HLTH 2033-P01 Aging, Death & Dying

Fall 2016

Instructor: Stephen David, MHA, DrPH (ABD)
Section # and CRN: HLTH 2033-P01
Office Location: Leroy Moore Gym
Office Phone: 936-261-3900
Email Address: stdavid@pvamu.edu
Office Hours: MWF 9:00 a.m.-10:00 a.m.
Mode of Instruction: Face to Face
Course Location: Wilhelmina RF Delco, Room 328
Class Days & Times: MWF 1:00 p.m.-1:50 p.m.
Catalog Description: This course examines the aging process and associated health problems. Aspects related to death and dying, and grief and mourning will also be explored. Nature, prevention, control, and treatment of communicable, chronic, degenerative, and idiopathic human disease, with principles related to causality of disease and to the body’s ability to resist.

Prerequisites: N/A
Co-requisites: N/A
Recommended Texts: N/A

Student Learning Outcomes: Upon successful completion of this course, students will be able to:

- Analyze historical, psychological, and cultural differences in death, dying, bereavement, and loss.
- Assess the psychological complexities of human responses to death, dying, bereavement, and loss.
- Identify the health problems associated with obesity and overweight.

NCATE Objectives:

1. Prepare candidates for teaching profession who are problem solvers, critical thinkers and decision makers.
2. Prepare candidates for the teaching profession who understand and appreciate human diversity and global awareness.
3. Prepare candidates for the teaching profession who are reflective and continual learners.
4. Prepare candidates for the teaching profession who facilitate student growth and development.

**Course Objectives/Accrediting Body (NCATE/AAHE):**

- **Standard I: Content Knowledge:** Candidates demonstrate the knowledge and skills of a health literate educator.
- **Standard II: Needs Assessment:** Candidates assess needs to determine priorities for school health education.
- **Standard VII: Being a Resource:** Candidates serve as a resource person in health education.

**Course Evaluation Methods**

This course will utilize the following instruments to determine candidate grades and proficiency of the learning outcomes for the course:

- **Class Participation:** Online attendance and participation in class discussions.
- **Exercises:** Written assignments designed to supplement and reinforce course material (Journal article critiques, reflective papers, etc.).
- **Projects:** Activities and web developed assignments designed to measure knowledge and ability to apply presented course material.
- **Exams:** Online examinations designed to measure knowledge of presented course material.

**Grading Matrix**

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Value (points or percentages)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Behavior Assignments</td>
<td>5 Assignments @ 4 pts.</td>
<td>20</td>
</tr>
<tr>
<td>Discussions</td>
<td>4 Discussions @ 5 pts.</td>
<td>20</td>
</tr>
<tr>
<td>iRead Reflection Assignment</td>
<td>1 Paper/Forum @ 10 pts.</td>
<td>10</td>
</tr>
<tr>
<td>Funeral Plan</td>
<td>1 Assignment @ 25 pts</td>
<td>30</td>
</tr>
<tr>
<td>Exams</td>
<td>2 Exams @ 10 pts.</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Possible Points:</strong></td>
<td></td>
<td>100</td>
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**Weighted Grading System:**

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Health Behavior Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Discussions</td>
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</tr>
<tr>
<td>iRead</td>
<td>10%</td>
</tr>
<tr>
<td>Funeral Plan</td>
<td>30%</td>
</tr>
<tr>
<td>Exams</td>
<td>20%</td>
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**Grading System**
A  100–90   I  Incomplete**
B  89 - 80   W  Withdrawal from a course
C  79 – 70   WV  Withdrawal from the University voluntarily
D  69 - 60   MW  Military withdrawal
F  59 and below

Please note that this course does NOT follow a "point grading system". Grades are ONLY calculated using the weighted grading system provided above. Utilization of the above equation for grade calculation is strongly encouraged.

**Incomplete grades are only issued in extraordinary circumstances that are beyond a candidate’s control.

Detailed Description of Major Assignments

All assignments must be submitted online to eCourses for grading. Teacher educator candidates must submit ALL written work in APA format. More details are provided under "Submission of Assignments”.

