Course Number: HSM 220  Spring, 2014
Course Title: Aging in America
Credit Hours: 3 Semester Hours

Pre-Requisites: None

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Note: This is a ‘hybrid’ course that will include both face to face classes and on-line classes using SAKAI.

Location: Face to Face Classes will meet on Tuesdays from 10-11:15 in Mundelein Room 611. Thursday Morning Classes will be on-line in SAKAI.

Course Description: The focus on this course is the phenomena of ‘Aging in America’. With our ever growing aging population, it is important to understand the aging process, how the aging population affects society and how society can promote well-being for our ‘agewise’ citizens. The impact of the aging population on the healthcare system and the unique health needs of this population will be examined. Emphasis will be placed on options for long term care and the treatment of chronic illness. The diversity of the aging population and the myths and stereotypes of aging will be explored. Discussions will address psychosocial and physical issues, financial resources, legal and ethical issues as well as social justice concerns related to care of the elderly, public policy and services, and the potential vulnerability of the aged. This course does include a service learning component.

Course Outcomes: Upon completion of this course the student will be able to:

1. Demonstrate an understanding of the aging process.
2. Discuss theories of aging.
3. Appreciate the multi-disciplinary approach to the health of the elderly.
4. Describe cultural influences on aging issues.
5. Identify significant legal concerns of aging persons.
6. Analyze and critique economic, social and policy issues impacted by the demographics of aging.
7. Articulate the social justice and ethical issues associated with care of the elderly in the United States health care system.
8. Explain the impact of the aging population on the Health Care System.
10. Understand the challenges the US healthcare system faces because of the ‘graying of America.’
Course Requirements:
1. Assigned readings
2. Participation in Class discussion and the SAKAI Forum.
3. Mid-Term Exam
4. Service Learning and Team Projects (will be discussed in detail in class)
5. Final Exam

Note: All written materials must follow APA format.

Evaluation Methods:
1. Class participation/SAKAI Forum 15%
2. In Class Quizzes 15%
3. Mid Term Exam 20%
4. Service Learning 15%
5. Team Project 15%
6. Final Exam 20%

Grading Metrics: Course grades are based on the following scale:

   A  94-100          C+  80-82
   A-  92-93          C    78-79
   B+  89-91          C-  76-77
   B   86-88          D+  73-75
   B-  83-85          D    69-72
   F  68 & below

Note: If your final exam score is at least 15 points higher then the mid-term score the final will be weighted at 25% and the midterm at 15%.

Late Assignments: Late assignments will automatically be reduced by one letter grade unless previously discussed with faculty.

Required Reading

Course Text: No specific course text is named. However, there will be reading assignments posted throughout the semester and this material will be covered in exams.

Students are also responsible for the “State of Aging and Health in America” available on line (see below) and Healthy People 2020 (see below).

Merck Institute of Aging and Health and Center for Disease Control. The State of Aging and Health in America, 2007. Can be found at www.cdc.gov/aging/saha.htm

Healthy People 2020. found at www.healthypeople.gov
Academic Integrity

Academic integrity is expected of every student in the Marcella Niehoff School of Nursing Health Systems Management Curriculum. A consequence of academic dishonesty will be failure in the course where the dishonesty occurred. Greater sanctions may be imposed (2006 Undergraduate HSM Student Handbook).

Academic dishonesty is an action or course of conduct whereby a student falsely represents or attempts to represent work submitted in such student's own name when in fact it is the work of another. It is likewise, any action or course of conduct whereby a student uses or attempts to use unfair means to alter a grade, academic standing, or rank in class. This includes, but is not limited to cheating on an examination, taking an examination from the teacher, or bringing materials into an examination to improve one's grade on an examination. Plagiarism is also an example of academic dishonesty.

Loyola University and the School of Nursing regard academic dishonesty as destructive of both the personal and/or the academic common good of others and is both a moral and contractual issue. Such behavior is a moral issue because it involves the misplacing of values; it replaces truth, honesty, and personal honor with an obsessive concern for achievement, success, grades, and personal gain. It is a contractual issue because the University community has the right to expect that all who freely enter the community have a similar intention to pursue truth with honesty and forthrightness.

Students who observe academic dishonesty should feel an obligation to report such dishonesty to the course instructor and/or to the Associate Dean of the Undergraduate Program.

Course Policies:

1. Attendance is expected at all classes.
2. All readings should be done prior to class. That content may appear on examinations.
3. Please come to class with the printed lecture power points. This will make note-taking easier. Lectures will add material that does not appear in power point handouts. You are responsible for all material covered in class.
4. Students are expected to check their e-mail for class communications.
5. Quizzes may be given. If a quiz is missed, it may not be made up. You will receive a "0" grade for a missed quiz.
6. All exams must be taken on time. If an exam is missed, 5 points per day may be deducted at the instructor's discretion. Vacations / travel are not excused absences. If you make plane reservations during an exam and you miss the exam, you will receive a "0" on the exam...there is no make-up. If there is a written medical excuse from a physician, the exam must be taken as soon as the student returns to school. A late make-up exam will not be the same as the exam given in class. A make-up exam may actually be more difficult.
7. Students are encouraged to seek help if needed. I will be available on Tuesday immediately after class. I am readily available by e-mail. I check my e-mail several times throughout the day from 8a.m. to 8 p.m 6 days a week.
8. Students are encouraged to ask questions. A hallmark of a health care manager is to continue to expand one's knowledge base. If the professor is unable to answer a question, a student can volunteer to research and answer the question within one week. Answers are to be e-mailed to Dr. Kraft, and if approved, e-mailed to all users. Answers are to be referenced.

9. Students are encouraged to form study groups to practice applying course content and to learn the material. To facilitate this, study groups can be set up on SAKAI for on-line discussions, chats, or e-mail communications. One individual from each discussion group is to e-mail the professor the members of their group so that discussion groups can be set up in SAKAI.

Healthcare Management is a profession. As a professional, health care managers need to learn how to communicate with one another, other health care professionals, and management. To exemplify this concept, students will demonstrate mutual respect to fellow students and faculty (see also Academic Integrity). Faculty will demonstrate mutual respect by being available to meet with students, answering questions in-person or over e-mail, and responding to suggestions with explanations. Students who have a concern about student behavior should speak to the student with whom they are having difficulty. In addition, if students have a question or concern with the faculty member, students should first speak with the faculty member in question. If a student needs to speak with Dr. Sharp-Pucci, you can first e-mail her or you can set up an appointment with her. If your issue is unresolved by e-mail, please set up an appointment