



AGE 250: Health, Wellness, and Adjustment in Older Adults

Student Syllabus for the Adult Degree Programs

Course Description

This course provides a non-clinical knowledge base of the physical and mental aging processes, including forms of dementia, and will introduce students to holistic (physical, spiritual, psychological, and social) wellness promotion in older adults, with particular attention to creating programs for this purpose. Students will be introduced to principles of spiritual development in older adults that can aid individuals and their families in adjusting to loss and later-life transitions.

Course Outcomes

Upon completion of this course, the learner will be able to:

1. Examine and understand the history and philosophical foundations behind the concept of health education and promotion.
2. Discover the various agencies, organizations, and research available to assist in the planning of a health education program.
3. Evaluate various theories and planning models in the field of health education.
4. Develop and produce a comprehensive plan detailing the implementation of a health education program focused on an aging population.
5. Examine the Biblical principles that can guide a proper understanding of health and health and wellness education and how an educator can engage in their craft through a Christian perspective.

Course Texts

Cottrell, R. R., Girvan, J. T., Seabert, D. M., Spear, C., & McKenzie, J. F. (2018). *Principles and foundations of health promotion and education* (7th ed.). Pearson.

ISBN-13: 978-0134517650

ISBN-10: 0134517652

Textbook Disclaimer

The textbooks for this course were chosen because their primary content directly relates to the objectives of this course. At times, there may be items or issues that are not presented from a proper Christian worldview. As such, the textbooks do not represent an endorsement by Geneva College or the relevant academic department at Geneva College.

Learning and Physical Disabilities Policy

Geneva College values diversity and inclusion and recognizes disabilities as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive, ultimately leading to the success of our students in and beyond college. Therefore, Geneva College complies with the ADA as well as Section 504 of the Rehabilitation Act by affording reasonable accommodations to qualified students with disabilities. Any student with a disability who needs academic accommodations should contact Geneva's Student Success Center (SSC) to arrange a confidential appointment with the Director of the SSC before or during the first week of classes. (Some accommodations may take time to put into place, so it is advised to request this appointment as early as possible.) Legally, no retroactive accommodations can be provided. Accommodations for disabilities are available only as recommended by the SSC. Students whose accommodations are approved will be provided confidential letters which students should review and discuss with their instructors in relation to course requirements. Students who have questions about their right to benefits or have grievances under these statutes should contact the Director of the SSC. For more details, visit the [Student Success Center website](#) or call 724-847-5005.

The Grading System in the ADP

The grading scale for the Adult Degree Program is A, B, C, D, and F. Geneva includes pluses (+) and minuses (-) in the determination of the grade point average (GPA). Grade points are assigned for each semester hour of credit earned according to the following system:

Letter Grade	Percentage	GPA	Explanation
A	93.00% - 100.00%	4.0	Excellent
A-	90.00% - 92.99%	3.7	
B+	87.00% - 89.99%	3.3	
B	83.00% - 86.99%	3.0	Good
B-	80.00% - 82.99%	2.7	
C+	77.00% - 79.99%	2.3	
C	73.00% - 76.99%	2.0	Satisfactory
C-	70.00% - 72.99%	1.7	
D+	67.00% - 69.99%	1.3	
D	63.00% - 66.99%	1.0	Less than Satisfactory
D-	60.00% - 62.99%	0.7	
F	< 60.00%	0.0	No Credit Given
WX, WP, WF			Withdrawal

Policy on Academic Honesty

Geneva College has adopted a campus wide policy on academic honesty; the main portions of which are summarized here. Students should become aware of the fuller policy found in Appendix A of the student handbook.

When an instructor has reason to believe that dishonest behavior has occurred, the parties involved should be confronted as soon as possible by the instructor and notification made to the Department of Professional and Online Graduate Studies (see Appendix A of the student handbook).

Sanctions may be levied on the student, which could range from an informal warning to expulsion, based on the seriousness of the student's offense (see Appendix A of the student handbook).

Students may appeal any disciplinary action by following the procedure laid out in the College's Policy on Academic Honesty (see Appendix A of the student handbook).

Students are encouraged to visit www.plagiarism.org in order to clarify what constitutes plagiarism as well as a number of other academic standards. This website also provides directives as to how to avoid committing this act and how to properly cite academic sources.

Turnitin Policy

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism of such papers. Students must agree to the End User License Agreement (EULA) for Turnitin. Use of the Turnitin service is subject to the Usage Policy and Privacy Pledge posted on Turnitin.com. Assignments that are not submitted through Turnitin will not be graded and will not receive credit.

Participation Policy

In the online environment, **participation is marked by the completion of an academic event in each session (week) of the course.** Academic events include, but are not limited to, submission of a class assignment, participation in class discussion forum, or completion of a quiz/exam.

If no academic event is completed within the first session (Week 1) of a course, the student will be administratively withdrawn from the course. Beyond the first session, if no academic event is completed for a class session, the student will be considered as having not participated in that week of class, which in some cases may result in zeros on the missed assignments and a half-letter grade deduction from the student's final course grade.

If a student does not complete an academic event for two consecutive sessions, the student will either be administratively withdrawn from the course or will receive a final course grade of F, depending on how much of the course has transpired at the time of the second week of nonparticipation. For more details, please review Geneva’s Student Handbook ([Undergraduate](#) and [Graduate](#)).

