



TEXAS A&M UNIVERSITY
SAN ANTONIO

**College of Education and Human Development
Department of Counseling, Health & Kinesiology**

**EDKN 4344 Health and Aging
SPRING 2024**

Instructor: Dr. Sonali Sarkar, MBBS, MPH, Dr.PH
Class time & Location: Wednesdays (5:30 PM to 8:15 PM)
Classroom: STEM 279
E-mail & Phone: sonali.sarkar@tamusa.edu
Office Hours: By appointment only

Required Textbooks: Saxon, Sue V., Etten, Mary J., and Perkins, Elizabeth, A. (2021). *Physical Change & Aging. A Guide for the Helping Professions* (7th ed.). Springer Publishing Company. ISBN 13-978-0826150554

Recommended Textbooks: NA

Course Description: This course will explore in-depth information regarding the health issues of aging individuals, including physical health, psychological health, chronic diseases, legal and ethical issues of health and Medicare/Medicaid.

COURSE OVERVIEW

The course is designed to provide exercise and health professionals with an overview of issues related to health and aging. The course will cover the concept of successful aging, the implications of chronic disease and disability, health promotion and programs/services for the aging population. For the semester project, students will research a topic on a current health issue and will practice leading and/or facilitating a health topic presentation or physical activity demonstration to their peers.

LEARNING OUTCOMES

At the end of this course, the student will be able to:

- SLO#1: Describe and explain the major health problems and issues for older populations and the implications for public health practice.
- SLO#2: Identify and describe the components of successful aging.
- SLO#3: Demonstrate an understanding for Alzheimer's and dementia and its implications for families and society.
- SLO#4: Describe the nutrition and physical activity recommendations for older adults.
- SLO #5: Identify current strategies for health promotion and disease prevention for older adults.
- SLP#6: Research a health issue impacting older adults and facilitate a health discussion or physical activity demonstration.

This course *primarily* addresses Responsibility VI and VII of the Seven Ares of Responsibility of a Certified Health Education Specialist as defined by the National Commission for Health Education Credentialing, Inc. (www.nchec.org):

Area of Responsibility VI: Serve as a Health Education Resource Person

Area of Responsibility VII: Communicate and Advocate for Health and Health Education

Undergraduate Class Policies

A student has the right to expect competent, well-organized instruction for the full number of clock hours allotted for a course; to sufficient written assignments, graded fairly and with reasonable promptness to show the student's academic standing in the course at least before mid-semester; to have ample opportunity to confer with the instructor at published office hours and to review graded written work; to freedom from ridicule, discrimination, harassment or accusations in the presence of other students or faculty members; and to an avenue for appealing to higher academic authority in case of alleged unfairness by an instructor.

Student Rights and Responsibilities

The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, University Catalog and to comply with them, as well as federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.

5. A student has the responsibility to check their university email for any updates or official university notification.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated. Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct.

Academic Dishonesty

Students are expected to do their own course work. Academic dishonesty is a violation of the Student Code of Conduct; therefore, the instructor may report any form of academic dishonesty to the Office of Student Rights and Responsibilities. Please review the Student Handbook for a complete description of the process.

No use of Generative Artificial Intelligence Permitted

EDKN 4344 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Excused absences: The general policy outlined by the University will be followed:
<http://www.tamusa.tamus.edu/studenthandbook.html>.

- A. In the event that you need to be away for a given period of time (e.g. funerals, hospital stays, family emergencies, military duty, etc.), you should contact Student Life and Wellness (210-784-1331; studentlife@tamusa.tamus.edu). If you will be missing more than a week of classes (whether continuous or not), inform them of the situation and they can send a notice to all your instructors rather than you having to explain to each of them your circumstances.
- B. Requests to be absent from class for official University business (athletics, field trips, student government, etc.) shall be made **prior** to the anticipated absence. Arrangements for missed work will be made at that time.

Absences for Religious Holidays

The university will allow students who are absent from classes for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the fifteenth day after the first day of the

semester, that student has notified the instructor of each class to be missed. The instructor may appropriately respond if a student fails to complete the assignment or examination within a reasonable time after the absence.

Academic Accommodations for Persons with Disabilities

The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a diagnosed disability that may require an accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is dssupport@tamusa.edu.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Incompletes

The spirit of the “Incomplete” is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances: 1. 70% of the class has been completed and student is passing with a “C” or better 2. The circumstance for which the “I” is requested is supported with documentation 3. Student has been attending class on a regular basis Incompletes are not to be used to remedy excessive absences. Unforeseen circumstances precipitating the request for an “I”, should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an “I”, a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All “I”s will automatically revert to an “F” after one year.

