

# Theories of Aging

## Course Syllabus

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**Course Number:** GMS6483

**Credit Hours:** Three (3) credit hours

**Course Format:** This online course is tailored for distance learners in an asynchronous format.

### **Course Description:**

In this course learners will integrate, analyze and synthesize knowledge of multiple perspectives on aging to facilitate understanding of the role of members of an interprofessional team collectively engaged in providing care to older adults and apply these principle to their own practice.

**Course Director:** Stephanie Wohlgemuth  
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**Schedule:** This course will be offered yearly during the Summer, Spring and Fall semesters.

### **Course Goals:**

The goals of the course are to: (1) describe and critically evaluate theories of aging and (2) understand how each theory can be used in practice and care of elders.

### **Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Compare and contrast different theories of aging;
2. Understand the basis for each theory of aging;
3. Determine the usefulness of each theory in practice;

### **Learning Resources:**

1. Topic articles will be placed on the course website. The information in these articles is coordinated with online lecture materials and serves as the required text for the course.
2. Weekly discussion questions will stimulate critical thinking about issues relevant for that week's topic.
3. An on-line discussion will be available every week to address questions related to the lectures or other learning material.

### **Course Outline and Assignments:**

The course is divided into 3 overall categories. Each module consists of specific reading assignments, videos and other internet resources. For each module students will: (1) review the learning objectives and corresponding lecture notes; (2) read and complete the assignments as given; (3) participate in weekly discussion boards as assigned.

## Discussion Board

Students will be expected to participate in discussion boards. These discussion boards will be used for addressing questions related to the weekly lecture as well as addressing selected student discussion questions. This discussion board will have an ongoing format, where students may post questions or comments at a convenient time during the week. The course director or instructor for each class session will monitor the discussion board and respond to questions or comments as necessary. Students will be expected to make at least two significant, thoughtful comments for each discussion board.

## Projects

With the completion of each module, student will be required to complete a project. Each project is a bit different, however, the idea is to create content so that the student may use this module projects to help construct the larger final project.

## Grading

Each student's final grade for the course will be calculated as follows:

- Module Projects: 50%
- Discussions/Online forums: 25%
- Final project: 25%

### Grading Scale

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A = 93-100%	C+ = 77-79%
A- = 90-92%	C = 73-76%
B+ = 87-89%	C- = 70-72%
B = 83-86%	D+ = 67-69%
B- = 80-82%<	D = 63-66%
	D- = 59-62%
	E < 59%

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An grade of incomplete (I) may be given if a student fails to complete the course as scheduled for unforeseen circumstances beyond the student's control.

## Course Schedule:

	Module	Module
Introduction: Getting Started	Week 1	Studying Aging from an Inter-professional Geriatric Perspective
	Week 2	Theoretical Perspectives on Aging
Introduction & biological theories of aging	Week 3	Biological Perspective: Longevity
	Week 4	Biological Perspective: Mechanisms of Aging
	Week 5	Biological Perspective: Interventions
	Week 6	Biological Perspective: Project 1
Psychological perspectives	Week 7	Psychological Perspective: The individual aging older adult
	Week 8	Classical Psychological Perspective: Disengagement, conflict and activity theories
	Week 9	Modern Psychological Perspective: Transcendence
	Week 10	Psychological Perspective: Project 2
Social perspectives	Week 11	Sociological Perspective: Social Stratification
	Week 12	Sociological Perspective: Modernization
	Week 13	Sociological Perspective: Project 3
Final Project	Week 14	Integrating the Perspectives
	Week 15	Final Project

### Academic Integrity:

Please review the University's complete policy regarding academic dishonesty, found online in the student handbook: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Students are expected to abide by the University's Academic Honesty Policy, and to adhere to the following pledge:

“We, the member of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

According to the UF Student Guide, Academic dishonesty includes the following.

Cheating - copying another’s work for academic gain. Plagiarism - representing another’s work as your own.

Bribery - offering, giving, soliciting, or receiving goods or services of value for academic gain.

Misrepresentation - altering facts (e.g., signing an absent classmate’s name to an attendance sheet).

Conspiracy - planning with others to commit academic dishonesty.

Fabrication - making up information to avoid punishment or other difficulty.

**Copyright Information:**

Please also review the policy for the use of copyrighted materials, which can be found on the Health Science Center Library’s web page: <https://uflib.ufl.edu/about/user-policies/copyright/>

**Artificial Intelligence (AI) Use Policy**

For this graduate level course, GMS6483 Theories of Aging, it is imperative that all work submitted is your own. The use of AI tools, including but not limited to, generative language models, code generation tools, and automated essay writer, is strictly prohibited for all assignments. Any work found to have been produced with the aid of such AI tools will result in a zero for that assignment. This policy is in place to ensure the integrity of your learning experience and to respect the academic standards of this course. If you have any questions about this policy or need assistance with your work, please do not hesitate to reach out to your instructor.

**Accommodation Policy:**

Students requesting classroom accommodation must first register with the Dean of Students’ office, 202 Peabody Hall, 392-1261. The DSO will provide documentation to the student who

must then provide this documentation to the instructor.

### **Student Support Services**

As a student in a distance learning course or program you have access to the same student support services that on campus students have. For course content questions contact your instructor. For any technical issues you encounter with your course please contact the UF computing Help Desk at 352-392-4357. For Help Desk hours visit: <http://helpdesk.ufl.edu/>. For a list of additional student support services links and information please visit: <http://programs.distance.ufhealth.org/>

### **Special Accommodations**

Students requesting disability-related academic accommodations must first register with the Disability Resource Center. <http://www.dso.ufl.edu/drc/>  
The Disability Resource Center will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

### **Complaints**

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.