UNIVERSITY OF GEORGIA

Gerontology - CERG

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Cycles included in this report:
Oct 1, 2017 to Sep 30, 2018
Oct 1, 2018 to Sep 30, 2019
Oct 1, 2019 to Sep 30, 2020

Program Name: Gerontology - CERG

Reporting Cycle: Oct 1, 2017 to Sep 30, 2018

Academic Program Coordinator

Kerstin Emerson

Description of Program Graduate Certificate of Gerontology

The Graduate Certificate of Gerontology is offered through UGA's Institute of Gerontology. The Certificate provides an overview of how our rapidly aging society influences individuals, families, communities, workplaces, public health, and healthcare. Enrolled students are from many stages of life, diverse disciplines, and career goals, such as public health, medicine, biology, adult education, human development, foods and nutrition, exercise science, and related areas. Courses are taught by faculty from the Institute of Gerontology and from across campus and cover the public health, societal, psychological, physiological, biological and other aspects of aging. There are numerous opportunities for research, service learning, experiential learning, and internships. Six courses are required (18 credits) and several courses are offered online. Graduates of this certificate are employed in local and state aging-related programs, community wellness programs, assisted living facilities, and nursing homes. Many graduates are faculty at universities across the country. The Certificate of Gerontology can be pursued by non-degree seeking graduate students, alongside master's or doctoral degree programs, and by undergraduate students enrolled in the Honors Program.

Outcome Outcome 1

Understand how the aging of our population affects individuals and families, as well as how aging affects society as a public health issue.

Measure case study

Measure A: Case study designed for students to demonstrate an integrative understanding of how aging affects individuals, families, and societies as a public health issue.
At least one case study from GRNT 6000 or 6000e Perspectives on Aging (undergoing a number change to GRNT 7100 and 7100e).

Threshold for success (if available)

At least 80% of students will achieve a grade of 80% or higher on an exam or reflection paper.

Data Collected

Assignment submitted by all 12 students in class, grade range was 90-100%.
Threshold was met.

Analysis of Data

Threshold was met- all 12 students received at least 90% on the assignment.

Improvement Based on Analysis

The course was changed from 6000 to 7100 (but same course), and faculty took this opportunity to discuss how to update/improve the course. Together, faculty decided on the following course of action.
The case study assignment was changed for Fall 2018 , since the original assignment was not considered rigorous enough for graduate students. The assignment will now require students to find their own policy (rather than receiving a prepared case study), and then assess on their own how aging of the population affects individuals, families, and society.

Measure spending time

Measure B: Students are asked to spend time with an older adult (minimum of 8 hours) and engage in conversation and activities. Students then write a 5 page paper integrating course content with lessons learned from the interviews. This includes assessment about the adult individual in their ecological context.

Threshold for success (if available)

At least 80% of students will achieve a grade of 80% or higher on an exam or reflection paper.

Data Collected

12 out of 12 students submitted 3-5 page papers. All received 95-100%

Analysis of Data

Curriculum committee decided the assignment was not rigorous enough for graduate level course. The assignment has been moved to the undergraduate course. For fall 2018, the assignment will be to do multiple structured qualitative interviews and analyse patterns as they related to impact of population on individuals, families, and society as a public health issue.

Improvement Based on Analysis

Curriculum committee decided the assignment was not rigorous enough for graduate level course. The assignment has been moved to the undergraduate course. For fall 2018, the assignment will be to do multiple structured qualitative interviews and analyse patterns as they related to impact of population on individuals, families, and society as a public health issue.

Outcome Outcome 2

Utilize sociological theories and frameworks to critically examine the social, cultural and physical contexts of aging.

Measure

Livable Communities Project. Students (in teams) assess Athens Clarke County for it's livability for older adults. This includes the social, cultural and physical contexts. The assignment is in groups for data gathering, followed by individual papers for reflection and conclusions.
There are therefore two measures- group project and individual reflection.

Files:

Special Project

Threshold for success (if available)

At least 80% of students will achieve a grade of 80% on both group and individual paper assignments.

