

**DEPARTMENT OF HEALTH SCIENCE
FALL 2008: ONLINE**

HESC-GERO 450 – Applied Health Promotion in Aging Populations

3 Units Prerequisite(s): Upper division status.

I. General Information

Class Meeting:

Instructor: Dr. Jessie Jones

Office: KHS 243

Office Hours: In person: Tues and Wed. 2:30-3:30; or by appointment
On-line/email: Tues and Wed mornings
I check my email daily from M-F and usually respond within the day, and for emails sent to me over the weekend, I generally respond by Sunday night or Monday.

Phone: (714) 278-2620

Email: jjones@fullerton.edu

II. Catalog Course Description

Promotion/risk reduction program content, development, implementation, and evaluation for aging populations. Topics include: weight control, stress management, chronic medical condition prevention/ management, physical fitness, and accident prevention.

III. Minimum Technical Requirements and Competencies

To fully participate in this course, you will need to have and successfully operate a computer system that meets the following minimum technical specifications. The latest version of the software listed will be used.

Operating System: Windows 95 or higher, Macintosh OS X

Processor: 450 MHz or higher preferred

Memory: 256 MB of RAM or higher

Plug-ins: Adobe PDF reader, Real Player

Browser: Netscape 4.7 or higher, Internet Explorer 6.0 or higher (Java and Javascript must be enabled. AOL users should upgrade to AOL 5.0)

Sound Card: Required

Video Card: Required

Modem: 56 Kbps

Monitor: 15” monitor with 800 x 600 resolution capability or larger

Printer: Graphics-capable (inkjet or laser) printer

Software: Microsoft Office, Adobe Acrobat Exchange

CD-R: 12x (24x preferred)

E-mail Account: Must be able to send/receive attachments

Internet Connection: You are required to have a dependable connection to the Internet. The speed and reliability of your connection will directly influence your online learning experience and ability to successfully complete exams.

IV. Required Textbook

Haber, D. (2007). **Health Promotion and Aging:** Practical Applications for Health

V. Instructional Objectives

At the conclusion of this course, each student should be able to:

1. Apply theoretical and conceptual models of health-related behavior, health promotion, and illness prevention to individuals, families, and groups for older adults
2. Distinguish between behaviors that foster and those that hinder well-being in later years.
3. Assess intrinsic and extrinsic risk factors that relate to health promotion and illness prevention.
4. Develop health promotion and/or clinical preventive care programs for individuals and groups of older adults from diverse ethnic and sociocultural backgrounds.
5. Examine empirical basis for selected complementary (non-pharmacological) therapeutics.
6. Compare and contrast health status indices for cross cultural aging populations.
7. Designate outcome measures appropriate for selected health promotion programs.

Learning Objectives

By the conclusion of this course, students should be able to:

1. Identify and explain risk factors, health concerns, lifestyle issues and health behaviors relevant to older adults.
2. Describe, analyze and report health behaviors and practices to promote health and prevent disease for older adults.
3. Identify, discuss and illustrate major cross cultural perspectives, processes and dynamics of change relevant to health promotion and healthy aging.
4. Discover and articulate health education roles in providing information, examining lifestyle issues and fostering health behaviors and practices which promote health for older adults.
5. Specify and describe health promotion program development strategies applicable to a variety of settings.
6. Describe, examine and explain the future trends and issues of health promotion for older adults.

Process Objectives

To accomplish the instructional and learning objectives, the teaching style used in this course include: lectures, discussions, small group work, web-based assignments, and experiential learning. Specific process objectives include:

1. Extend learning beyond the classroom by observing and analyzing health behavior, and by implementing health promotion activities in the community;

2. Provide cooperative learning opportunities for students to participate in interactive and dynamic classroom activities;
3. Utilize group activities to allow exposure to different opinions and help students develop appreciation for perspectives and experiences of all students (diversity);
4. Provide opportunities for students to improve computer technology skills related to health promotion through web assignments and working in the wellness resource room

