

California State University Sacramento
Department of Gerontology
College of Social Sciences and Interdisciplinary Studies
Gero 122/222
Physiological and Emotional Disorders in Older Adults
Fall 2021

Part 1: Course Information

Faculty of Record

Tara J. Sharpp, RN, PhD

Class Time: Wednesday 5:30-8:20 via ZOOM (online), see schedule for dates

Office Hours: <https://signupgenius.com/go/10c094aafa62ca5ff2-office>

Office: Folsom Hall 2007

Phone: 278-1514

Email: tara.sharpp@csus.edu

Course Description

Offers in-depth study/analysis of prevalent pathophysiological-based diseases and psychological disorders commonly experienced by older adults and frail elder populations. Disease/disorder causes and the effects of chronic illness on individuals' activities of daily living, sexuality, relationships, and coping abilities with changing lifestyles are examined using a life course framework and evidenced-based research. Assessment tools, lab value changes, medication needs, complications/disabilities, traditional/alternative treatments and ethical issues rising from meeting needs are investigated along with implications for caregivers. 3 units

Pre Requisites: Gero 121/221, or Instructor Approval

Required Texts / Readings

Saxton, V. S., Etten, M. J., & Perkins, E. A. (2014). *Physical change & aging (6th ed)*. New York: Springer Publishing Co. (Soft cover or E-Book copies available).

Additional required readings will be assigned and available via Canvas.
Self-selected scholarly articles and resources on selected topic.

Recommended Texts & Other Resources

Other readings and resources are available on course site on Canvas.

Course Requirements

- Internet connection with access to Canvas, saclink e-mail, and TurnItIn

- Microsoft Word and Adobe Acrobat Reader
- Technical Skills, including [how to navigate Canvas](#)
- You can download free software from the [Sacramento State Information Resources and Technology website](#).

Course Structure

In Fall 2021, GERO 122/222 is a blended learning course accessed through Canvas with a mix of synchronous zoom classes and asynchronous content.

Teaching strategies include synchronous lecture-discussion, case studies, small group discussions and learning activities, quizzes, audio-visual aids and on-line learning activities.

For the online content, you will complete the assignments on your own time frame as long as you meet the due dates for assignments. Course content is structured into weekly Modules. You can access these Modules by clicking on "**Modules**" located on the left side navigation menu in Canvas. You will complete activities each week. Each weekly module will have objectives, activities (readings and videos), and assignments. You should expect to spend about 3 hours to complete all activities and assignments each week. Some weeks may require more time due to the nature of the assignments. We advise you to review activities for each module at least a week in advance to adequately plan your time.

For the synchronous classes, you are expected to complete all readings and activities in the weekly folder prior to class and be prepared to apply concepts in class. You may be assigned to groups for in-class activities.

We will utilize a variety of approaches to reinforce concepts in class, including but not limited to lectures, peer reviews, case studies, videos, and quizzes. Please read the syllabus regarding course policy for absences.

Important note: Students should check the Canvas course site several times each week for postings, emails, announcements, or updated course materials.

Part 2: Course Objectives

The Undergraduate learner will be able to:

1. correlate basic interdisciplinary information related to principle chronic diseases experienced by older adults including pathophysiology, risk factors, signs and symptoms, and usual treatment.
2. discuss representative psychological disorders experienced by older adults including pathophysiology, risk factors, signs and symptoms, and usual treatment.

3. apply interdisciplinary evidenced-based data when analyzing older adults' and families' holistic responses to chronic diseases and psychological disorders.
4. analyze interdisciplinary theories and strategies that have been used successfully to maintain maximum functioning, optimal wellness, and comfort in older adults and families with chronic diseases and psychological disorders.
5. explore interdisciplinary evidence-based theories and models to develop alternative solutions to situations arising from chronic diseases and psychological disorders for older adults and families.
6. examine evidence-based health promotion departments that assist older adults and families in maintaining and improving quality of life.
7. explore community resources providing services for chronically ill older adults and their families.
8. exhibit personal and social responsibility by adhering to university, course and agency policies and standards.
9. complete course assignments according to syllabus using effective basic written and oral communication skills.

The Graduate learner will be able to:

1. analyze basic interdisciplinary information related to principle chronic diseases experienced by older adults including pathophysiology, risk factors, signs and symptoms, and usual treatment.
2. analyze representative psychological disorders experienced by older adults including pathophysiology, risk factors, signs and symptoms, and usual treatment.
3. apply interdisciplinary evidenced-based data when analyzing elders' and families' holistic responses to chronic diseases and psychological disorders.
4. analyze & use interdisciplinary theories and strategies that have been used successfully to maintain maximum functioning, optimal wellness, and comfort in elders and families with chronic diseases and psychological disorders.
5. use interdisciplinary evidence-based theories and models to develop alternative solutions to situations arising from chronic diseases and psychological disorders for older adults and families.
6. analyze evidence-based health promotion Departments that assist elders and families in maintaining and improving quality of life.
7. use community resources providing services for chronically ill older adults and their families.
8. exhibit personal and social responsibility by adhering to university, course and agency policies and standards.
9. completes course assignments according to syllabus using effective basic written and oral communication skills.

