

Term Information

Effective Term Autumn 2022
[Previous Value](#) Spring 2016

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Submission for GE Theme course approval - Lived Environments. Course number change.

What is the rationale for the proposed change(s)?

General Education revision. Course expected learning outcomes consistent with theme goals and learning outcomes. Change to 4000-level course to better meet ELOs and goals of general education.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Health and Rehabilitation Sci
Fiscal Unit/Academic Org School of Health & Rehab Scien - D2504
College/Academic Group Health & Rehabilitation Sci
Level/Career Undergraduate
[Previous Value](#) Graduate, Undergraduate
Course Number/Catalog 4600
[Previous Value](#) 5600
Course Title Global Aging
Transcript Abbreviation Global Aging
Course Description Study of health and well-being of older adults in developed and developing countries and immigrant communities with the exploration of impact and requirements within the lived environment.
[Previous Value](#) Study of health and well-being of older adults in developed and developing countries and immigrant communities in the United States.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
[Previous Value](#) 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
[Previous Value](#) Yes, Less than 50% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture

| | |
|--------------------------------|----------------------------------------------------|
| Credit Available by Exam | No |
| Admission Condition Course | No |
| Off Campus | Never |
| Campus of Offering | Columbus, Lima, Mansfield, Marion, Newark, Wooster |
| Previous Value | Columbus, Lima |

Prerequisites and Exclusions

| | |
|--------------------------------|---------------------------------------------------------------------------|
| Prerequisites/Corequisites | |
| Previous Value | Prereq: Sr or Grad standing, or permission of instructor. |
| Exclusions | |
| Electronically Enforced | No |

Cross-Listings

Cross-Listings

Subject/CIP Code

| | |
|--------------------------------|-------------------------------------------|
| Subject/CIP Code | 51.9999 |
| Subsidy Level | Baccalaureate Course |
| Previous Value | Doctoral Course |
| Intended Rank | Sophomore, Junior, Senior |
| Previous Value | Senior, Masters, Doctoral |

Requirement/Elective Designation

Lived Environments

The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

[The course is an elective \(for this or other units\) or is a service course for other units](#)

Course Details

Course goals or learning objectives/outcomes

- Describe similarities and differences in normal aging in developed and developing countries.
- Describe the impact of acute and chronic illness among older adults in developed and developing countries.
- State the impact of family structure on care and support provided to older adults.
- Outline the impact of public and health policies upon the well-being of older adults in developed and developing countries.
- Compare the health status and well-being of older adults who have recently immigrated to the United States based on various demographics.
- Analyze how the role of the healthcare professional will be changing as part of the global trends in aging.
- Identify what type of policies are needed to meet the health needs of our globally aging population.
- [Describe similarities and differences in normal aging in developed and developing countries.](#)
- [Impact of acute and chronic illness among older adults in developed and developing countries.](#)
- [Understand the impact of family structure on care and support.](#)

[Previous Value](#)

Content Topic List

- Introduction to Global Aging
- Demographic Perspectives of an Aging World
- Aging Environments
- Health Patterns and Behaviors
- Blue Zones
- Health Care Systems
- Long-term Services and Supports
- Older Workers
- Retirement and Pensions
- Families
- Caregiving
- Death
- Current Events
- Global Aging and Global Leadership

Previous Value

- *Global demography of aging*
- *Comparison of aging in the United States and other countries*
- *Cultural views of aging*
- *Impact of AIDS*
- *Chronic diseases of aging*
- *Caregiving*
- *Impact of war and natural disasters*
- *Immigrant experiences*
- *Need for healthcare*

Sought Concurrence

No

Attachments

- distance_approval_cover_sheet_HTHRHSC 5600.docx: Distance Approval Cover Sheet
(Other Supporting Documentation. Owner: Cohen, Anya M)
- HTHRHSC 5600 Syllabus.Online.docx: Syllabus
(Syllabus. Owner: Cohen, Anya M)
- Lived Environment Theme submission_HTHRHSC 5600 (2).pdf: GE Theme Submission Form
(Other Supporting Documentation. Owner: Cohen, Anya M)
- Response to Theme Committee Submissions.HTHRHSC 5600 Lived Environments.docx: Letter from Dr. Nahikian-Nelms
(Other Supporting Documentation. Owner: Cohen, Anya M)
- NEW_Response to Theme Committee Submissions.HTHRHSC 4600 Lived Environments.1.25.22.docx: NEW Letter from Dr. Nahikian-Nelms
(Other Supporting Documentation. Owner: Cohen, Anya M)
- NEW_Lived Environment Theme submission_HTHRHSC 4600. Global Aging, 1.24.22.pdf: NEW Theme Submission Form
(Other Supporting Documentation. Owner: Cohen, Anya M)
- NEW_HTHRHSC 4600 Global Aging Syllabus.Online..docx: NEW Online Course Syllabus
(Syllabus. Owner: Cohen, Anya M)
- NEW_HTHRHSC 4600 Global Aging Syllabus.Inperson.docx: NEW Course Syllabus
(Syllabus. Owner: Cohen, Anya M)
- NEW_distance_approval_cover_sheet_HTHRHSC 4600.docx: NEW Distance Approval Cover Sheet
(Other Supporting Documentation. Owner: Cohen, Anya M)

