Physical Changes and Aging (3 Credit Hours)
GEY 3601

SPRING 2015

Instructor:
Ronald Lucchino, Ph.D., Professor of Biology, Emeritus, Utica College, Syracuse University
email <rvluc@comcast.net>

Text:

Grade:

Class discussion 15%
Final 15%
Forum (2) 20%
Paper 20%
Quizzes 30%

Quizzes:
There will be a quiz after each section. I will send you the quiz after we discuss the question, they are due by the following Friday of the same week as the review of the question

Topic Forum:
You will be required to participate in two forums with your fellow students. See syllabus for start dates and instructions.

Class Discussion:
You will be required to answer the questions from each session
posted on Canvas prior to the next Monday class and bring them to class. The questions will be the based for the class discussion.

**Sessions:**

There are 15 sessions

<table>
<thead>
<tr>
<th>Session</th>
<th>Session due dates -</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>Factors and aging</td>
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<tr>
<td>Session 2</td>
<td>Theories</td>
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<tr>
<td>Session 3</td>
<td>Myths</td>
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<td>Session 4</td>
<td>IDD and aging</td>
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<td>Session 5</td>
<td>Skin</td>
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<td>Session 6</td>
<td>NS</td>
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<td>March</td>
<td>SPRING BREAK 1</td>
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<td>Session 7</td>
<td>CVS</td>
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<td>Session 8</td>
<td>Skeletal/muscle</td>
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<td>Session 9</td>
<td>joints</td>
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<td>Session 10</td>
<td>Excretory</td>
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<td>Session 11</td>
<td>reproduction</td>
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<td>Session 12</td>
<td>Pulmonary</td>
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<td>Session 13</td>
<td>Digestive</td>
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<td>Session 14</td>
<td>Endocrine</td>
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<tr>
<td>Session 15</td>
<td>Medications</td>
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**Important dates:**

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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Jan 5</td>
<td>Start of class</td>
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<tr>
<td>Feb 2-13</td>
<td>Discussion 1 dates</td>
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<tr>
<td>March 22- April 3</td>
<td>Discussion 2 dates</td>
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<tr>
<td>April 30</td>
<td>All work turned in (HW/Q/paper)</td>
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<tr>
<td>May 1</td>
<td>Final Exam sent (48 hrs to return)</td>
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<td>May 3</td>
<td>Course ends</td>
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**COURSE DESCRIPTION**

There has been a dramatic increase in life expectancy over the last century. As more people continue to live longer lives, understanding the various aspects of the aging process, including *physical changes*, has become increasingly important for both personal and professional reasons. This course is designed to provide knowledge about physical changes of human aging and factors that affect physical aging. The course will review physical changes that occur naturally with advancing age (normal changes) and changes associated with disease or disability (pathological changes). Modifiable and non-modifiable risk factors that influence physical aging are discussed with the goal to
increase awareness of disease-prevention strategies. The focus of this course is on practical information that can be utilized beyond the classroom.

**COURSE OBJECTIVES**

1. Knowledge of normative and pathological physical changes in aging by the following body systems: integumentary, musculoskeletal, nervous, sensory, cardiovascular, respiratory, gastrointestinal, urinary, reproductive, endocrine, and immune systems.

2. Awareness of modifiable and non-modifiable risk factors associated with physiological changes with age.

3. Recognize the significant variability and complexity of physiological aging from various perspectives including differences by race, gender, and social class.

4. Appreciate role of adjunct therapies to optimize physiological aging including: health promotion, complementary and alternative therapies, nutrition, and medications.

5. Ensure that learners engage in analytical, reflective, and critical thought regarding their own and others’ aging.

**METHODS OF INSTRUCTION**
The primary method of instruction will be class-based and online activities and discussions. This class will use Canvas and learners are expected to be signed on and check for class up-dates. The instructor reserves the right to add assignments, readings, or require email contact as the course progresses. The instructor will use the Canvas email address to communicate with you.

*Canvas Support is available through USFSM E-Learning staff from 9am to 5pm Monday through Friday.*

*Please call or email either Kendi Judy (941-359-4638 kjudy@sar.usf.edu) or Dale Drees (941-359-4215 djdrees@sar.usf.edu).*
The USF Tampa IT Helpdesk provides 24 hour support for CANVAS. Please call 813-974-1222 or email: help@usf.edu if you need assistance outside of USFSM’s E-Learning hours.

Additionally, CANVAS tutorials can be found in the Student Quickstart Guide at http://guides.instructure.com/m/8470.

TEACHING PHILOSOPHY
I see learning as a collaborative process between the instructor and the learners. I have structured this course based on my experience and the experience of others who have taught it to enhance opportunities for expanding awareness of oneself as an individual. I work from the strengths perspective and understand that the talents and needs each learner and each class as a whole brings to this experience are unique. The success of my teaching depends on all of us putting forth our best efforts and communicating openly throughout this course.

