

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
FALL, 2009

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 and Time: **Tuesdays, 5:00 – 7:50 p.m.**

Professor: **Sheryl Zimmerman, PhD, 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**

Course

Assistant: **Becky Stone, Institute on Aging
Phone: 966-5594 Fax: 966-0510 E-mail: bstone@schsr.unc.edu**

Location: **Room 116 Beard Hall**

COURSE DESCRIPTION: Students will develop a basic understanding of the aging process and issues 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

- Ferrini, A., & Ferrini, R. (2008). *Health in Later Years* (4th ed.). New York: McGraw-Hill. This text is available at the Health Affairs Bookstore on Medical Center Drive.
- Other readings are available on Blackboard (under Course Documents).

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

problems 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 604), nursing (NURS 782I), pharmacy (PHCY 604I), physical therapy (PHYT 904I and HMSC 904I), psychology (PSYC 904I), social work (SOWO 604I), and sociology (SOC 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 course director (Dr. Zimmerman) will help to integrate the material across topics and sessions.

CLASS ASSIGNMENTS

Students are expected to be prepared for each class session by having read the required material in advance. Readings will be assigned for each topic – either one or more chapters, articles, or both. Students also are expected to participate actively in class discussion through sharing of disciplinary information, experiences, and perspectives. Additional requirements include:

- Conduct and present 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 and focused. It must (1) be designed to answer a specific question (e.g., how is adult day care individualized to meet the different needs of its clientele?; how does an elderly person compensate for limited function?); (2) interpret the information to answer the question; and (3) conclude with a new question (e.g., what is the cost of individualized care? what happens when compensatory mechanism fails?). The visit/interview must be pre-approved by the course director. This assignment is a presentation only; no written synopsis is required.

Students in the School of Social Work must meet with Dr. Zimmerman to assure that this assignment extends learning from courses required by that school.

- Complete an academic paper (limit of ten text pages double spaced; up to three optional pages of figures and tables; ten or more citations) related to the student’s interests and approved by Dr. Zimmerman. It must be literature-based, use existing data (e.g., to address the prevalence of the issue), and synthesize relevant multidisciplinary perspectives. The paper must be well-organized and clearly written.
- Prepare two typewritten double-spaced pages of notes per class topic, drawn from the readings and presentations, which summarize the information in a way that will be most pertinent for future use. The notes will be submitted in lieu of a midterm and final exam.

The proportionate value of each requirement is shown below:

Component	Proportion
Site visit/interview	10%
Academic paper	40%
Mid-term notes	20%
Final notes	20%
Class participation	10%

GRADING SYSTEM AND POLICY ON INCOMPLETES AND LATE ASSIGNMENTS

Numeric scores will be combined in their proportionate value and converted for the assignment of a final grade using the scale shown below. Undergraduate and pharmacy students will receive grades of A, B, C, D or F, while all others will receive grades of H, P, L or F, unless specific arrangements are made to the contrary. Late assignments will be accepted and/or incomplete grades assigned only in special situations with prior approval.

Numeric Grade	Letter Grade	Letter Grade
94 – 100	H	A
80 – 93	P	B
70 – 79	L	C
≤ 69	F	D or F

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 (i.e., 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.

