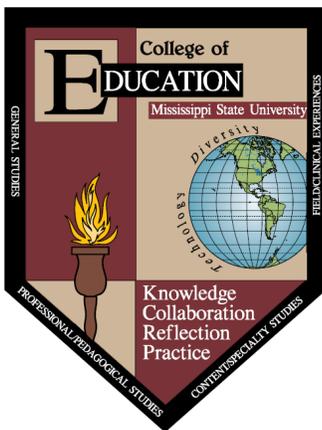


**MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**DEPARTMENT of KINESIOLOGY  
COURSE SYLLABUS**

<b>Course Prefix &amp; Number:</b>	EP 4143
<b>Course Title:</b>	Aging and Disability
<b>Credit Hours:</b>	Three (3) semester hours
<b>Course Type:</b>	Lecture
<b>Catalog Description:</b>	Prerequisite: EP 4123. An examination of the disablement process chronic diseases, and aging. Issues and implications of disablement are discussed.

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

## Course Objectives:

At the conclusion of the course, students will be able to demonstrate knowledge (CFPO 1) in the following areas:

- The available models of disability
- Accessibility, personal, and ethical issues related to living with a disability
- Major health concerns for older adults
- The contribution of normal and pathologic aging to the disablement process
- The social and economic impact of aging and disability

Students will demonstrate of effective collaboration with other students, planning, communication of knowledge, use of technology, and careful evaluation of peers (CFPOs 1, 3-5, and 7-12).

Students will demonstrate an understanding of individual differences in physiology and behavior brought about by aging and disability (CFPOs 2-3).

## Topics Covered in the Course:

1. Introduction to Disability and Public Health (1.5 hours)
2. Models and Approaches to Disability (3 hours)
3. Governmental Policies and Programs (4.5 hours)
4. Fundamentals of Disability Epidemiology (3 hours)
5. Health of People with Disabilities (3 hours)
6. Health Promotion for People with Disabilities (3 hours)
7. Public Health as a Change Agent for Disability (3 hours)
8. Disability, Aging, and Physical Activity (3 hours)
9. Physical Activity, Disability, and Quality of Life in Older Adults (3 hours)
10. Obesity and Mobility Disability in the Older Adult (3 hours)
11. Falls, Aging, and Disability (3 hours)
12. Virtual Reality Gaming and Successful Aging with Disability (3 hours)
13. Aging with a Disability: Physical Impairment, Pain, and Fatigue (3 hours)
14. Aging and disability: Biopsychosocial Perspectives (3 hours)
15. Cognition, Aging, and Disabilities (1.5 hours)
16. Aging with Spinal Cord Injury (1.5 hours)
17. Aging with Muscular Dystrophy (1.5 hours)
18. Aging with Developmental Disabilities (1.5 hours)

## Required Text:

Drum, C. E., Krahn, G. L., & Bersani, H. (2009). *Disability and public health*. Washington, D.C.: American Public Health Association.

## Supplementary Materials:

Lecture outline slides and other materials will be made available on-line at <https://mycourses.msstate.edu>; login with your MSU NetID and NetPassword.

## **Methods of Instruction:**

Lecture; guest presentations; student presentations; presentation evaluations; discussions

## **Suggested Student Activities:**

Students will work in groups towards a presentation. They will also have opportunities throughout the semester to work cooperatively towards analyzing other critical issues in Aging, Disability, and Health. Students will also evaluate the presentations given by groups other than their own. More specific information on these activities can be found on the following page of this Syllabus.

## **Honor Code:**

**“As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”**

Any student engaging in cheating, fabrication, multiple submission, plagiarism, complicity, or other acts of academic misconduct will face the sanctions described in the Honor Code of Mississippi State University. These sanctions may include receiving an F to assignments or as a final grade. Here are some definitions from the Honor Code (section I.C):

- **Cheating:** Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise
- **Fabrication:** Making up data or results and recording or reporting them
- **Multiple Submission:** The submission of substantial portions of the same work (including oral reports) for credit more than once without authorization from the instructor of the class for which the student submits the work
- **Plagiarism:** The appropriation of another person's ideas, processes, results, or words without giving appropriate credit
- **Complicity:** Intentionally or knowingly helping, or attempting to help, another to commit an act of academic dishonesty

Information on the Honor Code of Mississippi State University can be found at:

<http://www.honorcode.msstate.edu/>

## **Technology:**

PowerPoint presentations; online videos on aging, physical activity, and health

## **Disability:**

Students who have a disability that requires any type of accommodation must see the instructor immediately. Students with disabilities as well as low income and first generation students should be aware that Student Support Services at MSU can support them in becoming successful academically. More information about Student Support Services can be found at: <http://www.sss.msstate.edu/>

## **Diversity:**

Diversity in this course will be addressed by examining how mobility and health are impacted by aging and disability. Examination of these issues will be accomplished by lectures, readings, and student presentations.