Comments

- Resubmitting with the requested revisions. Please see Dr. Nahikian-Nelms letter for a full explanation of changes made. Course will now only be submitted for the Lived Environments theme. All revised documents are noted "NEW." *(by Cohen, Anya M on 02/01/2022 04:03 PM)*
- Please see Panel feedback email sent to A. Cohen on 11/09/2021. *(by Hilty, Michael on 11/09/2021 10:29 AM)*
- - Please check off all campuses. Per OAA instructions, courses for the new GE should be open to all campuses. (Or upload rationale for limiting offering to certain campuses.)
 - Themes ELOs, Citizenship ELOs, and Lived Environments ELOs should be included in syllabus with explanation of how these are addressed in course.
 - Form says the course is not offered in 100% distance learning format but syllabus uploaded is for 100% online course. Please reconcile discrepancy. If course is indeed a distance learning course, please follow all instructions here <https://ascas.osu.edu/curriculum/distance-courses> If course is always in-person, please provide that syllabus.*(by Vankeerbergen, Bernadette Chantal on 06/19/2021 09:03 AM)*

COURSE CHANGE REQUEST
4600 - Status: PENDING

Last Updated: Clinchot, Daniel Michael
02/07/2022

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------|
| Submitted | Cohen, Anya M | 04/19/2021 10:50 AM | Submitted for Approval |
| Approved | Larsen, Deborah Sue | 04/19/2021 01:29 PM | Unit Approval |
| Approved | Clinchot, Daniel Michael | 04/21/2021 11:53 AM | College Approval |
| Approved | Carpenter, Thomas J | 04/21/2021 02:04 PM | GradSchool Approval |
| Approved | Reed, Kathryn Marie | 04/30/2021 08:52 AM | OAA Approval |
| Revision Requested | Vankeerbergen, Bernadette Chantal | 06/19/2021 09:04 AM | Ad-Hoc Approval |
| Submitted | Cohen, Anya M | 10/07/2021 04:12 PM | Submitted for Approval |
| Approved | Larsen, Deborah Sue | 10/08/2021 09:15 AM | Unit Approval |
| Approved | Clinchot, Daniel Michael | 10/08/2021 10:55 AM | College Approval |
| Revision Requested | Hilty, Michael | 11/09/2021 10:29 AM | ASCCAO Approval |
| Submitted | Cohen, Anya M | 02/01/2022 04:04 PM | Submitted for Approval |
| Approved | Larsen, Deborah Sue | 02/01/2022 04:06 PM | Unit Approval |
| Approved | Clinchot, Daniel Michael | 02/07/2022 01:21 PM | College Approval |
| Pending Approval | Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 02/07/2022 01:21 PM | ASCCAO Approval |



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<https://hrs.osu.edu/>

1-31-22

We appreciate the committee's careful review of our previous submission for HTHRSC 5600 Global Aging for consideration into the *Lived Environments* theme. We have addressed the committee's concerns as outlined below:

- **Course needs to be available on all campuses:** *corrected on the submission.*
- **The reviewing faculty noticed that this course appears to be targeted towards Senior undergraduate students, given Senior status is a course prerequisite. They would like to pose a question to the unit about whether this would be ideal for a General Education course in their unit.** *We have determined that we will offer the GE course as a 4000-level course rather than the previous 5000 level course, as recommended, so that it is more appropriate for the GE audience and have removed the senior level prerequisite.*
- **Theme goals/ELOs should be included in the syllabus with an explanation of how they are fulfilled in the course:**
The reviewing faculty do not find the proposal has strong enough connections to the idea of environments, especially in the syllabus. It should be clear to the students why this class falls in this theme – with explicit relationship(s) to lived environment. They would like further elaboration within both the course syllabus and the GE Theme: Lived Environments submission forms. The reviewing faculty were generally impressed with the activities described in the submission forms and encourages revision and resubmission. To that end, they request that a further connection be developed and made more explicit between the GE Theme ELOs and the course content, for example, Lived Environments ELO 2.1 needs to more clearly draw out the relationship to environment. Additionally, the reviewing faculty would like it to be clarified that the General Theme ELOs need to also be tied to the theme: Lived Environments and the connection to the idea of environment needs to be made specific and explicit.
Syllabi rewritten to specifically distinguish how the theme ELOs and the course ELOs are connected. The course description has been enhanced to elaborate the connection to the GE theme. Furthermore, the weekly course topics have also been supplemented so that they further demonstrate the connection of course content to the theme expected learning outcomes.
- **Submission requires an online syllabus, an in-person syllabus, and the Distance Approval Cover Sheet filled out by instructor (these stipulations are located on the ASC curriculum webpage – we have included all of these but please note that this course has been approved for online instruction from inception. We completed the ASC form as requested.**
- **Correct distance learning selection on curriculum.osu.edu submission form to indicate course is 100% distance:** *corrected on the submission*

Thank you,

Marcia Nahikian-Nelms, PhD, RDN, LD, FAND
Professor, Clinical, Health and Rehabilitation Sciences
Director, Academic Affairs

COURSE INFORMATION

HTHRHSC 4600

Global Aging

In Person

3 Semester Credit Hours

FACULTY INFORMATION

Instructor

Instructor: Jessica Krok-Schoen, PhD, MAOffice:

306 Atwell

Email address: Jessica.Krok@osumc.eduPhone

number:

Office hours:

How can I get in touch with Dr. Krok-Schoen?

Email is the best way to contact me for a prompt response. You can also phone me anytime and leave a message on voicemail at 813-368-6470.

