

**Course No:** N 165

**Name:** Lifecycle 1: Fundamentals of Aging

**Units:** 1.5

**Prerequisites:** Open to all Saddleback College Students

\*See class tips for online education at <http://www.saddleback.edu/oe/online-class-tips>  
and course access instructions at  
<http://www.saddleback.edu/de/student-technical-support/>

\*Is an online class right for you?

Please take this quiz: <http://www.saddleback.edu/de/DEquiz.html>

**Instructor:** Cindy Gross @ [cgross@saddleback.edu](mailto:cgross@saddleback.edu)

### **Course Description:**

This course is a multidisciplinary introduction to aging emphasizing the adaptive behaviors of normal aging, and focusing on physical and psychosocial changes. Includes the variables of financial resources legal aspects, health and socialization needs, and cultural differences within the U.S, healthcare issues, and current concerns involving the older adult.

### **Text Book and References:**

Nancy R. Hooyman, and H. Asuman Kiyak, Social Gerontology: A Multi-disciplinary Perspective, 9<sup>th</sup> edition, Allyn and Bacon, Inc., 2011.

**Method of Instruction:** Online instruction, PowerPoint presentations, group discussion board, reading, quizzes

## **N 165 Lifecycle 1: Fundamentals of Aging**

### **Requirements of the Course:**

- A. Assigned chapters of the text are to be read during the first days of the week to have maximum learning through interactive discussion boards. The reading assignments are reflected on the lesson quizzes and in the comprehensive final exam.
- B. Students are required to adhere to the Academic Honor Code and Dishonesty Policy clearly stated in the Saddleback College Student Handbook. This includes, but not limited to, plagiarism with discussion board posts and seeking assistance with lesson quizzes and final exam.
- C. Students are to engage on the discussion board for each lesson topic by creating a thread and posting a response to the questions reflected on the assigned reading.
- D. Each lesson will require a post on the discussion board. These lesson posts will be due on Thursday. Students are to reply to a peer is due no later than Sunday. Please attempt to reply to peers by Friday and/or Saturday for dialogue.
- E. The student will respond and reply back to one student in their group on each lesson. Please post the reply response by Friday and/or Saturday so the student who provided the original post can read and respond back.
- F. To receive a grade for the course the student must:
  - a. Submit lesson discussion boards by Thursday of each week  
Students must use the discussion boards for each lesson, rather than writing a term paper. Each student will be writing on the discussion boards responding to topics presented. Each post will reflect upon the readings. Students are expected to formulate a well thought out response to the discussion board topics and substantiate their position with references from the text or from well-established reference sources. Students will use APA 6<sup>th</sup> edition format for the discussion board postings with proper references in their response. Discussion board will be no less than 500 words each and no more than 700 words. Each primary post is worth 5 points.

- b. Students will respond weekly to one peer student's posting no later than Sunday of each week.

Each response on the discussion board will have substantial comments using APA 6<sup>th</sup> ed. format for references with no less than 200 words and no greater than 300 words. Each replied post is worth 2 points.

- c. Discussion Board grade must be satisfactory in content, timeliness and APA 6<sup>th</sup> ed. Format. Discussion boards are scored on the grading rubric. Please make the discussion board posts meaningful and refer to the rubric for grading on discussion boards.

- d. Each student will complete one quiz for each lesson during the days of Thursday (0700) to Sunday (2359) on the week assigned, based on the lessons reading assignment and postings. Therefore, there is one (1) lesson and one (1) quiz each week.

Quizzes are 25 questions for lessons 1 to 7. Quizzes can be taken one time and are timed. The total quiz time will continue while actively logged into a test. The results to the quiz will be available after the due date for each quiz, allowing all students to complete the quiz. Quizzes are based on reading assignments. Open book is acceptable, but the test is timed and will shut down as indicated. Lesson quizzes are able to be taken **only** during the week posted and are available from 0700 Thursday to 2359 Sunday of that week. It is best to take the quizzes following the reading, posting and response to student peers when the content is best understood.

There are **no makeups** given for missed quizzes. If you do not take the quiz on the assigned week, the grade will be zero.

- e. The Final exam is based on 50 questions from the course content of lessons 1 to 7 and given during the final week (week 8). Each student will participate in one final exam on week eight (8). The final exam is multiple choice and true/false based upon the reading assignments. The final exam is worth 11 points. The final can be taken one time and is timed. The total final time will continue while actively logged into the final exam. The results to the final will be available after the due date, allowing all students to complete the final exam.

The final exam can be taken one time and is timed. No makeups are given for missed final.

- f. Special services are available for students. Please inform the instructor if there is a need for accommodations and to determine how best to meet the needs. Student who need extra time with test taking, must see counseling services to receive approval for provisions. If there are any questions please contact Disabled Students Program and Services (DSPS) @ 949-582-4885 or via video phone 949-482-4430.

