

**KES 3302**  
**Health and Aging**  
**Spring 2017**

Sul Ross State University  
Department of Kinesiology and Human Performance

**Class Time:** TR 9:30 a.m. – 10:45 a.m.

**Class Location:** MAB 205

**Instructor:** Jim Hector, Ed.D.

**Email:** [jhector@sulross.edu](mailto:jhector@sulross.edu)

**Office Hours:** Monday and Wednesday: 8:00am – 12:00 noon and 1:00pm to 3:00pm.

**Office Location:** GPC 202A

**Office Phone:** 432-837- 8213

**COURSE RATIONALE:** The purpose of the course is to provide an in-depth study of physiological aspects, special health concerns, chronic illnesses and services as applied to health and aging.

**RECOMMENDED TEXTBOOKS/READING MATERIAL:**

**Textbook(s):** Ferrini, A. F. & Ferrini, R. L. (2006). *Health in the later years*. (4th Ed). Boston: McGraw-Hill.

**Other Materials:** There may be handouts from various sources and outside readings assigned periodically. Additional course materials may be posted on Blackboard.

**STUDENT LEARNING OUTCOME:**

The teacher understands major body systems, principles of physical fitness development and training and the benefits of a healthy, active lifestyle.

**STANDARD ALIGNMENT:**

- Standard II: The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.
  - ✓ *Competency 006:* The teacher understands major body systems, principles of physical fitness development and training and the benefits of a healthy, active lifestyle.

**COURSE OBJECTIVES:** Students will be able to:

1. Demonstrate knowledge of the structures, functions, components, and actions of major body systems and how various body systems produce movement, adapt to physical activity and contribute to fitness.
2. Analyze the physiological effects of moderate and vigorous physical activity during and after exercise and knows the risks associated with inactivity and the health benefits of regular participation in physical activity (e.g., decreased risk of illness, lowered resting heart rate).

3. Apply knowledge of the basic components of health-related fitness (i.e., cardiovascular endurance, muscular strength and endurance, flexibility, and body composition) and their significance in relation to physical activity, health and fitness.
4. Demonstrate an understanding of basic principles of physical fitness training (e.g., frequency, intensity, type, duration, progressive overload, specificity), and knows principles and benefits of warm-up and cool-down exercise procedures.
5. Analyze individual variation in levels of health and fitness and knows the principles and techniques for designing, implementing, and maintaining individualized health and fitness plans (e.g., setting realistic short-term goals, evaluating and selecting activities to achieve goals).

**STYLE OF TEACHING:** The objectives of this course will be met through an integrated teaching style that will include lecture, discussion, and presentations. Students will be encouraged to remain actively involved in class discussions and will be responsible for reading all assigned material for this class. This is a face-to-face and blackboard course. No assignments shall be accepted via email and **all** assignments shall be either turned in on blackboard or during class.

**GRADING:**

1000 total points possible

- Final Exam = 100 points
- Quizzes (2 @ 50 points each) = 100 points
- Assignments (25 @ 10 points each) = 250 points
- Group Presentations = 50 points
- Outside Assignment = 50 points
- In-Class Activities = 400 points
- Portfolio = 50 points

|                       |
|-----------------------|
| <b>A = 1000 – 900</b> |
| <b>B = 899 -800</b>   |
| <b>C = 799 – 700</b>  |
| <b>D = 699 – 600</b>  |
| <b>F = ≤599</b>       |

**EVALUATION PROCEDURES:**

✓ **Final Exam = 100 points**

- The final exam may consist of essay, fill-in, short answer, true/false, and/or multiple choice questions. Exams could cover any material provided in the assigned readings.
- All students are expected to take the exam on the designated day and time assigned. If a student cannot take the exam during the scheduled time, it is the student's responsibility to approve the absence and request a make-up exam with the instructor at least one week PRIOR to the week of the exam.
- In the case of an unexpected emergency, proper documentation for the absence is required (e.g., physician's excuse) in order to be able to make-up the final exam for full credit. Students who fail to take an exam on the designated day and time (without proper documentation or prior notification) will be allowed to make up the exam for half credit only (i.e., 50 points maximum). The make-up exam may differ from the regularly scheduled exam (and will likely be more difficult).

✓ **Quizzes = 50 points each**

- There will be 2 quizzes that may consist of essay, fill-in, short answer, true/false, and/or multiple choice questions. Quizzes could cover any material provided in the assigned readings.

## Spring 2016

- All students are expected to take the quiz on the designated day and time assigned. If a student cannot take the quiz during the scheduled time, it is the student's responsibility to approve the absence and request a make-up quiz with the instructor.
  - ✓ **Assignments = 10 points each**
    - Students will participate in in-class activities on the dates outlined in the syllabus.
    - In-class activities will consist of various projects related to the topic area of discussion for the week.
    - Each student will submit a "homework" assignment following the in-class activity. This will be done during the scheduled class time.
    - The lowest activity score will be dropped by the instructor at the end of the semester.
  - ✓ **Outside Assignment = 50 points**
    - Students will assess the health of an elder person (aged 65 years or older) utilizing the following methods:
      - Calculating BMI
      - Estimating  $VO_{2Max}$
      - With a brief health history questionnaire
    - The student will use the information garnered to create an exercise program for their elder participant.
    - Elder demographics and exercise programming will be discussed in class on the date designated in the syllabus (TBA).
    - Each student will submit the above-listed items to the instructor to receive full-credit for the outside assignment.
    - Our class will assist in organizing an Sul Ross event on campus ( discussed in class worth +50 points ).
  - ✓ **Group Presentation = 50 points**
    - Students will give a professional health promotion (and/or prevention) presentation targeting a health issue that affects elder's as chosen by the instructor.
    - Groups will be preselected by the instructor and consist of 2 to 3 students.
    - A rubric with detailing the expectations of the group presentation assignment will be distributed by the instructor.
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  - ✓ **Portfolio = 50 points**
    - Discussed in class.
- Note:** All grading will be based on the quality of the assignment submitted; factors such as a student's ability and the effort put into an assignment will only be assessed to the extent that they influence the quality of the work submitted. All written work should be submitted in APA format.
- ✓ **In-Class Activities = 400 points**
    - Regular and punctual attendance is expected of all students.
    - Each designated class meeting will be worth 15 points. Students will receive points for significant contributions to class discussion and activities.
    - Emergencies will be handled on an individual basis.