COURSE DESCRIPTION

The 21st century is one of the profound challenges associated with dramatic increases in the numbers of people living longer. In almost every country, the proportion of people aged over 65 years is growing faster than any other age group, because of both longer life expectancy and declining fertility rates. The United Nations has brought much needed attention to this “silent revolution,” which has a profound impact on all societies. These trends will have a significant impact on health care with a growth in chronic diseases and conditions. At the same time, the family structure in many countries is shifting and with it, the traditional responsibility for caring for older family members. What do these changes mean for healthcare professionals and the use of technology? This course explores the long-term economic, social, and geopolitical implications of aging and health related conditions and disparities around the world. We will examine the impact of these social and economic changes on the environments that surround and support older people. The role of national organizations, policy and the role of the health care professional as they impact the environmental concerns and requirements of the older individual. The role of technology and the interaction within the lived environment will be specifically explored. This course will examine the status of older adults in the developed and developing world and in communities of recent immigrants to the United States. Class readings and discussions will focus on the impact of aging societies upon health and health care worldwide.

Short Description: Study of health and well-being of older adults in developed and developing countries and immigrant communities with the exploration of impact and requirements within the lived environment.

PREREQUISITES

None

GENERAL EDUCATION THEME LEARNING OUTCOMES

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. (Course ELO 1,2,5-7)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. (Course ELO 5,6)

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. (Course ELO 4-7)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. (Course ELO 1,3,6)

GENERAL EDUCATION LEARNING OUTCOMES (ELO) FOR THEME LIVED ENVIRONMENTS

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environments (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions. (Course ELO 1-3)

ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. (Course ELO 4,6,7)

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors. (Course ELO 3,4)

ELO 2.2 Describe how humans perceive and represent the environments with which they interact. (Course ELO 1-3)

ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments. (Course ELO 4-7)

COURSE LEARNING OUTCOMES

By the end of this course, students should successfully be able to:

1. Describe similarities and differences in normal aging in developed and developing countries.
2. Describe the impact of acute and chronic illness among older adults in developed and

developing countries.

3. State the impact of family structure on the care and support provided to older adults.
4. Outline the impact of public and health policies upon the well-being of older adults in developed and developing countries.
5. Compare the health status and well-being of older adults who have recently immigrated to the United States based on various demographics.
6. Analyze how the role of the healthcare professional will be changing as part of the global trends in aging.
7. Identify what type of policies are needed to meet the health needs of our global aging population.

How this course works

Mode of delivery: This course is delivered in person. The course material is organized using Carmen Canvas.

Pace of the course activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines prior to their attendance in person to class.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of average.

Because this is an in-person course, your attendance is based on your attendance and participation both in class and in assignments on the Carmen Canvas platform:

- **Participating in classroom and Carmen activities:** **Attendance to in person class is expected and** you are expected to log in to the course in Carmen every week to ensure reading of all materials and assignments. (During most weeks you will log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

- **Participating in discussion forums:** **AT LEAST 1 TIME PER WEEK when assigned** As part of your participation, each week you can expect to post twice (original post and a response) as part of our substantive class discussion on the week's topics.

Discussion board groups:

Before the start of week 2, you will be divided into groups to facilitate small group discussions in the discussion forums. Please see group assignments under "Assignments" to know which group you are in. This will be your group for the entire semester and will include our in-person small group activities.

COURSE MATERIALS AND TECHNOLOGIES

Textbook (required)

- Global Aging Second Edition (2019) by Whittington, Frank J, Kunkel Suzanne R., deMedeiros, Kate. ISBN-13: 9780826162533/ ISBN-10: 0826162533

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

REQUIRED SOFTWARE

- **Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

GRADING AND FACULTY RESPONSE

How your grade is calculated

| ASSIGNMENT CATEGORY | PERCENT OF GRADE |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Quizzes | 56% (Four quizzes for 14% each) |
| Discussion Board Postings and in class small group activities | 30% (Two posts (one original, one response) for 10weeks at 3% each and activities as assigned in class) |
| Final Paper | 14% |
| Total | 100% |

See course schedule, below, for due dates.

Late Assignments

**This policy will be strictly observed in order to be fair and respectful to all students.*

DISCUSSION BOARDS

Discussion boards are 3 points (2 points given for the original post, and 1 point for the response). You will be granted a grace period of one week to submit postings (reflections and responses) after the deadline via email to me with partial credit. All late online assignments (those not submitted by the deadline) will be penalized at 1/2 credit (thus for a posting worth 3%, the late penalty is 1.5%). *This penalty applies to all late work, regardless of reason.*

QUIZZES

If you miss a quiz without prior notification to Dr. Krok-Schoen, it will result in a "0".

If you are submitting a quiz late, your grade stands once the quiz is no longer available and/or you have reached your time limit for the quiz.

FINAL PAPER

There is a letter grade penalty for each 24 hours that the final paper is unexcused late. An assignment is considered initially late if it is submitted past the deadline up to 24 hours. Each additional 24 hours is an additional letter grade taken off. Meaning an "A" paper will be graded as a "B" and a "B" paper will be graded as a "C".

This policy will be strictly observed to be fair and respectful to all students.

Grading Scale

The University's standard grading scheme will be used for this course. The university grading scheme is as follows:

| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | E |
|---------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 100 - 93 % | 90– 92.9 | 87– 89.9 | 83– 86.9 | 80– 82.9 | 77– 79.9 | 73– 76.9 | 70– 72.9 | 67– 69.9 | 60– 66.9 | Below 60 |

Grades will be available for students to view on the course's Carmen website

Graded Item Descriptions

QUIZZES

Four quizzes will be given during the semester. All quizzes will count into your grade, with each quiz counting for 14% of your grade (total of 56% for the 4 quizzes combined).

Quizzes will mostly include multiple choice but may also have true-false questions. **Quizzes are time limited and require completion once started.** Do not try to navigate away from the quiz by using the back arrow, print function, or opening other web pages. This will cause your quiz to end, and you will not be able to attempt it again.