G. Grading Standards

a. Lesson Discussion Boards	= 5 pts each based on 8 DB	40 points
b. Lesson DB reply to Peer	= 2 pts each based on 7 replies	14 points
c. Lesson Quiz	= 5 pts each based on 7 quizzes	35 points
d. Final Exam	= 11 pts 1 cumulative final	<u>11points</u>
<b>Total possible points</b>		<b>100 points</b>

H. Grades are issued as follows:

a. 90 points or above	= A
b. 89 – 80 points	= B
c. 79 – 70 points	= C
d. 69 – 60 points	= D
e. 59 points and below	= F

- I. Attendance to online education is mandatory. It is best to log into Blackboard often throughout the week, stay engaged, read and respond to peers. Lessons are posted on Sunday.

J. Drops and Withdraws

- a. Students choosing to drop/withdraw from this course must do so prior to the drop/withdraw dates. It is the STUDENTS RESPONSIBILITY TO GO TO/CONNECT WITH THE ADMISSIONS AND RECORDS DIVISION TO DROP OR WITHDRAW FROM THIS CLASS. Admissions & Records will not allow drop/withdraw cards to be submitted beyond the given dates for withdrawal. Students who do not comply with this may receive an “F” for a course which has not been completed.
- b. Students who have not logged into Blackboard or completed assignments by census date will be dropped from course.

K. Instructor's Office Hours

- a. Students are encouraged to contact the instructor by email [cgross@saddleback.edu](mailto:cgross@saddleback.edu) . Office hours are available online or by appointment.

**N 165 Lifecycle 1: Fundamentals of Aging**

**Course Content and Scope:**

A. Perspectives on Older Adult Population

- a. Perspectives on Aging
- b. Demographic Profile of Older Adult
- c. Myths, Stereotypes, and Facts
- d. Cultural Perspectives of Aging in the United States

B. Process of Normal Aging Within the Physiological Mode

- a. Theories of Aging
- b. Developmental Psychology of Later Life
- c. Overview of Senescent Processes and Related Health Needs
- d. Interventions for Health Maintenance
- e. Pharmacokinetics and Aging

C. Process of Healthy Aging

- a. Nutrition
- b. Exercise

D. The Psychological Process of Aging Related to Self-Concept

- a. Communication with the Older Adult

E. The Economic Process of Aging Related to Role Function and Interdependence

- a. Retirement Income
- b. Social Security Administration
  - i. Social Security Retirement Fund
  - ii. Medicare
  - iii. Medicaid/Medi-Cal
  - iv. Supplemental Security Income
  - v. DRG's
- c. Elder Abuse

F. Loss, Grief, Death, and Dying

## **N 165 Lifecycle 1: Fundamentals of Aging**

### **Course Objectives:**

Upon completion of this course, the student should be able to:

1. Describe the current demographic trends of the older population group.
2. Differentiate between primary, secondary, and tertiary aging.
3. Differentiate between myths, stereotypes, and facts of aging.
4. Differentiate between the psychological, the sociological, and the physiological theories of aging.
5. Describe the normal physiological changes in the aging process and relate them to the health needs of the older adult.
6. Distinguish between the normal process of aging, the effects of hypokinesia and pathophysiology on the normal process of aging.
7. Describe the health management aspects that prevent disease in aging.
8. Describe primary, secondary and tertiary prevention.
9. Describe the psychological aspects of aging.
10. Describe cultural aspects of aging in the United States.
11. Describe the economic aspects of aging.
12. Describe the legal and ethical implications in the care of the older clients.
13. Describe elder abuse and its implications for the service provider.
14. Describe the care of death and dying clients and family.
15. Write weekly discussion postings summarizing assigned readings on the above objectives to best synthesize the learning concepts and course objectives.

## **N 165 Lifecycle 1: Fundamentals of Aging**

### **Student Learning Outcomes:**

1. Successful students will integrate biopsychosocial concepts and theories of gerontology to apply the care of older adults, families and groups of health care consumers.
2. Successful students will integrate the concepts and theories of the aging process in the development of a plan for health management that prevents or limits acute and chronic diseases.
3. Successful students will integrate the psychological, cultural and economic aspects of aging to develop a plan in promoting safe and social healthy aging in the members of their community.

“This course meets the requirements set forth in the accessibility checklist and universal design grid provided by Special Services. The web pages, video presentations, textbooks and class materials used in this course are accessible to students with disabilities.” (Saddleback College, 2015). If you have questions on how to make accommodations, please contact Disabled Students Program and Services (DSPS) @ 949-582-4885 or via video phone 949-482-4430.

This material is licensed under a Creative Commons Attribution 4.0 International License. Permissions beyond the scope of this license may be available at Saddleback College.

This workforce product was funded by a grant awarded by the U.S. Department of Labor’s Employment and Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The U.S. Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.