



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
ALYSSA GAMALDO	aag46	Health and Human Development (HH)	Not Available
MOLLY ANN MARTIN	mam68	Liberal Arts (LA)	Not Available
STEPHEN AUGUSTUS MATTHEWS	sxm27	Liberal Arts (LA)	Not Available
SCOTT DAVID GEST	sdg10	Health and Human Development (HH)	Not Available

Academic Home: Health and Human Development (HH)

Type of Proposal: Add Change Drop

Course Designation

(HDFS 210Z) Ethnicity, Health and Aging

Course Information

Cross-Listed Courses:

None

Prerequisites:

None

Corequisites:

None

Concurrents:

None

Recommended Preparations:

None

Abbreviated Title: Ethnicity, Health
Discipline: General Education
Course Listing: Linked

Special categories for Undergraduate (001-499) courses

Foundations

- Writing/Speaking (GWS)
- Quantification (GQ)

Knowledge Domains

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

Additional Designations

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course

Common course number - x94, x95, x96, x97, x99

Writing Across the Curriculum

First-Year Engagement Program

First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3

Maximum Credits: 3

Repeatable: NO

Department with Curricular Responsibility: Human Development And Family Studies (UPHH_HDFS)

Effective Semester: FA 2018

Travel Component: NO

Course Outline

A brief outline or overview of the course content:

This course will expose students to differences in health conditions and resources for older adults from diverse racial/ethnic backgrounds. Students will also learn how to explain within and between racial group differences in health and disease patterns using biological, psychological, and/or social perspectives.

This course will cover multiple areas, such as: (1) Introduction to concepts of race, ethnicity, and culture; (2) Aging demographics; (3)

Research methods in aging; (4) Health disparities (e.g., physical and mental health); (5) Family, work, and retirement; (6) Aging in neighborhoods; (7) Policies impacting aging population. In-class lectures will be provided to cover the material. Students will be asked to complete assignments (e.g., identifying problems and solutions with case vignettes, using aging sensitivity kits to perform everyday tasks with sensory deprivation and designing an affordable senior housing complex) and exams. As a final project, students will be asked to generate an interventional approach to address a critical issue among racial/ethnic older adult populations. Students will be asked to submit a paper and/or make a class presentation regarding their interventional approach.

This course is designed to provide an in-depth focus on the aging process across racial/ethnic groups. It will serve as complementary/supplemental course in HDFS (specifically HDFS249).

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

1. Course Overview (week 1)
2. Beliefs, Myths, and Stereotypes across Racial, Ethnic, and Cultural Groups (week 2)
3. Aging Demographics across Racial/Ethnic Groups and Research Methods (week 3)
4. Health Disparities (weeks 4-11)
 - a) Physical Health Conditions (week 4)
 - b) Disability (week 5)
 - c) Longevity (week 6)
 - d) Sleep, Aging, and Ethnicity (week 7)
 - e) Nutrition and Diet (week 8)
 - f) Health Care Quality (week 9)
 - g) Cognitive Aging (week 10)
 - h) Mental Health (week 11)
5. Family, Work & Retirement (week 12)
6. Aging in Neighborhoods (week 13)
7. Policy Issues (week 14)
8. Presentations (week 15)

Course Description:

The study of health and aging among persons from diverse race populations is not only the study of how people of different racial groups age, but also the contexts in which these populations function physically, psychologically, and socially. This course will

allow students to develop a better understanding of the aging process across racial/ethnic populations and how differences in adult and aging development can be affected by social structures. Furthermore, the course is designed to encourage students to transfer learned material into modifying existing or developing new practical solutions to reduce aging and health disparities.

This course will cover multiple areas, such as: (1) Overview of the concepts regarding race, ethnicity, and culture; (2) Aging demographics; (3) Research methods in aging and racially diverse populations; (4) Health Disparities (e.g., physical and mental health); (5) Family, work, and retirement; (6) Aging in neighborhoods; (7) Policy. In-class lectures will be provided to cover the material. Students will be asked to complete assignments, exams, and a final project. HDFS 210Z is a linked course, students may choose to link to either SOC 210Z or SOC 211Z

The name(s) of the faculty member(s) responsible for the development of the course:

| Name: ALYSSA GAMALDO (aag46)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

| Name: MOLLY ANN MARTIN (mam68)

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Fax:

| Name: SCOTT DAVID GEST (sdg10)

Title:

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| Name: STEPHEN AUGUSTUS MATTHEWS (sxm27)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

Students in this course will learn biological, psychological, and social perspectives regarding the aging process and how these perspectives may explain observed health and aging differences within and between racial/ethnic groups. At the end of this course, students will:

- Conceptually define race, ethnicity, and culture.
- Define aging among diverse race populations from a life course perspective (i.e., age, social age norms, age-related transitions).
- Understand the concepts of cultural competency and cultural sensitivity and their importance in addressing physical and mental health, and psychological well-being among older adults from diverse racial and ethnic populations.
- Describe current concepts and theories in addressing issues of research performed among minority older adults, health disparities, health care accesses, utilization and services, and the social contexts of minorities and minority aging.
- Better understand and evaluate literature and research on issues addressing concepts and processes of aging among adults from diverse racial and ethnic backgrounds.
- Synthesize course information and develop as well as present an interventional approach to address a critical issue among racial/ethnic older adult populations in a final group project.
- Integrate existing and new acquired knowledge and generate an innovative approach to address a critical issue among racial/ethnic older adult populations in a final project.

Emphasis throughout this course is on recognizing similarities and differences in the aging process across racial/ethnic groups and how modifiable factors (e.g., behaviors and environment) may improve health and well-being across older adult populations.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.

Achievement of the course objectives will be assessed through mechanisms, such as (1) Exams (40 – 60% toward final grade), (2) Assignments (15 – 25% toward final grade), and (3) Final Project (25 – 30% toward final grade). Students may be expected to complete assignments within as well as outside the classroom. Some examples of assignments include identifying problems and solutions with case vignettes, using aging sensitivity kits to perform everyday tasks with sensory deprivation and designing an affordable senior housing complex. The purpose of these assignments is to encourage students to synthesize course material and to evaluate how the material addresses everyday tasks and problems for older adults from diverse backgrounds. These assignments are designed to prepare students for their final project, which will ask students to develop an interventional approach to address a critical issue among racial/ethnic older adult populations (e.g., design a workshop for healthcare professionals and minority elders regarding ways to improve the communication between both). Students will be asked to submit a paper and/or make a class presentation regarding their interventional approach. This exercise is designed to assist students in learning how to creatively design a product/service, which could be utilized in the Penn State Start-up program. Throughout the course, the instructor(s) can provide class time to assist students in their project development. The students can either work independently or work with a group of peers on the final project.