**Health Behavior Assignments**

Five (5) written assignments are designed to supplement and reinforce course materials, and will assess teacher educator candidates’ understanding of course material. Instructions for each assignment (i.e. a Lossography assignment) will be posted on eCourses.

**Discussions**

In the “Discussion” areas of the course, you, as a teacher educator candidate, can interact with your instructor and classmates to explore questions and comments related to the content of this course. A successful teacher educator candidate in online education is one who takes an active role in the learning process. You are therefore encouraged to participate in the discussion areas to enhance your learning experience throughout each week. Teacher educator candidates are expected to log into the course and post (respond) in the discussion topics with a minimum of three posts per discussion (1 original response to the discussion question and 2 responses to peers). **ALL posts should be substantive and demonstrate your comprehension and application of the material.** Quality-Content of your contributions. Examples of quality posts include:

- providing additional information to the discussion;
- elaborating on previous comments from others;
- presenting explanations of concepts or methods to help fellow teacher educator candidates;
- presenting reasons for or against a topic in a persuasive fashion;
- sharing your own personal experiences that relate to the topic.

**Quality Measurement**

**Target**

Your contributions to each Topic indicate your mastery of the materials assigned. Your responses might integrate multiple views and/or show value as a seed for reflection for other participants’ responses to the thread. You provide evidence that you are reading the assigned materials and other teacher educator candidate postings and are responding accordingly, bringing out interesting interpretations. You know the facts and are able to analyze them and handle conceptual ideas.
Acceptable
You have meaningful interaction with other participants' postings. Posts that state I agree or I disagree include an explanation of what is disagreed or agreed upon and why, or introduce an argument that adds to the discussion. However, you may have rambling, lengthy posts that show no sign of having been re-read and refined before posting, and your writing suffers lack of clarity and comprehension.

Unacceptable
You will receive little credit in the week's discussion by just showing up and making trivial comments, without adding any new thought to the discussion. At the low end of the spectrum, no participation gets a "O." If you are not in the discussion, you do not earn any points.

The discussions will be graded for:
1. Frequency - Number of your discussion comments and contributions, and
2. Quality - Content of your contributions

full credit is awarded when both high quality and required frequency is met.****

It is strongly suggested that candidates type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) if for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

IREAD Reflection Paper/Forum 10 points X 1
The purpose of this assignment is to allow teacher educator candidates to reflect, explore, and dialogue with the university instructor concerning topics and issues discussed in class or as these issues relate to the experiences of the student. A two to three page, typed reflection paper with a complete APA citation of the book is required. Students should consider the following format for each entry in the written response but are not limited to this:

• Discuss how the complexities of human responses to death, dying, bereavement, and loss relate to this book (its primary themes and recommendations) and why.
• Personally react by comparing and contrasting the information.

Funeral Plan 30 points X 1
Each teacher educator candidate will be required to submit a document/plan to be used by his/her survivors to facilitate the funeral planning arrangements for the teacher educator candidate following his/her death. This assignment will allow the students to incorporate the content learned in this course with his/her personal preferences for end of life. The document/plan will also be useful towards discussions while he/she is still living and reduce anxiety associated with facing death. Specific instructions shall be provided on eCourses and responses to questions should be thorough.

Exam 10 points X 2
Two (2) objective tests will assess teacher educator candidates' understanding of course material. These tests will be administered in class.

Course Procedures or Additional Instructor Policies

Taskstream
Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your
assignments are **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

**Submission of Assignments**

When applicable, work should submitted utilizing APA (American Psychological Association) style. All assignments must be typed, double-spaced, multiple pages stapled and must include a title page. Assignments are not to be hole punched until after they have been graded. Do not submit work in folders, sheet protectors or report covers. Points will be deducted for not following directions. In addition, points will be deducted for typographical, grammatical and sentence structure errors.

**Retention of Assignments and Exams**

After the candidate has seen his/her grade, the instructor reserves the right to retain all assignments and examinations completed by the candidate.

**Penalties for Late Assignments**

Assignments must be submitted by the scheduled due date and time. Ten points (or 10% of the assignment’s value) will be deducted on late assignments. Assignments will not be accepted after five days. In the case of an excused absence, candidates must submit documents within two days of returning to class.

