Instructor: Dr. Jennifer Falbe, jfalbe@ucdavis.edu
TAs: Pauline Martinez, pdmartinez@ucdavis.edu; Farva Batool, fbatool@ucdavis.edu
Class time and location: 12:10-1:30 pm WF in Medical Science C 180
TA Office hours: TBD
Professor office hours (not for grading questions): TBD

Email Policy: When you have a question or concern, please feel free to email your TA. You can expect a response within 48 hours, typically sooner. Be courteous. You must first document how you tried to answer the question for yourself (e.g., “I double checked the syllabus,” “I read the assignment description, but I’m don’t understand this phrase…,” “I don’t understand this term in the assigned article, and I looked up it’s definition on the CDC’s website and MedlinePlus). For questions that require more than a short paragraph to answer, come to OH. In-person discussion allows for thorough and complete responses to better facilitate learning.

I. The course syllabus and schedule are subject to updates. New versions will be posted on Canvas. You are responsible for using the right version.

II. Required Readings: There is no textbook. Assigned readings, podcasts, and videos are listed on the course syllabus schedule and/or uploaded onto Canvas.

III. Course Description: Nature, origin, determinants, and limits of longevity with particular reference to humans; emphasis on implications of findings from non-human model systems including natural history, ecology and evolution of life span; description of basic demographic techniques including life table methods.
   a. Like Dr. Carey’s approach, in this class, course material will be delivered outside the classroom through videos and podcasts that you watch/listen to on your own.

IV. Course Objectives: Upon successful completion of this course, students will be able to:
   a. Describe and use demographic and epidemiologic techniques
   b. Identify the leading contributors to morbidity, mortality, and positive health outcomes across the lifespan and contextual influences over those contributions.
   c. Describe and apply major aging and health behavior theories and frameworks
   d. Find, describe, critique, and apply research on health outcomes and longevity

V. Canvas: You are responsible for checking Canvas regularly for course material.

VI. Requirements
   a. In-Class Quizzes:
      o 6 open-note pop quizzes, which will cover
        1. The syllabus, so read ALL of it thoroughly
        2. Assigned reading/video/podcast for that day
        3. Topics covered in the previous lecture.
      o Multiple choice or T/F. Approximately 10 minutes to complete 10 questions.
      o Quizzes are open-note, but they are difficult to pass unless you follow along.
      o Quizzes will be available through Canvas and taken DURING class online.
      Students must bring smartphones or laptops every day in case there is a
pop quiz. If this is a hardship, let your TA know as soon as possible. Students are responsible for making sure devices are charged and working.
  o There are no make-up quizzes because the lowest 2 quizzes will be dropped.
  o Do not coordinate with others to take the quiz if you are not in class. This is academic dishonesty, will result in a failing grade for all parties involved, and will be reported to the Office for Student Judicial Affairs. We can see who is present in the room and who is currently taking the quiz.

b. Exams: 3 exams (2 midterms and a cumulative final). They are multiple choice, T/F, and short answer. They are timed and more difficult than quizzes.
   i. Midterm 1 and the Final: **IN-CLASS, CLOSED BOOK/NOTE**.
   ii. Midterm 2 is open-note, take-home on canvas, but there will not be enough time to look up answers, so study for it the same way you would for other exams. All assigned readings/podcasts/videos and lectures are fair game.

c. Course project: **Review paper and fact sheet**. This project will focus on a health outcome of your choice. The goals is for you to conduct a review of the scientific, peer-reviewed literature to: (1) describe the prevalence and incidence of the health outcome (e.g., cognitive decline or maintenance, obesity, colon cancer, self-reported quality of life), (2) review and critique evidence identifying at least one of each individual characteristic, health behavior, and environmental factor that causes or increases risk of your particular health outcome, (3) discuss at least one of these associations with respect to one or more developmental stage or transition, and (4) discuss a potential intervention to improve related health outcomes using a theory or framework covered in class. There are four parts to this assignment (described in more detail on canvas):
   - **Topic description**: Max length: 1-page double-spaced, not including references.
   - **Summary of studies**: Review the literature on your topic. Using the template on Canvas, extract key pieces of information from peer-reviewed articles. Provide a description of your search strategy, including database, search terms, and any filters.
   - **Paper**: Summarize the literature on your topic, addressing points 1-4 in course project description above using headings for each section. 6-7 pages. **Max** length: 7-pages double-spaced, not including references.
   - **Fact sheet**: Create a visually appealing fact sheet that describes your topic for a lay audience. The audience can be individuals (e.g., patients, parents, teens), health care providers, public health professionals, or policymakers. Max length: 2-pages.
VII. Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of final grade</th>
<th>FINAL GRADE</th>
</tr>
</thead>
</table>
| In-class quizzes               | 4 quizzes x 15 pts = 60 pts (20%) | 93-100% A  
90-92% A-  
87-89% B+  
84-86% B  
80-83% B-  
77-79% C+  
74-76% C  
70-73% C-  
67-69% D+  
64-66% D  
60-63% D-  
< 60% F |
| Exams (2 midterms and 1 final that is partly cumulative) | 3 exams x 50 pts = 150 pts (50%) |             |
| Course Project                 | 90 pts (30%)           |             |
| 1. Topic description           | 10 pts                 |             |
| 2. Summary of studies retrieved| 15 pts                 |             |
| 3. Paper                       | 50 pts                 |             |
| 4. Fact sheet                  | 15 pts                 |             |
| Total points                   | 300 pts (100%)         |             |

