

**MIDSTATE COLLEGE**  
**411 W. NORTHMOOR RD. PEORIA, IL 61614**  
**(309) 692-4092 (800) 251-4299**  
**Summer 2019**

**Course number & Name:** HSM 320 Healthcare of Aging

**Method of Delivery:** e-learning

**Credit hours:** 4

**Text:** Gerontology for the Health Care Professional

**Authors:** Robnett, Regula H.  
Chop, Walter

**Publisher:** Jones and Bartlett Learning  
ISBN: 9781284038873

**Course Description:** This course is designed to sharpen career skills by applying managerial knowledge to the care of the elderly and aging patient. Physical, emotional, and mental changes, finance, facilities/environment, regulations and organizations specific to aging are covered.

**Requirements for Completing the Course:** 1. Completion of course work as assigned by instructor.

**Topics Covered:**

1. Demographic shifts
2. Social Gerontology
3. Changes in the aging body and mind
4. Sexuality in aging
5. Living options and care continuum
6. Policy and ethics related to aging
7. Health literacy
8. Management of services and facilities

**Course Objectives:**

1. Student will recognize the physical, mental and emotional changes involved with aging.
2. The student will be able to describe the changing national demographics related to aging in America.
3. Student will explore the options available in providing healthcare to the elderly.
4. The student will recognize the issues involved in managing services or facilities providing elder healthcare
5. Recognize the importance of health promotion and literacy in the elderly population.
6. Awareness of policies, programs, and resources for the older adult.

7. Explain the importance of looking at aging in a biopsychosocial perspective.
8. Understand issues related to demographics, diversity, and expenditures in long term healthcare and living.

**Grading Scale:**

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

**Below is the grading rubric for Chapter summary and discussions:**

**Chapter Summary Rubric**

Chapter Summary	10 points	8 points	7 points	5 points	3 points
	All-important concepts are discussed with examples and explanations.	Most important concepts are discussed- missing some examples and explanations.	Some concepts and or examples are included.	Few concepts are discussed.	Very little information is included.

**Chapter Discussion Rubric**

Chapter Discussion	10 points	9 points	8 points	7 points	6 points
	Discussion was well thought out and related to the topic	Discussion was well thought out and related to the topic	Discussion was well thought out and related to the topic	Discussion was well thought out and related to the topic	Discussion was well thought out and related to the topic
	Discussion posted prior to Wednesday at midnight and responded to 2 other classmates discussion posts	Discussion posted prior to Thursday at midnight and responded to 2 other classmates discussion posts	Discussion posted prior to Wednesday at midnight and responded to 1 other classmates discussion posts	Discussion posted prior to Thursday at midnight and responded to 1 other classmates discussion posts	Discussion posted prior to Friday at midnight and responded to 2 other classmates discussion posts

Chapter Discussion	5 points	4 points	3 points	2 points	1 points
	Discussion was somewhat thought out and related to the topic.	Discussion was somewhat thought out and related to the topic.	Discussion was somewhat thought out and related to the topic.	Discussion was not well thought out and did not relate to the topic.	Discussion was not well thought out and was less than 3 sentences
	Discussion posted prior to Saturday at midnight and responded to 2 other classmates discussion posts	Discussion posted prior to Friday at midnight and responded to 1 other classmates discussion posts	Discussion posted prior to Saturday at midnight and responded to 1 other classmates discussion posts	Discussion posted prior to Saturday at midnight and responded to 1 other classmates discussion posts	Discussion posted prior to Sunday at midnight and responded to 1 or no other classmates discussion posts

**Academic Integrity:**

Academic integrity is a basic principle of the College’s function. Midstate College students are expected to maintain a high level of academic honesty. Contrary actions may result in penalties such as failure of the assignment(s), a lesser grade on assignment(s), failure of the course and/or suspension from the College. The course instructor will review all submitted documents and supporting evidence in connection to the infraction. The course instructor will also review the student’s personal file for other notifications of academic dishonesty before determining the level of action to be applied. The course instructor will complete the Academic Dishonesty Report form to document and describe the incident and actions taken, then kept on file. The student may appeal the decision to administration, whose decision will be final.

