



University of North Texas
College of Health and Public Service
Department of Rehabilitation and Health Services
AGER 4800
Social Context of Aging: Global Perspectives

INSTRUCTOR CONTACT

Instructor: Mumtahina Obaid
Office Location: Currently remote
Office hours: Monday [11AM -12PM; Online]
Email: mumtahinaobaid@my.unt.edu

- Please use your UNT email for all class correspondence.
- Please use AGER 4800 in the subject line.

Communication Expectations: I will try and get back to you within 24 hours of your email correspondence unless an unforeseen circumstance arises. If you need emergency assistance, please contact a front office staff at 940-565-2239. Concerning feedback on assignments and grades posted, my planned turnaround time can be up to about a week after the deadline of the assignment.

WELCOME TO UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

COURSE DESCRIPTION

This course is an analysis of the aging experience in a global context, historically and currently. Topics include perceptions of aging, the definition of need in old age, and models for delivering health and social services to older persons. The purpose of this course is to give students a macro-level overview of aging around the world and how the older population's needs are met.

The instructional method requires students to be self-directed. It is recommended that students access the course early each week, review any announcements, access the appropriate lesson plans, and review the posted materials and assignment instructions. By knowing in the beginning of the week what needs to be done, students will be better prepared to plan, complete, and submit their assignments by the deadline. It is also recommended that students access the course at least once a day throughout the week to read posted materials, work on assignments, and review any further announcements.

TEACHING PHILOSOPHY

Online courses work best for students who are self-motivated and self-driven. To best benefit from this course, it is vital that each of you participate in the course discussions, activities, and assignments as scheduled on the timeline provided. It is also expected that each of you will share academic research and information, academic websites, and academically sound peer

reviewed articles and/books with each other via the discussion tools and message area to assist each other with the learning process of this topic. It is my responsibility to provide you a platform of information to begin discussions from and to maintain a safe and comfortable online course environment that promotes positive learning experiences. As undergraduate students, it is your job to build on that platform and demonstrate positive communication exchanges in an online course environment.

My teaching philosophy is to help students achieve 100% of their learning capacity. By doing that I try to teach to all of the students in their own learning style which includes Auditory, Visual and Kinesthetic. Now each student probably has all three, but most students have a dominant style and two others. Since this is an Online course, the lectures are available on PowerPoint. Discussions and other activities will be included in this course. I also include humor and my philosophy is that if you are not having fun, your learning will be compromised. Stressout learners usually don't succeed.

I am looking forward to interacting with all of you in this online class format. Moreover, I encourage you to take advantage of the discussion boards and also interact with your peers. To get started with course, I recommend reading the syllabus rubrics, and other course details from the Course Overview.

PRE-REQUISITES

There are no pre-requisites for this class.

READING AND RESOURCES

Required Text

Satariano, W. A., & Maus, M. (2017). *Aging, place, and health*, Burlington, MA: Jones & Bartlett Learning

Recommended (Optional)

Sokolovsky, J. (2009). *The cultural context of aging: Worldwide perspectives* (3rd ed.). Westport, CT: Praeger

COURSE OBJECTIVES

Upon successful completion of the course, students will be able to:

1. Describe issues of the diversity of culture and family contexts of aging in the world;
2. Delineate major theories applicable to the social context of aging in a diverse world;
3. Compare issues of health status and life-course experience among aging population between and within nations;
4. Outline differences research frameworks in aging research;
5. Distinguish between political and cultural contexts around the world in responding to the needs of older persons;
6. Express regarding issues in lifestyle, needs, access to care, and service delivery relating to aging population;
7. Recognize the importance of the problems of diversity as they relate to the world's aged populations; and
8. Discuss social science empirical methods used to produce findings reported in the class.

LEARNING STRUCTURE

Students are encouraged to participate in all aspects of the class, including discussion, group activities, and individual projects, via online. The academic climate is based on a concept of free and open discussion as well as exploration of ideas. This freedom to explore carries with it an equally important responsibility to act with professionalism and integrity in all aspects of this course.

The instructional staff will provide ongoing guidance and support for all members of the classroom, including individuals with disabilities and other needs. In particular, the instructional staff will encourage students to choose assignment topics relevant to their own learning goals and future career preferences.

ONLINE “NETIQUETTE”

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. At all times, a spirit of mutual respect must be maintained in communications. Emails, Discussion Board posts, and/or any other forms of written communication in the online environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no unconstructive messages (angry, personal attacks). Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the university’s policies and procedures. The University’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

TECHNICAL REQUIREMENTS/ASSISTANCE

The following information has been provided to assist you in preparation for the technological aspect of the course.