Data Collected

MEASURE 1: Group Project Class Statistics

Number of submitted grades:	19 / 19
Minimum:	88 %
Maximum:	100 %
Average:	96.6 %

MEASURE 2: Individual Reflection Paper

Number of submitted grades: 19 / 19

Minimum:	70 %
Maximum:	100 %

Average: 94.4 %

Analysis of Data

The group and individual papers were examined to make sure they address the social, cultural and physical contexts of aging. Each paper was examined separately for student scores. All but one (of 19) score was found to be above the threshold of 80% passing. *Therefore our threshold of at least 80% receiving an 80% or higher was met.*

Improvement Based on Analysis

The assignment was designed to make sure students addressed each component of the learning objective. The assignment appears appropriate to attain the learning outcomes and the assessment reflected each part of the outcome. As a group, the faculty will meet to discuss rigor in the curriculum, since all scores were relatively high.

Outcome Outcome 3
Differentiate between normal aging and psychological disorders.

Measure

At least one experiential assignment from GRNT 6750 or 6750e Mental Health and Aging. Experiential assignment where students are asked to test out a mental status assessment tool (see attached for details), and critique the tool in a discussion forum. The assessment tool is used to distinguish between normal cognition and cognitive impairment. Students are asked to take the assessment, then reflect on the experience. And then to critically examine the tool as a screening tool for older adults. This portion is completed in a discussion board forum (online).

Files:

MMSE

Threshold for success (if available)

At least 80% of students will achieve a grade of 80% or higher on the discussion posts.

Data Collected

At least one experiential assignment from GRNT 6750 or 6750E, Mental Health and Aging. See methods above. Students participate in discussion board prompts to complete the assignment. Discussion assignment details as provided to students are attached.
Class grades (11 students):
Minimum 75%
Maximum 100%
Average: 97.7%

Files:

WEEKLY DISCUSSION POSTS DETAILS

Analysis of Data

All students far exceeded the threshold

Improvement Based on Analysis

There was only one measure used to determine student attainment. Additionally, faculty felt that this was not adequately measuring the learning outcome on its own. Therefore, the faculty will consider how to best add at least one additional measurement for the next course iteration. This could be in the form of additional reflection, especially on the meaning of "normal aging", or perhaps in finding additional assessments for cognition in the literature that address some of the criticisms raised in the discussion. Faculty will explore this for the fall 2019 course.

Outcome Outcome 4

Create public health strategies to address challenges of population aging for the public health infrastructure and health care systems.

Measure

Three policy briefs from 8200e Public Health and Aging.
Compose three separate policy briefs throughout the semester based on a specific scenarios (see below), that each address challenges of population aging for the public health infrastructure and health care systems.

MEASURE A Overview

In this assignment, you will start to combine your content knowledge (from the Overview and Social sections of this course) to the world of older adults. The purpose of this assignment is to start (for those of you new to gerontology and / or public health) or deepen your thinking about the problems that older adults face, and how to solve them. So how does one begin this task? Perhaps the best first step is to understand the policies that currently govern our behavior where older adult health is concerned. Once you understand the policies in place, you can begin to consider how to change them.

Policy briefs are a simple tool for digesting and communicating health policy. Sometimes, they are basically a summary of what policies exist and apply to a particular issue. They can be extended, though, to advocate for policies that *should* be in place. Your job in this assignment is to construct a policy brief on health communication to older adults, specifically around dissemination of information. Should there be guidelines in place for how to help older adults navigate the medical system? What would an ideal policy look like if one were to mandate how health information were given to older adult patients at a health care visit? Are there any policies in place to use as a starting point?

Instructions

The University of North Carolina has an excellent page on how to write policy briefs: http://writingcenter. unc.edu/policy-briefs/. Stanford and Johns Hopkins also have great examples. Brookings has an interesting policy brief series: https://www.brookings.edu/series/brookings-policy-brief-series/. Just google "policy brief" and you will strike gold.

In this assignment, you are a patient care coordinator for a large, inner city hospital that sees a high volume of older adult patients with high readmission risk conditions. Your job is to construct a policy for how information should be disseminated at discharge to reduce hospital readmissions. Think about what you now know about health literacy. How do you want health care providers to disseminate information?

Once you have constructed your policy, you have to "sell it" in the form of a policy brief.

In this assignment, you will continue the process of combining content knowledge (this time from a combination of class lectures and the Beers Criteria paper) to the world of older adults. The purpose of this assignment is to deepen your thinking about the problems that older adults face, and how to solve them.