Assignments

Objectives in this course will be met through written assignments, presentations, discussion boards, quizzes, and class participation (synchronous and online). Students are expected to complete assigned readings prior to synchronous classes and keep up with all assigned readings and videos during online weeks.

Feedback on assignments will be provided in a timely matter. Students can expect feedback on discussion boards, in-class assignments, and one-page assignments in one week and other written assignments such as papers or essays within two weeks. Faculty will notify students if they are unable to provide feedback within that timeframe and provide a new time that students should expect to receive feedback.

Required assignments for GERO 122/ 222 are listed below, please see Canvas for more detailed assignment information.

Undergraduate (122) Assignments

- Weekly online and class activities and quizzes
- Discussion board postings. Two required discussion board postings will be assigned throughout the course. Students are responsible to read the directions for each discussion board and complete a thoughtful and well-written response to the prompt and to classmates' postings when required.
- Chronic Disease Health Promotion Program Assignment (each student min of 3 EB articles; 2 websites)
- Global Aging Exploration (*minimum* of 4 EB references; two websites)
- Chronic Condition Presentation and Peer Responses (*minimum* of 5 EB references)
- Health Assessment Faire (*minimum* of 3 assessments)

Graduate (222) Assignments

- Weekly online and class activities, quizzes, and journal reflections
- Discussion board postings. Two required discussion board postings will be assigned throughout the course. Students are responsible to read the directions for each discussion board and complete a thoughtful and well-written response to the prompt and to classmates' postings when required.
- Chronic Disease Health Promotion Program Written Assignment (each student min of 5 EB articles; 2 websites)
- Global Aging Exploration (*minimum* of 8 EB references; two websites)
- Chronic Condition Presentation and Peer Response (*minimum* of 9 EB references)
- Health Assessment Faire (*minimum* of 6 assessments)

Part 3: Topic Outline/Schedule

Week	Topic	Activities	Assignments
1 Zoom Class	-Overview of course -Introduction to health of older adults	<ul style="list-style-type: none"> Review Syllabus Complete Course Welcome Module Explore Gerontological Websites Saxon et al. (2014): Ch 1 Perspectives on Aging, Ch 2 Theories of Aging 	<ul style="list-style-type: none"> Course Orientation Assignments
2	-Chronic Diseases and Changes of the Endocrine, Immune, & Musculoskeletal systems	<ul style="list-style-type: none"> Saxon et al. (2014): Ch 13 Endocrine, Ch 14 Immune, Ch 4 Musculoskeletal, ConsultGeri Resources on Canvas Videos on Canvas 	<ul style="list-style-type: none"> Resources Table assignment Choose Presentation Topic for final assignment
3 Zoom Class	-Chronic Diseases and Changes of the Cardiovascular & Respiratory Systems	<ul style="list-style-type: none"> Saxon et al. (2014): Ch 8 Cardiovascular, Ch 9 Respiratory ConsultGeri Cardiovascular and Respiratory resources American Heart Association Website Videos on Canvas 	<ul style="list-style-type: none"> Cardiovascular & Respiratory rows of resources table assignment Class discussion participation
4	Chronic Diseases and Changes of the Gastrointestinal, Urinary/ Renal, and Reproductive systems	<ul style="list-style-type: none"> Saxon et al. (2014): Ch 10 Gastrointestinal, Ch 11 Urinary, & Ch 12 Reproductive ConsultGeri Chronic Disease resources Explore NIH websites Videos on Canvas 	<ul style="list-style-type: none"> Chronic Disease Diagnosis discussion board Resources table
5	-Chronic Diseases of the Nervous System, -Sleep, & -Normal Cognitive changes	<ul style="list-style-type: none"> Saxon et al. (2014), Ch 5 Nervous system Readings and videos on Canvas Self-selected articles related to Presentation Topic 	<ul style="list-style-type: none"> Cognitive Aging quiz Sleep quiz
6 Zoom Class	-Cognitive Impairments -Dementia	<ul style="list-style-type: none"> Saxon et al. (2014), Ch 6 Dementia and Delirium ConsultGeri website linked in Canvas Self-selected articles related to Presentation Topic 	<ul style="list-style-type: none"> Cognitive Impairments/ Dementia class discussion assignment
7	-Mental Health Issues in Older Adults	<ul style="list-style-type: none"> Saxon et al. (2014), Ch 16 Special Topics (Alcoholism - 267-9) 	<ul style="list-style-type: none"> Mental Health quiz