UIT Help Desk: <http://www.unt.edu/helpdesk/index.htm>

Browser requirements: <https://clear.unt.edu/supported-technologies/canvas/requirements>

Computer and Internet Literacy: http://clt.odu.edu/oso/index.php?src=pe_comp_lit

Minimum Technical Skills Needed – Examples include:

- Using the learning management system,
- Using email with attachments,
- Creating and submitting files in commonly used word processing program formats,
- Copying and pasting,
- Downloading and installing software and
- Using spreadsheet programs

ACCESS AND NAVIGATION

Access and Log in Information

This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Canvas. To get started with the course, please go to: <https://unt.instructure.com>. You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: <http://ams.unt.edu>.

PROTOCOL FOR WRITTEN ASSIGNMENTS

General Format

Because clear and understandable written communication is an essential skill of all helping professionals, all assignments submitted in this course must include the following components for general format (5 points will be deducted for failing to meet the APA 7 format requirement, unless otherwise specified):

- **An APA 7 style title page;**
 - See page 3 from the link below for sample title page - <https://tsgs.unt.edu/sites/default/files/APA%20Format.pdf>;
- **Double-spaced;**
- **1-inch margin at the left, right, top, and bottom;**
- **12-point font (Times New Roman);** and
- **Reference page(s).**

Each paper should be thoroughly proofread by the student for clarity and organization of content, grammar, spelling, punctuation, etc. Poorly written papers will directly affect your grade. In addition, papers with extreme flaws will not be graded or may be returned for revision before being given a grade. Papers returned for such revision will be treated as **late papers**.

Unless otherwise noted, all written assignments must be typed using Microsoft Word Program and follow the American Psychological Association Publication Manual (7th edition) format. If you do not own the APA manual, there are also online "style guide" available:

- <https://owl.english.purdue.edu/owl/resource/560/01/>

ASSIGNMENTS

Discussion boards 12 @ 30 pts = 360

1. Please post your original thread by **Wednesday** of each week, and please make it **accurate, original, and relevant**. Have it teach us something new and be well written. Make sure it answers all the questions presented and is supported by well-documented supplemental materials. Because Aging Society is a very hot topic at this time, feel free to use media, web information, and print media to support your questions. Just make sure it is credible to the best of your ability and **cite and reference**. Always incorporate new substantial content in your posts, to ensure that there is additional thought about the issue(s) under discussion.

2. Please note that you will not have access to your classmate's posts until you made your original post (This is plagiarism protection of CANVAS.); thus, you must first make your original post by answering all the questions early in the week. (rubric for discussion boards are provided on CANVAS).

3. Once your original post is completed, please read other original posts and reply to **at least two (2) other students' Original Posts**. Two or more paragraphs are required to answer each question effectively each discussion- along with supplemental cited and referenced professional materials added as support. For more details, please see the Discussion Rubric in the Home Sweet Home Module. This will encourage learning among all students as everyone shares information, referenced material, and resources.

4. Please note the point differentiation for different qualities of posts. Please remember that every point earned or lost is part of the points total for the course. **Discussion boards will begin at 8:30 am on Monday and close every Sunday night at 11:59 pm.**

Please review the discussion board etiquette websites below for further information.

- http://www.ic.sunysb.edu/Class/che326ff/discussion_board/etiquette.pdf

Quiz 12 @ 20 pts = 240

Quizzes will be Multiple Choice and True/False questions, and they will also be timed. Students will complete weekly quizzes based on the materials covered from the corresponding weeks. The quizzes will be available from 8:00 am on Monday mornings and must be submitted by 11:59 pm Sunday. They can be taken any time during the week, make sure you stay up with all of the information we are covering. They are not difficult enough to cause you stress but are just challenging enough to make sure you have reviewed the essential parts of the course that week to find what you need and answer quickly. **Since you have a week to work on the quiz, there are NO make-up quizzes should you miss the deadline.**

Mid-Term Exam 1 @ 200 pts = 200

The mid-term exam consists of 40 questions that are set up the same way as the weekly quizzes. There will be no time limit on the mid-term. You can use your textbook and any other materials during the exams. The mid-term will open up at 8:30 am on the day of the exam and close at 11:59 pm on that same day. Once you start the exam, you will not be able to exit out of the exam and come back later. It is meant to be taken in one sitting. If you have any technical troubles during the exam, please contact the Help Desk at **940-565-2324**. Because the exams are graded immediately by Canvas, you should have your grade posted within the same hour. If there is a problem and your grade doesn't appear, please inbox me so we can figure out what the issue is.

