Course: SOWO 604I, EPID 620I, FMME 480, HMSC 904I, MEDI 480, NURS 782I, PHCY 604I, PHYT 904I, PSYC 904I, SOCI 824I

Course Title: Aging and Health

Day, Time: Tuesdays, 5:00 – 7:50 p.m.

Professor: Sheryl Zimmerman, PhD, Kenan Flagler Bingham Distinguished Professor
Schools of Social Work and Public Health
Room 548, School of Social Work (325 Pittsboro Street)
Phone: 962-6417 Fax: 966-1634 E-mail: Sheryl_Zimmerman@unc.edu (preferred)

Office Hours: Tuesdays, 4:00 – 5:00 (by appointment)

Course Assistant: Allyson Banas, Institute on Aging
E-mail: banas@email.unc.edu

Location: Room 116 Beard Hall

Course Description: Students will develop a basic understanding of the aging process and matters related to caring for older adults.

Course Objectives: Upon completion of this course, students will be able to demonstrate the following:

1. Knowledge of normal aging phenomena and experiences, including common diseases and functional problems, effects of aging on body systems, and mental health and aging.
2. Appreciation for racial, cultural, socioeconomic, and other differences among older adults.
3. Understanding of components of the health care system relevant to older persons, including medication use, long-term care, and health care policies.
4. Ability to apply knowledge and skills in the basic concepts that are relevant to living and working with older persons.
5. Appreciation for the multidisciplinary and interdisciplinary nature of aging and related ethical issues.

Required Readings
- Other readings are available on Sakai, under Session Modules, Readings.
TEACHING METHODS

Aging and Health is a three-credit interdisciplinary course designed to provide students in all disciplines, including graduate students and upper level undergraduates, with a general background in aging and the challenges and strengths of older persons. Its content is relevant to students who plan to work with older persons, to researchers in fields related to aging, and to students who want to better understand their own aging or that of their relatives or friends. The course is cross-listed in a variety of departments and schools, including epidemiology (EPID 620I), family medicine (FMME 480), medicine (MEDI 480), nursing (NURS 782I), pharmacy (PHCY 604I), physical therapy (PHYT 904I and HMSC 904I), psychology (PSYC 904I), social work (SOWO 604I), and sociology (SOCI 824I). There are no prerequisites.

Each class will address one or two topics which will be presented by experts in the field. Lecturers are drawn from a variety of schools on the UNC-CH campus and elsewhere, and represent medicine, nursing, orthopaedics, pharmacy, psychology, public health, social work, sociology, dentistry, and other disciplines. Students will be encouraged to discuss material presented in the lecture and readings. The instructor will help to integrate the material across topics and sessions.

CLASS ASSIGNMENTS

- Prepare two or more typewritten double-spaced pages of concise notes (e.g., bulleted) per class topic, drawn from both the presentations and readings, which summarize the information in a way that will be most beneficial for future use. Clearly indicate the class session and topic, and have separate headings for the notes derived from the lecture and the notes derived from the reading. The notes will be submitted in lieu of a midterm and final exam, and should be submitted in hard-copy.

- Conduct and develop a brief presentation on a site visit of a service delivery program that benefits older adults or on an interview with an elderly person, provider, advocate, or policy maker. The visit/interview must be planful, focused, and explore an area that is unfamiliar to the student. The presentation should be organized as follows:
  - Name of program/person interviewed
  - Specific question(s) driving the visit/interview (e.g., how is adult day care individualized? how does an older adult compensate for limited function?)
  - Description of content / answer the question
  - Conclude with a new question (e.g., what is the cost of individualized care? what happens when compensatory mechanisms fail?)
  Slides, posters, or other visual materials may be used but are not required. Presentations should focus on what will be most informative to classmates.

- Complete an academic paper (12 point font; one-inch margins; double-spaced; 10-15 text pages not including optional [new] figures or tables; ten or more citations) related to the student’s interests and approved by the instructor before Week 11 (at which time you are requested to bring to class an academic paper reporting a related intervention, if relevant). The paper must have a title; be literature-based, well-organized, and clearly written; reflect relevant multidisciplinary perspectives; and conclude with a thoughtful synthesis.

- Attend every class and participate actively in discussion through the sharing of disciplinary information, experiences, and perspectives. Attendance will be taken at each class session.
The proportionate value of each requirement is shown below:

<table>
<thead>
<tr>
<th>Component</th>
<th>Proportion</th>
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<tbody>
<tr>
<td>Mid-term notes</td>
<td>25%</td>
</tr>
<tr>
<td>Final notes</td>
<td>25%</td>
</tr>
<tr>
<td>Site visit/interview</td>
<td>15%</td>
</tr>
<tr>
<td>Academic paper</td>
<td>30%</td>
</tr>
<tr>
<td>Class attendance/participation</td>
<td>5%</td>
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**Grading System and Policy on Incompletes and Late Assignments**

Graduate students will receive grades of high pass, pass, low pass, or fail. Advanced undergraduate students will receive grades of A, B, C, D or F, unless other arrangements are made. Criteria for grades are as follows:

- **High pass (or A):** exceeded requirements (e.g., notes and/or paper are markedly more detailed)
- **Pass (or B):** met requirements
- **Low pass (C):** did not meet requirements

Late assignments will be accepted and/or incomplete grades assigned only in special situations with prior approval.