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This course is designed to be one of three general education integrative studies linked courses in area of "Health Inequalities." The other two courses, also currently under faculty senate review, are Soc 210Z ("Social Determinants of Health," authored by Molly Martin) and Soc 211Z ("A Social Geography Perspective on Health," authored by Stephen Matthews) to meet the Social and Behavioral Sciences General Education (GS) requirements. Under the current arrangement, all students pursuing this linked course option will take HDFS 210Z, but chose between the two Sociology courses.

The three courses intersect substantively, methodologically, and with regard to their pedagogical goals and assessments. Substantively, all courses (1) discuss individual health behaviors, individual health outcomes and health inequalities across groups; (2) consider the interplay between social institutions and individual action; (3) largely draw on the American experience to discuss these processes and engage student interest; and (4) discuss the healthcare and non-healthcare policy implications of these empirical patterns. Yet the courses differ with regard to which social layer of influence they emphasize. Soc 210Z spans macro-, meso- and micro-level causes of individual health outcomes, ranging, for example, from national economic conditions to workplace resources to family interactions. Soc 211Z focuses on macro- to meso-level causes of individual health outcomes, considering spatially-organized resources from the national to local community area. Finally, HDFS 210Z focuses on meso- and micro-level causes, including, for example, lifestyle behaviors associated with late life health outcomes to type of communication between older patients and health providers. Thus, all courses take a multi-level, multi-factorial approach to the study of health and health inequalities. Methodologically, all courses develop students' understanding of temporal patterns (delineating cross-sectional and longitudinal estimates), distinguish between population-representative samples and clinical samples, increase students' familiarity and facility with statistical estimates, and stress the importance of defining the populations at risk when considering statistical estimates and policy implications. Finally, the three courses share the following pedagogical goals: to foster students' in-depth understanding of health inequalities and their determinants, encourage students' ability to see connections across these determinants and the synergies they create, and develop students' transferable skills related to critical thinking, discerning the quality of information they encounter, and interpreting statistical estimates. All courses will use extended case examples for integrating course material, but the particular assessments will differ given the different data and methods needed to study the macro-, meso- and micro- causes of health inequalities. Students will either engage in (1) a secondary data analysis of multiple places or institutions, (2) a mixed methods analysis that contextualizes and largely details the experiences in a single place or institution, or (3) an in-depth, in-person analysis of a single place or institution. Regardless of its form, this extended case approach advances skills necessary for the development of policy briefs, program evaluations, and social and behavioral interventions.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This course can be an elective for a HDFS major. The course may be of some interest as an elective for students majoring in BBH, sociology or interested in pursuing an advanced degree in a health-related field (e.g., nursing, nutrition, medicine).

A description of any special facilities:

None. All materials provided in this course will come from published material (scientific journal articles/news articles/governmental technical reports). Case vignettes from the National Institute on Aging (NIA) will be used for in-class activities.

Frequency of Offering and Enrollment:

Once a year, possibly twice per annum depending upon demand.
N = 30 (Max 50)

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their

community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

a. **KEY LITERACIES.** Students will learn to identify, interpret, and evaluate articles (e.g., news articles and peer-reviewed scientific manuscripts regarding health, behavior, and policies pertinent to older adults across racial, ethnic, and socioeconomic backgrounds).

b. **CRITICAL AND ANALYTICAL THINKING.** Students will learn to identify the strengths and weakness of published information (i.e., news and peer-reviewed scientific articles) based upon research methods used to support the articles' hypotheses and/or conclusions. Students will also use theories and perspectives in Adult Development and Aging, Psychology, and/or Sociology to identify underlying explanations for articles' observations. Lastly, students will use a scientific approach to evaluate the validity and reliability of hypothesized mechanisms for health outcomes and behaviors, particularly in underrepresented populations, and/or generate an innovative approach to address an issue conveyed in an article.

c. **INTEGRATIVE THINKING.** Students will synthesize information at the micro-level (e.g., an individual's emotions, behaviors, and attitudes) and meso-level (e.g., poor communication between health practitioners and older adult patients from diverse racial/ethnic backgrounds) to explain differences in age-related changes within and across racial/ethnic/socioeconomic groups.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

a. **KEY LITERACIES.** Students will participate in classroom activities designed to encourage them to interpret main findings or figures presented in lecture slides and use biological, social, and/or psychological perspectives to explain the presented findings/figures.

b. **CRITICAL AND ANALYTICAL THINKING.** Students will complete classroom activities designed to help them identify areas that could be investigated further or describe an intervention that could address issues related to aging.

c. **INTEGRATIVE THINKING.** Students will transfer information learned in the lecture and assigned readings to evaluate and address real-world clinical health profiles in classroom activities. In addition, students will complete a final group project focused on identifying gaps in the current approaches to address a pertinent issue for older minority adults and designing a product or service that addresses this issue.

General Education Domain Criteria

General Education Designation: Linked

Linked Courses

- | SOC 210Z
- | SOC 211Z

GHA Criteria

Explain the methods of inquiry in Health and Wellness fields and describe how the contributions of these fields complement inquiry in other areas

Describe multiple perceptions and dimensions of health and wellness (emotional, spiritual, environmental, physical, social, intellectual, and occupational)

Identify and explain ways individuals and/or communities can achieve and maintain health and wellness

Describe health-related risk factors and explain changes in knowledge, attitudes, behaviors, activities or skills that have the potential of improving health and wellness

Disseminate knowledge about health and wellness and demonstrate behavioral practices needed to engage in healthy living across the life span

What components of the course will help students achieve the domain criteria selected above?

The course lectures will include content describing the extent to which observed racial or ethnic differences in health conditions and well-being in the older adult population may be explained by environmental (e.g., neighborhood access to healthy foods) and psychosocial factors (e.g., perceived discrimination). Lectures will highlight existing projects designed to identify health-related risk factors in older minority populations (e.g., racial disparities in health outcomes) and/or improve health within these populations (e.g., behaviors related to longevity). Assignments will be implemented to assist the students in understanding the adversities (e.g., financial strain) experienced by older adults from diverse racial or ethnic groups as well as the factors (e.g., physical activity) that may be protective of older adults' health and well-being. Finally, the final course project is included to assist student in identifying existing services or products designed to improve health and wellness in older adults. Furthermore, the project will require students to creatively develop a service or product that can expand upon the existing products to better address the needs of older minority adults.

Integrative Studies

Explain how the intellectual frameworks And methodologies of each course's Knowledge Domain will be explicitly addressed in the course and practiced by the students.

