TECHNOLOGY USE, HEALTH, AND AGING
HDE 161 – 001 Honors, Fall 2019
Tues & Thurs 10-11:50am in Wellman 203

COURSE GOALS

Older adults often experience changes in their health and functional mobility that interfere with their ability to live independently and negatively affect their quality of life. Some of these changes can be addressed through older adults’ use of technology, but with varying levels of success due to a wide array of factors. The goals of this course are to understand some of the central health challenges (problems) faced by older adults and evaluate the extent to which technology can address these challenges (solve these problems). Thus, we will learn about age-related changes in functioning (health, sensory and cognitive, and social-emotional), the socio-economic context of aging, as well as older adults’ use of technology to maintain health/prevent disease, manage chronic conditions, and live independently.

Other important things to know about this course:

1) The course satisfies a GE writing experience requirement and includes a writing component of a self-designed project. The course includes a site visit (during class time) to the Davis Senior Center (DSC) to allow students to meet with low-income seniors (those attending the Meals on Wheels program) to better understand problems and potential technology-based solutions.

2) There are no textbooks that cover this course so we will read a variety of papers including overviews (review papers, book chapters) and empirical papers (studies presenting new findings) across many disciplines and fields (e.g., psychology, epidemiology, sociology, informatics, nursing).

3) Class time will include brief lectures, presentations, and discussions as we a) consider problems faced by older adults and potential technology-based solutions and b) learn how to evaluate scientific evidence and implications, formulate an area of inquiry, and write an empirically-grounds review paper.

4) A very effective way to learn is to teach others. Thus, students will take turns teaching core concepts and leading discussions (group leader).

5) A core philosophy of this class is that everyone feels comfortable participating, whether asking questions, making comments, or answering questions, even when unsure of oneself. I highly value your help creating a safe, positive learning environment throughout the quarter.

COURSE REQUIREMENTS

Daily Reading/Writing Assignments

In advance of most classes, you will be asked to read and write summaries for two assigned readings. Summaries should be combined into one Word doc, saved with your name and the date in the name of the file, and uploaded to Canvas by 7am on the due date; late-point deductions apply (see GRADING below). Please have a copy of your assignment with you in class (electronic, hard copy) to facilitate discussion (it will not be collected).

Learning Activities

There are 3 learning assignments, the first has been created but the second and third will be determined by the class, depending upon students’ interests and goals. Typically, the assignment (or a component of it) would uploaded to Canvas by 7am on the due date.

Class Participation**

Participation, consisting of class discussion and group activities (in and outside of class), is an important component of this class so it’s important that prepare for, and meaningfully engage in, activities. Use of class time (e.g., in groups, on laptops, phones, tablets etc.) for non-class activities will result in lower participation scores. Participation grades include team project work as well as in-class group leader activities. Students will take turns being a group leader.
**In-class participation cannot be made up**

Given the heavy emphasis on class participation, frequent absences from class will impact your course grade. Absences on days when you are group leader are particularly impactful to your grade - and your classmates who are counting on you to participate in this role. In very rare situations, I may approve an absence (and if approved, I will require official documentation).

**Self-Designed Aging and Technology Project and Pecha Kucha Presentations**

The project contains team (aka group) work as well as individual work:

- As a team, you will create and present a **Pecha Kucha (PK) Presentation (#1)** that explores your prospective projects. At the end of the quarter, teams will present a second **PK Presentation (#2)** that provides a thematic overview of your final projects.
- As individuals, you will design a project that includes a written component which will be completed in steps.
- All assignments to be uploaded by **7am** on the due date, late-point deductions apply (see **GRADING**). Please name your files with your last name (or team name) prior to uploading.

**Learning Assessments**

There are two (mid-quarter and cumulative end-of-quarter) learning assessments, covering concepts from materials discussed in class and in the assigned readings (chapters, and empirical papers). Questions will ask you to evaluate and interpret information, identify definitions of important concepts, and apply what you’ve learned to various scenarios. The mid-quarter assessment will be administered as an online, take home test (see Canvas for open/close info); the end of quarter assessment is cumulative and will be administered in class.

