

**California State University, Chico College of Behavioral and Social Sciences  
DEPARTMENT OF HEALTH AND COMMUNITY SERVICES (HCSV)**

- I. Program Affiliation:** Health and Community Services (HCSV)
- Course Number and Title:** HCSV 541-01 Health in the Later Years
- Prerequisites:** None
- Professor:** Jeanne Freeman, PhD, CHES  
Office: Butte 647  
Office Phone: (530) 898-5633  
Office FAX: (530) 898-5107  
Office Hours: Mondays 2:00-5:00pm (Starting 8/28); Tuesdays 4:30-6:30pm  
E-mail: Send correspondence through the WebCT mail tool found within the course shell. You may also e-mail me at JMFreeman@csuchico.edu (Subject heading: Health in the Later Years). **\*I will respond to all e-mails within 48 hours.**
- Course Meeting Days & Time:** Mondays 6-8:50pm  
**Course Meeting Room:** Butte Hall 229

**II. Relationship to Knowledge Base**

This **web-enhanced** course is designed to provide upper division undergraduate and graduate students with an overview of critical issues related to aging and health. Topics covered include: physiology of aging, health behavior, and bio-psycho-social influences on elder health, managing illness, medical care, and death and dying. Students will be expected to master a number of theoretical and empirical approaches to health.

**III. Required Textbooks**

Ferrini, A.F. & Ferrini, R.L. (2000). *Health in the Later Years*. (3<sup>rd</sup> ed.) San Francisco, CA: McGraw-Hill. ISBN: 0-697-26263-4.

Albom, M. (1997). *Tuesdays with Morrie*. New York, NY: Broadway Books. ISBN: 0-7679-0592-X

**IV. Goals**

The overall goal of this course is to help students understand factors influencing health issues during the elderly years of life. Additionally, this course will help students develop sensitivity in relation to the elderly population. This course will create an atmosphere where the thorough discussion of issues and **all** views will be given value. Finally, this course will give the student the chance to be an active participant in their learning process.

**V. Competencies/Objectives**

After completing this course, the student should be able to:

- A. Describe the major chronic and acute health problems affecting older adults.
- B. Identify biological, social, behavioral, and psychological factors related to health outcomes.
- C. Develop skills in assisting individuals who differ in their abilities.
- D. Demonstrate sensitivity to diversity.
- E. Gain self-awareness of identity and values.
- F. Demonstrate responsibility, independence, autonomy, and assertiveness within the classroom and community setting.

- G. Articulate personal values, attitudes, and beliefs.
- H. Utilize a variety of ways (e.g., discussion, presentations, written assignments) to communicate information effectively.

## VI. Evaluation

Students have the opportunity to earn **650 points**. Points are earned based on performance in the following areas:

Dying Paper	<b>100 points</b>
Living Paper	<b>100 points</b>
Article Discussion Leader	<b>50 points</b>
Discussion of Albom Book (5 @ 15 points)	<b>75 points</b>
Aging Journal (10 @ 10 points)	<b>100 points</b>
Quizzes (5 @ 20 points)	<b>100 points</b>
Class Project and Presentation	<b>125 points</b>
<b><i>Total Points</i></b>	<b><i>650 points</i></b>

- A. Papers: Guidelines for each respective paper are available within the WebCT shell for this course. Each paper is worth 100 points toward your course grade.
- B. Article Discussion Leader: Throughout the semester several class periods will have time set aside for students to lead the discussion about an article they found related to the topic for that week. A copy of the article you will be discussing with the class is to be turned in one week ahead of time. The article will be scanned and put in the WebCT account for this course for the class to read prior to you leading the discussion. During class periods in which article discussions occur, three students will be leading the discussion about the topic for that day. As a result, you may want to work cooperatively with one another to lead a well-organized discussion without duplicating the information. In leading the discussion, think about ideas presented in the articles, your thoughts and feelings about the information presented as well as your peers' impressions. Also consider the societal impact and long-term implications of the information you are discussing. The discussion time for the three articles will not exceed a total of 45 minutes in class. This component of your course grade is worth 50 points.  
**\*\* Make sure the article you present is related to the course topic being discussed the week you lead.**
- C. Discussion of Albom Book: Throughout the semester we will be reading *Tuesdays with Morrie*. This book by Mitch Albom explores a variety of issues in a format that allows for a lot of discussion. Throughout the semester pages from this book will be assigned. You are to have read the pages prior to coming to class and be prepared for active participation regarding the topic(s). To **earn** the discussion points for that day in class, you **MUST** talk in class by providing your personal input, ideas, and beliefs. If you simply listen and do not **actively** participate, you will not **earn** points for that day's discussion. We will be discussing this book during 6 class sessions. Your participation in 5 of these sessions will count for credit with each session being worth 15 points for a total of 75 points available for this component of your grade.
- D. Aging Journal: Exploring the aspect of aging tends to bring forth many emotions, concerns, ideas, and perceptions of which we generally are not aware. It is important to consider these elements as we explore this inevitable part of life. Therefore, you are to keep an aging journal throughout the semester. You can record your thoughts in a composition book, within a file on your computer, or on blank pieces of notebook paper. Your thoughts can be related to topics discussed in class, articles you read in newspapers or magazines, shows you saw on