Final Project 1 @ 180 pts = 180

The final project is a semester-long project that will combine the knowledge you have learned from your major studies and this course. Please create a project that will (in your personal hypothesis) assist in improving the quality of life for the aging populations in certain social levels. **A guideline for this project is available on Canvas; you are required to read the guideline before you start working on the proposal.**

- (20 points) – Topic of final project (**9/8 due**)
- (30 points) – Outline of final project (**9/29 due**)
- (50 points) – Draft of final project (**11/10 due**)
- (80 points) – Final project (**12/8 due**)

Participation (20 points)

The students must make an original post in the introduction discussion board and respond to at least two peers in this course (20 points).

GRADING SCALE

Final student course grades will be determined as follows:

Assignments	Points Possible	Percentage of Final Grade
Discussion 12 @ 30 pts	360 points	36%
Quizzes 12 @ 20 pts	240 points	24%
Mid-term Exam 1 @ 200	200 points	20%
Project - Topic of final project	20 points	2%
Project - Outline of final project	30 points	3%
Project - Draft of final project	50 points	5%
Project - Final project	80 points	8%
Participation	20 points	2%
Total Points Possible	1000 points	100%

A =	90% - 100%	900 - 1000 points
B =	80% - 89%	800 - 899 points
C =	70% - 79%	700 - 799 points
D =	60% - 69%	600 - 699 points
F =	0% - 59%	0 - 599 points

As the instructor in this course, I am responsible for

- providing course materials that will assist and enhance your achievement of the stated course goals, guidance,
- providing timely and helpful feedback within the stated guidelines,
- and, assisting in maintaining a positive learning environment for everyone.

As a student in this course, you are responsible for

- reading and completing all requirements of the course in a timely manner,
- working to remain attentive and engaged in the course and interact with your fellow students,
- and, assisting in maintaining a positive learning environment for everyone.

LATE WORK POLICY

Assignments are due on Sunday night by midnight (i.e., 11:59 pm). Any work submitted after scheduled due date will NOT be accepted and NOT be eligible for credit except in documented emergencies. Discussion Boards cannot be made up either if missed. **NOTE:** All assignment submissions should be done via submission folder on Canvas. Submissions via email or message inbox will **not be accepted** unless I request it to be sent. Emailed assignments to me will go in the trash box.

INCOMPLETES

Students are expected to complete the course within the session time frame. A grade of Incomplete will only be given (a) in very compelling special circumstances with appropriate documentation of those circumstances (e.g., doctor's request), and (b) with the stipulation that the course requirements be fulfilled by the end of the following semester. Main points to keep in mind is that students must have completed 75% of the course, are passing the course, and requirements for completion have been specified and communicated.

According to UNT policy:

An Incomplete Grade ("I") is a non-punitive grade given only during the last one-fourth of a term/semester and only if a student (1) is passing the course and (2) has a justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule. The student must arrange with the instructor to finish the course at a later date by completing specific requirements. These requirements must be listed on a Request for Grade of Incomplete form signed by the instructor, student, and department chair; and also entered on the grade roster by the instructor. (<http://essc.unt.edu/registrar/incomplete.htm>, p. 1)

If you fail to complete the course requirements by the end of the current semester, and you have not obtained from me approval for an Incomplete, you will receive a grade of "F". All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program. Receiving a grade less than 3.0 for any RHAB course results in the student having to repeat that course. Courses may only be repeated once.

UNT POLICIES

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation.]

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to

begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website \(https://disability.unt.edu/\)](https://disability.unt.edu/).

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct \(https://deanofstudents.unt.edu/conduct\)](https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require

the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Academic Support & Student Services