COURSE EXPECTATIONS
Learner Responsibilities:
1. Participate in in-class exercises.
2. Come to each class session, come on time, and stay for the entire class period and return on time from breaks. Failure to attend any class sessions will affect your ability to contribute to class discussions and activities and thus will negatively affect your grade.
3. Participate in class discussions and individual or small group activities, which are vital to the learning in this course.
4. Listen attentively when others are speaking and keep cell phones turned off.
5. Usage of laptops during class is not permitted.
6. Have read assigned course material and be prepared to discuss content in class.
7. Write papers that follow the guidelines provided in this syllabus, use correct grammar and APA format, and demonstrate learner learning from the texts and class session lectures and activities.
8. Turn all assignments in on time (see Assignment-Due Policy below).
9. Keep the instructor informed of any issues that interfere with individual learning, attendance, and/or turning in assignments on time.
10. The use of non-sexist and professional language is expected in written assignments and in class discussion. Guidelines regarding non-sexist language are available in the *Publication Manual* of the American Psychological Association.

**Instructor Responsibilities:**
1. To prepare class session activities that enhance and augment learner learning from the text.
2. To share the instructor’s knowledge that relates to course content.
3. To start and end each class session on time.
4. To listen attentively to learner contributions and questions.
5. To facilitate class discussions to maximize learner participation and keep focus on course content.
6. To respond to the extent possible to learner suggestions and questions.
7. To develop graded activities which evaluate learners’ learning from readings in the text and from class activities.
8. To evaluate and grade learner learning based on the criterion provided in this syllabus.
9. To give learners feedback on their performance.

**USF Sarasota-Manatee Policies and Procedures**

**Religious Observances**
The University recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes.

**Disabilities Accommodation**
Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the
responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation.  www.sarasota.usf.edu/Students/Disability/
Contact Information:  Melba Sanchez;  Sanchez@mail.usf.edu;  941-359-4714

**Academic Dishonesty**
The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior.  Please be sure to review the university’s policy in the USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.
Undergraduate:
  http://www.sarasota.usf.edu/Academics/Catalogs/
Graduate:
  http://www.sarasota.usf.edu/Academics/Catalogs/
USF Student Code of Conduct:
  http://www.sa.usf.edu/srr/page.asp?id=88

**Academic Disruption**
The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct.
Undergraduate:
  http://www.sarasota.usf.edu/Academics/Catalogs/
Graduate:
  http://www.sarasota.usf.edu/Academics/Catalogs/
USF Student Code of Conduct:
  http://www.sa.usf.edu/srr/page.asp?id=88

**Contingency Plans**
In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course
specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency.

**Emergency Preparedness**
It is strongly recommended that you become familiar with the USF Sarasota-Manatee Emergency Action Plan on the Safety Preparedness site http://www.sarasota.usf.edu/facilities/SafetyPreparedness.php

**Fire Alarm Instructions**
At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated.

**Web Portal Information**
Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address. Therefore it is the student’s responsibility to check their USF email regularly.

**ATTENDANCE POLICY**
Learners are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, guest speakers and other in-class experiential exercises are essential for learning and continued development of self awareness. This form of learning cannot be “made up” once missed. Accordingly, attendance is required at all class meetings. There are no excused absences (except for military leave, jury duty, or religious holidays that are planned in advance). A learner is considered absent if he/she arrives more than 20 minutes late to class, leaves 20 or more minutes early or does not come to class. Learners can miss 2 classes without penalty. After that, 5% off of the total grade will be deducted for each missed class. **Learners are responsible for any missed material due to absences or lateness.**

**Tapes and Notes**
While recordings of this class may be made for personal use recordings may not be sold or distributed to others. Lecture notes are provided on the Canvas site. While you may make copies of these notes for your personal use, no copy of these notes may be distributed to anyone other than persons enrolled in the class nor may any copies be sold.

**GRADING SCALE**

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<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>97-100</td>
<td>A+</td>
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<tr>
<td>93-96</td>
<td>A</td>
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<tr>
<td>90-92</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<tr>
<td>83-86</td>
<td>B</td>
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<tr>
<td>80-82</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<tr>
<td>73-76</td>
<td>C</td>
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<tr>
<td>70-72</td>
<td>C-</td>
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<tr>
<td>60-69</td>
<td>D</td>
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<tr>
<td>59 and below</td>
<td>F</td>
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**Case Study on Aging**

All semester we have talked about physical changes that occur with normative aging along with common chronic medical conditions and diseases that are associated with pathological changes in older adults. The goal of this assignment is to have the practical experience in investigating these issues in an older adult. Education gained from textbooks and lectures is important, but application of your knowledge in a real world setting is invaluable, and can greatly increase your understanding and empathy towards the challenges that can arise with aging.

Your assignment is to conduct a semi-structured interview with an older adult in order to gain a first-hand insight into physical aspects of aging.

You are free to select anyone you wish (a relative or close friend is fine!) so long as the person is at least 60 years of age. Ideally, try to make it someone you know well. This assignment could be very informative in gauging the physical well-being of your interviewee, especially with regard to how physical changes associated with aging have impacted their life and daily functioning. All too often we fail to step back from situations to assess changes that are occurring in older adults who may be close to us. Hopefully,
this assignment will enhance your awareness of their current physical health status and the effects that aging has had on their physical functioning.