To better understand health disparities, some of the conceptual concepts focused on in Soc 210Z and Soc 211Z will be addressed in HDFS 210Z. For example, concepts (national economic conditions and shifts in workplace resources/demands) that will be thoroughly discussed in SOC 210Z will be highlighted in the HDFS 210Z as potential underlying mechanisms to explain the observed individual differences in adequate retirement savings and the increase of older adults choosing not to retire or returning to the workforce after retirement. In addition, the course will discuss how contextual factors (e.g., neighborhood green space, access to healthy foods, neighborhood crime) impact healthy aging, and will highlight some of the methodologies discussed in Soc 211Z regarding effective approaches for mapping resources in a community. The proposed course assignments and final project will provide students with an opportunity to implement the material to explain individual differences in health behaviors or outcomes and practice utilizing the discussed methods for enhancing our ability to recognize and/or reduce health and aging disparities.

Explain how the courses in the Linkage will be linked with each other. It is anticipated that courses will usually be linked by subject matter, but they should additionally be linked by some purposeful component that provides opportunities for students to experience and practice integrative thinking across Knowledge Domains. The Linkage component between courses needs to be intentional and explicit to students. However, each course in a Linkage must be self-contained such that students can successfully complete just one course in the Linkage if they so choose.

The three courses intersect substantively, methodologically, and with regard to their pedagogical goals and assessments. Substantively, all courses (1) discuss individual health behaviors, individual health outcomes and health inequalities across groups; (2) consider the interplay between social institutions and individual action; (3) largely draw on the American experience to discuss these processes and engage student interest; and (4) discuss the healthcare and non-healthcare policy implications of these empirical patterns. Yet the courses differ with regard to which social layer of influence they emphasize. Soc 210Z spans macro-, meso- and micro-level causes of individual health outcomes, ranging, for example, from national economic conditions to workplace resources to family interactions. Soc 211Z focuses on macro- to meso-level causes of individual health outcomes, considering spatially-organized resources from the national to local community area. Finally, HDFS 210 focuses on meso- and micro-level causes, including, for example, lifestyle behaviors associated with late life health outcomes to type of communication between older patients and health providers. Thus, all courses take a multi-level, multi-factorial approach to the study of health and health inequalities. Methodologically, all courses develop students' understanding of temporal patterns (delineating cross-sectional and longitudinal estimates), distinguish between population-representative samples and clinical samples, increase students' familiarity and facility with statistical estimates, and stress the importance of defining the populations at risk when considering statistical estimates and policy implications. Finally, the three courses share the following pedagogical goals: to foster students' in-depth understanding of health inequalities and their determinants, encourage students' ability to see connections across these determinants and the synergies they create, and develop students' transferable skills related to critical thinking, discerning the quality of information they encounter, and interpreting statistical estimates.

Briefly explain the staffing plan. Given that each Linked course is approved for a single Knowledge Domain, it will be taught by an instructor (or instructional team) with appropriate expertise in that domain, who will also be expected to implement the Linkage's shared component as defined in this proposal

Each course (Soc 210Z, Soc 211Z, and HDFS 210Z) will be taught by an instructor with expertise in the domain. Instructors will have taught previous courses that have included some of the concepts and methodologies proposed in these course proposals. Furthermore, their research interests and experience align with the content proposed in the courses.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

All courses will use extended case examples for integrating course material, but the particular assessments will differ given the different data and methods needed to study the macro-, meso- and micro- causes of health inequalities. Students will either engage in (1) a secondary data analysis of multiple places or institutions, (2) a mixed methods analysis that contextualizes and largely details the experiences in a single place or institution, or (3) an in-depth, in-person analysis of a single place or institution.

Campuses That Have Offered () Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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UPLOADED DOCUMENTS FOLLOW:

Ethnicity, Health and Aging (Insert Course Name) (3CR) (Insert Date(s) and Time) (Insert Room No)

Instructor: Dr. Alyssa Gamaldo

Office: HHD 204

Phone: 865-5260

Email: aag46@psu.edu

How can I get in touch with Dr. Gamaldo?

Emailing me through Canvas is the best way to contact me. You can also call and leave a voicemail at any time. Please make sure you **include your phone number** so I can reply promptly. Please note that I do not check email after hours (between 6pm and 8am) or over the weekend. Given I teach multiple classes, email can quickly become unmanageable if each one of you emails me multiple questions. Therefore, I am asking you **NOT TO** email/call for the following: (1) you missed class and want to know if “we did anything important/what you missed”; (2) you just wanted to inform me that you missed lecture. For these emails, I am not likely to respond. I want to be an effective teacher for you all and cannot do that if I am busy answering all these types of emails. However, **please email/call** for the following reasons: (1) you got a grade for your work, but it seems wrong; (2) you need extra help with material and want to discuss it personally; (3) you missed class and that resulted in not turning in an assignment or missing an exam; (4) you have an EMERGENCY situation and need immediate attention. Please be sure to very specific in your email. In the subject line, use the class name “Ethnicity, Health, and Aging”. I will try to respond in a timely manner to your email requests, please be understanding and patient.

When can I meet with Dr. Gamaldo? I am more than happy to meet with you. Please call me to arrange a time convenient for us to meet. **I will usually be available immediately before or after class to meet with you and answer questions.** Office hours are by appointment. Please **call** me to arrange a convenient time and place that will work for both of us to meet.

What textbook do I need?

Whitfield, K. E., & Baker, T. A. (2013). Handbook of minority aging. Springer: New York, New York. ISBN-13: 978-0826109637

Course Learning Objectives

The study of aging among persons from diverse race populations is not only the study of how people of different racial groups age, but also the contexts in which these populations function physically, psychologically, and socially. This course will expose students to concepts addressing the physical, psychological, and social perspectives among individuals from diverse racial and ethnic populations. The course will also allow students to develop a better understanding of how diverse cultures are affected by social structures, while gaining a greater sensitivity for racial, ethnic, and cultural similarities and differences. At the end of this course, students will be able to:

- Conceptually define race, ethnicity, and culture.
- Define aging among diverse race populations from a life course perspective (i.e., age, social age norms, age-related transitions).
- Understand the concepts of cultural competency and cultural sensitivity and their importance in addressing physical and mental health, and psychological well-being among older adults from diverse racial and ethnic populations.
- Describe current concepts and theories in addressing issues of research performed among minority older adults, health disparities, health care accesses, utilization and services, and the social contexts of minorities and minority aging.
- literature and research on issues addressing concepts and processes of aging among adults from diverse racial and ethnic backgrounds.
- Synthesize course information and develop an interventional approach to address a critical issue among racial/ethnic older adult populations

This course will cover six core areas: (1) Introduction to concepts of race, ethnicity, and culture; (2) Aging demographics; (3) Research methods in aging and racial diverse populations; (4) Health Disparities (e.g., physical and mental health); (5) Family, work, and retirement; (6) Aging in neighborhoods; (7) Policy.