Instructions

In this assignment, you are a consultant advising the FDA on its policy regarding drug safety in older adults. You now know that polypharmacy is a big deal in the older adult population, in part because preventable drug-related deaths are high in older adults, partly because medications interact with each other. In this assignment, the FDA has asked you, as an expert in this field, for the following three things:

1. an overview of known policies regarding preventable drug-drug interactions;
2. a set of recommendations for reducing drug-drug interactions;
and 3. tips for identifying classes of drugs that tend to interact negatively.
Your job is to construct a policy brief (think back to Assignment 4.1) that addresses these issues.
One excellent place to start is here:

https://google2.fda.gov/search?
q=polypharmacy&client=FDAgov&site=FDAgov&lr=&proxystylesheet=FDAgov&requiredfields=-archive%
3AYes&output=xml_no_dtd&getfields=*

Remember, you don't have to be an expert on drugs *per se* to complete this assignment. You are working from the public health side, not the pharmacology side.

There are a number of modifiable risk factors for cardiovascular disease. Hypertension is one such risk factor. In the "Readings" section of this module, you will see the American Heart Association's (AHA) guidelines for preventing, detecting, evaluating and managing hypertension. This is a HUGE document. Do not feel pressured to read all of it - take what you need, and think about what you have already learned in the "Social" and "Psycho" sections of this course. Your job in this assignment is to think critically about whether or not the guidelines and what you know about *behavior* match up.

Creating a plan

You'll notice that the AHA is big on medication management. Is that all there is? Pay special attention to the comorbidities, which should give you the answer. Medication management is important, but management implies that the condition already exists. Your goal in this assignment is to create a set of recommendations for reducing risk for hypertension that involves all of the major components of the course to date: the social (think about who you are helping), the psychological (behavior matters) and the biological (pharmacology is likely still part of the plan), as well as health literacy and autonomy.
Who is your plan for? Good question. Your audience in this assignment will be a local health department that is designing a community intervention for lowering risk in hypothetical community in the rural Southeastern U.S.
I'm not going to give other specifications about length, because your plans will vary depending on which strategy you adopt. Just be sure that you refer back to these guidelines where appropriate. Other supporting citations will likely help your cause.

Threshold for success (if available)

At least 80% of students will achieve a grade of 80% for each of the 3 assignments

Data Collected

Numeric grades for three policy assignments

MEASURE A

Min grade 80% Max grade 100% Average 93.62
threshold met since >80% received an 80/100 or above

MEASURE B

Min grade 85% Max grade 100% Average 93.38
threshold met since >80% received an 80/100 or above

MEASURE C

Min grade 88% Max grade 100% Average 94.77
threshold met since >80% received an 80/100 or above

Analysis of Data

Each policy brief asks students to research the implementation and efficacy of public health and healthcare programs, evaluate how they address challenges of population aging, and provide recommendations. We analyzed the grades and feedback provided on the assignment, and all met the threshold described above (100% received a score of 80% or higher).

However, we are concerned about the relatively high average achieved on each of the assignments, and are discussing the importance of balancing rigor for a graduate course.

Improvement Based on Analysis

Faculty felt the measures were adequate and appropriate to assess the learning outcome. However, faculty were concerned about the relatively high scores. The curriculum committee will meet this fall to discuss as a group how to increase the rigor of the program appropriately.

Additional Narrative (if applicable) N/A

N/A

Feedback

Files:

LOA Feedback Rubric_Gerontology â€" CERG

Program Name: Gerontology - CERG

Reporting Cycle: Oct 1, 2018 to Sep 30, 2019

Academic Program Coordinator

Kerstin Emerson

Description of Program Graduate Certificate of Gerontology

The Graduate Certificate of Gerontology is offered through UGA's Institute of Gerontology. The Certificate provides an overview of how our rapidly aging society influences individuals, families, communities, workplaces, public health, and healthcare. Enrolled students are from many stages of life, diverse disciplines, and career goals, such as public health, medicine, biology, adult education, human development, foods and nutrition, exercise science, and related areas. Courses are taught by faculty from the Institute of Gerontology and from across campus and cover the public health, societal, psychological, physiological, biological and other aspects of aging. There are numerous opportunities for research, service learning, experiential learning, and internships. Six courses are required (18 credits) and most courses are offered online. Graduates of this certificate are employed in local and state aging-related programs, community wellness programs, assisted living facilities, and nursing homes. Many graduates are faculty or staff at universities across the country. The Certificate of Gerontology can be pursued by non-degree seeking graduate students, alongside master's or doctoral degree programs, and by undergraduate students enrolled in the Honors Program.