Week	Topic	Activities	Assignments
		<ul style="list-style-type: none"> Articles & videos in canvas Websites linked in Canvas Self-selected articles related to Presentation Topic 	<ul style="list-style-type: none"> PHQ-9 Sleep Assessment assignment Sleep quiz
8	-Self-management -Health Promotion Programs -Exercise/Mobility	<ul style="list-style-type: none"> Saxon et al. (2014), Ch 17 Health Promotion & Exercise Assigned articles in Canvas NCOA EBHP Module Self-selected articles related to Presentation Topic 	<ul style="list-style-type: none"> Health Promotion Program Assignment
9 Zoom Class	-Medications -Aging with a disability -Oral Health	<ul style="list-style-type: none"> Saxon et al. (2014), Ch 15 Aging with lifelong disabilities, Ch 20 Medications Articles and videos in Canvas Class discussion ConsultGeri resources on oral health 	<ul style="list-style-type: none"> Medication quiz Disabilities class assignment
10	-Skin, Foot care -Nutrition	<ul style="list-style-type: none"> Saxon et al. (2014), Ch 3: Skin, Hair & Nails, & Ch 19: Nutrition, Ch 16 Foot care Online lecture and videos on Canvas Self-selected articles related to Presentation Topic 	<ul style="list-style-type: none"> Online assignments on skin, foot care, and nutrition on Canvas
11	Quality at EoL: Hospice & Palliative Care	<ul style="list-style-type: none"> Saxon et al. (2014) Ch 23 Death & Grief in the later years Websites & videos on Canvas Self-selected articles related to Presentation Topic 	<ul style="list-style-type: none"> EoL Care Quiz
12 Zoom Class	Assessment Faire Pain & falls Sensory system	<ul style="list-style-type: none"> Saxon et al. (2014), Ch 7 Sensory, Ch 16 Special Topics – Falls & Pain, Appendix A, Articles, websites & videos in Canvas on pain and falls 	<ul style="list-style-type: none"> Assessment Faire Assignment
13	Caregiving Housing / Levels of Care	<ul style="list-style-type: none"> Saxon et al. (2014), Ch 22 Caregiving Online websites, articles, and videos on canvas Self-selected articles related to Presentation Topic 	<ul style="list-style-type: none"> Caregiving assignment
14	Global Health for the aging population	<ul style="list-style-type: none"> Saxon et al. (2014) Ch 18 Complementary Therapies, Ch 21 Teaching Self-selected articles and websites on global aging related to presentation topic 	<ul style="list-style-type: none"> Global aging discussion board

Week	Topic	Activities	Assignments
15-16 Zoom Class	Presentations online	<ul style="list-style-type: none"> Self-selected articles related to Presentation Topic Completion of final assignment Review of peers' presentations 	<ul style="list-style-type: none"> Presentations due and peer responses

Part 4: Grading Policy

The following assignments will be evaluated by established objectives and will determine the student's final grade. The individual, weighted assignment percentages are shown below:

Assignment	
Chronic Disease Health Promotion Program Assignment	15%
Chronic Disease Global Aging Discussion Assignment	10%
Assessment Faire	10%
Resources Table	10%
Chronic Condition Self Care Presentation and Peer Review	25%
Weekly Online/ Class Assignments and Discussions	30%
Total	100%

University standards for course grades:

93-100 = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-69 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D-
77-79 = C+	59 & below = F

Part 5: Course Policies

Late Work

All assignments are expected to be submitted by the due date.

A late assignment will be deducted 5% of the total possible points for each day the assignment is late. Assignments more than 7 days late will receive zero points. Exceptions to the late penalty will only be made according to the University excused absences policy.

All assignments must be completed to receive course credit for this class. This includes any online assignments and discussions, even for late assignments worth 0 points.

Attendance

Because in-class activities involve group discussions and interactions that could only happen in a group setting, students are required to attend all synchronous class meetings. For extenuating circumstances, students may make up one in-class quiz or group activity for points with prior permission from faculty.

Excused Absences

Students must complete all work, including in-class activities, to receive credit for this course. Students will be able to make up work for a missed class without a penalty only if they have received permission from the instructor prior to the synchronous class where possible, and submit evidence, and only for reasons according to the [University excused absence policy](#). Students with an unexcused absence must notify the instructor for information on how to make up in-class assignments. Students who miss class for a reason that is not excused, or who do not provide evidence that meets the excused absence policy, will receive a half letter grade deduction of their final course grade for every missed synchronous class meeting (e.g., A will be A-). Students who miss two or more synchronous class meetings will receive a letter of jeopardy and possible course failure.