Will I need to use Canvas in this course? Yes, you will need to check and **use Canvas** (at least twice a week) to **read announcements, access course materials**, view grades, and **submit assignments and exams**. If you have any questions about using or do not know how to use Canvas for these tasks, you should immediately review the Canvas Student Resources website (<http://canvas.psu.edu/students/>) and take a free training course (<https://lmstools.ais.psu.edu/login/ldapfps.html#students>). You will need to have Adobe Acrobat and Microsoft Word to download course materials.

Am I required to attend class? No, **attendance is not mandatory**. However, students who attend class tend to perform better overall.

Ethnicity, Health and Aging (Insert Course Name) (3CR) (Insert Date(s) and Time) (Insert Room No)

What if I miss class? If you miss a class you should **get lecture notes from a fellow classmate**. However, students who at any time in the semester find that, due to extenuating circumstances, they will be missing several weeks of class, should see Dr. Gamaldo as soon as possible. Students are expected to notify Dr. Gamaldo at the beginning of the academic term if they intend to be absent for a class or an announced examination for religious reasons. If notice is given to Dr. Gamaldo at the beginning of the academic term, the student will be given reasonable opportunities to make up any work missed. For further information, please refer to: <http://undergrad.psu.edu/aappm/E-11-class-attendance.html>.

How many assignments will we have? You will have **15 in-class assignments** for a total of **15%** toward your **final grade**. The purpose of these assignments is to provide you with not only additional information regarding the course material but also to prepare you for your final group project. The assignments will require you to review case vignettes, participate in role playing exercises, read and review additional posted readings on Canvas (news article, APA style referencing, and scholarly journal articles). Assignments will be completed in class. If you miss class, you will be allowed to make-up at most 3 assignments without losing points. After 3 missed assignments, you will receive ½ credit for making up the missed in-class assignments.

What is the group project? We will have **one group project** for a total of **25%** toward your **final grade**. The group project is to **synthesize and creatively demonstrate** what you've learned in the course. I will be asking each group to select an issue related to aging and create a product or program to address this issue. Further details on this project are posted on Canvas. You will form your own groups in class. Your group will be asked to **upload your group paper in Canvas (paper is worth 15%)**. You will also be asked to present your project/program by willing group members in-class (**presentation is worth 10%**). **Class presentations are scheduled the last week of this course**. Detailed instructions and evaluation criteria will be posted on Canvas. Group project papers turned in **after the deadline** will be **penalized 1/2 point (0.5 points) per class period of lateness (please note: all groups must submit the project paper by the deadline regardless of when they are presenting)**. *Through this assignment, students will synthesize course information across disciplines to use symbolic expressive and interpretive communications to examine critical issues in human development and aging. This assignment addresses Critical Thinking, Human and Cultural Diversity, and Inter-Relationships Among Disciplines.*

How many exams will we have? **A total of three (3) exams** will be given during the semester. *Each of the exams will contain questions that address Critical Thinking, Human and Cultural Diversity, and Inter- Relationships Among Disciplines.*

What will exams be like? Exams will cover material from the textbook, additional readings, and all other content posted in Canvas, as well as material presented in-class including videos and in-class assignments. Exams will be completed on-line and are open-note. **Students are not allowed to collaborate with other students on exams 1, 2, and 3.** The exams are time limited, however, so you will need to have read the assigned material in advance in order to perform well. Exams will mostly include multiple-choice, but may also have matching, or true-false questions. Many of the questions will require you to apply the material to everyday situations. Please check the course schedule for exam release and due dates.

What if I miss an exam? Make up exams will be given only in **extreme circumstances**, must be **arranged in advance**, and must be **taken PRIOR to the scheduled exam**. Contact the course instructor as soon as you know that you need to schedule a make-up exam. If you do not arrange to take a make-up exam in advance, or do not take the make-up exam prior to the exam due date, you will be given an essay exam, so I would strongly encourage you take the exam on time.

How will my grade be calculated?

The calculation of your final grade will be as follows:

In-Class Assignments	15%
Group Project	25%
Paper	15%
Presentation	10%
Exams	60%
Exam 1	20%
Exam 2	20%
Exam 3 – Comprehensive Final	20%
Total	100%

Therefore, each course grade is as follows:

A: 93% or above (144 or more)

A-: 90-92% (140-143)

B+: 87-89% (135-139)

B: 83-86% (129-134)

B-: 80-82% (124-128)

C+: 77-79% (120-123)

C: 70-76% (109-119)

D: 60-69% (93-108)

F: Below 60% (92 or below)

Please note that the grade scale is a set scale. This means that if you receive an 89.5% as your final grade, it is still a B. Exceptions will be made only at the discretion of the professor and for clearly definable reasons.

Will there be extra credit? It is my policy that extra credit be available to everyone, not only those who are in danger of failing.

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9. Check Canvas weekly for announcements regarding the course, to download materials, and to make sure your grades have been correctly entered.
10. Ask questions every time something is unclear.

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4. Students must contact the instructor as soon as possible if they anticipate missing multiple classes due to events such as chronic illnesses, travel related to team sports, or other university activities. The instructor will determine the minimal attendance and participation required in order to meet course responsibilities.

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In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <http://equity.psu.edu/ods/guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations.

What if I experience a personal stressor/challenge and need assistance?

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional well-being. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

- Counseling and Psychological Services (CAPS) (814) 863-0395 or 501 Student Health Center during regular office hours (8 am-5 pm, Monday-Friday)
- Penn State Crisis Line (24 hours/7 days/week) (877) 229-6400
- Crisis Text Line (24 hours/7 days/week) Text LIONS to 741741
- Mental Health Providers (all campuses) <https://elections.psu.edu/caps-cpd/> (Links to an external site.)Links to an external site.

For more information on services at CAPS visit <http://studentaffairs.psu.edu/counseling/services/> (Links to an external site.)Links to an external site.

To learn how to schedule an appointment at CAPS see this link: <http://studentaffairs.psu.edu/counseling/appointments.shtml> (Links to an external site.)Links to an external site.

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If you or someone you know is experiencing a crisis situation, information on resources at CAPS and other local groups that can help is found at <http://studentaffairs.psu.edu/counseling/crisis/> (Links to an external site.)Links to an external site.

What if I feel I have been treated unfairly due my age, gender, race/ethnicity, religion, veteran status and/or sexual orientation?

Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, or harassment due to age, ancestry, color, disability, gender, gender identity, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated.

Students, faculty, or staff who experience or witness a possible bias motivated incident are urged to report the incident immediately through Educational Equity at the [Report Bias \(Links to an external site.\)Links to an external site.](#) webpage: <http://equity.psu.edu/reportbias/> (Links to an external site.)Links to an external site.