Dropping a Course

A course may be dropped by a student without approval from his/her academic advisor or other university official. Students who have been readmitted on academic/scholastic probation must also consult with their advisors prior to dropping or withdrawing. It is highly recommended that a student consult his/her academic advisor because of the impact on financial aid, graduation, veteran benefits, etc. After the online registration system is closed, all drops must be processed by the Office of the Registrar. A student who, by dropping a course, becomes registered for less than a normal load will be reclassified as a part-time student. Freshmen students who intend to drop a course must first visit their Academic Success Coach.

Administrative Drops for Non-Attendance

A faculty member may drop an undergraduate student for non-attendance at any time prior to the mid-point of a long semester. A drop processed by a faculty member for non-attendance will be treated as a non-punitive grade unless the undergraduate student is subject to the requirements of Senate Bill 1231. The Office of the Registrar will treat all drops processed by a faculty member in accordance with the requirements of Senate Bill 1231 and may change a grade of W to a grade of WS or an F, depending on the student's status.

Grading Policy

Assignments/Grades:

- | | |
|---|-----------|
| • Successful Aging Interview/Essay | 10 points |
| • Basics of the APA Style or Avoiding Plagiarism Workshop | 10 points |
| • Final Research Project Paper | 20 points |
| • Power Point Presentation | 10 points |
| • Mid-Term Exam | 25 points |
| • Final Exam | 25 points |

Letter Grades:

A= 90-100 points

B= 80-89 points

C= 70-79 points

D= 60-69 points

F= Less than 60 points

Grade Requirements: A grade of "C" or better must be earned in this course to satisfy Kinesiology requirements. Majors who do not earn a grade of "C" or better will be required to repeat the course. *Please note:* No changes to your final grade will occur once class has ended unless I have made a mistake. You are given the opportunity to follow your grade throughout the semester thus you should not be surprised with the grade you earn.

Blackboard: All announcements, assignments, power points and test etc., will be posted on Blackboard (except for those that require signatures).

Make-Up / Late Policy: Assignments: **All class work is due on the date and time assigned.**

Students can receive an extension on an assignment, quiz or exam only if there is an unavoidable circumstance such as family emergencies or health emergency etc. (non-emergency situations such as personal issues, computer/technology issues or work-related excuses will not accepted). Documentation must be provided or will result in point deduction. Students must contact the

instructor to receive the approval and make arrangements. **I do not offer extra credit or Independent Studies if an acceptable grade is not earned.**

Exam/Quiz: All tests will be **administered online** and must be completed by the assigned timeframe. *Note: You will have access online to the tests for at least 24 hours; therefore, there should be no excuses why you are not able to complete it on time.

Course Requirements

ASSIGNMENTS (Due dates are listed in the table for weekly schedule on page 7-8)

1) Successful Aging Interview/Essay (10 points).

Each student will write **a 2-page essay** (double-spaced in 12 point font Times New Roman, and **one inch margins**) **on what it means to age successfully**. The goal of the assignment is to describe your own personal thoughts and current knowledge on what it means to age successfully. As part of this essay, **you will be required to interview at least one older adult** (can be a family member, friend or neighbor) and incorporate their thoughts on the same topic as part of the paper. **No references required** for this assignment unless you provide information that is not common.

2) Basics of the APA Style or Avoiding Plagiarism Workshop (10 points).

Each student will be required to complete an APA or avoiding plagiarism workshop online (<https://libguides.tamusa.edu/plagiarism>) Watch the video and then click on the quiz under Avoiding Plagiarism. After completion of the quiz on the Library website, please take a SCREENSHOT and copy paste in a WORD document. Save it on your computer. Upload the Microsoft Word document on the Assignment folder of your BB by clicking on ATTACH files, If you have already taken the APA quiz from my previous course then upload it on the BB website to receive credit.

3) Semester Projects

A. Power Point Presentation (10 points).

Students will prepare a power point presentation. Upload your power point on BB to receive credit.

- **Topic for PP presentation.** Submit topic to the Discussion Board folder on BB (so that the topics should not coincide among students) **at least 2 weeks before we start the presentations**. You can choose the same topic for the final research paper.
 - Each student will have power point presentation slides. A minimum of 8 slides and maximum of 12 PP slides per presentation. To be Uploaded. No In-class presentation.