Quizzes and skills tests must be made up within one week from the due date. Five points will be deducted per day. Candidates will not be able to make up quizzes and/or skills test after five days. Each candidate is responsible for submitting all work on the scheduled due date whether present or not.

**Formatting Documents**

Microsoft Word is the standard word processing tool used at PVAMU. If you are using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

**Exam Policy**

Missed mid-term or final exams cannot be made up unless permission is granted by the instructor prior to the exam or proper documentation is submitted.

**SEMESTER CALENDAR**

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<tr>
<th>WEEK 1</th>
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<tr>
<td>READING(S): Chapter 1</td>
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<tr>
<td>DISCUSSION: --</td>
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<td>ASSIGNMENT(S): Order books</td>
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<th>WEEK 2</th>
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<tbody>
<tr>
<td>READING(S): Chapters 1 &amp; 2</td>
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<tr>
<td>DISCUSSION: #1</td>
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<tr>
<td>ASSIGNMENT(S): Discussion #1</td>
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| WEEK 3 |
| WEEK  4 | READING(S): Chapters 3  
| DISCUSSION: --  
| ASSIGNMENT(S): Health Behavior Assignment (HBA) #2 |

| WEEK  5 | READING(S): Chapter 4  
| DISCUSSION: --  
| ASSIGNMENT(S): Health Behavior Assignment (HBA) #3 |

| WEEK  6 | READING(S): Chapter 5  
| DISCUSSION: #2  
| ASSIGNMENT(S): Discussion #2 |

| WEEK  7 | READING(S): Chapter 6  
| DISCUSSION: --  
| ASSIGNMENT(S): Health Behavior Assignment (HBA) #4 |

| WEEK  8 | READING(S): Review chapters 1-6  
| DISCUSSION: --  
| ASSIGNMENT(S): N/A |

| WEEK  9 | READING(S): N/A  
| DISCUSSION: N/A  
| ASSIGNMENT(S): N/A |

| WEEK 10 | READING(S): Chapter 7  
| DISCUSSION: -- |
ASSIGNMENT(S): Work on Funeral Plan and iREAD

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<th>WEEK 11</th>
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<tr>
<td>READING(S): Chapter 12</td>
<td>DISCUSSION: --</td>
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<td>ASSIGNMENT(S): Work on Funeral Plan and iREAD</td>
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<th>WEEK 12</th>
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<tr>
<td>READING(S): Chapter 9</td>
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<td>ASSIGNMENT(S): Work on Funeral Plan and iREAD</td>
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<th>WEEK 13</th>
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<td>READING(S): Chapters 10</td>
<td>DISCUSSION: --</td>
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<td>ASSIGNMENT(S): Work on Funeral Plan and iREAD</td>
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<td>READING(S): Chapter 11</td>
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<td>ASSIGNMENT(S): Work on Funeral Plan and iREAD</td>
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<th>WEEK 15</th>
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<tbody>
<tr>
<td>READING(S): Chapter 12</td>
<td>DISCUSSION: #4</td>
<td></td>
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<tr>
<td>ASSIGNMENT(S): Review for final exam (Chapters 7-12)</td>
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<tr>
<th>WEEK 16</th>
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<tr>
<td>Tues (5/3): In class; Review for Final Exam; Last actual class meeting</td>
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<tr>
<td>Thurs (5/5): In class; Final Exam (Chapters 7-12)</td>
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Student Support and Success

John B. Coleman Library
The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. https://www.pvamu.edu/library/ Phone: 936-261-1500

The Learning Curve (Center for Academic Support)
The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to Take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

**The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)**

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

**Writing Center**

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

**Student Counseling Services**

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

**Testing**

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other services such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

**Office of Diagnostic Testing and Disability Services**

As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

**Veteran Affairs**

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

**Office for Student Engagement**

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

**Career Services**
Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) Campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement
Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.
Class Attendance Policy (See Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

TECHNICAL CONSIDERATIONS

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette):

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

Technical Support:

Students should go to https://mypassword_pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.
It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.