Quizzes will be available on Carmen for 51 hours. Quizzes will be released on Wednesdays at 9pm and you have until Friday at midnight to complete them.

If you have an emergency or conflict that will prevent you from taking the quiz during this 48-hour

period, please contact Dr. Krok-Schoen in advance of the due date to make alternative arrangements.

DISCUSSION BOARD POSTINGS

On Mondays, I will post a prompt question on Carmen for which you are responsible for providing a: 1) reflection of your own and 2) response to a classmate's posting in your discussion board group. Both are due Friday by midnight unless otherwise noted in the course calendar and/or course announcements.

Detailed information is as follows:

- 1) Post a minimum 250-word reflection on the prompt question (given by me).**
- 2) A thoughtful and thorough response to a classmate's post.**

The two postings for each week assigned total 3% each week. 10 weeks x 3% each week=30% total. These will also be discussed in class.

FINAL PAPER

I will ask students to pick a country outside of the US to create a profile of aging within that particular country. Sign-ups for countries are in the first week. **You need to email me within the first week your top 3 countries for the final paper.** I will confirm your country choice via email. Sign-ups are based on a first come, first-serve basis.

More direction about the final paper requirements, formatting, deadline, FAQs, etc. are under "Assignments." The paper is worth 14% of your grade.

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **24 hours on school days**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24-48 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let us maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm does not always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

POLICIES FOR THIS COURSE

- **Quizzes and exams:** You must complete the quizzes yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA style** to cite the ideas and words of your research sources both in text and at the end of your project. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should write, revise, or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you have explored in previous courses, please discuss the situation with me.
- **Collaboration and informal peer-review:** While study groups and peer-review of major written projects are encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you are unsure about a particular situation, please feel free to ask ahead of time.

Up to date [university policies](#) are available from the Office of Undergraduate Education, and these policies apply to this course. You can view the following statements and policies:

- Disability Statement
- Excused absence guidelines (COVID)
- Academic Misconduct
- Grievances and solving problems
- Creating an environment free from harassment, discrimination, and sexual misconduct
- Diversity Statement

- Counseling and Consultation Services/Mental health statement
- Lyft Ride Smart

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Copying/Recording Evaluations

To maintain security and integrity of evaluation materials, students are prohibited from making copies of any evaluation materials (e.g., quizzes) in any form. This includes but is not limited to both paper and electronic copies, written, photocopied, photographed, audio recorded, video recorded, etc.

YOUR MENTAL HEALTH-COUNSELING AND CONSULTATION SERVICES

The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you are a student in the School of Health and Rehabilitation Sciences, you may schedule an appointment with our mental health counselors: simply email hrrcom.counseling@osumc.edu, indicate which program you are enrolled in and that you are interested in scheduling an initial counseling appointment. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand.

You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The [Ohio State Wellness app](#) is also a great resource.

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or [Counseling and Consultation Services](#) at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

COVID

Continuous engagement with this course is essential to learning the material. Students are expected to attend class and engage with assignments and discussion prompts for every scheduled meeting, participating at least once per week for courses with fully remote participation. Students who need to miss class or who are not able to participate due to illness (COVID-19 or other illnesses), exposure to COVID-19, care for family members exposed to COVID-19 or other reasons are expected to contact the instructor as soon as possible to arrange for accommodation. Students in special situations or those requiring specific, long-term or other

accommodation should seek support from appropriate university offices including but not limited to: [Student Advocacy](#), [Student Life Disability Services](#) and the [Office of Institutional Equity](#).

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodation with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Netiquette

Please be aware of the following rules:

- Use proper college-level punctuation, spelling, and grammar in all online chats, discussionboard, and email correspondence.
- Maintain a professional manner and decorum in all online communications.
- Capitalize words only to highlight a critical point or to distinguish a title or heading. Capitalizing whole words that are not titles is termed as SHOUTING!
- Never assume your email messages or online postings are private nor can they be read by only yourself or the recipient. Never send something that you would mind seeing on the evening news or the front page of the newspaper.
- Remember that you are talking to a person...not a computer. It is easy to forget that there is a person on the other end of the email or discussion group when you are sitting alone typing at your computer.
- Do not use sarcasm and be careful when using humor. Without face-to-face communications your joke may be viewed as criticism.
- No bad language, accusations, insults, or potentially inflammatory or hurtful comments are acceptable at any time. Any person making such a comment will not receive credit for *any* of the discussions.

This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.



COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

All readings must be completed before listening to lectures and taking quizzes.

| Week | Dates | Content | Objective | To-Dos |
|------|-------|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | | Introduction to Global Aging | Identify the course objectives, schedule, assignments, and final paper. Comprehend the broad array of issues, challenges, and opportunities associated with global aging and the living environment. | Read: Syllabus, Course Schedule, and Assignments Book: Chapter 1, pages 1-20 Lectures, Readings, and Videos: Posted in Carmen Please read prior to in person class. Discussion 1 due (Friday) by midnight- whole class as 1 group |
| 2 | | Demographic Perspectives of an Aging World | Appreciate the demographic changes that age has on global societies. How do these changes impact the requirements of the environment? | Book: Chapter 3, pages 59-80 Lectures, Readings, and Videos: Posted in Carmen Please read prior to in person class. Discussion 2 due (Friday) by midnight- in your assigned groups starting now until end of semester. |
| 3 | | Aging Environments | Compare and contrast where people age in the world. How are these differences demonstrated among global environments? | Book: Chapter 4, pages 91-113 Lectures, Readings, and Videos: Posted in Carmen Please read prior to in person class. No discussion board due Quiz 1 released: Materials from weeks 1-3; Available from (Wednesday) at 9pm to (Friday) at midnight |