The following (**plagiarism, cheating, deception, sabotage, computer misuse and copyright infringement**) are included in the actions Midstate College considers behavior contrary to the academic integrity policy; however, the policy is not limited to these examples. Further discussion of consequences regarding academic dishonesty are addressed in the Student Handbook.

**Plagiarism:**

Plagiarism is using another person’s words, either by paraphrase or direct quotation, without giving credit to the author(s). Plagiarism can also consist of cutting and pasting material from electronic sources by submitting all or a portion of work for assignment credit. This includes papers, computer programs, music, sculptures, paintings, photographs, etc. authored by another person without explicitly citing the original source(s). These actions violate the trust and honesty expected in academic work. Plagiarism is strictly against the academic policy of

Midstate College. Its seriousness requires a measured, forceful response which includes consequences for inappropriate and/or no citation.

In courses containing writing assignments, the College promotes the use of Turnitin which compares the student's writing against previously submitted papers, journals, periodicals, books, and web pages. Students and instructors can use this service to reduce the incidence of plagiarism. This electronic resource has been found to conform to legal requirements for fair use and student confidentiality. It is able to provide a report to the student indicating the parts of the assignment that match.

### **Student Success and Tutoring:**

Contact Student Success: Room 110; (309) 692-4092, ext. 1100; [studentsuccess@midstate.edu](mailto:studentsuccess@midstate.edu);

The Office of Student Success offers help in the following areas:

- Tutoring: Tutoring is encouraged for students who are doing their best to complete assignments yet still are experiencing difficulty in this course. Tutoring may be provided by the instructor outside of scheduled class times or through the office of Student Success.
- Writing assignment assistance: This may include learning how to conduct research; using proofreading tools such as Turnitin; outlining a topic; and applying MLA/APA standards.
- Math, accounting, and computer skills (including file management).
- Test-taking techniques.
- Note-taking skills development.
- Study skills development.
- Time management.

**Course Instructor: Dr. Amber Schappaugh DM-HCLM, AHI, MA, RMA(AMT)**

**Phone 309-692-4092/ex2050**

**Office #205; by appointment**

**Email: [aschappaugh@midstate.edu](mailto:aschappaugh@midstate.edu)**

### **Requirements for completing the Course:**

#### **Policies, procedures, and participation requirements:**

1. The policy for eLearning is that course materials are available to students at noon each Monday and that students have until 7:59 AM the following Monday morning to complete the previous week's material. However, students are advised against waiting until the last minute or last day to submit their work for a variety of reasons. If you work on your eLearning course early in the week and experience computer problems, you have more time to find an alternate computer. Also, the discussion forums can be very beneficial learning tools in eLearning if utilized to their greatest potential. It is difficult to have an effective and meaningful "discussion" if no one posts until the last minute. **In order to get full discussion**

**points, you must submit your original post no later than 8am on Thursday and respond to 2 classmates posts by Monday at 7:59am. Points will be deducted if those expectations are not met.**

2. The discussion questions will be graded. I expect for you to provide substantial information to prove that you understand the weekly content. You receive 6 points for your initial post, it must be completed by Wednesday at midnight for full credit and must be at least a paragraph in length. You will then need to post to 2 classmates by Sunday at Midnight. Posts made to classmates should be more than "I agree" posts. I expect at least 2 full sentences.
3. Students are required to make at least two meaningful discussion posts each week. Please refer to the Student eLearning Guide for more information. Attendance (online participation) is expected, not suggested. It is important that students do not fall behind in class. Excessive absence will hurt your performance and your ability to pass this class.
4. Please review the syllabus each week for the specific assignment. If modifications are made to the assignments, a note will be added to the Weekly Overview.
5. All work is to be **submitted on time**, unless unusual circumstances occur. If your work will be late, you need to contact me **prior** to it being turned in late otherwise late assignments WILL NOT be graded. **Without Prior authorization Late Work IS NOT ACCEPTED!**
6. Academic integrity is important at Midstate College, as stated in the catalog and student handbook. This not only includes prevention of cheating on exams and written research papers, but also discussion forum postings. **Discussion postings must be in your own words.**
7. **Academic dishonesty is never tolerated and will be referred to the dean.**
8. The final exam **must** be completed. Failure to do so will result in failure of the course.
9. Unprofessional, rude, or disrespectful behaviors will not be tolerated and you will be asked to leave the class. You will not be allowed to return to class until a meeting between instructor, dean, and student can be completed