Course Outcome Assessment Measures

1. Self-expression and material contribution during course. (Class participation)
2. Preparation, participation and timely submission of course assignments and exams. (Class participation)
3. Completed individual project: Scientific Review Paper (Graduate students--Written & analytical); Health Promotion visitation report (Undergraduate—Experiential and written)
4. Completed group project: Wellness Day Project (Written, analytical and communication skills)
5. Exam 1 & Exam 2 based on course content and information presented in course. (Class participation)

***MPH Students Only: See last page for course competencies for MPH program.**

VI. Course Information

All course materials will be presented online. In case of technical problems with the blackboard, please contact the Help Desk at (714) 278-7777.

VII. Instructor Responsibilities

Email/Online: I will review email messages every Tuesday and Thursday. It is more likely that I will review them each day; however, you cannot depend on this. Consequently, plan your time accordingly.

Grading: Online assignments will be generally be graded and returned within one week after being submitted.

Other: I will notify students of any changes in the course, provide specific details of on-line reading assignments, provide additional resources and information as they become available, and provide specific instructions for submitting projects.

I will obtain information to answer any questions you might have regarding course content.

VIII. Student Responsibilities

Unfortunately, many students have been taking online courses even though they are not particularly adept at using computers or Blackboard. This creates a great deal of frustration and problems for both the students and me. It is not my responsibility, nor the responsibility of Distance Education staff, to teach you how to use Blackboard as part of this course.

If this is your first time taking an online class at Cal State Fullerton, you need to complete the "**Distance Education Blackboard Tutorial**". To access this tutorial, follow these steps:

1. Click on the **COURSES** tab at the top of the page.
2. Type in "**Distance Education Blackboard Tutorial**" in the course search box located in the upper left hand corner.
3. Click on the link for the tutorial.

Communication:

1. If you want your e-mail sent to an address other than the one registered on Blackboard, it is your responsibility to change it. If you need help, see the *Distance Education Blackboard Tutorial*. It would be a good idea to verify your Blackboard email address at this time.
2. You must gain access to your e-mail by going to CSUF home page and logging on to the Internet Portal.
3. You are expected to check your e-mail at least twice a week. If you have an email account which limits the size of your in-box, it is not my responsibility to re-send any returned emails.
4. If it is not clear from your email address who you are, please provide your full name so I may respond appropriately.
5. Email me with any questions, problems, or suggestions. I will generally respond within 48 hours.
6. Inform me within the first week of class if you have any specific disabilities that need to be addressed.
7. Review your graded exams and projects, as well as your cumulative grade. If you believe your score is in error, or you'd like to dispute your score, you have one week from the time the grade was posted to notify me. After that time, the grade stands.

Participation:

1. Each student is expected to be an active member of the assigned on-line discussions. Those who are not will have points deducted from their overall grade.
2. It is expected that each student will access the course web site a minimum of two times a week.

Work Submission:

1. Please refer to the **Assignment Button** on the blackboard site for assignments and how to submit them.
2. If your assignment has been received, you will find an exclamation point in the grade book for that assignment. Note that you must enter at least one character in the “Comments” section for your submission to be successful.
3. In the event of technical problems, I will arrange for alternative submission procedures and activities.
4. Student work may be authenticated by the instructor using an online verification program.

Netiquette:

Netiquette refers to a set of behaviors that are appropriate for online activity, especially with e-mail and threaded discussions. The core rules of netiquette can be found at <http://www.albion.com/netiquette/corerules.html>. Please read these rules to ensure that you are familiar with what will be the expected online behavior for this course. You are expected to follow all rules; however, please note that rules 5, 7, and 10 are frequently violated by students. Make sure you carefully review these rules as they will reflect on your grade. Violation of the rules may also result in delays of email responses.

Academic Dishonesty:

Students are expected to adhere to the university guidelines regarding academic dishonesty. This policy will be strictly followed. Please refer to the university handbook for a full description of the policy. A copy of the university handbook can be found at the following Web site:

<http://www.fullerton.edu/handbook/policy/discipline.htm>

Disabled Student Services:

Please inform the instructor during the first week of classes about any disability or special needs that you have that may require specific arrangements. According to the California State University Policy, students with disabilities need to document their disabilities at the Disabled Student Services Office.

