

GENERAL EDUCATION RATIONALE

HLTH 190

LIFESPAN PLUS

STRATEGIES FOR SUCCESSFUL AGING

By the year 2030 more than 70 million people in the United States will be senior citizens. The aging process begins at the moment of birth and gains momentum during the second half of life. This process is chiefly dependant on lifestyle choices adopted at a young age. Students of Lifespan Plus X Strategies for Successful Aging≅ will develop informed behavioral choices based on current literature not on myths and opinions. Hence, the demand for up-to-date, accurate, and useful information regarding aging.

Common Course Outline
HLTH 190
Lifespan Plus
Strategies for Successful Aging
2 Semester Hours:

The Community College of Baltimore County

Description

Lifespan Plus Strategies for Successful Aging

Facilitates the discovery of attitudes and practices necessary to delay the aging process through the second half of life; explores current concepts and incorporates practical and theoretical aspects of aging

Prerequisite: (RDNG 052 or LVR 2). This course may be used to fulfill two credits of the General Education requirement in the Interdisciplinary and Emerging Issues category

Overall Course Objectives

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

1. identify factors that influence aging, (i.e., social, emotional, spiritual, cultural, and historical) (I, V, 1);
2. describe the scientific factors that influence aging across the lifespan (i.e., biological, anatomical and physiological) (I, III, 1,2);
3. analyze and interpret bio-markers data through group and collaborative efforts (III, VI, 1,2,3,4);
4. analyze the lifetime benefits of a pro-active, holistic health program (I, III, VI, 1,2);
5. illustrate how a lifestyle strategy that includes exercise, nutrition, and stress management can contribute to the well being of future generations (I, III, V, 1, 3);
6. identify the links between sedentary lifestyle and disease (I, VI, 1,2);
7. identify the myths of aging (I, III, 1);
8. identify the concepts of human diversity as it pertains to aging around the globe (V, 1,2,4);
9. apply information technology to research and evaluate aging concepts using research obtained from the Internet (IV, 1,2);
10. describe the political power of the aging population in the U.S. and throughout the world (I, II, III, V, 2,4);
11. demonstrate effective communication in writing, speaking, and/or signing aging related information (II, 1);
12. describe the historical perspective of aging practices as it impacts present day culture (IV, V, 1, 2);
13. explain the philosophy of death and dying as a part of life (I, III, V, 1, 2, 3);
14. describe the effects of medical intervention and medication on the process of aging as it affects the individual and society (I, III, V, 1, 3);
15. establish a pro-active lifestyle strategy (III, IV, 1,4).

Major Topics

1. Emotional, Social, Spiritual, Cultural, and Historical Aspects of Aging
2. Physiological Aging
3. Bio-markers of Aging
4. Assessments and Personal Profiles
5. Myths of Aging
6. Lifestyle Strategies
7. Aging Research
8. Medical Intervention and Medication
9. Philosophy of Death and Dying

Course Requirements (General Education Criteria #VII)

1. A minimum of two written or oral exams
2. A course related research project
3. A minimum of two supplemental readings and two writing assignments
4. A minimum of two individual assessment and personal profiles
5. At least one oral presentation

Other Course Information

The Community College of Baltimore County is committed to providing a high-quality learning experience that results in a growth in knowledge, attitudes, and skills necessary to function successfully as a transfer student, in a career and as a citizen. To accomplish this goal, we maintain high academic standards and expect students to accept responsibility for their individual growth by attending class, completing all homework and other assignments, participating in class activities and preparing for tests.