Outcome Outcome 1

Understand how the aging of our population affects individuals and families, as well as how aging affects society as a public health issue.

Measure writing assignment with two parts

GRNT 7100 and 7100e
We use one overarching assignment, which has two separate writing parts, spread out over the semester. Each part has separate criteria and assessment, though both build on each other to meet the competency.
See attached document for details on assignments.

Files:

Competency 1 Info on Writing Assignment

Threshold for success (if available)

At least 80% of students will achieve a grade of 85% or higher on the assignments.

Data Collected

Measure A: Average 90.67%, range 75-100; *83% were above the threshold of 85%*
Measure B: Average 94.46%, range 80-100; *96% were above the threshold of 85%*

Threshold was met for both criteria

Analysis of Data

Threshold was met-for both criteria

Improvement Based on Analysis

The assignment was altered from previous case study models to asking students to find their own topic and supporting data. The faculty felt this was a better reflection of a 7000 level course. The thresh hold criteria were met, but not overwhelmingly, suggesting there is appropriate rigor.

Outcome Outcome 2

Utilize sociological theories and frameworks to critically examine the social, cultural and physical contexts of aging.

Measure

Livable Communities Project. Students (in teams) assess Athens Clarke County for it's livability for older adults. This includes the social, cultural and physical contexts. The assignment is in groups for data gathering, followed by individual papers for reflection and conclusions.
There are therefore two measures- group project and individual reflection (see attachment for more details).

Threshold for success (if available)

At least 80% of students will achieve a grade of 85% on both group and individual paper assignments.

Data Collected

Each assignment was reviewed to make sure it met the competency
MEASURE 1: Group Project Class Statistics
Average grade 96.3%, range 90-100; *100% met the threshold of 85% or better*

MEASURE 2: Individual Reflection Paper
Average grade: 89.3%, range 50-100; *93.3% met the threshold of 85% or higher*

Analysis of Data

The group and individual papers were examined to make sure they address the social, cultural and physical contexts of aging. Each paper was examined separately for student scores. The *threshold of at least 80% receiving an 85% or higher was met for both measures.*

Improvement Based on Analysis

The assignment was designed to make sure students addressed each component of the learning objective. The assignment appears appropriate to attain the learning outcomes and the assessment reflected each part of the outcome. As a group, the faculty will meet to discuss rigor in the curriculum, since all scores were relatively high.

Outcome Outcome 3

Differentiate between normal aging and psychological disorders.

Measure

At least one experiential assignment from GRNT 6750 or 6750e Mental Health and Aging. Experiential assignment where students are asked to test out a mental status assessment tool (see attached for details), and critique the tool in a discussion forum. The assessment tool is used to distinguish between normal cognition and cognitive impairment. Students are asked to take the assessment, then reflect on the experience. And then to critically examine the tool as a screening tool for older adults. This portion is completed in a discussion board forum (online).

Threshold for success (if available)

At least 80% of students will achieve a grade of 85% or higher on the discussion posts.

Data Collected

At least one experiential assignment from GRNT 6750 or 6750E, Mental Health and Aging.
See methods above. Students participate in discussion board prompts to complete the assignment.
Discussion assignment details as provided to students are attached. Discussions were specifically
graded to make sure learning objectives were addressed.

Grade range 0-100. average 88.24; 82% met the threshold of at least 85% or better

Analysis of Data

The threshold was met; 82% scored an 85% or higher on the discussion

Improvement Based on Analysis

There was only one measure used to determine student attainment. Additionally, faculty felt that this
was not adequately measuring the learning outcome on its own. Therefore, the faculty will consider
how to best add at least one additional measurement for the next course iteration. This could be in
the form of additional reflection, especially on the meaning of "normal aging", or perhaps in finding
additional assessments for cognition in the literature that address some of the criticisms raised in
the discussion. Faculty will explore this for the fall 2019 course.

Outcome Outcome 4

Create public health strategies to address challenges of population aging for the public health infrastructure
and health care systems.

Measure

Three policy briefs from 8200e Public Health and Aging.
Compose three separate policy briefs throughout the semester based on a specific scenarios (see
below), that each address challenges of population aging for the public health infrastructure and
health care systems.