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| 4 | | Health Patterns and Behaviors | <p>Compare health conditions (acute and chronic), health status, and disability of older adults in the world.</p> <p>Distinguish and discover the health behaviors of older people and propose ways to improve health behaviors. How does the lived environment contribute and/or support health?</p> | <p>Book: Chapter 5, pages 119-141</p> <p>Lectures, Readings, and Videos: Posted in Carmen Please read prior to in person class.</p> <p>Discussion 3 due (Friday) by midnight</p> |
| 5 | | Blue Zones | <p>Compare and contrast the health behaviors and demographic characteristics of the Blue Zones' residents.</p> | <p>Lectures, Readings, and Videos: Posted in Carmen Please read prior to in person class.</p> <p>No book reading assigned.</p> <p>Discussion 4 due (Friday) by midnight</p> |
| 6 | | Health Care Systems | <p>Describe the role of culture in patterns of health and aging. What are the cultural differences in the lived environment that impact aging and health?</p> <p>Summarize and explain the types of health care systems and health insurance models.</p> | <p>Book: Chapter 6, pages 153-173</p> <p>Lectures, Readings, and Videos: Posted in Carmen</p> <p>No discussion board due</p> <p>Quiz 2 released: Materials from weeks 4-6; Available from (Wednesday) at 9pm to (Friday) at midnight</p> |
| 7 | | Long-term Services and Supports | <p>Explain and interpret the typology of long-term services and support systems. How does the care of the aging impact the needs within the lived environment?</p> | <p>Book: Chapter 7, pages 189-211</p> <p>Lectures, Readings, and Videos: Posted in Carmen Please read prior to in person class.</p> <p>Discussion 5 due (Friday) by midnight</p> |

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| 8 | | Older Workers | Appraise the informal and formal work activity of older adults in different countries. How does the lived environment support the work of the older adult? | Book: Chapter 8, pages 227-245 Lectures, Readings, and Videos: Posted in Carmen Please read prior to in person class. Discussion 6 due (Friday) by midnight |
| 9 | | Retirement and Pensions | Describe the drivers of individual retirement and forms of retirement among older adults in the world. Distinguish and appraise the different national public pension systems. | Book: Chapter 9, pages 255-275 Lectures, Readings, and Videos: Posted in Carmen Please read prior to in person class. Discussion 7 due (Friday) by midnight |
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| 12 | | Death | Compare and contrast different religions and their views of aging. Discover the rituals related to death and dying in different countries. | Book: Chapter 12, pages 341-359 Lectures, Readings, and Videos: Posted in Carmen Discussion 9 due (Friday) by midnight |

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| 13 | | Current Events | Analysis of current health needs/behaviors specific to older adults and formulate ways to improve their well-being. | Lectures, Readings, and Videos: Posted in Carmen Please read prior to in person class. No Book readings assigned. Discussion 10 due (Friday) by midnight |
| 14 | | Thanksgiving Week- no class, assignments, or quizzes due. Enjoy your time with loved ones. | | |
| 15 | | Global Aging and Global Leadership | Understand thematic elements of aging as a global topic. | Book: Chapter 13, pages 371-386 Please read prior to in person class. No discussion board due Quiz 4 released: Materials from weeks 11-15; Available from (Wednesday) at 9pm to (Friday) at midnight |
| Finals | | Final paper due by XXX | | |



COURSE INFORMATION

HTHRHSC 4600

Global Aging

Autumn 2020 – Online Course

3 Semester Credit Hours

FACULTY INFORMATION

Instructor

Instructor: Jessica Krok-Schoen, PhD, MA

Office: 306 Atwell

Email address: Jessica.Krok@osumc.edu

Phone number:

Office hours:

How can I get in touch with Dr. Krok-Schoen?

Email is the best way to contact me for a prompt response. You can also phone me anytime and leave a message on voicemail at 813-368-6470.

COURSE DESCRIPTION

The 21st century is one of profound challenges associated with dramatic increases in the numbers of people living longer. In almost every country, the proportion of people aged over 65 years is growing faster than any other age group, because of both longer life expectancy and declining fertility rates. The United Nations has brought much needed attention to this “silent revolution,” which has a profound impact on all societies. These trends will have a significant impact on health care with a growth in chronic diseases and conditions. At the same time, the family structure in many countries is shifting and with it, the traditional responsibility for caring for older family members. What do these changes mean for healthcare professionals and the use of technology? This course explores the long-term economic, social, and geopolitical implications of aging and health related conditions and disparities around the world. We will examine the impact of these social and economic changes on the environments that surround and support older people. The role of national organizations, policy and the role of the health care professional as they impact the environmental concerns and requirements of the older individual. The role of technology and the interaction within the lived environment will be specifically explored. This course will examine the status of older adults in the developed and developing world and in communities of recent immigrants to the United States. Class readings and

discussions will focus on the impact of aging societies upon health and health care worldwide.

Short Description: Study of health and well-being of older adults in developed and developing countries and immigrant communities with the exploration of impact and requirements within the lived environment.