Course Evaluation

Criteria	Points Breakdown	Points
Discussion Forums (7)	30 points each	210 points
Exams (4)	100 points each	400 points
Health and Wellness Project Parts 1-3	60 points each	180 points
Oral Presentation	One Submission	100 points
Final Health and Wellness Project	One Submission	190 points
Total		1080 points

Assignment Descriptions

Discussion Forums

Class participation is monitored by postings and responses in the discussion forum. Typically, class participation is composed of two parts:

- a. Part 1 – Requires you to go to your discussion forum and post a response to a question or prompt that is written in your syllabus by 11:55 pm (EST) Wednesday of your scheduled session week. Your instructor will generally respond to your post within 24 hours. Depending on the nature of the assignment, the instructor may have a follow up question for you, ask you for clarification or further details, or direct your conversation to someone else for rebuttal.
- b. Part 2 – Respond back to your instructor’s post. In addition, post a response to at least two of your fellow classmates’ postings, using 1 or 2 paragraphs. Your response should further the discussion (e.g., ask a question, provide further information or examples, or introduce a different opinion). In particular, one response to a classmate MUST be in the form of a question that seeks to further the conversation. Your question must be posed by 11:55 pm (EST) Friday of the scheduled session week so that your classmate has adequate time to answer it.

Likewise, if a question is posed to you by Friday night, you are also required to answer it.

Part 2 of these online activities (response to instructor, response to classmates' questions of you, and responses to your classmates) must be completed by 11:55 pm (EST) Saturday of each session.

NOTE: How to earn full credit in discussion forums:

1. Become familiar with the discussion forum rubric, which is available to you in all of your Moodle classroom discussion forums.
2. Be thoughtful in your responses and incorporate examples from your personal and professional experiences and references to the course material (e.g., readings, lecture, videos, audio clips, scripture, etc.) when appropriate. Remember to cite all sources and references according to proper APA style.
3. Respond to the discussion contributions of at least 2 peers and be sure to adequately address all posts your instructor may pose to you throughout the week. This level of participation is **REQUIRED** as the minimum in all discussion forums (see the rubric for more detail).

Your posting and responses will be graded by your instructor. For a detailed description of your responsibility in discussion forum postings, please see the "Interacting in the Online Environment" section in the ADP Student Handbook.

Exams

During this course, there will be four exams that cover the essential elements of the text and help students review and identify important concepts related to health promotion and education. These exams will include multiple choice and true/false questions.

- Session 1 – Students will take an online exam on Chapters 1-2 of the text (100 points)
- Session 3 – Students will take an online exam on Chapters 4-5 of the text (100 points)
- Session 5 – Students will take an online exam on Chapters 7-8 of the text (100 points)
- Session 7 – Students will take an online exam on Chapters 9-10 of the text (100 points)

Students will be allowed to consult their text and notes when taking online exams. However, exams will be timed, and students will need to have a working knowledge of the material before taking the exam. There will simply not be enough time to "look up" every answer in your text.

If a student does not take the exam by Saturday at 11:55 pm (EST) of the designated session week, they will not have an opportunity to make it up.

Health and Wellness Project

Imagine you are in the role of a health and wellness educator for a local senior center. Your job is to create a proposal for a comprehensive health and wellness program for seniors ages 60 and over. By the end of Session 1, you will select one of the following topics on which you will develop your health and

wellness program: understanding Alzheimer's and dementia, injury and fall prevention, heart disease, or cancer awareness and prevention.

In Session 1, you will be introduced to these four topics by means of supplemental videos. These videos are not meant to be a definitive or exhaustive body of knowledge on the topics. Rather, they are meant to simply show you different facets of the issues you may choose between as the focus of your proposed program. You may choose to narrow in on a particular aspect or angle of your chosen topic, but the expectation is that you will be responsible for finding additional research and information on your chosen topic in order to show that you are knowledgeable in the design of a health and wellness program related to it.

Please Note: While you will be submitting drafts of this project as written assignments throughout the course, the final project, due in Session 8, will be a standalone grade. The expectation is that you will be revising the original drafts based on your instructor's feedback. Thus, your final project should look dramatically different than the original drafts.

In total, the Final Health and Wellness Project should be 10-14 pages in length (not including cover sheet and reference page) and adhere to typical APA style and formatting (double spacing, proper APA citations, etc.).

The Final Health and Wellness Project is due by 11:55 pm (EST) Saturday Session 8.

Oral Presentation

In Session 8, you will prepare an 8-10 minute oral presentation on Parts 1-3 of your Final Health and Wellness Project.

The oral presentation will be an audio embedded PowerPoint presentation that will be uploaded to a forum in your Moodle classroom. Your fellow classmates and instructor will be able to view your presentation and make comments. If you need further instructions for recording your audio embedded PowerPoint, a tutorial will be available in your Moodle classroom.

After uploading your presentation, watch 5 of your classmates' presentations. Give feedback to each of these 5 students' presentations. Feedback should be approximately 50 words and include opportunity for constructive feedback on the presentation's content, style, and delivery. This is not an opportunity to be critical, but to help each other to improve and develop skills in presenting.

Students must post their audio-embedded PowerPoint by 11:55 pm (EST) Wednesday Session 8.

Feedback on 5 classmates' presentations must occur by 11:55 pm (EST) Saturday Session 8.

Professional Skills in Your Online Courses

All courses in your Geneva College Online program will provide you with an opportunity to develop valuable skills that can positively influence your professional and career development. Each course at Geneva provides numerous opportunities to develop skills employers desire in their employees and job candidates in areas including, but not limited to, written communication, research, critical thinking, and decision-making. However, targeted skill sets are also developed through the learning in particular courses.

After successful completion of this course, you will be able to add these particular skills to your bank of professional assets:

Persuasive Communication Skills



Adept at using information, ideas, and influence to affect a desired outcome

Design Skills



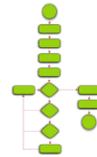
Creation of a plan or convention for the construction of an object, system, or measurable human interaction

Categorizing/Classifying Skills



Skillful in compiling, organizing, and using data to enhance planning and effectiveness

Organization/Planning Skills



Skillful in creating a strategic vision and motivating others to achieve excellence in performance