IX. Course Requirements/Makeup Policy

Makeup Policy: All students are required to take the examinations on the scheduled dates. Only under exceptional circumstances may a student make up an exam, and then only if the instructor is notified in advance.

Exams:

1. There will be two (2) exams. Exam #2 is not comprehensive. The questions will be taken from the course readings, discussion board forums, and from the online materials. *Each exam is worth 35% of your grade.*
2. A study guide will be posted at least 1 week before the exam.
3. Exam dates are posted in the Weekly Schedule.

Website Assignments: Due throughout semester

1. Website reviews are worth 5% of your grade.
2. Select two (2) website from the list under the **Assignments** button. You will have a total 16 website write-ups to complete during the semester.
3. Website reviews are due on the date listed (see course outline). Anything submitted after that time will be considered late.
4. Write ½ page review about the website—noting major points; why you would or would not recommend the website to other health professionals working with older adults.
5. All projects should be free of grammatical errors. Make sure you put your full name on the actual document file.
6. Grading will be as follows:
 - *2 points: complete assignment requirements
 - *1 point: Assignment requirements not totally complete

Discussion Board Forums: Due throughout semester

1. Discussion Boards (a total of 4) are worth 2 pts each, for a total of 5% of your course grade.
2. There will be 4 discussion board forums. Specific directions and due dates will be provided in course outline.
3. The role of the Discussion Board is for student to student discussions, not discussion with your Professor. My role is to monitor and grade discussions.
4. Lack of full participation will result in points being deducted from your overall grade. You must post a response to the question addressed in each forum as well as reply to at least two students' comments in order to receive the full 2-point credit. This is a minimum requirement. You may reply to more than two students' comments and are encouraged to do so as it lends itself to the intellectual stimulation that is possible with online discussions. Postings or comments that only offer "me too" or "I agree" substance will not be counted toward your participation in the discussion forums.
5. Grading will be as follows:
 - *2 points: includes 1 reference to information from the course readings/discussions
 - *1 point: entry made but may vaguely have only 1 of above, or not quite meet criteria
 - *0 points: "I agree" or "Me too" entry, or no entry

GRADUATE STUDENTS ONLY

Scientific Review Paper – Due Nov 23rd or before

1. Scientific review paper is worth 15% of your course grade
2. Specific directions, grading procedures, and due date for paper will be posted under course assignments and included in the syllabus.
3. Refer to the Assignment button for directions on how to submit your paper.
4. Save a copy of your work

UNDERGRADUATE STUDENTS ONLY

Health Promotion Visitation Paper- Due Nov 23rd or before

1. The Health Promotion Visitation paper is worth 15% of your grade
2. Specific directions, grading procedures, and due date for paper will be posted under course assignments and included in the syllabus.
3. Refer to the Assignment button for directions on how to submit your paper.
4. Save a copy of your work.

X. Evaluation

Exams, discussion board forums, website assignments, health promotion visitation paper (undergraduate students only) or scientific review paper (graduate students only) will be used for evaluation purposes. Plus/minus grading will be used in this class. No extra credit will be accepted.

A description of each of these assignments will be posted on Blackboard under "Assignments" along with the due date. Participation is a key component of this course. It is expected that you will be an active member of the weekly discussions. You will be asked to contribute original responses to the weekly discussions and respond to those made by others in the class. Online participation will be tracked.

Be respectful of your self, your needs, your colleagues, and your instructor. Be prepared to discuss the materials and information in the text. Do not fall behind in your reading. To do so will seriously alter your understanding, integration, and application of the material. If you choose to not read the information it will negatively impact your overall grade in the class. The exams are based on your ability to integrate and apply the information that you have learned. Be willing and prepared to discuss your views and opinions about community health.