television, comments people have made, comics you have read, etc. There will be ten weeks during the semester in which you will be required to bring your journal entry to class. On those days, I will stamp your entry to verify that you have completed the task on time. It is your responsibility to keep track of these stamped entries. At the end of the semester, you will be asked to turn in all ten of your stamped entries for me to read. You will only receive credit for entries that are stamped. In reading your entries, I will be looking for your thorough evaluation of what you are writing about. Therefore, your entries will be considerable in length and will warrant your attention and time. Each of the ten journal entries is worth 10 points for a total of 100 points available for this component of your grade.

- E. Quizzes: Throughout the semester, six quizzes will be utilized to assess your comprehension and application of the material presented in the text and lectures. Only five of these quizzes will count toward your final grade. Your lowest quiz grade will be dropped. Each quiz will be worth 20 points for a total of 100 points available for this component of your grade.
- F. Class Project and Presentation: You will have your choice of one of three projects to complete for this portion of your grade. You will choose between the personal genogram project, the perspectives on death and dying in music and the arts project, or the growing old abroad project. Each project will require preparation, interviews, and research. Additionally, each project will require you to compose a 5-6 page paper and provide a short presentation during the final exam period. Guidelines for each project are available in the WebCT shell for this course. This component of your grade is worth 125 points (100 points for the paper and 25 points for the presentation).

## VII. Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, at least two weeks of advance notification will be given to the class. Changes will be announced in class and posted on the course portal account.

## VIII. Grading Scale

A = 94-100%	(611-650 points)	C = 74-76%	(481-500 points)
A- = 90-93%	(585-610.5 points)	C- = 70-73%	(455-480.5 points)
B+ = 87-89%	(565.5-584.5 points)	D+ = 67-69%	(435.5-454.5 points)
B = 84-86%	(546-565 points)	D = 64-66%	(416-435 points)
B- = 80-83%	(520-545.5 points)	D- = 60-63%	(390-415.5 points)
C+ = 77-79%	(500.5-519.5 points)	F = ≤ 59%	(≤ 389.5 points)

All assignments are to be handed in at the beginning of class on their due dates. Late assignments will be accepted with a 25% grade reduction **per day or fraction of a day** for that assignment. Assignments submitted more than four days late will not be accepted for credit and a zero will be entered for that assignment. **This policy will be strictly enforced!** All late assignments are to be submitted to my mail box in BUTTE HALL 607 and are to be date and time stamped by the administrative assistant. **Do not submit assignments by sliding them under my office door. If it is slid under my office door it will receive zero credit.** You can always turn an assignment in early. All assignments are to be typed or word-processed unless otherwise noted. Assignments submitted by electronic mail will NOT be accepted unless prior arrangements have been made with the instructor.

## IX. Extra Credit

Various extra credit opportunities will be made available at the discretion of the instructor. Point values for each opportunity will range from 1-10 points each. NO LATE extra credit assignments will be accepted.

**X. Academic Honesty**

The guidelines for the CSU Chico Academic Honesty Policy, as stated in the University Catalog, will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the CSU Chico Academic Honesty Policy as stated on pages 144 & 623 of the 2005-2007 catalog. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process.

**XI. Accommodations**

Students with disabilities requesting reasonable accommodations must first register with Disability Support Services (DSS) by calling 530-898-5959. DSS is located in Building E and on the web at: <http://www.csuchico.edu/dss/>. DSS provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with DSS is approximately one to two weeks.

**XII. Classroom Behavior**

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior including inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the university catalog.

**XIII. Attendance**

Every student is expected to attend class, arrive to class on time, and participate with in-class discussions, proposed questions and activities. You are allowed to miss two three-hour classes without penalty. After missing two classes, each additional class or partial class missed will result in a 5% grade reduction or a loss of 32.5 points from your final grade. If you are going to miss a class, you should contact the instructor ahead of time by calling 530-898-5633 and leave a message with your name and phone number.