**GRADING**

Turning in assignments on time is important. Unless otherwise noted, all assignments are due in Canvas by **7am** on the due date and late-point deductions (20% of points awarded) are applied per day (i.e., 24 hour period):

Course grades are based on a total of 1000 points.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Daily Reading Assignment Summaries (drop lowest score)</td>
<td>130</td>
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<tr>
<td>Learning Activities</td>
<td>70</td>
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<tr>
<td>Class Participation</td>
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<tr>
<td>Writing Project</td>
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<tr>
<td>Possible-Topics</td>
<td>(10 points)</td>
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<tr>
<td>Topic Description</td>
<td>(50 points)</td>
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<tr>
<td>Draft of Outline</td>
<td>(60 points)</td>
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<td>Detailed Outline</td>
<td>(100 points)</td>
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<td>Final Project</td>
<td>(150 points)</td>
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<tr>
<td>Pecha Kucha Team Presentations</td>
<td>80</td>
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<tr>
<td>Learning Assessments</td>
<td>150</td>
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**REFERENCE MATERIALS**


INTRODUCTION

Sept 26 (1) DEMOGRAPHIC TRENDS AND THEIR IMPACT  
(For Day 1 only, written assignment has extension; due by Oct 3)


Oct 1 (2) SENSORY, COGNITIVE, AND SOCIAL-EMOTIONAL CHANGES


Oct 3 (3) SUCCESSFUL AGING, FUNCTIONAL INDEPENDENCE


TECHNOLOGY

Oct 8 (4) OVERVIEW: DESIGN, ACCESS, AND ADOPTION


Oct 10 (5) FUNCTIONAL INDEPENDENCE: AGING AND DISABILITY


Oct 15 (6) FEAR OF falling

Concern about falling and complexity of free-living physical activity patterns in well-functioning older adults. Gerontology, 64(6), 603-611. doi: 10.1159/000490310


Oct 17 (7) FALL PREVENTION

Oct 22 (8) SOCIAL CONNECTEDNESS, LONELINESS, MENTAL HEALTH

Oct 24 (9) ELECTRONIC PERSONAL HEALTH RECORDS (PHRs, EHRs)

Oct 29 (10) IN-CLASS WORK DAY
Finalize papers for project and draft of outline

Oct 31 (11) PREP FOR DAVIS SENIOR CENTER VISIT (with Meals on Wheels seniors)
https://agencyonaging4.org/services-by-category/ – scroll down to “Nutrition - Congregate, Home Delivered, and Restaurant Voucher Meals” and see the different types of programs

Nov 5 (12) ***FIELD SITE VISIT***

Nov 7 (13) HOME MONITORING, SMART HOMES (opens 11/5, 7am)


Nov 12 (14)  IN-CLASS WORK DAY  SUMMARIES OF 2 NON-ASSIGNED PAPERS DUE

Nov 14 (15)  USING TECH TO LEARN / LEARNING TO USE TECH  DETAILED OUTLINE DUE


Nov 19 (16)  ETHICAL CONSIDERATIONS


Optional: Neven, L. (2015). By any means? Questioning the link between gerontechnological innovation and older people's wish to live at home. Technological forecasting and social change, 93(SI), 32-43.


Nov 21 (17)  IN-CLASS WORK DAY  (OUTLINE RETURNED) SUMMARIES OF NON-ASSIGNED PAPERS DUE

CLASS TIME WILL BE USED TO WORK ON PRESENTATION AND REVIEW FOR ASSESSMENT

Nov 26 (18)  CUMMULATIVE ASSESSMENT (in class)

THANKSGIVING BREAK

Dec 3 (19)  Team Presentations  PECHA KUCHA PRESENTATION 2 DUE

Dec 5 (20)  Team Presentations  FINAL PROJECT DUE
**INFORMATION AND RESOURCES**

RESOURCES

Basic Needs:

Eating enough nutritious food energizes your brain and body. Without it, your academics, physical health and mental well-being may suffer. If you are skipping or stretching meals, concerned about spending money on food and/or having difficulties accessing food, visit the Aggie Compass Basic Needs Center located on the first floor of the MU, next to the UC Davis Market, for food and access to additional resources. [https://aggiecompass.ucdavis.edu/](https://aggiecompass.ucdavis.edu/)

For additional information and resources, see also: [https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/](https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/)

Health and Wellness:

- Student Health and Counseling Services [https://shcs.ucdavis.edu/](https://shcs.ucdavis.edu/)
- Activities and Recreation Center (ARC) (no extra cost for students) [https://cru.ucdavis.edu/arc/](https://cru.ucdavis.edu/arc/)

Academic Support:

- Success Coaching and Learning Strategies [https://opportunity.ucdavis.edu/services/scls](https://opportunity.ucdavis.edu/services/scls)
- Academic Assistance and Tutoring Centers, and Writing Support [https://tutoring.ucdavis.edu/writing](https://tutoring.ucdavis.edu/writing)

ACADEMIC PARTICIPATION VERIFICATION

Each term, students are required to acknowledge the Code of Academic Conduct for each registered course. Beginning on the first day of instruction my.ucdavis.edu will notify students online and through email to participate in keeping UC Davis a fair and honest community. Please remember to complete your Academic Participation verification no later than the quarter add deadline at participate.ucdavis.edu

**CODE OF ACADEMIC CONDUCT:** Honesty, Fairness, Integrity