What if I want to withdraw from this course?

According to the PSU withdrawal policy, regular drop deadline is <Insert Date> and late drop deadline is <Insert Date>. See the Undergraduate Catalog for the full text of this policy. It is the student's responsibility to withdraw from the course if applicable, not the instructor's.

What are the consequences of academic dishonesty?

University Statement of Academic Integrity (Policy 49-20):

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

The Department routinely uses sophisticated mathematical and computer-based techniques to detect cheating and plagiarism in its classes. Students may be asked to present evidence of independent scholarship or re-take an exam if cheating or plagiarism is suspected.

Violations of Academic Integrity Policy:

Students who violate the University's Academic Integrity policy (e.g., plagiarism, cheating on an exam, etc.) will be sanctioned in accordance with the severity of the offense. Sanctions can range from a reduction in your grade on the assignment (for minor offenses) to an F for the course and referral for disciplinary sanctions including permanent recording of an academic integrity violation on your academic transcript (for major offenses). Violations of the University's Academic Integrity Policy include, but are not limited to, the following:

Cheating: using crib sheets of any kind, preprogrammed calculators or cell phones, use of notes during a closed book exam.

Copying on tests: looking at other students' exams, copying with a plan with another student, passing notes during exams; exchanging exams with another student.

Ethnicity, Health and Aging (Insert Course Name) (3CR) (Insert Date(s) and Time) (Insert Room No)

Plagiarism: fabricating information or citations; copying from the Internet of submitting the work of others from journals, articles and papers, or books; submitting other students' papers as one's own. Any material, regardless of length, that is the work of somebody else and who is not given explicit credit by citation, submitted as one's own, is plagiarized material.

Tampering with work: changing one's own or another student's work; tampering with work either as a prank or to sabotage another's work.

Acts of aiding and abetting: Facilitating academically dishonest work by others; unauthorized collaboration on work; permitting another to copy from one's exam; writing a paper for another; inappropriately collaborating on home assignments or exams without permission or when prohibited.

Unauthorized possession: Buying or stealing of exams or other materials; failing to return exams on file or reviewed in class; selling exams; photocopying exams; any possession of an exam without the instructor's permission.

Submitting previous work: Submitting a paper, case study, lab report, or any assignment that had been submitted for credit in a prior class without the knowledge and permission of the instructor.

Ghosting or misrepresenting: Taking a quiz or exam or performing a class assignment in place of another student; having another student do the same in one's place; signing in as present in class for another student or having another student do the same in one's place.

Altering exams: Changing incorrect answers and seeking favorable grade changes when instructor returns graded exams for in-class review and then collects them; asserting that the instructor made a mistake in grade. Other forms include changing the letter and/or numerical grade on a test.

Computer theft: Electronic theft of computer programs or other software, data, images, art, or text belonging to another.

The selling of lecture notes or recordings from this class is not only prohibited, it is illegal.

What are the Penn State resources available to me?

Penn State offers several resources to promote your educational and career development as well as your safety, health and well-being. If needed, please utilize these various resources. The list below is not inclusive of all the resources available at the University. Please visit the Penn State Student Affairs website for a more exhaustive list of services (<http://studentaffairs.psu.edu/>).

Writing Tutoring (Penn State Learning)	814-863-8183
Center for Counseling & Psychological Services	814-863-0395
Center for Adult Learners	814-863-3887
Office of Disability Services	814-863-1807
Campus Police	814-863-1111
Student Health Center	814-863-0774
CAN HELP (Centre County Crisis for immediate intervention)	800-643-5432
Women's Resource Center (24 hour hotline for violence & sexual assault)	814-234-5050

In the rare event that extenuating circumstances require a change to the procedures of this course such changes will be explained in class by the Instructor. Changes will also be reflected on the Canvas course page. It is your responsibility to find out about any change from a fellow classmate should you be absent from class.

Ethnicity, Health and Aging (Insert Course Name) (3CR) (Insert Date(s) and Time) (Insert Room No)

Will the Course Schedule Change? Unless extreme circumstances arise, assignment due dates, and exam dates will not change. To allow for individual student questions and group discussion, we will not stick exactly to the planned schedule with regard to content. Although the exam dates will not likely change, the content covered on the exam may. Should the content covered on an exam change due to time demands, such information will be posted in the announcements on Canvas and/or verbally mentioned in class. Assignment deadlines and the course policies explained in the syllabus will be strictly adhered to in order to be most fair and respectful to all students in the course.

How will I know what lecture notes to bring to class? If you **miss a class**, make sure you **get notes from a fellow classmate** prior to the next class meeting so that you know what material we have already (and have not yet) covered. Class lecture notes (i.e., lecture powerpoints) will be posted to Canvas on the course main page and under “**Modules**”. To be most prepared bring not only what is on the schedule for the current class period, but also what was on the schedule for the prior class period, and what is on the schedule for the next class period.

Week	Date	Lecture Notes	Text	Additional Readings	Assignments & Exams
1		Introduction to Course			
1		Race, Ethnicity and Culture “Beliefs, Myths, and Stereotypes” Classroom Activity #1			[Form project group in class]
2		Diverse Race Populations and Research Classroom Activity #2	Chapters 1, 24		[2 nd Chance to Form project group in class]
3		Diverse Race Populations Classroom Activity #3			
4		Physical Health Classroom Activity #4	Chapters 7, 10, 14		[3 rd Change to Form project group in class]
5		EXAM 1	Chapters 1, 24, 7, 10, 14	Any additional readings from Weeks 1 to 4	Exam 1
5		Disability Classroom Activity #5		Thorpe, Koster, Kritchevsky et al., 2011	Project Group Members Due
6		Longevity Classroom Activity #6	Chapter 9		

7	Sleep, Aging, and Ethnicity Classroom Activity #7		Gamaldo, McNeely, Shah, Evans, & Zonderman, 2013	
8	Nutrition & Diet Classroom Activity #8	Chapter 11	Hiza et al., 2013	
9	Health Care Quality Classroom Activity #9	Chapter 14		
10	EXAM 2	Chapters 8, 9, 11, 14	Any additional readings from Weeks 5 to 9	Exam 2
10	Cognitive Aging Classroom Activity #10	Chapter 6	Rose et al., 2013	
11	Mental Health Classroom Activity #11	Chapters 5, 20		
12	Family, Work & Retirement Classroom Activity #12	Chapters 21, 25, 27, 31		
				Group Research Project Paper!
13	Aging in Neighborhoods Classroom Activity #13	Chapters 30, 17	LaVeist et al., 2012	
14	Policy Issues Classroom Activity #14		Betancourt and Green, 2010	
15	Class Presentations			
15	In Class Exam 3 Review			
16	Final Comprehensive Exam	All Previously Covered Material	Any additional readings from Weeks 10 to 14	Comprehensive Final Exam

Academic Integrity and Information Sheet

Please complete, sign, and hand in this sheet upon reading and reviewing the syllabus. All information on this sheet will be kept entirely confidential, and will be destroyed at the end of the semester. It is for my use only, to help me better work with you.

