

UNIVERSITY AT BUFFALO, THE STATE UNIVERSITY OF NEW YORK
ES 330 – Lifespan Physiology
Spring 2013 Syllabus

Instructor

John Wilson's office hours are in Farber G10 at 3:30 – 4:30 PM on Tuesday and Thursday (except February 14 and March 12, 14 and 26) and by appointment.

Classes

Tuesday and Thursday at 2:00 – 3:20 PM in Kimball 125.

Prerequisite courses

ES 200, ES 342 and ES 380.

Course description

The goal is to understand profound changes in human physiology that occur over the lifespan, with special reference to pediatrics and geriatrics. Attendance in this class is important because we will be doing in-class activities for learning and evaluation.

These are the course's learning objectives:

1. Students will demonstrate understanding of the lifespan approach to physiology by describing:
 - The WHO theory of health and disability.
 - Study designs that typify lifespan physiology research.
 - How chronological, gestational and biological ages are measured.
2. Students will show an understanding of developmental changes in physiology by describing:
 - Primitive reflexes and postural reactions.
 - Developmental patterns and milestones of acquiring selected motor skills.
 - Theories of motor development.
 - Influences of task, environment and individual on the acquisition of selected motor skills.
 - Cellular mechanisms underlying body growth and maturation.
 - Methods for measuring growth, maturation and aging.
 - Sexual and individual differences in growth and maturation across the lifespan.
 - Genetic and environmental factors affecting growth, maturation and aging.
 - How developmental changes in body structure affect movement, cognition and emotion.
 - Effects of physical activity, exercise and nutritional supplements that change during aging.

Textbook

None is required. Check UBlearns weekly for announcements and links to study materials.

Grading

The final course grade will be based on 3 exams worth 30% each, 5 in-class writing activities worth 1.8% each, and course and instructor evaluation (CourseEval) participation worth 1%.

Here is a detailed description of the CourseEval participation component: Each student who submits a completed online evaluation, as reported to the Course Coordinator by the SPHHP CourseEval Administrator, will be awarded a 1% increase in his/her overall course average.

CourseEval procedures protect the anonymity of student respondents. The Course Coordinator will receive a list of names of students who have submitted evaluations, but no faculty member receives evaluation reports (ratings and comments) before grades are submitted, and student names are not included on evaluation reports.

Exam-relevant material will consist of all the material covered in lectures, class discussions, handouts distributed in class, and documents posted by Dr. Wilson on UBlearns. The format for the exams will be multiple-choice questions or a combination of multiple-choice, fill-in-the-blank and short-answer questions. The duration of each Exam will be 75 minutes.

Exams and in-class activities that are missed will receive a grade of zero, but Dr. Wilson will consider an alternative if an excuse is presented within 1 week.

The grading scale is shown below.

A \geq 91.5	C+ = 71.5 – 75.4	F < 55.5
A- = 87.5 – 91.4	C = 67.5 – 71.4	
B+ = 83.5 – 87.4	C- = 63.5 – 67.4	
B = 79.5 – 83.4	D+ = 59.5 – 63.4	
B- = 75.5 – 79.4	D = 55.5 – 59.4	

Academic integrity

Behavioral expectations are described in the UB Rules & Regulations (<http://www.ub-judiciary.buffalo.edu/rulereg.shtml>) and Undergraduate Catalog (<http://undergrad-catalog.buffalo.edu/policies/course/index.shtml>). FAQs are at <http://academicintegrity.buffalo.edu/faq/index.php>.

Disability services

Students must register with the Office of Disability Services (25 Capen Hall, 645-2608, <http://www.student-affairs.buffalo.edu/ods/index.php>) in order to receive accommodation for physical and learning disabilities. Please notify the Disability Services Office and me during the first 2 weeks of the course to make academic adjustments.

How to get a recommendation

You will need letters of recommendation when applying for scholarships, internships, graduate and professional schools, and some jobs. The best letter writers are those who know you well and can provide an evaluation of your ability to perform and succeed. Ask for the letter at least 3 weeks in advance and provide a portfolio that includes:

1. A cover note containing information on how to contact you, the purpose of the letter, the name and address to which the letter should be sent, the due date, and whether you wish to see the letter (non-confidential) or never view the letter (confidential) that is sent on your behalf. The cover note should also explain what you would like emphasized in the letter of recommendation.
2. Your transcripts, standardized test scores, resume, and a personal statement that describes briefly your past experiences and future plans.