Class Date (Tuesday, 5:00-7:50)	Aging and Health 2009: Course Schedule Topic, Presenter (Reading)
<u>Week 1: Aug. 25</u>	5:00-7:50 Views, Trends, Myths, and the Future: Sheryl Zimmerman, Social Work (Chapter 2)
<u>Week 2: Sept. 1</u>	5:00-6:20 Aging Changes in the Body: Margaret Helton, Family Medicine (Chapter 3) 6:30-7:50 Aging/Disability Simulation: Jane Armstrong, Social Work
<u>Week 3: Sept. 8</u>	5:00-7:50 Minority Aging: Peggye Dilworth-Anderson, Public Health (Chapter 1)
<u>Week 4: Sept. 15</u>	5:00-7:50 (Special Session): Aging Exchange, Friday Center for Continuing Education
<u>Week 5: Sept. 22</u>	5:00-6:20 Chronic Illnesses: Jan Busby-Whitehead, Medicine (Chapters 4, 5) 6:30-7:50 Acute Illness: Christine Khandelwal, Medicine (Chapter 6)
<u>Week 6: Sept. 29</u>	5:00-7:50 Implementing Interventions for Older Adults: Leigh Callahan, Orthopedics (Articles*)
<u>Week 7: Oct. 6</u>	5:00-6:20 Aging through the Eyes of Older Persons: Guests (Chapter 9 and 12) 6:30-7:50 Physical Activity: Salli Benedict, Center for Health Promotion/Disease Prevention
<u>Week 8: Oct. 13</u> Midterm Due	5:00-6:20 Mental Health and Illness: Ann Louise Barrick, Psychology (Chapter 7) 6:30-7:50 MIDTERM NOTES DUE
<u>Week 9: Oct. 20</u> Site Visit Due	5:00-6:20 Site Visit Presentations 6:30-7:50 Site Visit Presentations
<u>Week 10: Oct. 27</u>	5:00-6:20 Dementia: Dan Kaufer, Neurology (Articles*) 6:30-7:50 Dementia: Philip Sloane, Family Medicine (Articles*)
<u>Week 11: Nov. 3</u>	5:00-6:20 Sexuality: Philip Sloane, Family Medicine (Chapter 11) 6:30-7:50 Couplehood: Sheryl Zimmerman, Social Work (Article*)
<u>Week 12: Nov. 10</u>	5:00-6:20 Informal/family Caregiving: Lisa Gwyther, Social Work (Chapter 14 and article*) 6:30-7:50 Residential Long-term Care: Sheryl Zimmerman, Social Work
<u>Week 13: Nov. 17</u>	5:00-7:50 Medication Use in Older Adults: Jena Ivey, Pharmacy (Chapter 8)
<u>Week 14: Nov. 24</u>	5:00-7:50 OT, PT, Dentistry: Sue Coppola, OT; Vicki Mercer, PT; Allen Samuelson, Dentistry (Articles*)
<u>Week 15: Dec. 1</u>	5:00-7:50 Death, Dying and Grief: Laura Hanson, MD; Chip Baker, RN; June Dixon, SW (Chapter 15)
<u>Week 16: Dec. 8</u> Paper Due	5:00-7:50 Public/Health Policies and Financing Medical Care: Bill Lamb, Institute on Aging (Chapter 13)
<u>Week 17: Dec. 15</u> Final Due	Course Evaluation FINAL NOTES DUE

*ARTICLES

Week 6: September 29 Implementing Interventions

Ball, K., Berch, D.B., Helmers, K.F., Jobe, J.B., Leveck, M.D., Marsiske, M., Morris, J.N., Rebok, G.W., Smith, D.M., Tennstedt, S.L., Unverzagt, F.W., & Willis, S.L. (2002). Effects of a cognitive training intervention with older adults: a randomized controlled trial. *JAMA* 288(18), 2271-2281.

Callahan, L.F. (2009). Physical activity programs for chronic arthritis. *Current Opinion in Rheumatology* 21, 177-182.

Chang, J.T., Morton, S.C., Rubenstein, L.Z., Mojica, W.A., Maglione, M., Suttorp, M.J., Roth, E.A., & Shekelle, P.G. (2004). Interventions for the prevention of falls in older adults: systematic review and meta-analysis of randomized clinical trials. *BMJ* 326, 1-7.

Kretser, A.J., Voss, T., Kerr, W.W., Cavadini, C., & Friedmann, J. (2003). Effects of two models of nutritional intervention on homebound older adults at nutritional risk. *Journal of the American Dietetic Association* 103, 329-336.

Week 10: October 27 Dementia

Burns, A., & Iliffe, S. (2009). Dementia. *British Medical Journal* 338, 405-409.

Hinton, L., Franz, C.E., Reddy, G., Flores, Y, Kravitz, R.L., & Barker, J.C. (2007). Practice constraints, behavioral problems, and dementia care: primary care physician's perspectives. *Journal of General Internal Medicine* 22(11), 1487-1492.

Salloway, S., & Correia, S. (2009). Alzheimer disease: Time to improve diagnosis and treatment. *Cleveland Clinic Journal of Medicine* 76(1), 49-58.

Week 11: November 3 Couplehood

Prigerson, H.G., Maciejewski, P.K., & Rosenheck, R.A. (2000). Preliminary explorations of the harmful interactive effects of widowhood and marital harmony on health, health service use, and health care costs. *Gerontologist* 40(3), 349-357.

Week 12: November 10 Informal/family Caregiving

Wolff, J.L., & Kasper, J.D. (2006). Caregivers of frail elders: updating a national profile. *Gerontologist* 46(3), 344-356.

Week 14: November 24 PT, OT, Dentistry

Brach, J.S., Simonsick, E.M., Kritchevsky, S., Yaffe, K., & Newman, A.B. (2004). The association between physical function and lifestyle activity and exercise in the health, aging and body composition study. *Journal of the American Geriatrics Society* 52, 502-509.

White, R. (2007). Older people hang out too. *Journal of Occupational Science* 14(2), 115-118.

MacEntee, M.I., & Prosth, D. (2005). Caring for elderly long-term care patients: oral health-related concerns and issues. *Dental Clinics of North America* 49, 429-443.

Persson, R.E., & Persson, G.R. (2005). The elderly at risk for periodontitis and systemic diseases. *Dental Clinics of North America* 49, 279-292.