COVID-19 and Illness

If you are sick, stay home and do not attend class meetings nor clinical. Notify your instructor.

If you are experiencing any COVID-like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID-19, contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. You are asked to report any possible COVID-related illnesses/exposures to SHCS. See the [Return to Campus and COVID-19 website](#) for more information.

Standards for Written Work

All writing in the course is expected to be at the bachelor's degree level for college writing. Standards for grading are according to the standards listed in the [Sacramento State writing program](#). Unless otherwise noted, all papers must adhere to the APA 7th Edition formatting and writing standards.

Turnitin

Some writing assignments in GERO 122 are submitted to Turnitin to check for originality in the writing. Instructions will be posted in Canvas and reviewed during class.

Consistent with Sacramento State's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student's work with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score.' The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student's work. All submissions to this course may be checked using this tool, per faculty request.

Students should submit papers to Turnitin assignments without identifying information included in the paper (e.g., name or student number), the system will automatically show this info to faculty in the course when viewing the submission, but the information will not be retained by Turnitin. Student submissions will be retained in the global Turnitin repository beyond the initial comparison.

Computer Use and Recording Devices

Students who utilize computers during class should use them for class activities and be considerate and respectful of classmates around them. Students may be asked to shut down computers if such use becomes a distraction to other learners.

No recording of any kind (e.g., digital, photograph, audio, video) is permitted during any GERO 122 activities.

For asynchronous zoom classes students must have access to a working speaker and microphone. Webcam use is preferred but optional.

Asking for Assistance

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let the Faculty of Record know as early as possible. As you will find, building rapport and proactive relationships are key to becoming an effective professional. Make sure you are proactive in informing your professors when difficulties arise during the semester so that faculty can help you find a solution.

University Policies

Academic Honesty

Academic honesty is ensured when a student completes academic work on his/her own merit. This concept is violated when a student gains an unfair advantage over other students such as is the case when copying others' assignments, attempting to gain knowledge of exam items or related content, or plagiarizing published works. If any part of your written or verbal work is suspected of academic dishonesty (whether you benefited from or provided an unfair advantage), you will be referred of the University's Student Affairs office. Once academic dishonesty is determined to have taken place, the assignment

will not be accepted, will receive a score of zero, and the student(s) will be subject to disciplinary action including, but not limited to, course failure or program dismissal. It is your responsibility to review the university policy and student handbook regarding academic honesty and plagiarism, to understand their definitions, and to consult with faculty if you need assistance. See also the [Sacramento State Honesty Policy](#).

Student Conduct

Participation in gerontology program obligates students to always demonstrate professional behavior. Students are expected to follow the [Hornet Honor Code](#) and to adhere to all policies found in the Gerontology Department Program Guidelines.

Violation of any of these principles, whether during class times or course-related activities, including online activities, may result in one or more of the following: letter of reprimand placed in the student file, notice of jeopardy of failing a course, failure of a course, referral to University Student Affairs, and/or dismissal from the program and/or University.

Reasonable Accommodation

If you have a documented disability and verification from the [Office of Services to Students with Disabilities](#) (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start.

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class, please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided.

SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

University Resources

Sac State Library

As a Sac State student you have access to the various resources offered by the library such as book checkout, study areas, computer labs, online tutorials, research databases, etc. To learn more about available resources visit the [Sacramento State Library website](#).

Student Computing Labs

Students can use any of the IRT managed student computer labs on campus. Visit the [University Labs website](#) for information about locations, hours, and resources available.

Writing Center

If you need assistance to meet baccalaureate level standard for college writing, please visit the writing support services available at the University. See the [University Reading & Writing Center](#) website for more information or email wc@csus.edu.

Smarthinking

Smarthinking is an online tutoring system that provides 24/7 access to highly trained online tutors who help students improve their problem-solving and writing skills and help them strengthen their content mastery. Additionally, Smarthinking assists secondary, post-secondary, and graduate students become stronger writers through the Online Writing Lab. Sign into Canvas, click on the tab, and follow the instructions to receive feedback on written work. For more information see [the Smarthinking website](#).

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away. The [Crisis Assistance and Resource Education Support \(CARES\)](#) office provides case management support for any enrolled student.

Wellness

Your physical and mental health are important to your success as a college student. [Student Health and Counseling Services \(SHCS\)](#) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer-led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.

Special Note

Course policies are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be posted in Canvas.