Files:

Competency 4 policy briefs

Threshold for success (if available)

At least 80% of students will achieve a grade of 85% for each of the 3 assignments

Data Collected

Numeric grades for three policy assignments

MEASURE A

Average 90.45 (range 80-100); *82% met the threshold of 85% or better*

MEASURE B

Average 90.18 (range 71-96); *91% met the threshold of 85% or better*

MEASURE C

Average 91.27 (range 77-100); *82% met the threshold of 85% or better*

Analysis of Data

Each policy brief asks students to research the implementation and efficacy of public health and healthcare programs, evaluate how they address challenges of population aging, and provide recommendations. We analyzed the grades and feedback provided on the assignment, and all met the threshold described above (at least 80% received a score of 85% or higher).
Not all students met the criteria, and the faculty feel the rigor for these assignments is appropriate.

Improvement Based on Analysis

Faculty felt the measures were adequate and appropriate to assess the learning outcome.

Additional Narrative (if applicable) N/A

We are working together to make sure that we start to gather data longitudinally, with regularly scheduled assessments, even though we are in the midst of some curriculum revisions.

Feedback

Files:

LOA Feedback Rubric_Gerontology â€" CERG

Program Name: Gerontology - CERG

Reporting Cycle: Oct 1, 2019 to Sep 30, 2020

Academic Program Coordinator

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Description of Program Graduate Certificate of Gerontology

The Graduate Certificate of Gerontology is offered through UGA's Institute of Gerontology. The Certificate provides an overview of how our rapidly aging society influences individuals, families, communities, workplaces, public health, and healthcare. Enrolled students are from many stages of life, diverse disciplines, and career goals, such as public health, medicine, biology, adult education, human development, foods and nutrition, exercise science, and related areas. Courses are taught by faculty from the Institute of Gerontology and from across campus and cover the public health, societal, psychological, physiological, biological and other aspects of aging. There are numerous opportunities for research, service learning, experiential learning, and internships. Six courses are required (18 credits) and most courses are offered online. Graduates of this certificate are employed in local and state aging-related programs, community wellness programs, assisted living facilities, and nursing homes. Many graduates are faculty or staff at universities across the country. The Certificate of Gerontology can be pursued by non-degree seeking graduate students, alongside master's or doctoral degree programs, and by undergraduate students enrolled in the Honors Program.

Outcome Outcome 1

Understand how the aging of our population affects individuals and families, as well as how aging affects society as a public health issue.

Measure writing assignment -policy brief

GRNT 7400e (Cognition and the Aging Brain).
Students are asked to find legislation that relates to diagnosis, monitoring, and/or treatment of people living with Alzheimer's Disease and related dementias. Then, they take what they have learned over the course of this semester and create a policy brief to inform legislators of what proposed legislation they should support /continue to support and specifically *why* it would be/is effective in a concise way that recognizes their time constraints and level of neuroscience expertise (i.e., likely not much).
See attached document for details on assignments.

Files:

7400 Final Project

Threshold for success (if available)

At least 80% of students will achieve a grade of 85% or higher on the assignments.

Data Collected

 Average 91.27%, range 50-100; 93*% were above or at the threshold of 85%*

Threshold was met

Analysis of Data

Threshold was met

Improvement Based on Analysis

The thresh hold criteria were met, but not overwhelmingly, suggesting there is appropriate rigor.

Measure

Students are asked to think about health disparities among older adults. They were asked to think of small steps that providers, advocates, and older adults themselves can take to reduce health disparities. They are asked to consider the following three categories, **choose two of the three**, and provide one example of each that may contribute to health disparities. Then they are asked to come up with something either providers, advocates, or older adults can do. The goal is to get them thinking about the larger public health issue of minority aging, as well as some concrete steps that can be taken to address them.

- Barriers to adequate care
- Current lifestyle
- Beliefs and values related to illness and treatment

Threshold for success (if available)

At least 80% of students will achieve a grade of 85% or higher on both group and individual paper assignments.

Data Collected

Grade range 60-100, average 95%
88% were above the threshold

Analysis of Data

The papers were examined to make sure they address the topic from a public health and aging perspective. Each paper was examined separately for student scores. The *threshold of at least 80% receiving 85% or higher was met.*

Improvement Based on Analysis

The faculty agreed that the assignment was too vague in the wording, and specific language will be inserted in the future that ask students to address individual, family, and society level interventions.

Outcome Outcome 2

Utilize sociological theories and frameworks to critically examine the social, cultural and physical contexts of aging.