a. Breakdown by assignment/exam

b. Late Work: Aside from certifiable emergencies with documentation (e.g., ER note signed by doctor, police report), a late assignment will receive a 10% mark down from total possible points every 24-hr period it is late (e.g., a 20 pt paper turned in within 24-hrs after deadline can receive 18 points max, within 48-hr can receive 16 pt max). Assignments will not be accepted after 96 hours from deadline.

c. Grade disputes / adjustments / grade postings: Students have one week after receiving a grade on any assignment to contest it. Formulate a cogent argument about why you think you deserve a different grade and submit it in an emailed request to your TA. We will proceed from there.

d. Submission of assignments are through Canvas: All assignments are due electronically via upload to Canvas. If Canvas is not working that day, email your assignment before the deadline to your TA with an explanation. All printouts and uploads of assignments are due by the start of class, 12:10 pm unless otherwise noted on schedule.

VIII. University and Course Policies

a. Academic Integrity: All students are expected to follow the UCD Code of Academic Conduct: “Existing policies forbid cheating on examinations, plagiarism and other forms of academic dishonesty (see below). Academic dishonesty is contrary to the purposes of the University and is not to be tolerated. A code of conduct for the campus community must exist in order to support high standards of behavior.” Any student who cheats on an assignment or exam will be referred to the Office for Student Judicial Affairs and will receive an automatic failing grade on the relevant assignment. A second instance of academic dishonesty will result in a failing grade in the course. If you have any questions about the nature of dishonest academic behavior or UCD policy, please see the following websites: http://sja.ucdavis.edu/cac.html; http://sja.ucdavis.edu/files/plagiarism.pdf; http://sja.ucdavis.edu/publications.html; http://sja.ucdavis.edu/academic-integrity.html
b. **Attendance, participation, and conduct:** Class attendance is strongly encouraged. It will be difficult to do well on exams without attending. We do not formally take attendance, but quizzes serve this purpose. If you miss a lecture for any reason, you are responsible for all material covered and any announcements made in your absence. I encourage you to actively participate. By being respectful of your classmates and instructors, we can create an environment more conducive to learning.

c. Reminder about university policy: Remember to complete your **Academic Participation verification** no later than the quarter add deadline: [https://participate.ucdavis.edu](https://participate.ucdavis.edu). Failing to verify academic participation by deadline may result in a reduction of financial aid awards.

d. **Cell phones, laptops, and other electronic devices.** Silence all devices. Laptops are to be used in class for learning purposes related to the lecture only.

e. **Academic accommodations.** Information about accommodations will be kept confidential. Formalize requests through the Student Disability Center. Provide Dr. Falbe your letter of accommodation **AND talk to Dr. Falbe in-person or by email as soon as possible about specific accommodations.** It can take weeks to put accommodations into place, and the testing center fills up quickly. For example, if extra time is needed for exams, the instructor and TA need enough time to book rooms and find proctors, and to do so, would need to know **exactly when** the student is available for the extra exam time.
UC Davis Campus Resources

- **Frequently Asked Questions – UC Davis Student Resources**: [https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/](https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/) Are you lost? Are you looking for an answer to a question you are not sure how to ask? Questions and answered sorted into Academic Support, Health & Wellness, Career & Internships, and Campus Community.

- **Academic Assistance and Tutoring Centers (AATC)**: [https://tutoring.ucdavis.edu](https://tutoring.ucdavis.edu) Academic support for undergraduates in Bio, Chem, Econ, Math, Physics, Statistics, and Writing Across the Disciplines. Tutoring, classes, and workshops are offered.

- **Map for tutoring locations around campus**: [https://tutoring.ucdavis.edu/tutoring-map](https://tutoring.ucdavis.edu/tutoring-map)

- **Office of Educational Opportunity and Enrichment Services (OEOES)—Success Coaching and Learning Strategies**: [https://opportunity.ucdavis.edu/services/scls](https://opportunity.ucdavis.edu/services/scls)

- **Student Disability Center (SDC)**: [http://sdc.ucdavis.edu](http://sdc.ucdavis.edu)

  Location: 54 Cowell Building. (530) 752-3184. Determine eligibility for academic accommodations; provide specialized academic support; request accommodations; notetaker services; mobility assistance.

