</td>
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<tr>
<td>Test 2 (Modules 5-7)</td>
<td></td>
<td></td>
<td>December 6, 2019</td>
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</table>

**Institution Information**
UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the Institutional Information page which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Additional Information

Attendance:
At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, student attendance in this online course is required virtually as needed to successfully complete course assignments and assessments within the required timelines. The course has been developed to be delivered completely online. There are no mandatory in class attendance requirements however you are required to meet the established assignment due dates. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report must the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Course Expectations:
The amount of time required by students to study and complete assignments in this course will vary according to students’ previous professional experiences, prior learning, and the pace at which one works. While having completed various and diverse learning experiences, particularly online learning, may provide students an advantage, these same students sometimes find themselves having to “unlearn” practices that are not supported by the most recent evidence or research.

It is recommended that students schedule a minimum of 15-20 hours per week to study and complete their online content in this course, however, some weeks may require fewer hours and other weeks may require more hours.

Student Email
Students enrolled in online BSPH courses are expected to check their UTA email daily. Students waiting for their next course to start are expected to check their UTA email a minimum of twice weekly.

BSPH Program Expectations:
1. GPA of 2.5: Students must maintain a GPA of 2.5. Please seek help immediately if you are at risk of dipping below this GPA. Ready to assist you are:
   - your course professor
   - UTA Student Success Coordinators
   - Your advisor
   - Your retention specialist
2. Successful graduation requires both completion of your courses and timely completion of all of the requirements in your Pathway to Graduation.

Student Code of Ethics:
The University of Texas at Arlington College of Nursing and Health Innovation supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the student handbook online.

No Gift Policy:
In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the College of Nursing and Health Innovation has a “no gift” policy. A donation to one of the UTA College of Nursing and Health Innovation Scholarship Funds would be an appropriate way to recognize a faculty member’s contribution to your learning. For information regarding Scholarship Funds, please contact the Dean’s office.

Online Conduct:
The discussion board should be viewed as a public and professional forum for course-related discussions. Students are free to discuss academic matters and consult one another regarding academic resources. The tone of postings should be professional in nature.

It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements/language will be deleted by the course faculty and may result in denied access to the Discussion boards. Refer to UTA BSPH Student Handbook for more information.

APA 6th Edition:
Students are expected to use APA style to document resources. Numerous resources can be found through the UTA Library at the following links:
- Citing Sources in APA, 6th Ed. A Guide for Students
- UTA Libraries: APA Guide
- UTA Libraries: How to: Paper Formatting

Student Success Faculty:
In order to assist BSPH undergraduate students who are at academic risk or who need academic support, there are multiple resources at UTA available to you. The goal of the success faculty member is to support student achievement so students can reach their educational goals. Students may contact a success faculty member directly, or a course instructor may encourage you to contact a success faculty member.

Professor Tyler Garner is available as a success faculty member to assist with locating university resources that may be of benefit to you. These may include information related to development of study skills, testing challenges/approaches, managing multiple responsibilities, and addressing personal issues impacting academic performance. Course content challenges may also be addressed, with referral to additional resources as indicated. Professor Garner can be reached via email: tgarner@uta.edu.

Student Support Services:
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring by appointment, drop-in tutoring, mentoring (time management, study skills, etc.), major-based learning centers, counseling, and federally funded programs. For individualized referrals, students may call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at Resource Hotline.

The English Writing Center (411LIBR):
The Writing Center offers FREE tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the Writing Center (https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see Writing Center: OWL for detailed information on all our programs and services.

Faculty & Staff Contact
David Keller, PhD
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Becky Garner, DrPH, CPH
Bachelor of Science in Public Health Program Director
Associate Professor, Department of Kinesiology
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Tanya Garcia
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Tyler Garner, MS
Dept. of Kinesiology Student Success Faculty
Maverick Activities Center Office #147
817-272-3288
Email address: tgarner@uta.edu

Emergency Phone Numbers

In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381

Library Information

Librarian to Contact
- Raeanna Jeffers, 817-272-1563, raeanna.jeffers@uta.edu
- Peace Williamson, 817-272-6208, peace@uta.edu
- Lydia Pyburn, 817-272-7593, lpyburn@uta.edu
- Heather Scalf, 817-272-7436, scalf@uta.edu

Research or General Library Help
- Academic Plaza Consultation Services (library.uta.edu/academic-plaza)
- **Ask Us** (ask.uta.edu/)
- **Library Tutorials** (library.uta.edu/how-to)
- **Subject and Course Research Guides** (libguides.uta.edu)
- **Librarians by Subject** (library.uta.edu/subject-librarians)
- **Research Coaches** (http://libguides.uta.edu/researchcoach)
- **A to Z List of Library Databases** (libguides.uta.edu/az.php)
- **Course Reserves** (https://uta.summon.serialssolutions.com/#!/course_reserves)
- **Study Room Reservations** (openroom.uta.edu/)