Measure Livable Communities Project

Livable Communities Project. Students (in teams) assess Athens Clarke County for its livability for older adults. This includes the social, cultural and physical contexts. The assignment is in groups for data gathering, followed by individual papers for reflection and conclusions.
There are therefore two measures- group project and individual reflection (see attachment for more details).

Threshold for success (if available)

At least 80% of students will achieve a grade of 85% on both group and individual paper assignments.

Data Collected

Each assignment was reviewed to make sure it met the competency
MEASURE 1: Group Project Class Statistics
Range: 75-100   **Average**: 95.8   **threshold**: 17 out of 19 students received an 85% or above

MEASURE 2: Individual Reflection Paper
Range: 95-100   **Average**: 99.7   **threshold**: 19 out of 19 students received an 85% or above

Analysis of Data

The group and individual papers were examined to make sure they address the social, cultural and physical contexts of aging. Each paper was examined separately for student scores. The *threshold of at least 80% receiving an 85% or higher was met for both measures.*

Improvement Based on Analysis

The assignment was designed to make sure students addressed each component of the learning objective. The assignment appears appropriate to attain the learning outcomes and the assessment reflected each part of the outcome. As a group, the faculty will meet to discuss rigor in the curriculum, since all scores were relatively high.

Measure Theory assignment

This theory assignment has TWO parts:
Part 1 Students are asked to read the classic aging theories, and then to become an "expert" in one by teaching it to others. They are asked to create their own mini-lectures (~5 minutes). They are asked to include:
1) Definition/Explanation of the theory
2) Give a brief history
3) Apply it to an example
4) Critique it (e.g. does it miss something? Is it useful? Is it inclusive?)
Part 2 Apply the theory to gender/diversity topic. See discussion board assignment details below: Remember that awesome theory lecture you made last week? Use the theory you learned (or another one!) and apply it to a gender and diversity topic/example. The goal here is to show that theory is relevant, especially in the world of minority aging and gender studies. So take an issue or example and apply a theory. This is a broad assignment. Be creative. As long as you use a theory to explain/understand an issue related to gender or diversity, I'll be happy!

Threshold for success (if available)

At least 80% of students will achieve a grade of 85% on both the mini-lecture and individual paper assignments.

Data Collected

Part 1
Range: 75-100 **Average**: 95.8 **threshold**: 89.47% (17 out of 19 students) received an 85% or above
Part 2
Range: 95-100 **Average:** 99.74. Threshold 100% (19 out of 19) received an 85% or above

Analysis of Data

Both parts far exceeded the threshold of 80% receiving 85% or above.

Improvement Based on Analysis

Based on the analyses, the faculty was comfortable with the assignment because it's formative in nature. Students received feedback after the understanding/explaining/critiquing part of the assignment (before they were asked to apply the theory for part 2). While the overall scores were high, the faculty felt comfortable with the measures.

Outcome Outcome 3
Differentiate between normal aging and psychological disorders.

Measure MMSE

At least one assignment from 7100E Foundations of Aging
Experiential assignment where students are asked to test out a mental status assessment tool (see attached for details), and critique the tool in a discussion forum. The assessment tool is used to distinguish between normal cognition and cognitive impairment. Students are asked to take the assessment, then reflect on the experience. They are also asked to find an additional tool that is

used as a cognitive screener. They are then asked to critically examine what they've found in a paper.

Files:

Application Assignment 4 MMSE and other screening tools

Threshold for success (if available)

At least 80% of students will achieve a grade of 85% or higher on the discussion posts.

Data Collected

See assignment above.
Grade range 70-100. average 94; 82% met the threshold of at least 85% or better

Analysis of Data

The threshold was met; 82% scored an 85% or higher on the discussion

Improvement Based on Analysis

There was only one measure used to determine student attainment. Therefore, the faculty will consider how to best add at least one additional measurement for the next course iteration of GRNT 7100E. This could be in the form of additional reflection, especially on the meaning of "normal aging", or perhaps adding in a discussion assignment to delve deeper into the grey area of "normal" and "pathology".
The Cognition and Aging (GRNT 7400) course covers this learning outcome, but currently does not an associated measure, so faculty will discuss adding in an assignment in that course as well.

Measure 8200 WHO ICF

Students are asked to take WHO training on functionality, disability, and health, which has built-in assessments. See details below.