PREREQUISITES

None

GENERAL EDUCATION THEME LEARNING OUTCOMES

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. (Course ELO 1,2,5-7)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. (Course ELO 5,6)

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. (Course ELO 4-7)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. (Course ELO 1,3,6)

GENERAL EDUCATION LEARNING OUTCOMES (ELO) FOR THEME LIVED ENVIRONMENTS

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions. (Course ELO 1-3)

ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. (Course ELO 4,6,7)

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors. (Course ELO 3,4)

ELO 2.2 Describe how humans perceive and represent the environments with which they interact. (Course ELO 1-3)

ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments. (Course ELO 4-7)

COURSE LEARNING OUTCOMES

By the end of this course, students should successfully be able to:

1. Describe similarities and differences in normal aging in developed and developing countries.
2. Describe the impact of acute and chronic illness among older adults in developed and developing countries.
3. State the impact of family structure on the care and support provided to older adults.
4. Outline the impact of public and health policies upon the well-being of older adults in developed and developing countries.
5. Compare the health status and well-being of older adults who have recently immigrated to the United States based on various demographics.
6. Analyze how the role of the healthcare professional will be changing as part of the global trends in aging.
7. Identify what type of policies are needed to meet the health needs of our global aging population.

How this course works

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of average.

Because this is an online course, your attendance is based on your online activity and participation:

- **Participating in online activities: AT LEAST ONCE PER WEEK**
You are expected to log on to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Participating in discussion forums: AT LEAST 2 TIMES PER WEEK**
As part of your participation, each week you can expect to post twice (original post and a response) as part of our substantive class discussion on the week's topics.

Discussion board groups:

Before the start of week 2, you will be divided into groups to facilitate small group discussions in the discussion forums. Please see group assignments under "Assignments" to know which group you are in. This will be your group for the entire semester.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks (required)

- Global Aging Second Edition (2019) by Whittington, Frank J, Kunkel Suzanne R., deMedeiros, Kate. ISBN-13: 9780826162533/ ISBN-10: 0826162533

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357)
- Email: 8help@osu.edu
- TDD: 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

GRADING AND FACULTY RESPONSE

How your grade is calculated

| ASSIGNMENT CATEGORY | PERCENT OF GRADE |
|---------------------------|----------------------------------------------------------------------|
| Quizzes | 56% (Four quizzes for 14% each) |
| Discussion Board Postings | 30% (Two posts (one original, one response) for 10 weeks at 3% each) |
| Final Paper | 14% |
| Total | 100% |

See course schedule, below, for due dates.

Late Assignments

**This policy will be strictly observed in order to be fair and respectful to all students.*

DISCUSSION BOARDS

Discussion boards are 3 points (2 points given for the original post, and 1 point for the response). You will be granted a grace period of one week to submit postings (reflections and responses) after the deadline via email to me with partial credit. All late online assignments (those not submitted by the deadline) will be penalized at 1/2 credit (thus for a posting worth 3%, the late penalty is 1.5%). *This penalty applies to all late work, regardless of reason.*

QUIZZES

If you miss a quiz without prior notification to Dr. Krok-Schoen, it will result in a "0".

If you are submitting a quiz late, your grade stands once the quiz is no longer available and/or you reached your time limit for the quiz.

FINAL PAPER

There is a letter grade penalty for each 24 hours that the final paper is unexcused late. An assignment is considered initially late if it is submitted past the deadline up to 24 hours. Each additional 24 hours is an additional letter grade taken off. Meaning an "A" paper will be graded as a "B" and a "B" paper will be graded as a "C".

This policy will be strictly observed in order to be fair and respectful to all students.

Grading Scale

The University's standard grading scheme will be used for this course. The university grading scheme is as follows:

| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | E |
|---------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 100 - 93 % | 90- 92.9 | 87- 89.9 | 83- 86.9 | 80- 82.9 | 77- 79.9 | 73- 76.9 | 70- 72.9 | 67- 69.9 | 60- 66.9 | Below 60 |

Grades will be available for students to view on the course's Carmen website

Graded Item Descriptions

QUIZZES

Four quizzes will be given during the semester. All quizzes will count into your grade, with each quiz counting for 14% of your grade (total of 56% for the 4 quizzes combined).

Quizzes will mostly include multiple choice but may also have true-false questions. **Quizzes are time limited and require completion once started.** Do not try to navigate away from the quiz by using the back arrow, print function, or opening other web pages. This will cause your quiz to end, and you will

not be able to attempt it again.

Quizzes will be available on Carmen for 51 hours. Quizzes will be released on Wednesdays at 9pm and you have until Friday at midnight to complete them.

If you have an emergency or conflict that will prevent you from taking the quiz during this 48-hour period, please contact Dr. Krok-Schoen in advance of the due date to make alternative arrangements.

DISCUSSION BOARD POSTINGS

On Mondays, I will post a prompt question on Carmen for which you are responsible for providing a: 1) reflection of your own and 2) response to a classmate's posting in your discussion board group. Both are due Friday by midnight unless otherwise noted in the course calendar and/or course announcements.

Detailed information is as follows:

- 1) Post a minimum 250-word reflection on the prompt question (given by me).**
- 2) A thoughtful and thorough response to a classmate's post.**

The two postings for each week assigned total 3% each week. 10 weeks x 3% each week=30% total

FINAL PAPER

I will ask students to pick a country outside of the US (United States) to create a profile of aging within that country. Sign-ups for countries are in the first week. **You need to email me within the first week your top 3 countries for the final paper.** I will confirm your country choice via email. Sign-ups are based on a first come, first-serve basis.

More direction about the final paper requirements, formatting, deadline, FAQs, etc. are under "Assignments". The paper is worth 14% of your grade.

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **24 hours on school days**.
- **Discussion board:** I will check and reply to messages in the discussion board every **24-48 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let us maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm does not always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

POLICIES FOR THIS ONLINE COURSE

- **Quizzes and exams:** You must complete the quizzes yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA style** to cite the ideas and words of your research sources both in text and at the end of your project. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should write, revise, or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you have explored in previous courses, please discuss the situation with me.
- **Collaboration and informal peer-review:** While study groups and peer-review of major written projects are encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you are unsure about a particular situation, please feel free to ask ahead of time.