#### **Papers:**

##### **Paper 1:**

Using the Midstate writing format taught in Eng 116 and Eng 117. You are to write a 4 page typed and double spaced paper on a chosen and approved book on the elderly.

Using either your local library or the Midstate College library choose a book about aging on the following list that interests you. . **DUE WEEK 8**

##### **BOOK CHOICES:**

The Courage to Grieve  
Time out for Grief

Judy Tatelbaum  
Jean Gannon Jones

Final Gifts	Maggie Callanan & Patricia Kelly
Final Journeys	Maggie Callanan & Patricia Kelly
Another Country	Mary Pipher PhD
Dying Well	Ira Brock MD
The Grace in Dying	Kathleen Singh
One Foot in Heaven	Heidi Telpner
Still Here: Embracing Aging...	Ram Dass
The Art of Being a Healing Presence	James Miller
Living at the End of Life:...	Karen Whitley Bell RN
The Good Funeral: ...	Thomas Long
Visions, Trips, and Crowded Rooms: ...	David Kessler
The Gift of Years	Joan Chittister
How we Die: Reflections of Life's Final Chapter	Sherwin Nuland

### Paper 2 Assignment

If you received a grant of \$500,000 to start up a service for the elderly, what would it be? Describe why this would be good for the community and how it would continue to be successful. The group should present a paper at least 1.5 pages in length, it should be specific and include the beginning of a business plan. and will need to post a power point to explain to the class what the startup is, why they feel it is important to the community and how this idea may take shape. **DUE WEEK 10**

### Paper 3

Using the Midstate writing format taught in Eng 116 and Eng 117. You are to interview and write a 4 page typed and double spaced paper about an over 65 years old person not in your family . Please cover:

1. Basic info on the person: first name, age, gender, where they live, marital status, occupation or retirement activities.
2. How was life different for the interviewee's grandparents? What were their 3 biggest worries and what are the biggest concerns to the interviewee?
3. What were the living arrangements for the interviewee's own parents and grandparents. When did they die? Where?
4. What are the 3 most important things need to be improved for elderly people today?
5. Have they used or do they plan to use senior centers or meals on wheels? Why not? Did they appreciate the services? **DUE WEEK 11**

***Grading Rubric for all written papers. This is the expectation of your work!***

<p><b>Midstate College</b> <b>Writing Rubric</b></p>
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<b>Term:</b>	<b>Evaluator:</b>	<b>Student's Name and Degree Program:</b>
<b>Date:</b>		

**General Education Objective 1: Optimize written and oral communication by composing coherent essays, critical analyses, research papers, and documents, and delivering organized and coherent speeches and presentations using appropriate language, grammar, and documentation.**

**The following Area of Assessment (Dimension) targets: Thesis/Focus**

Dimension	Excellent (Worth 3 Points)	Competent (Worth 2 Points)	Needs Improvement (Worth 1 Point)	Rating of Dimensions
<ul style="list-style-type: none"> <li>Incorporates introduction</li> </ul>	<input type="checkbox"/> States objectives clearly; includes thesis statement with justification of the topic	<input type="checkbox"/> Thesis and objectives are fairly clear and match the writing task	<input type="checkbox"/> Does not state objectives clearly and/or no thesis statement	
<b>Total: Thesis/Focus:</b>				