World Health Organization ICF e-Learning

The World Health Organization (WHO; 2001), in an effort to standardize the definition of disability, including physical and mental functioning, developed the International Classification of Functioning, Disability, and Health - more commonly known as the ICF.
WHO has developed a really nice e-Learning platform, which covers the basics of the ICF, how to use it, and what the classifications mean. I would like you to please access this e-Learning via the link below. Please complete the entire e-Learning tool (Chapters 1 through 7). Associated with each WHO e-Learning chapter is a quiz. Please take a screenshot of your quiz (hint, you can take it as many times as you need to receive 100%). Please copy/paste your 7 screenshots into a SINGLE document with your name at the top, and upload to eLC so I can reflect your quiz grade in the grade book. This is due Feb 2nd by 11:59pm.
This e-Learning tool is a useful exercise, and YES this is something you put on your CV/resume!
https://www.icf-elearning.com

Threshold for success (if available)

At least 80% of students will achieve a 100% on the WHO assessment quizzes (quizzes may be taken multiple times to learn/pass the quizzes)

Data Collected Quizzes

Average grade: 99% (range 93-100)
19 out of 20 received 100% on the quiz, exceeding our threshold.

Analysis of Data

This is a learning module created by the WHO where students can take the training and the quizzes as many times as needed to get a passing score on the quizzes. We expect a high passing rate on this, and so are not worried about academic rigor. We believe the learning outcome has been achieved.

Improvement Based on Analysis

This was the first semester we used the WHO course, but we like the way it was set up and we will continue to use it. This will provide longitudinal data.

Outcome Outcome 4

Create public health strategies to address challenges of population aging for the public health infrastructure and health care systems.

Measure GRNT 7500E Tech Prototype

GRNT 7500E Tech Prototype
Students are asked to come up with a prototype idea that can serve older adults to better age in place. They are asked to create a prototype and then a video explaining it. The presentation included the following:
- Briefly remind us about the problem you are solving, and who your target users are (1-2 slides)
- Provide an overview of your refined design – how does it work? If you were to hypothetically test your prototype, what three evaluation methods would be best to implement and why? What psycho-social considerations do you have to apply to your design (ethical, privacy, acceptance/adoption)? (4-6 slides)
- How will your technology help support aging-in-place? (1 slide)

Threshold for success (if available)

At least 80% of students will achieve a grade of 85% or higher for each of the 3 assignments

Data Collected

Average 92.7 (range 75-100); 93*% met the threshold of 85% or better*

Analysis of Data

The tech prototype is a semester-long project, but this final assignment brings it all together. The grades were relatively high, but faculty felt this was appropriate for an iterative project where feedback was provided along the way.

Improvement Based on Analysis

Faculty felt the measures were adequate and appropriate to assess the learning outcome.

Measure GRNT 8200E Public Health Campaign/Intervention

This multi-part assignment asks students to create a public health campaign or intervention for older adults.
Part 1 Market Research Presentation
You will be asked to create a presentation on the topic of your choice (related to what will be your final project). Your presentation will focus on understanding of the target audience's characteristics, attitudes, beliefs, values, behaviors, determinants, benefits and barriers to behavior change. This presentation will be uploaded to eLC as part of a flipped classroom.

Part 2 Development Plan
You will be asked to develop a "public health campaign/intervention" focusing on the aging population - on a topic of your choice (same topic as market research presentation and your final project). You will create a development plan (content focused), outlining the materials you plan to create for your campaign. This may include recorded educational lectures, pamphlets, public health announcements (PSA, TV commercials), community program content, website template, etc. This assignment will be the "plan" with details on planned content.

Threshold for success (if available)

At least 80% of students will achieve a grade of 85% or higher for each of the assignment parts.

Data Collected

Part 1
Average 86%, range 0-100; 17 out of 20 (85%) received an 85% or higher
Part 2
Average 89%, range 0-100; 19 out of 20 (95%) received an 85% or higher

Analysis of Data

The assignment had multiple parts to address public health interventions, including background on the target audience and using that to develop appropriate materials/plans. The sores met the criteria. While the criteria were met, the distribution of the grades indicated appropriate rigor for the assignments.

Improvement Based on Analysis

Faculty felt the measures were adequate and appropriate to assess the learning outcome.

Additional Narrative (if applicable) N/A

We are working together to make sure that we start to gather data longitudinally, with regularly scheduled assessments, even though we are in the midst of some curriculum revisions.

Feedback

End of report