**Field Component:** None

**Evaluation of Student Progress:**

<b>Evaluation Type</b>	<b>Points Possible</b>	<b>Grading Scale</b>	
Exam 1	100 pts	<b>A</b>	90 – 100%
Exam 2	100 pts	<b>B</b>	80 – 89%
Presentation	50 pts	<b>C</b>	70 – 79%
Presentation Evaluations	20 pts	<b>D</b>	60 – 69%
Article Summaries	40 pts	<b>F</b>	0 – 59%
Participation	40 pts		
<b><i>Total Possible Points</i></b>	<b><i>350 pts</i></b>		

Exams

The exams will include elements from lectures and readings, and they will NOT be cumulative. Expect challenging exams with multiple choice and True/False questions. Unless otherwise indicated, the exams will include elements from assigned readings that might NOT be covered during lecture. You will perform well on the exams only if you keep up with the readings and prepare appropriately. Students who miss an exam without a valid excuse will get a zero. Make-up exams can be administered at the discretion of the professor ONLY IF: a) the student has a valid excuse and b) the student contacts the professor PRIOR to the exam date.

Group Presentation

Group presentations on Health, Aging, and Disability will take place during the semester. You will form groups and each group will present a scientific paper to the class. Specific papers will be assigned to groups by the instructor. For this project, everyone in the group will receive the common group grade. Specific guidelines, timeline, and grading criteria for the sections of this assignment will be provided during the semester. Please follow these guidelines to the point; failure to do so will affect your grade. Group members should decide collectively how they will approach this project and decide on a common plan. All group members should contribute equally to this project. If a group member is not responsive to the agreed plan of the group, this should be brought immediately to the professor's attention; that student will be removed from the group and receive a zero in the project. Students who miss their presentation without a valid excuse will receive a zero on project.

Presentation Evaluations

Students can earn a total of 20 points by grading group presentations. The instructor will provide grading criteria. The number of points earned for grading each presentation will be determined once we know how many groups will present. Students cannot earn any points if they miss a presentation. Students may NOT come to a presentation after the presentation has started. Students must pay FULL attention during presentations; those who fail to do so will NOT be allowed to participate in this process and they will NOT earn any points.

Article Summaries

All students must write a summary of each paper presented in class except for the one they will present. Students are excused from 1 summary in addition to one for the paper they will present. All papers will

be posted on myCourses. Specific guidelines for writing these summaries will be provided by the instructor. Summaries are DUE on the day of the presentation and students must submit them in person during class.

### Participation

Students may gain up to 40 points by class participation. These points will reflect (a) quantity of contributions to class, (b) quality of contributions, and (c) attendance during student presentations AND during all discussion sessions associated with student presentations.

### **IMPORTANT**

Students who miss deadlines for any of the assignments/exams of this class without a valid excuse will get a zero on that assignment/exam. If you have a valid excuse for missing an assignment/exam, you must inform the instructor by e-mail before the due date. **Written documentation of your excuse is due immediately** (e.g., evidence you were seen by a doctor, your boarding pass for an emergency plane trip). Vacation plans, out of town visitors, work-related issues, GRE, and assignments due in other classes are NOT acceptable excuses.

### **Bibliography:**

Bonder, B. R., Dal Bello Haas, V., & Wagner, M. B. (2009). *Functional performance in older adults*, 3<sup>rd</sup> Edition. Philadelphia, PA: F.A. Davis.

Spiriduso, W. W., Poon, L., Chodzko-Zajko, W. (2010). *Exercise and its mediating effects on cognition*. Champaign, IL: Human Kinetics.

Taylor, A., Johnson, M. (2008). *Exercise physiology and healthy aging*. Champaign, IL: Human Kinetics.

U.S. Department of Health and Human Services (2005). *The Surgeon General's call to action to improve the health and wellness of persons with disabilities*. Washington, D.C.: USDHHS, Office of the Surgeon General.

Zhu, W., Chodzko-Zajko, W. (2010). *Measurement issues in aging and physical activity*. Champaign, IL: Human Kinetics.