**The following Areas of Assessment (Dimensions) target: Presentation**

Dimensions	Excellent (Worth 3 Points)	Competent (Worth 2 Points)	Needs Improvement (Worth 1 Point)	Rating of Dimensions
<ul style="list-style-type: none"> <li>Presents professional appearance</li> </ul>	<input type="checkbox"/> Neat and professional appearance	<input type="checkbox"/> Acceptable neatness and professional appearance	<input type="checkbox"/> Lacks neatness and professional appearance	
<ul style="list-style-type: none"> <li>Follows college writing standards Categories for writing standards include)               <ol style="list-style-type: none"> <li>Page Headers</li> <li>12 Point Times New Roman</li> <li>Double Space</li> <li>1 inch margins</li> </ol> </li> </ul>	<input type="checkbox"/> Meets college writing standards (meets all of the following): <ul style="list-style-type: none"> <li><input type="checkbox"/> Page Headers</li> <li><input type="checkbox"/> 12 Point Times New Roman</li> <li><input type="checkbox"/> Double Space</li> <li><input type="checkbox"/> 1 inch margins</li> </ul>	<input type="checkbox"/> Meets most college writing standards (meets at least 3 of the following): <ul style="list-style-type: none"> <li><input type="checkbox"/> Page Headers</li> <li><input type="checkbox"/> 12 Point Times New Roman</li> <li><input type="checkbox"/> Double Space</li> <li><input type="checkbox"/> 1 inch margins</li> </ul>	<input type="checkbox"/> Does not follow college writing standards (meets 2 or fewer of following): <ul style="list-style-type: none"> <li><input type="checkbox"/> Page Headers</li> <li><input type="checkbox"/> 12 Point Times New Roman</li> <li><input type="checkbox"/> Double Space</li> <li><input type="checkbox"/> 1 inch margins</li> </ul>	
<ul style="list-style-type: none"> <li>Follows MLA or APA documentation and citation</li> </ul>	<input type="checkbox"/> Advanced MLA/APA skills	<input type="checkbox"/> Acceptable MLA/APA skills	<input type="checkbox"/> Does not apply MLA/APA styles correctly	

styles if required				
<b>Total: Presentation</b>				
<b>The following Areas of Assessment (Dimensions) target: Support Reasoning</b>				
Dimensions	Excellent (Worth 3 Points)	Competent (Worth 2 Points)	Needs Improvement (Worth 1 Point)	Rating of Dimensions
<ul style="list-style-type: none"> <li>Provides evidence to support thesis</li> </ul>	<input type="checkbox"/> Substantial, logical, and concrete development of main ideas	<input type="checkbox"/> Mostly logical and concrete development of main ideas	<input type="checkbox"/> Undeveloped support of main ideas	
<ul style="list-style-type: none"> <li>Demonstrates critical thinking</li> </ul>	<input type="checkbox"/> Synthesizes sources and personal opinion	<input type="checkbox"/> Contains some synthesis of sources and personal opinions	<input type="checkbox"/> Does not synthesize sources and personal opinion and/or overdependence on source material	
<ul style="list-style-type: none"> <li>Sources</li> </ul>	<input type="checkbox"/> Incorporates legitimate source material if applicable	<input type="checkbox"/> Sometimes incorporates legitimate source material if applicable	<input type="checkbox"/> Does not incorporate legitimate source material when appropriate.	
<b>Total: Support Reasoning</b>				
<b>The following Areas of Assessment (Dimensions) target: Content</b>				
Dimensions	Excellent (Worth 3 Points)	Competent (Worth 2 Points)	Needs Improvement (Worth 1 Point)	Rating of Dimensions
<ul style="list-style-type: none"> <li>Organization</li> </ul>	<input type="checkbox"/> Transition devices are effective	<input type="checkbox"/> Transition devices are mostly effective	<input type="checkbox"/> Transition devices not used effectively or not at all	
<ul style="list-style-type: none"> <li>Adheres to main points</li> </ul>	<input type="checkbox"/> Maintains focus on main points	<input type="checkbox"/> Mostly maintains focus on main points	<input type="checkbox"/> Does not maintain focus on main points	
<ul style="list-style-type: none"> <li>Demonstrates a logical flow of ideas</li> </ul>	<input type="checkbox"/> Flow of ideas is logical	<input type="checkbox"/> Flow of ideas is mostly logical	<input type="checkbox"/> Flow of ideas is not logical	
<ul style="list-style-type: none"> <li>Uses a variety of sentence structures</li> </ul>	<input type="checkbox"/> Includes a variety of sentence structures	<input type="checkbox"/> Includes a few different sentence structures	<input type="checkbox"/> Includes a limited variety of sentence structures	
<ul style="list-style-type: none"> <li>Concludes with summary of main idea</li> </ul>	<input type="checkbox"/> Conclusion clearly summarizes	<input type="checkbox"/> Conclusion does not include either a restatement of	<input type="checkbox"/> Conclusion does not clearly summarize	