Criteria for evaluation include:

| | | |
|--------------------------------------|------------|---------------------|
| 1. Midterm | 35% | All students |
| 2. Final | 35% | All students |
| 3. Website reviews | 10% | All students |
| 4. Discussion Board Forums | 5% | All students |
| 5. Health promotion visitation paper | 15% | Undergraduates only |
| 6. Scientific Review paper | <u>15%</u> | Graduates only |
| | 100% | |

Grading Criteria: Each assignment and exam grade is dependently calculated based on percentage of points. **Plus and minus grading will be used. Extra credit is NOT available.**

| | | | | |
|----|----------|----|-----|-------------|
| A | 92-100% | A | 4.0 | OUTSTANDING |
| A- | 90-91.9% | A- | 3.7 | |
| B+ | 88-89.9% | B+ | 3.3 | |
| B | 82-87.9% | B | 3.0 | GOOD |
| B- | 80-81.9% | B- | 2.7 | |
| C+ | 78-79.9% | C+ | 2.3 | |
| C | 72-77.9% | C | 2.0 | ACCEPTABLE |
| C- | 70-71.9% | C- | 1.7 | |
| D+ | 68-69.9% | D+ | 1.3 | |
| D | 62-67.9% | D | 1.0 | POOR |
| D- | 60-61.9% | D- | 0.7 | |
| F | <60% | F | 0.0 | FAILING |

*A 2.0 or better GPA is required to satisfy certain GE requirements and the upper-division writing requirement. In addition, a 2.0 is the minimum average GPA required for both.

HESC 450 – Applied Health Promotion in Aging Populations

TENTATIVE SCHEDULE: FALL 2008

| <u>Date</u> | <u>Topic</u> | <u>Readings</u> | <u>Assignment Due</u> |
|--|---|-------------------------|--|
| WK 1: 8-25 | Course introduction | None | None |
| WK 2: 9-1 | Introduction & Successful Aging | Ch 1 and Pdf-blackboard | |
| WK 3: 9-8 | Health Professionals and Older Clients | Ch 2 | Website Reviews |
| WK 4: 9-15 | Clinical Preventive Services | Ch 3 | Website Reviews |
| WK 5: 9-22 | Health Behavior | Ch 4 | Website Reviews |
| WK 6: 9-29 | Exercise | Ch 5 | Website Reviews |
| WK 7: 10-6 | Nutrition | Ch 6 | Website Reviews |
| WK 8: 10-13 | MIDTERM: Exact day(s) and time TBA | | |
| WK9: 10-20 | Weight Management | Ch 7 | Website Reviews |
| WK10: 10-27 | Complementary and Alternative Medicine | Ch 8 | Website Reviews |
| WK 11: 11-3 | Selected Health Education Topics Social Supports | Ch 9 Ch 10 | Website Reviews |
| WK 12: 11-10 | Mental Health | Ch 11 | |
| WK 13: 11:17 | Community Health Diversity | Ch 12 Ch 13 | Health Promotion Paper: DUE: Nov 23rd Scientific Review Paper DUE: Nov 23rd |
| WK 14: 12-1 | Public Health Issues | Ch 14 | |
| WK 15: 12-8 | Brain Education for Successful Aging | | |
| FINAL: Week of December 15th: Exact day(s) and time TBA | | | |

HESC 450: FALL 08

WEBSITE ASSIGNMENTS (10% of grade)

1. Look over all websites, but you only have to report on TWO each week (total 8 weeks = 16 reviews). Assignment is worth 1 point per website.
2. Refer to the **Assignment Button** on the course blackboard site for specific websites and how to submit work.
3. Write ½ page review about the website—noting major points; why you would or would not recommend the website to other health professionals working with older adults.

Health Promotion Site Visitation (15% of grade) - Undergraduates Only Due: November 23, 2008

Paper Format: Papers must be typed, maximum 5 pages.