Name: _____

1. What is your major? What are your eventual career goals?
2. Why are you taking this class? What are you hoping to get out of it? Are there any areas of aging which specifically interest you?
3. Are there any other things going on in your life which may affect your performance in this class? Is there anything else that you'd like me to know?
4. Name one thing you've always wanted to know about the race/ethnicity as it relates to the aging process, or one question you'd really like to have answered this semester.

I am aware of Penn State's Academic Integrity Policy and the related procedures. I am aware of the consequences in this class for breaching the policy by cheating, fabricating, plagiarizing, facilitating another in academic dishonesty and committing other offenses related to academic dishonesty. I agree to abide by this policy and the other administrative procedures for this course.

Name

Date

Ethnicity, Health and Aging

HDFS 210Z (GHW) (3CR) (Insert Date(s) and Time)

(Insert Room No)

Instructor: Dr. Alyssa Gamaldo

Office: HHD 204

Phone: 865-5260

Email: aag46@psu.edu

How can I get in touch with Dr. Gamaldo?

Emailing me through Canvas is the best way to contact me. You can also call and leave a voicemail at any time. Please make sure you **include your phone number** so I can reply promptly. Please note that I do not check email after hours (between 6pm and 8am) or over the weekend. Given I teach multiple classes, email can quickly become unmanageable if each one of you emails me multiple questions. Therefore, I am asking you **NOT TO** email/call for the following: (1) you missed class and want to know if “we did anything important/what you missed”; (2) you just wanted to inform me that you missed lecture. For these emails, I am not likely to respond. I want to be an effective teacher for you all and cannot do that if I am busy answering all these types of emails. However, **please email/call** for the following reasons: (1) you got a grade for your work, but it seems wrong; (2) you need extra help with material and want to discuss it personally; (3) you missed class and that resulted in not turning in an assignment or missing an exam; (4) you have an EMERGENCY situation and need immediate attention. Please be sure to very specific in your email. In the subject line, use the class name “Ethnicity, Health, and Aging”. I will try to respond in a timely manner to your email requests, please be understanding and patient.

When can I meet with Dr. Gamaldo? I am more than happy to meet with you. Please call me to arrange a time convenient for us to meet. **I will usually be available immediately before or after class to meet with you and answer questions.** Office hours are by appointment. Please **call** me to arrange a convenient time and place that will work for both of us to meet.

What textbook do I need?

Whitfield, K. E., & Baker, T. A. (2013). Handbook of minority aging. Springer: New York, New York. ISBN-13: 978-0826109637

Course Learning Objectives

The study of aging among persons from diverse race populations is not only the study of how people of different racial groups age, but also the contexts in which these populations function physically, psychologically, and socially. This course will expose students to concepts addressing the physical, psychological, and social perspectives among individuals from diverse racial and ethnic populations. The course will also allow students to develop a better understanding of how diverse cultures are affected by social structures, while gaining a greater sensitivity for racial, ethnic, and cultural similarities and differences. At the end of this course, students will be able to:

- Conceptually define race, ethnicity, and culture.
- Define aging among diverse race populations from a life course perspective (i.e., age, social age norms, age-related transitions).
- Understand the concepts of cultural competency and cultural sensitivity and their importance in addressing physical and mental health, and psychological well-being among older adults from diverse racial and ethnic populations.

Ethnicity, Health and Aging HDFS 210Z (GHW) (3CR) (Insert Date(s) and Time) (Insert Room No)

- Describe current concepts and theories in addressing issues of research performed among minority older adults, health disparities, health care accesses, utilization and services, and the social contexts of minorities and minority aging.
- literature and research on issues addressing concepts and processes of aging among adults from diverse racial and ethnic backgrounds.
- Synthesize course information and develop an interventional approach to address a critical issue among racial/ethnic older adult populations

This course will cover six core areas: (1) Introduction to concepts of race, ethnicity, and culture; (2) Aging demographics; (3) Research methods in aging and racial diverse populations; (4) Health Disparities (e.g., physical and mental health); (5) Family, work, and retirement; (6) Aging in neighborhoods; (7) Policy.

General Education Learning Objectives

This course is designed to be one of three general education integrative studies linked courses in area of “Health Inequalities.” The other two courses are Soc 210Z “Social Determinants of Health” and Soc 211Z “A Social Geography Perspective on Health”, which both meet the GS requirement. The three courses intersect substantively, methodologically, and with regard to their pedagogical goals and assessments. This course meets the following general education goals for the health and wellness (GHW) domain:

- To explain differences in age-related changes within and across racial/ethnic/socioeconomic groups, students will synthesize information about a person’s health-related individual, interpersonal, and community experiences.
- Students will learn how to identify, interpret and evaluate articles from popular and scientific sources using theories and perspectives from Adult Development and Aging, Psychology and/or Sociology.
- Students will learn how to use a scientific approach to evaluate the validity and reliability of hypothesized mechanisms for health outcomes and behaviors, particularly in underrepresented populations, and/or generate an innovative approach to address an issue pertinent to the aging population.
- Students will learn various proposed strategies for modifying health and wellness across the racially and socioeconomically diverse aging population.
- Students will learn how to disseminate health and wellness information, particularly to vulnerable and/or underserved populations.

Will I need to use Canvas in this course? Yes, you will need to check and **use Canvas** (at least twice a week) to **read announcements, access course materials**, view grades, and **submit assignments and exams**. If you have any questions about using or do not know how to use Canvas for these tasks, you should immediately review the Canvas Student Resources website (<http://canvas.psu.edu/students/>) and take a free training course (<https://lmstools.ais.psu.edu/login/ldapfps.html#students>). You will need to have Adobe Acrobat and Microsoft Word to download course materials.

Am I required to attend class? No, **attendance is not mandatory**. However, students who attend class tend to perform better overall.

What if I miss class? If you miss a class you should **get lecture notes from a fellow classmate**. However, students who at any time in the semester find that, due to extenuating circumstances, they will be missing several weeks of class, should see Dr. Gamaldo as soon as possible. Students are expected to notify Dr. Gamaldo at the beginning of the academic term if they intend to be absent for a class or an announced examination for religious reasons. If notice is given to Dr. Gamaldo at the beginning of the academic term, the student will be given reasonable opportunities to make up any work missed. For further information, please refer to: <http://undergrad.psu.edu/aappm/E-11-class-attendance.html>.