**Policy on Academic Dishonesty**

Please refer to the *APA Style Guide* for information on the attribution of quotes. All written assignments should contain a signed pledge stating “I have not given nor received unauthorized aid in the preparation of this work.”

In accordance with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action, as required.

**Policy on Accommodations for Students with Disabilities**

Students with disabilities that affect their participation in the course and who wish to have special accommodations should contact the University’s Disabilities Services and provide documentation of their disability. Disabilities Services will notify the instructor that the student has a documented disability and may require accommodations. Students should discuss the specific accommodations they require (e.g., change in instructional and/or examination format) directly with the instructor.

**Policy on the Use of Electronic Devices in the Classroom**

Electronic devices including laptops may be used, but the use of these devices for non-class related activities such as reading or writing e-mail is prohibited.

**Expectations for Written Assignments**

Students are expected to use good academic English in their written material; grades will be lowered for poor grammar, syntax, or spelling. Those who have difficulty writing are strongly encouraged to use online resources of the campus Writing Center (unc.edu/depts/wcweb) and other support services.
<table>
<thead>
<tr>
<th>Class Date</th>
<th>Aging and Health 2012: Course Schedule</th>
<th>Topic, Presenter (Reading)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Tuesday, 5:00-7:50)</td>
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<tr>
<td>Week 1: Jan. 10</td>
<td>5:00-7:50 Views, Trends, Myths, and the Future: Sheryl Zimmerman, Social Work (Chpt 2)</td>
<td></td>
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</tbody>
</table>
| Week 2: Jan. 17  | 5:00-6:20 Aging/Disability Simulation: Jane Armstrong, Social Work  
6:30-7:50 Aging Changes in the Body: Margaret Helton, Family Medicine (Chapter 3) |                            |
| Week 3: Jan. 24  | 5:00-7:50 Chronic Illnesses: Anthony Caprio, Medicine (Chpts 4, 5) |                            |
| Week 4: Jan. 31  | 5:00-6:20 Dementia, Etiology: Dan Kaufer, Neurology (Articles)  
6:30-7:50 Dementia, Quality of Life: Philip Sloane, Family Medicine (Articles) |                            |
| Week 5: Feb. 7   | 5:00-6:20 Mental Health and Illness: Ann Louise Barrick, Psychology (Chpt 7)  
6:30-7:50 Health Disparities: Peggye Dilworth-Anderson, Public Health (Chpt 1) |                            |
| Week 6: Feb. 14  | 5:00-6:20 Couplehood: Sheryl Zimmerman, Social Work (Article)  
6:30-7:50 Sexuality: Philip Sloane, Family Medicine (Chpt 11) |                            |
| Week 7: Feb. 21  | 5:00-7:50 Site Visit Presentations *(it is not necessary to take class notes for this session)* |                            |
| Week 8: Feb. 28  | 5:00-6:00 Site Visit Presentations *(it is not necessary to take class notes for this session)*  
6:10-7:50 Medication Use in Older Adults: Jena Ivey, Pharmacy (Chpt 8) |                            |
| Week 9: March 13 | 5:30-7:50 *Meet at Carol Woods:* Aging through the Eyes of Older Persons (Chpt 12) |                            |
| Midterm Due      |                                        |                            |
| Week 10: March 20| 5:00-6:20 Acute Illness: Christine Khandelwal, Medicine (Chpt 6)  
6:30-7:50 Older Adult Nutrition: Amanda Holliday (Chpt 10) |                            |
| Week 11: March 27| 5:00-7:50 Implementing Interventions: Leigh Callahan and Kirsten Nyrop, Orthopedics (Articles) |                            |
| Bring Article    |                                        |                            |
| Week 12: April 3 | 5:00-6:20 Informal/family Caregiving: Lisa Gwyther, Social Work (Article)  
6:30-7:50 Residential Long-term Care: Sheryl Zimmerman, Social Work (Chpt 14, article) |                            |
| Week 13: April 10| 5:00-6:20 Physical Activity: Salli Benedict, Health Promotion/Disease Prevention (Chpt 9)  
6:30-7:50 OT, PT, Dentistry: Sue Coppola; Vicki Mercer; Allen Samuelson (Articles) |                            |
| Week 14: April 17| 5:00-7:50 Death, Dying and Grief: Laura Hanson, Chip Baker, June Dixon (Pall Care) (Chpt 15) |                            |
| Week 15: April 24| 5:00-6:20 Public/Health Policies and Financing Medical Care: Pam Silberman (Chpt 13)  
6:30-7:50 Eldercare Workforce: Bob Konrad (Articles) |                            |
| Paper Due        |                                        |                            |
| Week 16: May 1   | *Course Evaluation*                  |                            |
| Final Due        |                                        |                            |
ARTICLES AND OTHER READINGS

Week 4: January 31  Dementia

Week 6: February 14  Couplehood

Week 11: March 27  Implementing Interventions

Week 12: April 3  Informal/family Caregiving and Residential Long-Term Care

Week 13: April 10  PT, OT, Dentistry

Week 15: April 24  Eldercare Workforce