

**UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**  
**FALL, 2010**

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](mailto:Sheryl_Zimmerman@unc.edu) (preferred)**

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

Course

Assistant:     **Becky Stone, Institute on Aging  
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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**

- Ferrini, A., & Ferrini, R. (2008). *Health in Later Years* (4<sup>th</sup> 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 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 (SOVI 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 the presentations and readings, which summarize the information in a way that will be most pertinent 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.
- Conduct and develop a five-minute 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 not exceed five minutes in duration.*
- 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. It must be literature-based, well-organized, and clearly written, and reflect relevant multidisciplinary perspectives
- 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:

Component	Proportion
Mid-term notes	25%
Final notes	25%
Site visit/interview	15%
Academic paper	30%
Class attendance/participation	5%

### **GRADING SYSTEM AND POLICY ON INCOMPLETES AND LATE ASSIGNMENTS**

Most graduate students will receive grades of high pass, pass, low pass, or fail; pharmacy and 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

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](http://unc.edu/depts/wcweb)) and other support services.

<b>Class Date (Tuesday, 5:00-7:50)</b>	<b>Aging and Health 2010: Course Schedule Topic, Presenter (Reading)</b>
<u>Week 1: Aug. 24</u>	5:00-7:50 Views, Trends, Myths, and the Future: Sheryl Zimmerman, Social Work (Chapter 2)
<u>Week 2: Aug 31</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. 7</u>	5:00-6:20 Chronic Illnesses: Anthony Caprio, Medicine (Chapters 4, 5) 6:30-7:50 Acute Illness: Christine Khandelwal, Medicine (Chapter 6)
<u>Week 4: Sept. 14</u>	5:00-6:20 Dementia, Etiology: Dan Kaufer, Neurology (Articles) 6:30-7:50 Dementia, Quality of Life: Philip Sloane, Family Medicine (Articles)
<u>Week 5: Sept. 21</u>	5:00-7:50 Aging through the Eyes of Older Persons: Guests (Chapters 10, 12)
<u>Week 6: Sept. 28</u>	5:00-7:50 Alzheimer's from the Inside Out: Special Guest: Richard Taylor (Book excerpt)
<u>Week 7: Oct. 5</u>	5:00-6:20 Mental Health and Illness: Ann Louise Barrick, Psychology (Chapter 7) 6:30-7:50 Retirement: Victor Marshall, Sociology (Article)
<u>Week 8: Oct. 12</u>	5:00-6:20 Physical Activity: Salli Benedict, Center for Health Promotion/Disease Prevention 6:30-7:50 Implementing Interventions: Leigh Callahan, Orthopedics (Chapter 9, articles)
<u>Week 9: Oct. 19</u> <b>Midterm Due</b>	5:00-7:50 Site Visit Presentations ( <i>it is not necessary to take class notes for this session</i> )
<u>Week 10: Oct. 26</u>	5:00-6:20 OT, PT, Dentistry: Sue Coppola; Vicki Mercer; Allen Samuelson (Articles) 6:30-7:50 Minority Aging: Peggye Dilworth-Anderson, Public Health (Chapter 1)
<u>Week 11: Nov. 2</u>	5:00-6:20 Informal/family Caregiving: Lisa Gwyther, Social Work (Article) 6:30-7:50 Residential Long-term Care: Sheryl Zimmerman, Social Work (Chapter 14, article)
<u>Week 12: Nov. 9</u>	5:00-6:20 Sexuality: Philip Sloane, Family Medicine (Chapter 11) 6:30-7:50 Couplehood: Sheryl Zimmerman, Social Work (Article)
<u>Week 13: Nov. 16</u>	5:00-7:50 Medication Use in Older Adults: Jena Ivey, Pharmacy (Chapter 8)
<u>Week 14: Nov. 23</u>	<i>No Class — Happy Thanksgiving !!</i>
<u>Week 15: Nov. 30</u>	5:00-7:50 Public/Health Policies and Financing Medical Care: Bill Lamb, Institute on Aging (Chapter 13) Bill Mowbray, SHIIP
<u>Week 16: Dec. 7</u> <b>Paper Due</b>	5:00-7:50 Death, Dying and Grief: Laura Hanson, MD; Chip Baker, RN; June Dixon, SW (Chapter 15)
<u>Week 17: Dec. 14</u> <b>Final Due</b>	<i>Course Evaluation</i>

## ARTICLES AND OTHER READINGS

### Week 4: September 14      **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 6: September 28      **Alzheimer's from the Inside Out**

Taylor, R. (2007). *Alzheimer's from the Inside Out*. Baltimore: Health Professions Press.

### Week 7: October 5      **Retirement**

Helman, R., Copeland, C., & VanDerhei, J. (2010). The 2010 retirement confidence survey: confidence stabilizing, but preparations continue to erode. EBRI Issue Brief, no. 340, March 2010.

### Week 8: October 12      **Implementing Interventions**

Ball, K., Berch, D.B., Helmers, K.F., et al. (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., et al. (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 26      **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.

### Week 11: November 2      **Informal/family Caregiving and Residential Long-Term Care**

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

Koren, M.J. (2010). Person-centered care for nursing home residents: the Culture-Change movement. *Health Affairs* 29(2), 1-6.

### Week 12: November 9      **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.