

**College of Public Health & Health Professions**  
**PHC 6405 Epidemiology of Aging**  
**Spring 2009 (3) Credits**  
**Thursdays January 8 –April 16<sup>th</sup>, 5:10 pm – 8:10pm HPNP room G201**

**Instructor:** Rebecca J. Beyth, MD, MSc.

Associate Professor, Department of Aging & Geriatrics

College of Medicine, PO Box 100107

Gainesville, FL 32610-0107

352-367-1611 x6895 office; 352-374-6142 fax; [rbeyth@ufl.edu](mailto:rbeyth@ufl.edu)

**Office hours:** Mondays 8:00 to 9:00AM and by appointment. OFFICE VA GRECC Rm 117

**Department Course Contact:** Shell Romano, HPNP room 3103, phone: 352-273-5127;  
[mr050370@phttp.ufl.edu](mailto:mr050370@phttp.ufl.edu).

**E-Learning:** E-Learning is accessible at [lss.at.ufl.edu](http://lss.at.ufl.edu) or through [my.ufl.edu](http://my.ufl.edu). You must have a valid Gatorlink ID and password. For assistance, call the UF Help Desk at 392-HELP. Readings and lecture slides will be available on this site.

**Description:**

This course is targeted for graduate students who are either (1) epidemiology-trained and seeking to extend their knowledge of the theory and content of aging, or (2) familiar with aging and seeking to expand their public health and epidemiologic skills in this area. Current topics in this area will be used to illustrate what is known about the causes and consequences of an aging population, and where gaps exist.

The course assumes students have a basic grounding in public health based on the online course “PH101: Principles of Public Health” <http://phttpc.org/training/courselist.htm#ph101>.

**Objectives:**

1. To gain insight into the epidemiology of major health problems in older adults.
2. To understand methodological issues important in epidemiological research in aging
3. Gain skill and insight in aging-related research from reading, discussions, and written exercises

Readings will be from William A. Satiriano’s Book, Epidemiology of Aging, An Ecological Approach, selected readings from Bob Wallace’s book, The Epidemiologic Study of the Elderly, and selected journal articles. Readings and lectures will be posted on the E-learning site as noted above.

The course will examine concepts and topics including trends in aging and the health of aging populations; health transition, and explanations and consequences of mortality decline; determinants of health and survival; distinctions between normal aging, disease and disability; health promotion and primary, secondary, and tertiary prevention, as applied to older persons; the epidemiology of selected diseases, syndromes and conditions common to older age.

## Assignments

- 1. Assignment # 1** is designed to provide insight into the special issues related to studying and conducting research in an older population. Each student will present a “study design” for a selected disease or condition “X” that occurs in older adults. Each student will present their protocol in a 10-15 minute Power point presentation to the class for discussion and feedback. The presentation will need to include: (1) brief background on the disease or condition and its importance in the elderly population including why it would be important to study this issue in the elderly; (2) what study design you propose to use and why; (3) How you would identify, screen and enroll your study participants. Assignment #1 will be due on February 5, 2009. Assignment # 1 will account for 30% of the student’s grade.
- 2. Assignment # 2** is to perform a mini-proposal where each student will develop a testable hypothesis in aging and develop a mini-proposal to answer the question. Students will be required to write up the mini-proposal using an abbreviated NIH-style proposal narrative (including Background/Significance, Hypothesis, Rationale, Methods, and Limitations); 5 pages maximum on a disease or condition of aging of their choosing with instructor approval. Each student will present the content of their proposal in a 20 – 30 minute Power Point presentation to the class followed by a brief class discussion. Assignment #2 will account for 40% of the student’s grade. Topic selection is due February 12, 2009.

**Requirements:** Students are responsible for all course material, including reading all required materials prior to each class. Failure to compete ANY assignment will result in a failing grade.

**Grading:** Grades based on participation, and two assignments. Evaluation will be on assignments 70%, and class participation 30%. Class participation assessment will include attendance, preparedness and participation in discussions. The grading scale for this course consists of the standard scale below:

90% - 100% = A	70% -74.9%= C
85% -89.9%= B+	65% -69.9%= D+
80% -84.9%= B	60% - 64.9%= D
75% -79.9%= C+	Below 60.9%=E

Class participation assessment will include attendance and participation in discussions.

**Classroom etiquette:** Please come to class on time and be prepared to stay until the time scheduled as the end of class. Pagers and cell phones should not be used in class. The use of cell phones, text messaging, and pagers is one of the most common complaints we have from students in recent years. Please turn them off. Or, if you expect urgent calls, set them to “vibrate.” The second most common complaint we have received is “side” conversations among students. Unless your conversation is a quick one, please consider that your conversation may interrupt the attention of someone seated near you. I welcome in-class questions. Your question will nearly always be one that other students also have. Your questions will help me in that

session, or to assess what kinds of issues and examples I should research and bring to class in the next session (or in future semesters).

**Academic Integrity:** Each student is bound by the academic honesty guidelines of the University and the student conduct code printed in the Student Guide and on the University website. The Honor Code states: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” Cheating or plagiarism in any form is unacceptable and inexcusable behavior.

**Class Attendance:** Class attendance is mandatory. Excused absences follow the criteria of the UFL Graduate Catalogue (e.g., illness, serious family emergency, military obligations, religious holidays), and should be communicated to the instructor prior to the missed class day when possible. UFL rules require attendance during the first two course sessions and students also must attend all course sessions of student presentations for this class. Regardless of attendance, students are responsible for all material presented in class and meeting the scheduled due dates for class assignments. Finally, students should read the assigned readings prior to the class meetings, and be prepared to discuss the material except for the first class session.