Up to date [university policies](#) are available from the Office of Undergraduate Education, and these policies apply to this course. You can view the following statements and policies:

- Disability Statement
- Excused absence guidelines (COVID)
- Academic Misconduct
- Grievances and solving problems
- Creating an environment free from harassment, discrimination, and sexual misconduct
- Diversity Statement

- Counseling and Consultation Services/Mental health statement
- Lyft Ride Smart

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Copying/Recording Evaluations

To maintain security and integrity of evaluation materials, students are prohibited from making copies of any evaluation materials (e.g., quizzes) in any form. This includes but is not limited to both paper and electronic copies, written, photocopied, photographed, audio recorded, video recorded, etc.

YOUR MENTAL HEALTH-COUNSELING AND CONSULTATION SERVICES

The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you are a student in the School of Health and Rehabilitation Sciences, you may schedule an appointment with our mental health counselors: simply email hrcsom.counseling@osumc.edu, indicate which program you are enrolled in and that you are interested in scheduling an initial counseling appointment. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand.

You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The [Ohio State Wellness app](#) is also a great resource.

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or [Counseling and Consultation Services](#) at 614-292-5766 and contact the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

COVID

Continuous engagement with this course is essential to learning the material. Students are expected to attend class and engage with assignments and discussion prompts for every scheduled meeting, participating at least once per week for courses with fully remote participation. Students who need to miss class or who are not able to participate due to illness (COVID-19 or other illnesses), exposure to COVID-19, care for family members exposed to COVID-19 or other reasons are expected to contact the instructor as soon as possible

to arrange for accommodation. Students in special situations or those requiring specific, long-term, or other accommodation should seek support from appropriate university offices including but not limited to: [Student Advocacy](#), [Student Life Disability Services](#), and the [Office of Institutional Equity](#).

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodation with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Netiquette

Because this is an online course, please be aware of the following rules:

- Use proper college-level punctuation, spelling, and grammar in all online chats, discussionboards, and email correspondence.
- Maintain a professional manner and decorum in all online communications.
- Capitalize words only to highlight a critical point or to distinguish a title or heading. Capitalizing whole words that are not titles is generally termed as SHOUTING!
- Never assume your email messages or online postings are private nor can they be read by only yourself or the recipient. Never send something that you would mind seeing on the evening news or the front page of the newspaper.
- Remember that you are talking to a person...not a computer. It is easy to forget that there is a person on the other end of the email or discussion group when you are sitting alone typing at your computer.
- Do not use sarcasm and be careful when using humor. Without face-to-face communications your joke may be viewed as criticism.
- No bad language, accusations, insults, or potentially inflammatory or hurtful comments are acceptable at any time. Any person making such a comment will not receive credit for *any* of the discussions.

This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.



COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

All readings must be completed before listening to lectures and taking quizzes.

| Week | Dates | Content | Objective | To-Dos |
|------|-------|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | | Introduction to Global Aging | Identify the course objectives, schedule, assignments, and final paper. Comprehend the broad array of issues, challenges, and opportunities associated with global aging and the living environment. | Read: Syllabus, Course Schedule and Assignments Book: Chapter 1, pages 1-20 Lectures, Readings, and Videos: Posted in Carmen Discussion 1 due (Friday) by midnight- wholeclass as 1 group |
| 2 | | Demographic Perspectives of an Aging World | Appreciate the demographic changes that age has on global societies. How do these changes impact the requirements of the environment? | Book: Chapter 3, pages 59-80 Lectures, Readings, and Videos: Posted in Carmen Discussion 2 due (Friday) by midnight- in your assigned groups starting now until end of semester. |
| 3 | | Aging Environments | Compare and contrast where people age in the world. How are these differences demonstrated among global environments? | Book: Chapter 4, pages 91-113 Lectures, Readings, and Videos: Posted in Carmen No discussion board due Quiz 1 released: Materials from weeks 1-3; Available from (Wednesday) at 9pm to (Friday) at midnight |

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| 4 | | Health Patterns and Behaviors | <p>Compare health conditions (acute and chronic), health status, and disability of older adults in the world.</p> <p>Distinguish and discover the health behaviors of older people and propose ways to improve health behaviors. How does the lived environment contribute and/or support health?</p> | <p>Book: Chapter 5, pages 119-141</p> <p>Lectures, Readings, and Videos: Posted in Carmen</p> <p>Discussion 3 due (Friday) by midnight</p> |
| 5 | | Blue Zones | <p>Compare and contrast the health behaviors and demographic characteristics of the Blue Zones' residents.</p> | <p>Lectures, Readings, and Videos: Posted in Carmen</p> <p>No book reading assigned.</p> <p>Discussion 4 due (Friday) by midnight</p> |
| 6 | | Health Care Systems | <p>Describe the role of culture in patterns of health and aging. What are the cultural differences in the lived environment that impact aging and health?</p> <p>Summarize and explain the types of health care systems and health insurance models.</p> | <p>Book: Chapter 6, pages 153-173</p> <p>Lectures, Readings, and Videos: Posted in Carmen</p> <p>No discussion board due</p> <p>Quiz 2 released: Materials from weeks 4-6; Available from (Wednesday) at 9pm to (Friday) at midnight</p> |
| 7 | | Long-term Services and Supports | <p>Explain and interpret the typology of long-term services and support systems. How does the care of the aging impact the needs within the lived environment?</p> | <p>Book: Chapter 7, pages 189-211</p> <p>Lectures, Readings, and Videos: Posted in Carmen</p> <p>Discussion 5 due (Friday) by midnight</p> |
| 8 | | Older Workers | <p>Appraise the informal and formal work activity of older adults in different countries. How does the lived environment support the work of the older adult?</p> | <p>Book: Chapter 8, pages 227-245</p> <p>Lectures, Readings, and Videos: Posted in Carmen</p> <p>Discussion 6 due (Friday) by midnight</p> |

