

PUBLIC HEALTH AND AGING

**Graduate School of Public Health
San Diego State University**

**Public Health 700G (3 units)
Fall 2006, Thursday 4-640 pm**

SYLLABUS
(Subject to Change)

Dr. Paula M. Usita
Office: Hepner Hall 114F
Office Hours: Thursday 1-3 pm or by appointment

Phone: 619-594-5868
E-mail: usita@mail.sdsu.edu

Background and Overview

The field of public health and aging focuses on primary and secondary prevention of frailty, disease, injury, and disability in older populations. The field's unique hold on preventing and postponing major public health problems in late life is important given that older people constitute a large segment of the population. This course emphasizes prevention of health problems and promotion of healthy behaviors in older adults. Lifespan and ecological frameworks are used in the course to illustrate the dynamic interplay of biology, behavior, and the physical and social environments over the life course of individuals, families, and communities. Public health and aging researchers and practitioners will find the course beneficial to their work.

Course Objectives

The content of the course and the method of evaluation have been designed to achieve the following objectives:

1. To understand the etiology and consequences of major physical, cognitive, and affective health conditions in late life as well as to understand the causes and sequela of unintentional and intentional injuries that pose major public health problems in older populations;
2. To discuss primary and secondary prevention of frailty, disease, injury, and disability in late life and to identify possible points of intervention;
3. To explain the significance of lifespan and ecological frameworks for advancing public health and aging research;
4. To enhance facilitation skills on a public health and aging topic through leadership responsibilities for a special topic discussion; and
5. To perform internet searches for information related to professional development and research in public health and aging.

Required Readings

Albert, S. M. (2004). *Public health and aging: An introduction to maximizing function and well-being*. NY: Spring Publishing Company.

Satariano, W. A. (2006). *Epidemiology of aging: An ecological approach*. Sudbury, MA: Jones & Bartlett.

Additional course readings will be made available during the semester.

Course Organization/Requirements

Class Participation (20%)

You are fully expected to become familiar with the weekly readings, to prepare questions and comments to share with other seminar participants, and to actively participate in discussions. Your attendance at each class is also fully expected.

The participation grade requires each student to gather data from the internet on selected topics. First, students will collect internet information about a professional organization in the field of aging (each student will be given the name of a professional organization that they must research). Students will present information about the professional organization to the class on the assigned date. Second, students will gather information from article databases that pertain to the assigned topic of the day (e.g., physical functioning, cognitive functioning). Specifically, students will identify 2 research articles that have been published within the last 5 years, prepare typed annotated bibliographies about the research articles, and discuss the annotated bibliographies during the allotted class time. The typed annotated bibliographies will be collected at the end of the discussion period and evaluated by the instructor. (20% of total grade—instructor evaluation will be used)

Special Topic Discussion (15%)

Each student will lead one special topic discussion for 60 minutes. The student will select two journal articles that address the special topic. Both the topic and the two journal articles must be approved by the instructor.

Special Topic Outline—At the beginning of the October 5th class, students will provide a one page typed description of their proposed topic and a list of the 3-5 possible journal articles. Each of the journal articles should have been read in advance of being placed on the student's list. (5% of total grade—instructor evaluation)

Distribution of 2 Journal Articles—One week before the session in which they will lead a discussion of the two journal articles, students will distribute the two journal articles to their peers. Journal articles may be distributed via email.

Discussion Questions as Guide for Special Topic Discussion--Discussion leaders are expected to prepare three discussion questions for each journal article. All discussion questions should be submitted to the instructor at the beginning of the scheduled class. The discussion questions will be graded. The questions should highlight the main issues with respect to theory, research methods, findings, and future research questions for the topic. Questions should focus on analysis, synthesis, comparison/contrast, evaluation or application of the main issues in the assigned readings. (5% of total grade—instructor evaluation will be used)

Discussion—Students will lead a 60 minute session on the 2 journal articles using the discussion questions as guides. Guidelines will be distributed. (5% of total grade—peer and self evaluation will be used)

Midterm (25%)

There will be a midterm consisting of short essay questions, covering the reviewed chapters of the texts, additional assigned readings, and class discussions. (25% of total grade—instructor evaluation will be used)

Research Paper (40%)