How many assignments will we have? You will have **15 in-class assignments** for a total of **15%** toward your **final grade**. The purpose of these assignments is to provide you with not only additional information regarding the course material but also to prepare you for your final group project. The assignments will require you to review case vignettes, participate in role playing exercises, read and review additional posted readings on Canvas (news article, APA style referencing, and scholarly journal articles). Assignments will be completed in class. If you miss class, you will be allowed to make-up at most 3 assignments without losing points. After 3 missed assignments, you will receive ½ credit for making up the missed in-class assignments.

What is the group project? We will have **one group project** for a total of **25%** toward your **final grade**. The group project is to **synthesize and creatively demonstrate** what you've learned in the course. I will be asking each group to select an issue related to aging and create a product or program to address this issue. Further details on this project are posted on Canvas. You will form your own groups in class. Your group will be asked to **upload your group paper in Canvas (paper is worth 15%)**. You will also be asked to present your project/program by willing group members in-class (**presentation is worth 10%**). **Class presentations are scheduled the last week of this course**. Detailed instructions and evaluation criteria will be posted on Canvas. Group project papers turned in **after the deadline** will be **penalized 1/2 point (0.5 points) per class period of lateness (please note: all groups must submit the project paper by the deadline regardless of when they are presenting)**. *Through this assignment, students will synthesize course information across disciplines to use symbolic expressive and interpretive communications to examine critical issues in human development and aging. This assignment addresses Critical Thinking, Human and Cultural Diversity, and Inter-Relationships Among Disciplines.*

How many exams will we have? **A total of three (3) exams** will be given during the semester. *Each of the exams will contain questions that address Critical Thinking, Human and Cultural Diversity, and Inter- Relationships Among Disciplines.*

What will exams be like? Exams will cover material from the textbook, additional readings, and all other content posted in Canvas, as well as material presented in-class including videos and in-class assignments. Exams will be completed on-line and are open-note. **Students are not allowed to collaborate with other students on exams 1, 2, and 3**. The exams are time limited, however, so you will need to have read the assigned material in advance in order to perform well. Exams will mostly include multiple-choice, but may also have matching, or true-false questions. Many of the questions will require you to apply the material to everyday situations. Please check the course schedule for exam release and due dates.

What if I miss an exam? Make up exams will be given only in **extreme circumstances**, must be **arranged in advance**, and must be **taken PRIOR to the scheduled exam**. Contact the course instructor as soon as you know that you need to

Ethnicity, Health and Aging HDFS 210Z (GHW) (3CR) (Insert Date(s) and Time) (Insert Room No)

schedule a make-up exam. If you do not arrange to take a make-up exam in advance, or do not take the make-up exam prior to the exam due date, you will be given an essay exam, so I would strongly encourage you take the exam on time.

How will my grade be calculated?

The calculation of your final grade will be as follows:

In-Class Assignments	15%
Group Project	25%
Paper	15%
Presentation	10%
Exams	60%
Exam 1	20%
Exam 2	20%
Exam 3 – Comprehensive Final	20%
Total	100%

Therefore, each course grade is as follows:

A: 93% or above (144 or more)

A-: 90-92% (140-143)

B+: 87-89% (135-139)

B: 83-86% (129-134)

B-: 80-82% (124-128)

C+: 77-79% (120-123)

C: 70-76% (109-119)

D: 60-69% (93-108)

F: Below 60% (92 or below)

Please note that the grade scale is a set scale. This means that if you receive an 89.5% as your final grade, it is still a B. Exceptions will be made only at the discretion of the professor and for clearly definable reasons.

Will there be extra credit? It is my policy that extra credit be available to everyone, not only those who are in danger of failing.

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Ethnicity, Health and Aging HDFS 210Z (GHW) (3CR) (Insert Date(s) and Time) (Insert Room No)

4. Students must contact the instructor as soon as possible if they anticipate missing multiple classes due to events such as chronic illnesses, travel related to team sports, or other university activities. The instructor will determine the minimal attendance and participation required in order to meet course responsibilities.

5. If extra credit assignments are offered, they must be offered to all students and should not be used to boost the grade of an individual student.

6. **Behaviors that disrupt other students' learning are not acceptable (e.g., arriving consistently late for class; cell phone use; texting; reading non-course related materials; social conversation during class), and will be addressed by the instructor.**

7. Food and beverages (except water) are not allowed in the classroom.

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In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <http://equity.psu.edu/ods/guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations.

What if I experience a personal stressor/challenge and need assistance?

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional well-being. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

- Counseling and Psychological Services (CAPS) (814) 863-0395 or 501 Student Health Center during regular office hours (8 am-5 pm, Monday-Friday)
- Penn State Crisis Line (24 hours/7 days/week) (877) 229-6400
- Crisis Text Line (24 hours/7 days/week) Text LIONS to 741741
- Mental Health Providers (all campuses) <https://elections.psu.edu/caps-cpd/> (Links to an external site.)Links to an external site.

For more information on services at CAPS visit <http://studentaffairs.psu.edu/counseling/services/> (Links to an external site.)Links to an external site.

To learn how to schedule an appointment at CAPS see this link: <http://studentaffairs.psu.edu/counseling/appointments.shtml> (Links to an external site.)Links to an external site.

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If you or someone you know is experiencing a crisis situation, information on resources at CAPS and other local groups that can help is found at <http://studentaffairs.psu.edu/counseling/crisis/> (Links to an external site.)Links to an external site.

What if I feel I have been treated unfairly due my age, gender, race/ethnicity, religion, veteran status and/or sexual orientation?

Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, or harassment due to age, ancestry, color, disability, gender, gender identity, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated.

Students, faculty, or staff who experience or witness a possible bias motivated incident are urged to report the incident immediately through Educational Equity at the [Report Bias \(Links to an external site.\)Links to an external site.](#) webpage: <http://equity.psu.edu/reportbias/> (Links to an external site.)Links to an external site.

What if I want to withdraw from this course?

According to the PSU withdrawal policy, regular drop deadline is <Insert Date> and late drop deadline is <Insert Date>. See the Undergraduate Catalog for the full text of this policy. It is the student's responsibility to withdraw from the course if applicable, not the instructor's.

What are the consequences of academic dishonesty?

University Statement of Academic Integrity (Policy 49-20):

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

The Department routinely uses sophisticated mathematical and computer-based techniques to detect cheating and plagiarism in its classes. Students may be asked to present evidence of independent scholarship or re-take an exam if cheating or plagiarism is suspected.