- **Counseling Services**: [https://shcs.ucdavis.edu/counseling-services](https://shcs.ucdavis.edu/counseling-services)

  Location: 219 North Hall. (530) 752-2349. Mental health and psychological services, including individual counseling, group services, community advising network, career counseling, community referrals, eating disorder services. Individual Counseling is confidential short-term therapy available to all registered UC Davis students at no charge. **Counseling Services are by appointment only.**

- **UC Davis Crisis Resources**: Medical and Mental Health: 530-752-2300 (After hours Counseling Services consultation: 530-752-2349).

- **Yolo County Suicide Prevention** - available 24 hours every day: 530-756-5000.

- **Student Health and Wellness Center**: [https://shcs.ucdavis.edu/medical-services](https://shcs.ucdavis.edu/medical-services)

  Location: 930 Orchard Road. (530) 752-2349. Medical services, including mental health acute care services on the 1st floor during normal hours of operation.

- **Center for Advocacy, Resources & Education (CARE)**: [http://care.ucdavis.edu/](http://care.ucdavis.edu/)

  Call/email CARE for campus location. (530) 752-3299. ucdcare@ucdavis.edu. On-campus, confidential resource for anyone who has experienced or is concerned for someone who has experienced any form of sexual violence, including sexual assault, sexual harassment, domestic/dating violence, and stalking. Provides 24/7 emergency response, crisis intervention, and support.

- **AB540 and Undocumented Student Center**: [http://undocumented.ucdavis.edu/](http://undocumented.ucdavis.edu/)

  Location: 1003 Student Community Center. (530) 752-9538. Undocumented student and financial support; grants; legal advice; emotional and academic support; and community outreach.


  Location: 1350 The Grove (Surge III). (530) 752-6799. Provides language courses and summer intensive programs, coordinating with academic advising, etc.

- **Services for International Students and Scholars (SISS)**: [https://siss.ucdavis.edu/](https://siss.ucdavis.edu/)

  Location: University House. (530) 752-0864. Assists international students and scholars in maintaining their legal status while in the US. SISS also provides orientation, assistance, information, and referral regarding financial, personal, cultural, and academic concerns.

- **The Mind Spa**, Located on the 2nd floor of the Student Health and Wellness Center in the CAPS Clinic: [https://shcs.ucdavis.edu/services/mindspa.html](https://shcs.ucdavis.edu/services/mindspa.html). The Mind Spa offers the use of massaging recliners, biofeedback, insomnia programs, yoga classes, and mindful relaxation resources, free of charge. It also offers student advocacy services that are provided by trained listeners who have the skills to help students to process and understand their thoughts and feelings.
# Course Schedule

You are responsible for listed readings/podcasts/videos **before class**. Additional ones may be added.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic &amp; readings/assignments due that day</th>
<th>Project deadlines (by 12:10 PM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 8</td>
<td>Introduction to course and syllabus</td>
<td></td>
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<tr>
<td>2</td>
<td>Jan 10</td>
<td>Basic concepts in Longevity: Life course and aging</td>
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<tr>
<td>3</td>
<td>Jan 15</td>
<td>Basic concepts in Longevity: Morbidity, mortality, life tables</td>
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<tr>
<td>4</td>
<td>Jan 17</td>
<td>Epidemiology</td>
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<td>5</td>
<td>Jan 22</td>
<td>Alzheimer's disease</td>
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<tr>
<td>6</td>
<td>Jan 24</td>
<td>Successful aging; Health Behavior theories and frameworks</td>
<td>Topic due</td>
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<tr>
<td>7</td>
<td>Jan 29</td>
<td>In-class, closed-note MIDTERM I (all content so far)</td>
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<tr>
<td>8</td>
<td>Jan 31</td>
<td>Searching for research articles like a pro! (important for project)</td>
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<tr>
<td>9</td>
<td>Feb 5</td>
<td>Health Behavior theories and frameworks</td>
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<td>10</td>
<td>Feb 7</td>
<td>Structural Racism and Aging</td>
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<tr>
<td>11</td>
<td>Feb 12</td>
<td>Nutrition</td>
<td>Summary of studies</td>
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<tr>
<td>12</td>
<td>Feb 14</td>
<td>Firearms and gun violence</td>
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<tr>
<td>13</td>
<td>Feb 19</td>
<td>Take-home, open-note MIDTERM II on canvas. Available at the same time as class (content after Jan 24)</td>
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<tr>
<td>14</td>
<td>Feb 21</td>
<td>Nutrition</td>
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<tr>
<td>15</td>
<td>Feb 26</td>
<td>E-cigarettes, addicting a new generation</td>
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<tr>
<td>16</td>
<td>Feb 28</td>
<td>Substances</td>
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<tr>
<td>17</td>
<td>Mar 4</td>
<td>Firearms</td>
<td>Paper</td>
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<tr>
<td>18</td>
<td>Mar 6</td>
<td>Physical activity</td>
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<td>19</td>
<td>Mar 11</td>
<td>Refugee mental health</td>
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<tr>
<td>20</td>
<td>Mar 13</td>
<td>Summary and conclusions</td>
<td>Fact sheet</td>
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**Closed-note FINAL** (cumulative)