| | | | | |
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| 9 | | Retirement and Pensions | <p>Describe the drivers of individual retirement and forms of retirement among older adults in the world.</p> <p>Distinguish and appraise the different national public pension systems.</p> | <p>Book: Chapter 9, pages 255-275</p> <p>Lectures, Readings, and Videos: Posted in Carmen</p> <p>Discussion 7 due (Friday) by midnight</p> |
| 10 | | Families | <p>Interpret the different definitions of family, relationships as well as household structures, and living arrangements/lived environments.</p> <p>Explain the variations of informal and formal social support.</p> | <p>Book: Chapter 10, pages 279-306</p> <p>Lectures, Readings, and Videos: Posted in Carmen</p> <p>No discussion board due</p> <p>Quiz 3 released: Materials from weeks 7-10; Available from 10/28 (Wednesday) at 9pm to 10/30 (Friday) at midnight</p> |
| 11 | | Caregiving | <p>Understand trends in caregiving and support for caregivers. Do differences in our lived environments allow for support of caregivers of the older adult.</p> | <p>Book: Chapter 11, pages 319-330</p> <p>Lectures, Readings, and Videos: Posted in Carmen</p> <p>Discussion 8 due (Friday) by midnight</p> |
| 12 | | Death | <p>Compare and contrast different religions and their views of aging.</p> <p>Discover the rituals related to death and dying in different countries.</p> | <p>Book: Chapter 12, pages 341-359</p> <p>Lectures, Readings, and Videos: Posted in Carmen</p> <p>Discussion 9 due (Friday) by midnight</p> |
| 13 | | Current Events | <p>Analysis of current health needs/behaviors specific to older adults and formulate ways to improve their well-being.</p> | <p>Lectures, Readings, and Videos: Posted in Carmen</p> <p>No Book readings assigned.</p> <p>Discussion 10 due (Friday) by midnight</p> |

| | | | | |
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| 14 | | Thanksgiving Week- no class, assignments, or quizzes due. Enjoy your time with loved ones. | | |
| 15 | | Global Aging and Global Leadership | Understand thematic elements of aging as a global topic. | Book: Chapter 13, pages 371-386 No discussion board due Quiz 4 released: Materials from weeks 11-15; Available from (Wednesday) at 9pm to (Friday) at midnight |
| Finals | | Final paper due by | | |

Distance Approval Cover Sheet

For Permanent DL/DH Approval (this course has previously been approved for permanent DL)

Course Number and Title:

HTHRHSC 4600 Global Aging

Faculty Preparer Name and Email: Jessica Krok Schoen, PhD

Jessica.schoen@sumc.edu

Carmen Use

For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. YES

If no: Enter additional details if you responded no...

Syllabus

Proposed syllabus uses the ODEE distance learning syllabus template (or own college distance learning syllabus template based on ODEE model), includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. YES

Syllabus is consistent and is easy to understand from the student perspective. YES

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. YES

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. NA

Additional comments (optional):

Enter any additional comments about syllabus...

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- X Regular instructor communications with the class via announcements or weekly check-ins
- X Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor
- X Regular participation in class discussion, such as in Carmen discussions or synchronous sessions
- X Regular opportunities for students to receive personal instructor feedback on assignments

- Please comment on this dimension of the proposed course (or select/explain methods above):
Enter comments, 1-3 sentences... Participating in online activities: **AT LEAST ONCE PER WEEK**

You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

- Participating in discussion forums: **2 TIMES PER WEEK**
As part of your participation, each week you can expect to post twice (original post and a response) as part of our substantive class discussion on the week's topics.

Discussion board groups:

Before the start of week 2, you will be divided into groups to facilitate small group discussions in the discussion forums. Please see group assignments under "Assignments" to know which group you are in. This will be your group for the entire semester.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. Yes

Course tools promote learner engagement and active learning. Yes

Technologies required in the course are current and readily obtainable. Yes

Links are provided to privacy policies for all external tools required in the course. Yes

Additional technology comments:

Enter any additional comments about course technology...

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

Enter details about synchronous and asynchronous components... [How this course works](#)

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of average.

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. [Yes](#) (see above)

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2. [Yes](#) [See above](#)

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

Enter details... **Pace of online activities:** This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. [NA](#)

Accessibility

For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. [Yes](#)

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. [Yes](#)

Description of any anticipated accommodation requests and how they have been/will be addressed. Enter comments... [Yes](#)

Additional comments:

Enter any additional comments about accessibility...

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: Yes Select

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: Select yes

Additional comments:

Enter additional comments about academic integrity...

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation

Variety of assignment formats to provide students with multiple means of demonstrating learning

Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Enter comments, 1-3 sentences...

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

Opportunities for students to interact academically with classmates through regular class discussion or group assignments

Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum

Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):
 Enter comments, 1-3 sentences...

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- X Instructor explanations about the learning goals and overall design or organization of the course
- X Context or rationale to explain the purpose and relevance of major tasks and assignments
- X Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools
- X Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting
- X Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress
- X Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):
 Enter comments, 1-3 sentences...

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:
 Enter any additional considerations...

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course. .

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the 1

In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Lived Environments

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Describe how humans perceive and represent the environments with which they interact. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