Students who miss a class are responsible for finding out what material was covered or what assignments were given during their absence. The instructor does not repeat lectures. However, the instructor is available to clarify topics discussed in class during the student's absence. **Students are directed to consult with their fellow students to find out what was covered during their absence.**

**Name of class partner:** \_\_\_\_\_ **Phone #:** \_\_\_\_\_

**XIV. Course Resources**

CSU Chico Library  
Writing Center – Taylor Hall 203 (530-898-5042)  
CSU Portal – Course notes, assignment instructions, course calendar, and writing guidelines

**XV. WebCT Information**

This course is *web-enhanced*. Class notes and additional reading materials will be available on the HCSV 541-01 course pages on WebCT. **This is the only place this information will be available.** You will need to regularly access the WebCT course pages to obtain information and readings necessary for the exams. By registering for this class, you are automatically on the WebCT course roster. However, to access the class information on WebCT, you will need to initialize your CSU Chico portal account. Information on how to do this on the web is available at the following address: <http://www.csuchico.edu/stcp/portal/account.shtml>. You can also contact Student Computing (898-4357) to assist you in this process. **DO NOT** delay in setting up your account!

**XVII. Recorded Grades (For Your Records)**

<b>Class Project</b>	<b>_____ / 100 points</b>	<b>Dying Paper</b>	<b>_____ / 100 points</b>
<b>Project Presentation</b>	<b>_____ / 25 points</b>	<b>Living Paper</b>	<b>_____ / 100 points</b>
<b>Article Discussion Leader</b>	<b>_____ / 50 points</b>	<b>Aging Journal</b>	<b>_____ / 100 points</b>
<b>Book Discussion #1</b>	<b>_____ / 15 points</b>	<b>Book Discussion #2</b>	<b>_____ / 15 points</b>
<b>Book Discussion #3</b>	<b>_____ / 15 points</b>	<b>Book Discussion #4</b>	<b>_____ / 15 points</b>
<b>Book Discussion #5</b>	<b>_____ / 15 points</b>	<b>Book Discussion #6</b>	<b>_____ / 15 points</b>
<b>Quiz #1</b>	<b>_____ / 20 points</b>	<b>Quiz #2</b>	<b>_____ / 20 points</b>
<b>Quiz #3</b>	<b>_____ / 20 points</b>	<b>Quiz #4</b>	<b>_____ / 20 points</b>
<b>Quiz #5</b>	<b>_____ / 20 points</b>	<b>Quiz #6</b>	<b>_____ / 20 points</b>

**\*\* Only 5 of the 6 book discussion dates count toward your final grade.**

**\*\* Only 5 of the 6 quizzes count toward your final grade.**

### XVIII. Content & Important Dates

<b>Date</b>	<b>Topic/Assignment</b>	<b>Chapter(s)/Page(s)</b>
21-Aug	Course Introduction; Myths of Aging; Sign-up for Article Leadership	F:1
28-Aug	Biological Aging	F:2
4-Sep	<b>NO CLASS! HOLIDAY!</b>	
11-Sep	Normal Aging; Quiz #1; Journal #1; Tuesdays with Morrie #1	F: 3; A: 1-31
18-Sep	Physical Activity; Journal #2; Article Discussions (3)	F: 4; Posted Articles
25-Sep	Nutrition; Quiz #2; Journal #3; Tuesdays with Morrie #2	F: 5; A: 32-61
2-Oct	Sexuality; Dying Paper; Article Discussions (3); Tuesdays with Morrie #3	F: 6; A: 62-79; Posted Articles
9-Oct	Mental Health; Quiz #3; Journal #4; Article Discussions (3)	F: 7; Posted Articles
16-Oct	Chronic Illness & Acute Illness; Journal #5; Tuesdays with Morrie #4	F: 8 & 9; A: 80-122
23-Oct	Medication Use; Quiz #4; Journal #6; Article Discussions (3)	F: 10; Posted Articles
30-Oct	Health Promotion; Journal #7; Article Discussions (3); Tuesdays with Morrie #5	F: 11; A: 123-159; Posted Articles
6-Nov	Medical Care; Quiz #5; Journal #8; Tuesdays with Morrie #6	F: 12; A: 160-192
13-Nov	Death, Dying, and Grief; Living Paper; Article Discussions (3)	F: 14; Posted Articles
20-Nov	<b>NO CLASS! HOLIDAY!</b>	
27-Nov	Long-term Care; Quiz #6; Journal #9; Article Discussions	F: 13; Posted Articles
4-Dec	Off-campus field trip; Journal #10; Journal Projects	
11-Dec	Class Projects; Project Presentations <b>8-10pm</b>	