Violations of Academic Integrity Policy:

Students who violate the University's Academic Integrity policy (e.g., plagiarism, cheating on an exam, etc.) will be sanctioned in accordance with the severity of the offense. Sanctions can range from a reduction in your grade on the assignment (for minor offenses) to an F for the course and referral for disciplinary sanctions including permanent recording of an academic integrity violation on your academic transcript (for major offenses). Violations of the University's Academic Integrity Policy include, but are not limited to, the following:

Cheating: using crib sheets of any kind, preprogrammed calculators or cell phones, use of notes during a closed book exam.

Copying on tests: looking at other students' exams, copying with a plan with another student, passing notes during exams; exchanging exams with another student.

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Plagiarism: fabricating information or citations; copying from the Internet of submitting the work of others from journals, articles and papers, or books; submitting other students' papers as one's own. Any material, regardless of length, that is the work of somebody else and who is not given explicit credit by citation, submitted as one's own, is plagiarized material.

Tampering with work: changing one's own or another student's work; tampering with work either as a prank or to sabotage another's work.

Acts of aiding and abetting: Facilitating academically dishonest work by others; unauthorized collaboration on work; permitting another to copy from one's exam; writing a paper for another; inappropriately collaborating on home assignments or exams without permission or when prohibited.

Unauthorized possession: Buying or stealing of exams or other materials; failing to return exams on file or reviewed in class; selling exams; photocopying exams; any possession of an exam without the instructor's permission.

Submitting previous work: Submitting a paper, case study, lab report, or any assignment that had been submitted for credit in a prior class without the knowledge and permission of the instructor.

Ghosting or misrepresenting: Taking a quiz or exam or performing a class assignment in place of another student; having another student do the same in one's place; signing in as present in class for another student or having another student do the same in one's place.

Altering exams: Changing incorrect answers and seeking favorable grade changes when instructor returns graded exams for in-class review and then collects them; asserting that the instructor made a mistake in grade. Other forms include changing the letter and/or numerical grade on a test.

Computer theft: Electronic theft of computer programs or other software, data, images, art, or text belonging to another.

The selling of lecture notes or recordings from this class is not only prohibited, it is illegal.

What are the Penn State resources available to me?

Penn State offers several resources to promote your educational and career development as well as your safety, health and well-being. If needed, please utilize these various resources. The list below is not inclusive of all the resources available at the University. Please visit the Penn State Student Affairs website for a more exhaustive list of services (<http://studentaffairs.psu.edu/>).

Writing Tutoring (Penn State Learning)	814-863-8183
Center for Counseling & Psychological Services	814-863-0395
Center for Adult Learners	814-863-3887
Office of Disability Services	814-863-1807
Campus Police	814-863-1111
Student Health Center	814-863-0774
CAN HELP (Centre County Crisis for immediate intervention)	800-643-5432
Women's Resource Center (24 hour hotline for violence & sexual assault)	814-234-5050

In the rare event that extenuating circumstances require a change to the procedures of this course such changes will be explained in class by the Instructor. Changes will also be reflected on the Canvas course page. It is your responsibility to find out about any change from a fellow classmate should you be absent from class.

Will the Course Schedule Change? Unless extreme circumstances arise, assignment due dates, and exam dates will not change. To allow for individual student questions and group discussion, we will not stick exactly to the planned schedule with regard to content. Although the exam dates will not likely change, the content covered on the exam may. Should the content covered on an exam change due to time demands, such information will be posted in the announcements on Canvas and/or verbally mentioned in class. Assignment deadlines and the course policies explained in the syllabus will be strictly adhered to in order to be most fair and respectful to all students in the course.

How will I know what lecture notes to bring to class? If you **miss a class**, make sure you **get notes from a fellow classmate** prior to the next class meeting so that you know what material we have already (and have not yet) covered. Class lecture notes (i.e., lecture powerpoints) will be posted to Canvas on the course main page and under “**Modules**”. To be most prepared bring not only what is on the schedule for the current class period, but also what was on the schedule for the prior class period, and what is on the schedule for the next class period.

Week	Date	Lecture Notes	Text	Additional Readings	Assignments & Exams
1		Introduction to Course			
1		Race, Ethnicity and Culture “Beliefs, Myths, and Stereotypes” Classroom Activity #1			[Form project group in class]
2		Diverse Race Populations and Research Classroom Activity #2	Chapters 1, 24		[2 nd Chance to Form project group in class]
3		Diverse Race Populations Classroom Activity #3			
4		Physical Health Classroom Activity #4	Chapters 7, 10, 14		[3 rd Change to Form project group in class]
5		EXAM 1	Chapters 1, 24, 7, 10, 14	Any additional readings from Weeks 1 to 4	Exam 1
5		Disability Classroom Activity #5		Thorpe, Koster, Kritchevsky et al., 2011	Project Group Members Due
6		Longevity Classroom Activity #6	Chapter 9		

7	Sleep, Aging, and Ethnicity Classroom Activity #7		Gamaldo, McNeely, Shah, Evans, & Zonderman, 2013	
8	Nutrition & Diet Classroom Activity #8	Chapter 11	Hiza et al., 2013	
9	Health Care Quality Classroom Activity #9	Chapter 14		
10	EXAM 2	Chapters 8, 9, 11, 14	Any additional readings from Weeks 5 to 9	Exam 2
10	Cognitive Aging Classroom Activity #10	Chapter 6	Rose et al., 2013	
11	Mental Health Classroom Activity #11	Chapters 5, 20		
12	Family, Work & Retirement Classroom Activity #12	Chapters 21, 25, 27, 31		
				Group Research Project Paper!
13	Aging in Neighborhoods Classroom Activity #13	Chapters 30, 17	LaVeist et al., 2012	
14	Policy Issues Classroom Activity #14		Betancourt and Green, 2010	
15	Class Presentations			
15	In Class Exam 3 Review			
16	Final Comprehensive Exam	All Previously Covered Material	Any additional readings	Comprehensive Final Exam

Academic Integrity and Information Sheet

Please complete, sign, and hand in this sheet upon reading and reviewing the syllabus. All information on this sheet will be kept entirely confidential, and will be destroyed at the end of the semester. It is for my use only, to help me better work with you.

Name: _____

1. What is your major? What are your eventual career goals?
2. Why are you taking this class? What are you hoping to get out of it? Are there any areas of aging which specifically interest you?
3. Are there any other things going on in your life which may affect your performance in this class? Is there anything else that you'd like me to know?
4. Name one thing you've always wanted to know about the race/ethnicity as it relates to the aging process, or one question you'd really like to have answered this semester.

I am aware of Penn State's Academic Integrity Policy and the related procedures. I am aware of the consequences in this class for breaching the policy by cheating, fabricating, plagiarizing, facilitating another in academic dishonesty and committing other offenses related to academic dishonesty. I agree to abide by this policy and the other administrative procedures for this course.

Name

Date