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

**UNT eulDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

Additional Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

COURSE SCHEDULE

Date	Topic	Readings	Assignments (due by 11:59 pm)
Module 1 August 19-25 th	Global Aging of the Population: The Significance of an Epidemiological Perspective	- Satariano, W. A., & Maus, M. (2017). Aging, place, and health, Burlington, MA: Jones & Bartlett Learning: Chap 1 (p. 3-21)	Introduction Discussion Board • Original post 8/21 • Response posts 8/25 YOU CAN DO IT!!
Module 2 August 26 th - Sept. 1st	Aging, Health, and the Environment: An Ecological Model	- Satariano, W. A., & Maus, M. (2017). Aging, place, and health, Burlington, MA: Jones & Bartlett Learning: Chap 2 (p. 23-40)	Discussion Board 1 • Original post 8/28 • Response posts 9/1 Quiz 1 9/1
Module 3 Sept. 2 – 8th	Early-life Predictors of Late-life Health	- Satariano, W. A., & Maus, M. (2017). Aging, place, and health, Burlington, MA: Jones & Bartlett Learning: Chap 3 (p. 45-59)	Discussion Board 2 • Original post 9/4 • Response posts 9/8 Quiz 2 9/8 Topic of Final Project 9/8
Module 4 September 9 th – Sept. 15	Survival, Mortality, and Cause of Death	- Satariano, W. A., & Maus, M. (2017). Aging, place, and health, Burlington, MA: Jones & Bartlett Learning: Chap 4 (p. 69-87)	Discussion Board 3 • Original post 9/11 • Response posts 9/15 Quiz 3 9/15
Module 5 Sept. 16 th – Sept. 22	Aging and Late-life Mobility	- Satariano, W. A., & Maus, M. (2017). Aging, place, and health, Burlington, MA: Jones & Bartlett Learning: Chap 5 (p. 91-109)	Discussion Board 4 • Original post 9/18 • Response posts 9/22 Quiz 4 9/22
Module 6 Sept 23rd – Sept 29	Aging and Cognitive Functioning	- Satariano, W. A., & Maus, M. (2017). Aging, place, and health, Burlington, MA: Jones & Bartlett Learning: Chap 6 (p. 114-127)	Discussion Board 5 • Original post 9/25 • Response posts 9/29 Quiz 5 9/29 Outline of Final Project 9/29

Module 7 September 30th – October 6th	Aging and Epidemiology of Depression	- Satariano, W. A., & Maus, M. (2017). Aging, place, and health, Burlington, MA: Jones & Bartlett Learning: Chap 7 (p. 135-153)	Discussion Board 6 • Original post 10/2 • Response posts 10/6 Quiz 6 10/6
Module 8 October 7 th -- October 13	Disease, Comorbidity, and Multimorbidity	- Satariano, W. A., & Maus, M. (2017). Aging, place, and health, Burlington, MA: Jones & Bartlett Learning: Chap 8 (p. 161-181)	Mid-term exam 10/13 It will be opened October 10th WE ARE HALFWAY THERE!!
Module 9 October 14 --October 20th	Frailty and Geriatric Syndromes	- Satariano, W. A., & Maus, M. (2017). Aging, place, and health, Burlington, MA: Jones & Bartlett Learning: Chap 9 (p. 191-219)	Discussion Board 7 • Original post 10/16 • Response posts 10/20 Quiz 7 10/20
Module 10 October 21st – October 27th	Aging and Falls	- Satariano, W. A., & Maus, M. (2017). Aging, place, and health, Burlington, MA: Jones & Bartlett Learning: Chap 10 (p. 231-247)	Discussion Board 8 • Original post 10/23 • Response posts 10/27 Quiz 8 10/27
Module 11 October 28 th - November 3rd	Motor Vehicle Crashes and Other Traffic-Related Causes of Injury and Death in Older Populations	- Satariano, W. A., & Maus, M. (2017). Aging, place, and health, Burlington, MA: Jones & Bartlett Learning: Chap 11 (p. 257-268)	Discussion Board 9 • Original post 10/30 • Response posts 11/3 Quiz 9 11/3
Module 12 November 4 th – November 10 th	Healthy Aging and Its Implications for Public Health: Social and Behavioral Interventions	- Satariano, W. A., & Maus, M. (2017). Aging, place, and health, Burlington, MA: Jones & Bartlett Learning: Chap 14 (p. 317-335)	Discussion Board 10 • Original post 11/6 • Response posts 11/10 Quiz 10 11/10 Draft of Final Project 11/10
Module 13 November 11 th – November 17th	Healthy Aging and Its Implications for Public Health: Healthy Communities	Satariano, W. A., & Maus, M. (2017). Aging, place, and health, Burlington, MA: Jones & Bartlett Learning: Chap 15 (p. 340-354)	Discussion Board 11 • Original post 11/13 • Response posts 11/17 Quiz 11 11/17

Module 14 November 18 th -- November 24th	Aging and Public Health: New Directions	- Satariano, W. A., & Maus, M. (2017). Aging, place, and health, Burlington, MA: Jones & Bartlett Learning: Chap 16 (p. 361-376)	Discussion Board 12 • Original post 11/20 • Response posts 11/24 Quiz 12 11/24
<i>November 25th - December 1</i>	<i>Thanksgiving Holiday</i>	<i>Have a safe and Happy Thanksgiving</i>	
Module 15 December 2-8	N/A	N/A	Final Project 12/8 AND WE ARE DONE!!



Syllabus Changes: The instructor reserves the right to make changes to this syllabus as necessary; students are responsible to be attentive to changes announced in the Canvas and/or to the changes made to this syllabus during the course of the semester. Exam/assignment dates may change to accommodate the class. Certain topics may be stressed more or less than indicated.