	objectives and thesis	main ideas or thesis	objectives and thesis	
<b>Total: Content</b>				
<b>The following Areas of Assessment (Dimensions) target: Mechanics</b>				
Dimensions	Excellent (Worth 3 Points)	Competent (Worth 2 Points)	Needs Improvement (Worth 1 Point)	Rating of Dimensions
• Uses correct grammar	<input type="checkbox"/> Zero grammatical errors	<input type="checkbox"/> Minimal grammatical errors	<input type="checkbox"/> Excessive grammatical errors	
• Spells correctly	<input type="checkbox"/> Zero spelling errors	<input type="checkbox"/> Minimal spelling errors	<input type="checkbox"/> Excessive spelling errors	
• Demonstrates proper use of punctuation	<input type="checkbox"/> Zero punctuation errors	<input type="checkbox"/> Minimal punctuation errors	<input type="checkbox"/> Excessive punctuation errors	
• Incorporates appropriate word choice	<input type="checkbox"/> Appropriate word choice	<input type="checkbox"/> Some appropriate word choice	<input type="checkbox"/> Inappropriate word choice	
<b>Total: Mechanics</b>				
<b>Total Rating of Competency Levels</b>				

**Week 1:**

Topic:

1. Demographics of aging
2. Social gerontology

Objective:

1. Orientation to class
2. Outline disease conditions of older adults
3. Asses healthcare expenditures for older adults
4. Differentiate issues related to demographics in housing and long term care

Assignment:

1. Read Chapter 1 and 2
2. Review lecture

Weekly Summary & Discussion

1. Discussion Forum 1
2. Discussion Forum 1.2
3. Research

**Week 2:**

Topic: 1. Physiology and Pathology of Aging

Objective:

1. Outline disease conditions of older adults
2. Asses healthcare expenditures for older adults

3. Summarize the importance of aging in a biopsychosocial perspective

Assignment:

1. Read Chapter 3
2. Review lecture
3. Watch video
4. Choose book for the paper

Weekly Summary & Discussion

1. Discussion Forum 2
2. Discussion Forum 2.2
3. Worksheet 2
4. Research

**Week 3:**

Topic: Cognitive and Psychological Changes in Aging

Objective:

1. Understand the components of chronic care service delivery
2. Define and evaluate Alzheimer's disease and its relationship in chronic care
3. Differentiate issues related to demographics in housing and long term care
4. Summarize the importance of aging in a biopsychosocial perspective
5. Examine the importance of health literacy and promotion
6. Discriminate policies, programs, and resources for older adults
7. Define and evaluate Alzheimer's disease and its relationship in chronic care

Assignment:

1. Read Chapter 4
2. Review Lecture

Weekly Summary & Discussion

1. Discussion Forum 3
2. Discussion Forum 3.2
3. Worksheet 3
4. Research

**Week 4:**

Topic: 1. Functional Performance in later life  
Pharmacotherapy

Objective:

1. Differentiate issues related to demographics in housing and long term care
2. Summarize the importance of aging in a biopsychosocial perspective
3. Describe diversity within the aging population
4. Examine the importance of health literacy and promotion
5. Discriminate policies, programs, and resources for older adults
6. Evaluate advance directives
7. Understand the components of chronic care service delivery
8. Define and evaluate Alzheimer's disease and its relationship in chronic care

Assignment:

1. Read Chapter 5 and 6
2. Review Lecture
3. Quiz 1

Weekly Summary & Discussion

1. Discussion Forum 4
2. Discussion Forum 4.2
3. Worksheet 4

**Week 5:**

Topic: Nutrition  
Oral Health

Objective:

1. The student will explore the options available in providing healthcare to the elderly.
2. The student will recognize the issues involved in managing services or facilities providing elder healthcare

Assignment:

1. Read Chapter 7 and 8
2. Review Lecture

Weekly Summary & Discussion

1. Discussion Forum 5
2. Discussion Forum 5.2
3. Worksheet 5
4. Research

**Week 6:**

Topics: Sexuality

Objectives:

1. Summarize the importance of aging in a biopsychosocial perspective
2. Describe diversity within the aging population
3. Examine the importance of health literacy and promotion
4. Discriminate policies, programs, and resources for older adults

Assignments:

1. Read Chapter 9
2. Review Lecture
3. Reminder: Book Report Due Week 8

Weekly Summary & Discussion:

1. Discussion Forum 6
2. Discussion Forum 6.2
3. Research

**Week 7:**

Topic: Living Options and Continuum of care

Objectives:

1. Differentiate issues related to demographics in housing and long term care
2. Describe diversity within the aging population
3. Discriminate policies, programs, and resources for older adults
4. Compare issues involved in managing services and facilities to provide healthcare to elders
5. Understand the components of chronic care service delivery

Assignments:

1. Read Chapter 10
2. Review Lecture

3. Quiz 2

Weekly Summary & Discussion

1. Discussion Forum 7
2. Discussion Forum 7.2

**Week 8:**

**BOOK REPORT DUE**

Topic: Policy and Ethics

Objectives:

1. Summarize the importance of aging in a biopsychosocial perspective
2. Describe diversity within the aging population
3. Examine the importance of health literacy and promotion
4. Discriminate policies, programs, and resources for older adults
5. Evaluate advance directives
6. Compare issues involved in managing services and facilities to provide healthcare to elders
7. Understand the components of chronic care service delivery

Assignments:

1. Read Chapter 11
2. Review Lecture
3. Quiz 3

Weekly Discussion and Summary

1. Discussion Forum 8
2. Discussion Forum 8.2
3. Worksheet 8

**Week 9:**

Topic: Health Literacy

Objectives:

1. Outline disease conditions of older adults
2. Assess healthcare expenditures for older adults
3. Differentiate issues related to demographics in housing and long term care
4. Summarize the importance of aging in a biopsychosocial perspective
5. Describe diversity within the aging population
6. Examine the importance of health literacy and promotion
7. Discriminate policies, programs, and resources for older adults
8. Evaluate advance directives
9. Compare issues involved in managing services and facilities to provide healthcare to elders
10. Understand the components of chronic care service delivery
11. Define and evaluate Alzheimer's disease and its relationship in chronic care

Assignments:

1. Read Chapter 12
2. Review Lecture

Weekly Discussion and Summary

1. Discussion Forum 9
2. Discussion Forum 9.2

3. Worksheet 9
4. Research

**Week 10:**

**Start Up Paper DUE**

Topic: Financing long term care services

Objectives:

1. Distinguish the difference is public vs private financing of long term care
2. Understand the process of assessing individuals to determine the need for long term care.

Assignments:

1. Read Articles
2. Review Lecture

Weekly Discussion and Summary

1. Discussion Forum 10
2. Discussion Forum 10.2
3. Article Week 10

**Week 11:**

**INTERVIEW PAPER DUE**

Topic: Future Concerns in Aging

Objectives:

1. Summarize the importance of aging in a biopsychosocial perspective
2. Describe diversity within the aging population
3. Examine the importance of health literacy and promotion
4. Discriminate policies, programs, and resources for older adults
5. Evaluate advance directives
6. Compare issues involved in managing services and facilities to provide healthcare to elders
7. Understand the components of chronic care service delivery

Assignments:

1. Read Chapter 13
2. Review Lecture

Discussion and Summary

1. Discussion Forum 11
2. Discussion Forum 11.2
3. Worksheet 11

**Week 12:**

Topic:

1. Conclude course

Objectives:

1. Assessment of student learning

Assignments:

1. **Final Exam**