**Policy on Make-Up Work:** Students are allowed to make up work ONLY as the result of illness or other unanticipated circumstances warranting a medical excuse and resulting in the student missing a homework or project deadline, consistent with College policy. Documentation from a health care provider is required. Work missed for any other reason will receive a grade of zero.

Date		Reading	Assignment Due
Week 1	Jan 8th	Public health significance of an aging population <u>Readings:</u> <ul style="list-style-type: none"> <li>Chapter 1, in “Epidemiology of Aging”, Satariano;</li> <li>“Epidemiology of Aging”, Linda P. Fried. Epidemiologic Reviews. Vol 22, No. 1, 2000: 95-106;</li> </ul>	
Week 2	Jan 15 <sup>th</sup>	Aging Trends and Survival, Mortality and Cause of Death <u>Readings:</u> <ul style="list-style-type: none"> <li>Chapter 3, “in Epidemiology of Aging”, Satariano;</li> <li>Population Tables 74 – 80 in “Older Americans 2008 Key Indicators of Well Being”, Federal Interagency Forum on Aging-Related Statistics, <a href="http://www.agingstats.gov">www.agingstats.gov</a>;</li> <li>Life expectancy tables, <a href="http://www.cdc.gov/nchs/fastats/lifexpec.htm">www.cdc.gov/nchs/fastats/lifexpec.htm</a></li> </ul>	
Week 3	Jan 22 <sup>nd</sup>	Conducting Epidemiologic Studies in Older Populations <u>Readings:</u> <ul style="list-style-type: none"> <li>Chapter 10, pages 327-344 in “Epidemiology of Aging”, Satariano;</li> <li>Kelsey JL, O'Brien LA, Grisso JA, Hoffman S: Issues In Carrying Out Epidemiologic Research In The Elderly. Am J Epidemiol 1989; 130:857-865.</li> </ul>	
Week 4	Jan 29 <sup>th</sup>	Biology of Aging <u>Reading:</u> <ul style="list-style-type: none"> <li>“The Biology of Aging”, Bruce R. Troen. The Mount Sinai Journal of Medicine Vol 70, No. 1 2003:3-22.</li> </ul>	
Week 5	Feb 5 <sup>th</sup>	Presentations for Assignment #1 with class discussion <u>No Readings</u>	Assignment # 1 Due; Oral Presentations
Week 6	Feb 12 <sup>th</sup>	Distinctions between normal aging, disease and disability; Geriatric Syndromes <u>Readings:</u> <ul style="list-style-type: none"> <li>Chapter 4, in “Epidemiology of Aging”, Satariano;</li> <li>Katz, S. Branch, L.G., Branson, M.H., Pasidero, J.A., Beck J. C., Greer, D.S (1983). Active life expectancy. NEJM</li> </ul>	Assignment # 2 Topic Selection Due

		<p>309(3):1218-1224.</p> <ul style="list-style-type: none"> <li>▪ Katz, S. Ford, A.B., Moscovitz, R.W., Jackson, B.A., &amp; Jaffe, M.W. (1963). Studies of illness in the aged: the index of ADL: A standardized measure of biological and psychosocial function. JAMA, 185, 914-919.</li> </ul>	
Week 7	Feb 19 <sup>th</sup>	<p>Frailty</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>▪ Chapter 9, in “Epidemiology of Aging”, Satariano;</li> <li>▪ “Understanding Frailty”. Lally F and Crome P. Postgrad Med J. 2007;83:16-20.</li> </ul>	
Week 8	Feb 26 <sup>th</sup>	<p>Nursing Homes</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>▪ “Organization of Care- the health care System” pages 145-168, in Principles of Geriatric Medicine and Gerontology, 5<sup>th</sup> Edition.</li> </ul>	
Week 9	Mar 5 <sup>th</sup>	<p>Comorbidities -1 Depression, Dementia and Delirium in the Elderly</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>▪ Chapter 5, pages 171-186, and Chapter 6, pages 199-215, in “Epidemiology of Aging”, Satariano</li> </ul>	
Week 10	Mar 12 <sup>th</sup>	<b>No Classes --SPRING BREAK --</b>	
Week 11	Mar 19 <sup>th</sup>	<p>Comorbidities -2 HIV in the Elderly</p> <p><u>Readings:</u></p> <p>To be determined</p>	
Week 12	Mar 26 <sup>th</sup>	<p>Comorbidities -3 Falls in the Elderly</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>▪ Chapter 7 in “Epidemiology of Aging”, Satariano;</li> <li>▪ “Fear of falling: measurement strategy, prevalence, risk factors and consequences among older persons”. Scheffer AC et al. Age and Ageing. 2008;37:19-24.</li> <li>▪ “Self-reported falls and fall-related injuries among persons aged ≥ 65 years, US 2006”.  <a href="http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5709a1.htm">www.cdc.gov/mmwr/preview/mmwrhtml/mm5709a1.htm</a></li> </ul>	

Week 13	Apr 2 <sup>nd</sup>	<p>Successful Aging</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>▪ Chapter 9, in “Epidemiology of Aging”, Satariano</li> <li>▪ “Successful Aging-An Emerging Paradigm of Gerontology”. James F. Fries. Clinics in Geriatric Medicine 18(2002): 371-382;</li> <li>▪ “Strategies for successful aging”. SK Sandhu and HM Barlow. Clinics in Geriatric Medicine 18(2002): 643-648.</li> </ul>	
Week 14	Apr 9 <sup>th</sup>	<p>Health Promotion in the Elderly</p> <p><u>Readings:</u></p> <p>To be determined</p>	
Week 15	Apr 16 <sup>th</sup>	<p>Oral Presentations with Class Discussion of Assignment #2</p> <p><u>No Readings</u></p>	<p>Assignment # 2</p> <p>Final Proposals Due</p>