Topic and Outline- At the beginning of the September 21st class, you are required to submit a one-page outline of the research paper you plan to develop for the course. You will receive written feedback on the outline, which should help you in the preparation of your final paper. The outline should include a (a) public health and aging topic, (b) tentative title (no more than 56 characters), (c) a one-paragraph summary of the current status of knowledge regarding the topic, (d) a one-paragraph summary of the major research questions that the paper will examine—these questions should emerge out of shortcomings/gaps in the current literature, and (e) complete American Psychological Association (APA) style citations to five key articles relevant to your research paper. (5% of total grade—instructor evaluation will be used)

Written Paper- You will submit your research paper on December 1st. The paper should be submitted to the mailbox of Dr. Paula Usita, Graduate School of Public Health no later than 4:00 p.m. on the due date. The paper will be between 15-20 pages in length. The paper requires a title page (1 page), abstract (100 words), an introductory paragraph (1-2 pages), a review of critical literature (8-10 pages), and discussion of key findings including recommendations for furthering knowledge on the research topic (2-3 pages). References will be included in the total page count. APA format should be used for the research paper. (25% of total grade—instructor evaluation will be used)

Oral Presentation of Paper- Students will give a professional quality oral presentation of their research paper at the end of the semester. Guidelines will be distributed. (10% of total grade—peer and self-evaluation will be used)

Evaluation

University guidelines, as spelled out in the Grading Systems of the current catalog will be followed. Students will be graded on the following:

Class Participation	20% (20 points)
Special Topic Discussion	15% (15 points)
Special Topic Outline (5%)	
Discussion Questions (5%)	
Discussion (5%)	
Midterm	25% (25 points)
Research Paper	40% (40 points)
Topic and Outline (5%)	
Written Paper (25%)	
Oral Presentation of Paper (10%)	

Grade Distribution

A- to A	90-100 points
B- to B	80-89 points
C- to C	70-79 points
D- to D	60-69 points
F	Below 60 points

Course Outline and Assignment Due Dates

August 31	Course Overview
September 7	Introduction to the Field of Public Health (PH) and Aging <i>Review of Class Participation Components--Professional Organizations</i> <i>Review of Research Paper Assignment</i>
September 14	Models/Theories in PH and Aging Research <i><u>Due: Presentation of Internet Search Findings on Professional Orgs.</u></i> <i>Review of Class Participation Components--Annotated Bibliographies</i> <i>Review of Special Topic Discussion Assignment – including session sign-up</i>
September 21	Survival and Mortality <i><u>Due: Research Paper-Topic and Outline</u></i> <i><u>Due: Annotated Bibliographies on Survival and Mortality</u></i>
September 28	Physical Functioning <i><u>Due: Annotated Bibliographies on Physical Functioning</u></i>
October 5	Cognitive Functioning <i><u>Due: Annotated Bibliographies on Cognitive Functioning</u></i> <i><u>Due: Special Topic Outline</u></i>
October 12	Affective Functioning <i><u>Due: Annotated Bibliographies on Affective Functioning</u></i>
October 19	Midterm Examination
October 26	Falls, Injuries, Accidents <i><u>Due: Annotated Bibliographies on Injuries and Accidents</u></i>
November 2	Special Topic Discussion--Session 1
November 9	Special Topic Discussion--Session 2
November 16	Special Topic Discussion--Session 3
November 23	No Class – Thanksgiving Holiday
November 30	Research with Older Adults <i><u>December 1--Research Paper Due by 4 p.m.</u></i>
December 7	Oral Presentation of Final Paper

Course Readings

The following is a list of the course readings. During class discussion, we will discuss the readings in the order listed below.

August 31	Course Overview
September 7	Introduction to the Field of Public Health (PH) and Aging Albert-Chapters 1, 3 Satariano-Chapters 1, 9
September 14	Models/Theories in PH and Aging Research Albert-Chapter 2 Satariano-Chapter 2, 8
September 21	Survival and Mortality Albert-Chapter 4 Satariano-Chapter 3
September 28	Physical Functioning Albert-Chapter 5 Satariano-Chapter 4
October 5	Cognitive Functioning Albert-Chapter 6 Satariano-Chapter 5
October 12	Affective Functioning Albert-Chapter 7 Satariano-Chapter 6
October 19	Midterm Examination
October 26	Falls, Injuries, Accidents Satariano-Chapter 7 Supplemental Reading to be made available
November 2	Special Topic Discussion--Session 1
November 9	Special Topic Discussion—Session 2
November 16	Special Topic Discussion—Session 3
November 23	No Class – Thanksgiving Holiday
November 30	Research with Older Adults Albert-Chapters 8, 9 Satariano-Chapters 10, 11, 12
December 7	Oral Presentation of Final Paper