B. Final Research Group Assignment (20 points).

You will be required to **write a minimum 5 page paper (double-spaced, in a 12 point font Times New Roman, and one inch margins) on a model health program**. Paper should include the following sections: 1) Cover page, 2) Abstract, 3) Main body of paper, 4) Conclusion, and 5) Citation page. **Cover page and Citation page are extra pages and are not included in the 5 pages of the body of the paper.** **Assignment should be uploaded on the BB site to receive credit.**

- **Steps to complete this assignment:** Locate a model health program (Alzheimer's, diabetes, chronic diseases, physical activity, arthritis, depression, stress, etc.) oriented

toward older adults and describe it in sufficient detail. What is the most innovative or interesting component of the program that involves older adults? Why do you think so? Does the program satisfy the curiosity of interested older adults? To successfully complete this assignment you should visit the website for the organization offering the program, visit the website or gather information on the web for the community location where the program is offered, and gather as much online information about the program and health condition selected

Examples of websites where you can find this type of health program are:

- a. Hospitals
- b. Senior centers
- c. Retirement communities
- d. Nursing homes
- e. AARP chapter
- f. ACOG chapter
- g. Non-profit organizations
- h. Religious institutions
- i. University/community colleges

PLEASE NOTE: All assignments should be written in APA Style- typed, double-spaced in 12 point font Times New Roman, one inch margins and include 5 in-text citations and a complete reference list. Please review APA Style guidelines @ <http://www.apastyle.org/> or at the University Library-Get Smart @ <http://libguides.tamusa.tamus.edu/getsmart>

****Papers submitted without in-text references and a reference list will result in points deducted.***

C. Mid-Term & Final Exam (25 points each; Total 50 points).

There will one mid-term and one final exam that will cover the assigned readings. The exams will consist of **50 multiple choice and true/false questions.**

Course Schedule and Important timeline in the next page

Schedule of Course Activities

This is a tentative schedule. The course schedule will change as the demands of the class/students dictate.

DATE	READING SCHEDULE	ASSIGNMENT & DUE DATE
Week 1 January 17 th	Syllabus, Introductions, Course Expectations	No class this week. Settle down. Attend orientation. Get housing, parking pass. Get oriented to Blackboard (BB) obtain username password for email and BB. Visit Library, Get books, ID card etc.
Week 2 January 24 th	Chapter 1. Perspectives on Aging Chapter 2. Theories of Aging	CLASS MEETS TODAY at STEM 279 Assignment: Basics of APA Style or Avoiding Plagiarism Due Date: January 31st
Week 3 January 31 st	Chapter 3. The Skin, Hair, and Nails Chapter 4. The Musculoskeletal System	
Week 4 February 7 th	Chapter 5. The Nervous System Chapter 6. Dementia and Delirium	Submit topics for power point presentation on Discussion board folder in the BB to prevent overlap of topics between students. Due Feb 5th
Week 5 February 14 th	Chapter 7. The Sensory System Chapter 8. The Cardiovascular System	Assignment: Successful Aging Interview/Essay Due Date: Feb 19th
Week 6 February 21 st	Chapter 9. The Respiratory System Chapter 11. The Urinary System	
Week 7 February 28 th	Chapter 10. The Gastrointestinal System Chapter 13. The Endocrine System	

Week 8 March 6 th	Chapter 12. The Reproductive System Chapter 14. The Immune System	Mid-Term Exam (ONLINE). Chapters 1-11 and 13. Available from March 2nd (Saturday, 8:00 am) through (Sunday, March 10th 11:59pm).
Week 9 (March 11-17)	SPRING BREAK NO CLASSES	
Week 10 March 20 th	Chapter 16. Special Topics (Alcoholism, Falls, Footcare)	
Week 11 March 27 th	Chapter 17. Health Promotion and exercise Chapter 19. Nutrition	
Week 12 April 3 rd	Chapter 18. Complementary, Alternative Medicine Chapter 20. Medications	Submit research project by April 19th Friday
Week 13 April 10 th	Chapter 21. Teaching Older Adults Chapter 15. Aging with Lifelong Disabilities	
Week 14 April 17 th	Chapter 22. Gerontechnology Chapter 23. Caregiving	
Week 15 April 24 th	Chapter 24. Death and Grief Work on PP presentation	Assignment due: Power Point presentation on April 29th Monday
Week 16 May 1 st	Review of chapters 12 and 14-23	Final Exam (ONLINE). Chapters 12 and 14-23. Available Wednesday May 1st (8:00am) through Sunday, May 5th (11:59pm).

Counseling Resources:

As a college student, there may be times when personal stress interferes with your academic performance and/or negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment call 210-784-1331 or visit Modular C, Room 166 (Rear entrance).

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services.

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2'). For more information and self-help resources, please visit www.tamusa.edu/studentcounseling