**Note:** The first week of class will not count toward attendance

**EXPECTATION OF STUDENTS:**

- Students are responsible for keeping up with the reading and are expected to read the assigned chapters and/or other posted readings prior to class in order to contribute to online discussion.
- Handouts distributed through Blackboard should be kept in a notebook in order to be referred to as necessary.

**ADA Accommodations:** The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunities for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator:

*Counseling Accessibility Services*  
*Ferguson Hall Room 112*  
*432-837-8203*

**ACADEMIC DISHONESTY OR MISCONDUCT:** Sul Ross State University is committed to the highest standards of integrity and ethical conduct. Participating in behavior that violates academic integrity (plagiarism, etc.) will result in disciplinary action and may include: receiving a failing grade for the assignment, failing the course, and suspension and/or dismissal from the University.

**DROP POLICY:** Access information regarding schedule changes at:  
<http://www.sulross.edu/page/967/schedule-changes-withdrawals>

## Tentative Course Outline

*This schedule is subject to revision. Please check Black Board for updates.*

| Day | Topic  | Assignment Due                         |
|-----|--|--|
| 1   | Class Introduction<br><i>The Study of Health and Aging</i> | Introduction (p. 1 – 4)                |
| 2   | <i>Our Nations Elders</i>                                  | Chapter 1                              |
| 3   | <i>Theories and Longevity</i>                              | Chapter 2                              |
| 4   | <i>Biological Theories of Aging</i>                        | Chapter 2                              |
| 5   | <i>Changes in the Body with Age</i>                        | Chapter 3                              |
| 6   | <b>In-Class Activity 1</b>                                 | <i>Estimating your Life Expectancy</i> |

|                                       |   |   |
|---------------------------------------|---|---|
| 7                                     | <i>Chronic Illness</i>  | Chapter 4   |
| 8                                     | <b>Quiz I</b><br><b>In-Class Activity 2</b>   | <b><i>Evaluating your Lifestyle Worksheet</i></b>             |
| 9                                     | <i>Other Chronic Diseases and Conditions</i>  | Chapter 5   |
| 10                                    | <b>In-Class Activity 3</b>  | <b><i>Create your Genogram</i></b>                            |
| 11                                    | Documentary:<br>“ <i>Panorama Behind Closed Doors Elderly Care Exposed</i> BBC documentary 2014”<br><a href="https://www.youtube.com/watch?v=I8mArKY0jUM">https://www.youtube.com/watch?v=I8mArKY0jUM</a> |   |
| 12                                    | <b>In-Class Activity 4</b>  | <b><i>Sensory Lab</i></b>                                     |
| 13                                    | <i>Acute Illnesses and Accidents</i>  | Chapter 6   |
| 14                                    | <b>In-Class Activity 5</b>  | <b><i>Campus Exploration</i></b>                              |
| 15                                    | <i>Mental Health &amp; Mental Health Disorders</i>  | Chapter 7   |
| 16                                    | <b>Quiz II</b><br><b>In-Class Activity 6</b>  | <b><i>Personality Assessments: BFI &amp; SSS</i></b>          |
| 17                                    | <i>Physical Activity</i>  | Chapter 9   |
| 18                                    | <b>In-Class Activity 7</b>  | <b><i>Creating an Exercise Program for a Senior Adult</i></b> |
| 19                                    | <i>Nutrition</i>  | Chapter 10  |
| 20                                    | <b>In-Class Activity 8</b>  | <b><i>RMR Activity</i></b>                                    |
| 21                                    | <i>Dying, Death, and Grief</i>  | Chapter 15  |
| 22                                    | <b>In-Class Activity 9</b>  | <b><i>Euthanasia Debate: Supporting Documentation</i></b>     |
| 23                                    | <i>Prevention and Health Promotion</i>  | Chapter 12  |
| 24                                    | <b>In-Class Activity 10</b>   | <b><i>Euthanasia Debate</i></b>                               |
| 25                                    | <i>Minorities and Aging</i>   | Supplemental Reading  |
| 26                                    | <b>In-Class Activity 11</b>   | <b><i>Health Promotion Initiatives for Seniors</i></b>        |
| 27                                    | <b>Group Presentations</b>  |   |
| 28                                    | <b>Group Presentations</b>  |   |
| 29                                    | <b>Review for the Final Exam</b>  |   |
| 30                                    | <b>*Dead Day*</b>   |   |
| <b>COMPREHENSIVE FINAL EXAM – TBA</b> |   |   |

Spring 2016