Place the following information on the FIRST PAGE of your paper

YOUR NAME and Course title: HESC/GERO 450

Name of Health Promotion Program/Class you visited

Name of person leading the program/class during your visit

Signature of person (director/coordinator/instructor)

Type of program/class

Address of facility

Telephone# & email of facility

Evaluation Content Information:

1. What is the purpose of the program/class?
2. What are the objectives of the program/class?
3. What are the major health components covered in the program/class?
4. Does the health promotion program/class have a system for evaluation? If yes, what does it involve?
5. What is the cost of the program/class
6. What are the credentials of the program director or class instructor?
7. Would you recommend this program/class for older adults? Why or Why not?
8. Any other thoughts/comments?

Evaluation: Total of 25 pts. Possible: 15% of grade

1. First Page Content (5 pts)
2. Evaluation Content Information (15 pts)
3. Grammar, APA format (5pts)
4. **Submit work through the Assignment Button on the Blackboard site.**

Scientific Review of Literature Paper
Due: November 23, 2008
GRADUATE STUDENTS ONLY: 15% of Grade

Purpose of project: To help graduate student learn how to:

1. conduct a literature search of effectiveness of health promotion intervention on some type of health condition related to older adults.
2. locate and synthesize relevant literature on a particular topic
3. write a literature review
4. critique research articles

Writing Guidelines:

1. Around 5 pages and at least 5 references
2. Use APA writing style: Refer in bookstore to Publication Manual of the APA

References:

1. You must cite references throughout paper, and include a reference page at the end of paper.
2. All references should be dated between 2002-2008, unless permission is given otherwise.
3. References must be **articles** from peer-reviewed journals; **at least 3 articles must be scientific studies** demonstrating the effectiveness of the health promotion intervention.

Paper Format:

Three main components of the paper: **Total of 25 pts. Possible: 15% of grade**

5. Introduction (5 pts)
 6. Body (15 pts)
 7. Summary and conclusions, grammar, APA format (5pts)
- * Be sure to cite all articles using APA format style throughout the paper.

Introduction:

1. Explain the purpose of the paper
2. Give a general overview (background) of why the topic is important (significance)
3. State specific order of what you will cover in the last sentence of your introduction

Body

1. Relevant research should be organized, synthesized, and written in a clear, concise, and interesting way.
2. A major statement should be followed by supporting statements **cite all references used**
3. Make sure to use sub categories

Summary and conclusion

1. Restate the purpose of your paper
2. Briefly summarize major findings
3. Based on your literature review--state the overall conclusion
4. **Submit work through the Assignment Button on the Blackboard site**

The following competencies will be learned as a result of taking this class:

| Competency | Class Assignment |
|---|---|
| 6.3 Apply the principles of community-based participatory research to improve health in diverse populations. | Health promotion community presentation; community visitation report; Wellness Day project |
| 6.5 Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention. | Health promotion community presentation; community visitation report; Wellness Day project; website reviews; examination |
| 7.5 Demonstrate team building, negotiation, and conflict management skills. | Health promotion community presentation; Wellness Day project; website reviews |
| 7.4. Engage in dialogue and learning from others to advance public health goals. | Health promotion community presentation; community visitation report; Wellness Day project; website reviews |
| 7.6 Use collaborative methods for achieving organizational and community health goals. | Health promotion community presentation; community visitation report; Wellness Day project; website reviews |
| 8.5 Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs. | Scientific study reviews; examination |
| 9.2 Explain how the findings of a program evaluation can be used. | Health promotion community presentation; community visitation report; Wellness Day project; website reviews; examination |
| 9.5 In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs. | Health promotion community presentation; Wellness Day project |
| 12.1 Providing direct services to older adults | Health promotion community presentation; Wellness Day project |
| 12.2 Planning and managing health and social service programs | Health promotion community presentation; community visitation report; Wellness Day project; website reviews |
| 12.3 Advocating the need for services, resources, and health policies for older adults | Health promotion community presentation; community visitation report; Wellness Day project; website reviews; scientific study review; examination |
| 12.4 Evaluating community programs for the elderly | Health promotion community presentation; community visitation report; Wellness Day project; website reviews; scientific study review; examination |