You may have someone that would be ideal for an interview but does not live close by. In this situation it is perfectly acceptable to conduct the interview over the telephone. Research is often conducted in this manner, to increase sample sizes and reduce cost. I would rather you conduct a telephone interview with someone who is well-known to you, rather than a face-to-face interview with someone you barely know.

When you contact the person, make sure to stress that the interview is simply a class assignment designed to help you learn more about physical aspects of aging. In addition, assure the person that the interview is confidential and no one but you and the teacher will have access to the information collected during the interview, and that you will use not use their real name in your report.

HOW TO CONDUCT THE INTERVIEW

I would suggest that you start by asking the questions in the protocol. When you are conducting the interview, bear in mind that that your interviewee is volunteering their time. Try to be as thorough as possible but complete your interview in a timely manner. It is best to forewarn your interviewee that your should take no more than about 45 minutes. Try not to take any longer unless it is obvious that your interviewee is enjoying the experience, and is giving you lots of information. Try to prompt your interviewee to give you a lot of information; don’t just write yes/no answers on the protocol….it makes writing your paper a lot easier when you have plenty of material that you can draw upon!

A few tips:

1. Please be sensitive to the feelings the person might have and do your best to make the interview a pleasant experience.

2. It is okay to skip questions if the person does not feel comfortable answering them. Just make sure you make a note of it in your report.
3. Let the person set a pace for the interview. If the person changes the subject, let them talk and listen.

4. Feel free to go through the questions in the order you choose. Also feel free to add questions. However, make sure you remain sensitive to the person’s feelings.

5. At the conclusion of the interview, remember to thank your interviewee for their time.

**The PAPER**
You are required to turn in the Protocol (your hand-written notes are fine), the completed SF-36 and the paper. The paper should be a **minimum of 5 full pages of double spaced written text**, with 1 inch margins, using Times New Roman 12 point font only. In addition, include a title page. In your report, make sure that you include information **that is relevant to this class**. You may gain information during the interview that is extremely interesting but not related to physical aging. While it is polite and appropriate to listen, do **not** include this information in your report. Your paper is worth 20% of your final grade.

Before you write the paper, take the time to review what your interviewee told you. Then select 2 chapters (e.g. musculoskeletal) that cover information that your interviewee gave you the most information about.

**Organize your paper using the following headings. Make sure that you answer all of the following!**

a. **Introduction** - (1 page max) - introduce your interviewee, e.g. pseudonym name, age, education level, occupation, an a little information about their life history (e.g. where they have lived, children, hobbies, and then present the 2 chapters that you will discuss.
b. **Discussion** - (this should be longest section of your paper). For each chapter, present what you have learned about the topic in class, explain what change (or a lack of change) the interviewee mentioned and try to explain why the change (or a lack of change) occurred, based on what you have learned in class. You can also discuss relevant medical conditions within that chapter (e.g. in musculoskeletal chapter, we also discussed osteoarthritis). For example, an older person might spend time during the interview discussing osteoarthritis and how it limits their activities. You would generally explain what osteoarthritis is, what you heard from your interviewee, and how common/uncommon this is in older adults, and how it is treated. Refer to your textbook and lecture notes. You are not required to find additional external sources for this paper.

c. **Conclusion** – summarize your overall impressions from the interview based on what you have learned from this course (did the course information reinforce the interviewee’s comments and did your stereotypic view of aging change?). Did you learn things that you were unaware of regarding your interviewee? If you interviewed a close friend or relative, do you think you will be more attentive to their needs? Has it made you think about your own aging process, life expectancy, and some of the things you will do as you get older to ensure that you will age successfully?
PROTOCOL

Feel free to add questions that are relevant to physical aspects of aging. Use as many additional sheets of paper for notes as you wish.

1. Please tell me how old you are. Age:

2. Please tell me how old you feel. Age

3. Gender:

4. Education level:

Former Occupation?

Current Occupation or Retired?

Where were you born?

Where have you lived?

2. How would you rate your health on a scale from 1 to 10, with 1 being poor and 10 being excellent?

3. Compared to others your own age, do you consider yourself to be in good, average, or poor health?

4. Do you participate in any regular physical activity or exercise? If yes, how often?
5. Is any of your physical activity strenuous?

6. What hobbies and interests do you have? Are they mainly physical or non-physical?

7. Do you find that you are limited in what you like to do by any age-related physical changes?

8. Do you experience any pain during any activities? If yes, how often?
9. Do you have any issues with hearing or vision? Has your vision and hearing changed as you have aged?

10. Have you been diagnosed with any diseases or illnesses as you have got older?

11. What condition(s) causes you the most trouble and what types of treatment (if any) have you had?

12. What do you consider to be the main changes in your physical condition from the time you were 30 years of age?
13. How do these changes mainly affect your life?

14. In your opinion, what behaviors can accelerate aging the most?

15. What would you suggest younger people should do to have the best chance to be healthy when they get older?

Additional comments: