

Dutta, Lakshmi

From: Smith, Randy
Sent: Wednesday, February 07, 2007 6:20 PM
To: 'teaford.1@osu.edu'; 'Linda Schoen'
Cc: Dutta, Lakshmi; winer@mps.ohio-state.edu; Smith, Randy; Myers, Brad (.7); 'dickhaut.1@osu.edu'; Adelson, Edward (.3); Royster, Jacqueline; 'larsen.64@osu.edu'; Garland, Martha
Subject: Interdisciplinary Undergraduate Minor in Aging

Meg and Linda:

The proposal to establish an **Interdisciplinary Undergraduate Minor in Aging** was approved by the Council on Academic Affairs at its meeting on February 7, 2007. Professor Brian L. Winer and I, as Chair and Vice Chair of the Council presented the proposal on your behalf. Thank you for attending the meeting and responding to questions/comments.

No additional level of review/approval is necessary. This action will be included in the Council's next Annual Activities Report to the University Senate (June 2007).

This message represents my formal communication with you about this action. Please keep a copy of this message for your file(s) on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions/comments, please contact Professor Winer (winer.12@osu.edu) or me.

Randy

W. Randy Smith
Vice Provost



Colleges of the Arts and Sciences

Curriculum Office
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190 West 17th Avenue
Columbus, OH 43210

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November 27, 2006

Council on Academic Affairs
W. Randy Smith, Vice Provost
Office of Academic Affairs
203 Bricker Hall, 190 N. Oval Mall

Dear members of the Council on Academic Affairs:

In March 2006, the Colleges of Arts and Sciences submitted the attached proposal to create a new interdisciplinary undergraduate minor in *Aging*. The goal of the minor is to provide students with a broad-based understanding of the field of gerontology. The field is interdisciplinary in its nature, involving disciplines such as psychology, education, biology, anthropology, sociology, social work, law, religious studies, and medical and health fields.

The enclosed packet of materials includes the minor sheet, program proposal, concurrences, and sample syllabi.

The minor was vetted by the Arts and Sciences Committee on Curriculum and Instruction (CCI) Subcommittee A in March, 2006. It was unanimously approved by the Arts and Sciences Committee on Curriculum and Instruction (CCI) at the November 17, 2006 meeting. The CCI respectfully recommends that the Council on Academic Affairs approves this minor.

The contacts for this program are Linda Schoen, Assistant Executive Dean, Office of Interdisciplinary Studies and Margaret Teaford, Assistant Professor, Allied Medicine. They can be reached at schoen.16@osu.edu, and MTeaford@amp.osu.edu, respectively.

Additional information, including the original version of the proposal, can be found on our website, at <http://artsandsciences.osu.edu/currofc/tracking.cfm?TrackingID=356>. Please let us know if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Jessica Mercerhill".

Jessica Mercerhill
Director

CC: Linda Schoen
Meg Teaford

Enc: Aging Minor sheet
Proposal to create a minor in Aging
Concurrences
Sample Syllabi

The Ohio State University
Colleges of the Arts and Sciences
Interdisciplinary Studies

Aging Minor (XXX, XXX)

Colleges of the Arts and Sciences
<http://artsandsciences.osu.edu>

Please see an advisor in Arts and Sciences Advising and Academic Services in 115 Denney Hall to declare the minor.

The goal of the minor is to provide students with a broad-based understanding of the field of gerontology.

The Aging minor requires the completion of 20 hours. Students must successfully complete a required foundational course and two of three core courses. The remaining hours may be taken from a range of elective courses.

Required Foundational Course

Allied Medicine 665: Understanding the Aging Process (3)

Core Courses

Students must complete 2 courses.

Biological Aspects:

Anthropology 640.05: Biology of Senescence (5)

Psychological Aspects:

Psychology 552: Psychology of Adult Years (3)

Sociological Aspects:

HDFS 670.01: Adult Development & Aging (3)

Electives

Students must complete additional electives from the courses listed below to total a minimum of 20 hours.

Allied Med 601: Death, Loss, and Grief from Multiple Perspectives (4)

Allied Med 667: Aging and Public Policy (3)

Allied Med 668: Prevention & Wellness in Aging (3)

Allied Med 693: Pathophysiology of Aging

Allied Med 720: Aging and Design (3) *cross listed with Textiles & Clothing 720*

Allied Med 721: Practicum in Home Modifications and Universal Design (3)

*Anthro 640.02: Growth, Development, & Senescence (5)

Anthro 640.05: Biology of Senescence (5)

Fam Res Mgt 561: Retirement Planning and Employee Benefits (3)

*HDFS 364: Life Span Human Development (5)

HDFS 560: Advanced Family Development (3)

HDFS 670.01: Adult Development & Aging (3)

Nursing 430: Nursing Care of Older Adults (8) *student may count a maximum of 5 credits toward the minor*

*Psych 340: Introduction to Life Span Developmental Psychology (5)

Psych 552: Psychology of Adult Years (3)

Psych 597: Aging in the Modern World: A Health Psychology Perspective (5)

Social Work 695.14: Aging (3)

Social Work 695.24: Caregiving Across the Life Span: Contemporary Issues, Program and Policies (3)

Social Work 695.25: Women and Aging: International Perspectives (3)

Sociology 629: Sociology of Health: Mental and Physical Dimensions (5)

Sociology 630: Medical Sociology (5)

Sp & Hr Sc 605: Multicultural Aspects of Communication and Its Disorders (5)

Textiles & Clothing 720: Aging and Design (3) *cross listed with Allied Med 720*

Theatre 675.01: Crones, Curmudgeons, and Living Treasures (5)

Theatre 675.02: The Practice of Theatre and Aging (5)

*Students may count only one of the following courses due to significant content overlap: Anthro 640.02, HDFS 364, Psych 340.

Arts and Sciences minor program guidelines

The following guidelines govern this minor.

Required for graduation No

Credit hours required A minimum of 20

Transfer credit hours allowed A maximum of 10

Overlap with the GEC Permitted

Overlap between minors Each minor completed must contain 20 unique hours.

Grades required

- Minimum C- for a course to be listed on the minor.
- Minimum 2.00 cumulative point-hour ratio required for the minor.
- Course work graded Pass/Non-Pass cannot count on the minor.

Approval required The minor program description sheet indicates if the minor course work must be approved by:

- The academic unit offering the minor, or
- A college/school counselor.

Filing the minor program form The minor program form must be filed at least by the time the graduation application is submitted to a college/school counselor.

Changing the minor Once the minor program is filed in the college office, any changes must be approved by:

- The academic unit offering the minor, or
- A college/school counselor

Proposal for an Interdisciplinary Minor in Aging

The Colleges of the Arts and Sciences

Development Committee:

Douglas Crews

Charles Emery

Eugene Folden

Christine Murphy

Virginia Richardson

Joy Reilly

Sandy Schneider

Margaret Teaford

Alan Woods

Susan Zavotka

Proposal for an Interdisciplinary Minor in Aging

This proposal is to establish a new undergraduate minor in Aging. The goal of this interdisciplinary minor is to provide students with a broad-based understanding of the field of gerontology. This field by its very nature is interdisciplinary, encompassing such disciplines as psychology, education, biology, anthropology, sociology, social work, law, religious studies, and medical and health fields.

This minor will provide a curricular opportunity that parallels that offered to graduate students at Ohio State through the Graduate Interdisciplinary Specialization in Aging. This specialization has been in existence seven years and attracts on average 35 to 40 graduate students per year.

The establishment of this minor will better prepare our undergraduate students to pursue graduate opportunities in fields with a gerontology focus, such as medicine, allied medical professions, nursing, pharmacy, psychology, social work, consumer sciences, anthropology, and sociology. The minor also positions students well to enter the work force in jobs engaged with the elderly. With the increasing proportion of our population falling within this age group, it is expected that there will be increasing needs for individuals with this more specialized knowledge base.

Within Ohio, similar programs exist at several institutions, including Ohio University, Miami University, Case Western Reserve University, Kent State University, and Bowling Green State University. Similar programs also exist at several of our peer institutes, such as Penn State, Kansas State University, Purdue, and Indiana University.

Development of the Minor

The development of this minor arose from student and faculty interest. Interest was expressed by the faculty on the Coordinating Committee for the interdisciplinary Graduate Specialization in Aging. As this body includes interested faculty from a range of academic units on campus, this group formed the initial core of the development committee. Notices were sent of development meetings to additional faculty and chairs of academic units who were thought to have possible interest in the area. Faculty from the following academic units participated in the development of the minor: Allied Medical Professions, Anthropology, Consumer Sciences, Human Development and Family Science, Pharmacy, Psychology, Social Work, Speech and Hearing Science, and Theatre. Comments and suggestions were solicited from the chairs of all academic units with courses listed on the curriculum, and involvement was encouraged from throughout the Arts and Sciences and other colleges on campus. The proposal was shared with various student groups and feedback solicited.

The Association for Gerontology in Higher Education has established standards for minor curricula, which were followed in the development of this minor. These include a

minimum of 21 to 27 credit hours. Core content should include knowledge about social, psychological, and biological changes associated with aging.

Curriculum

The proposed undergraduate minor in Aging requires completion of a minimum of 20 credit hours. Students must successfully complete a required foundational course and two of three core courses. The remaining credit hours may be taken from a range of elective courses.

Foundational Course:

All students are required to take **Allied Med 665: Understanding the Aging Process UPG (3 credit hours)**. This course gives students a strong foundation in physical, biological, and psychological components in successful aging. Allied Medicine 665 has been offered once per academic year. It was offered in Winter Quarter 2006, and next year will move to Autumn Quarter. In the last three years, it has had a limit of 26 seats and has not completely filled, although it has not had many open seats (enrollment has been 22/26 in 2003, 8/26 in 2004, and 25/26 in 2005). Seat capacity has been expanded to 40 for Winter Quarter 2006 and current enrollment is approximately 34 students. Seat availability will be monitored and Allied Medicine is open to providing more seats if needed.

Core Courses:

Students must complete two of the three core courses. These courses provide students further exploration into the biological, psychological, and sociological aspects of aging.

| | |
|------------------------|--|
| Biological Aspects: | Anthropology 640.05 Biology of Senescence (5 crs) |
| Psychological Aspects: | Psychology 552 Psychology of Adult Years (3 crs) |
| Sociological Aspects: | HDFS 670.01 Adult Development & Aging (3 crs) |

Anthropology 640.05 is a new course so no enrollment figures are available at this point. The Department of Anthropology has targeted this course specifically for this minor and will tailor capacities to meet demand. It is proposed to be offered once per year in the Spring Quarter with a capacity of 35-40 seats. Psychology 552 is offered every Spring Quarter. In the last three years, it has had a limit of 120 to 145 seats and has at most been filled to 62 per cent capacity. Human Development and Family Science 670.01 has been taught for the last three winter quarters and two of the last three summer quarters. It generally has offered 40-45 seats. Although there were several open seats in Summer Quarter 2004 and Winter Quarter 2005, the course has filled for Winter Quarter 2006. Enrollment will be monitored for this course and efforts made to accommodate minors seeking registration. The ability of students to select two courses from this list of three courses will help offset any possible enrollment issues.

Electives:

Students must complete additional electives to satisfy a total of 20 hours at the 200-level or above. Prerequisites (listed in Appendix B) may be waived for minors, so students are advised to consult regularly with their advisor. Elective course offerings strengthen the knowledge base of students across the biological, psychological, and social domains and allow students to explore aspects in more depth or gain more skills in the application of this knowledge base.

| | |
|--------------------|---|
| Allied Med 601 | Death, Loss, and Grief From Multiple Perspectives (4 crs) |
| Allied Med 667 | Aging and Public Policy (3 crs) |
| Allied Med 668 | Prevention & Wellness in Aging (3 crs) |
| Allied Med 693 | Pathophysiology of Aging |
| Allied Med 720 | Aging and Design (cross-listed with Textiles & Clothing 720) (3 crs) |
| Allied Med 721 | Practicum in Home Modifications and Universal Design (3 crs) |
| Anthro 640.02* | Growth, Development, & Senescence (5 crs) |
| Anthro 640.05 | Biology of Senescence (5 crs) |
| Fam Res Mgt 561 | Retirement Planning and Employee Benefits (3 crs) |
| HDFS 364* | Life Span Human Development (5 crs) |
| HDFS 560 | Advanced Family Development (3 crs) |
| HDFS 670.01 | Adult Development & Aging (3 crs) |
| Nursing 403 | Nursing Care of Older Adults (8 crs) (Students may count a maximum of 5 credit hours towards the minor). |
| Psych 340* | Introduction to Life Span Developmental Psychology (5 crs) |
| Psych 552 | Psychology of Adult Years (3 crs) |
| Psych 597 | Aging in the Modern World: A Health Psychology Perspective (5 crs) (proposed-taught in SP06 as a Psych 594 Group Studies) |
| Social Work 695.14 | Aging (3 crs) |
| Social Work 695.24 | Caregiving Across the Life Span: Contemporary Issues, Programs and Policies (3 crs) |
| Social Work 695.25 | Women and Aging: International Perspectives (3 crs) |
| Sociology 629 | Sociology of Health: Mental and Physical Dimensions (5 crs) |
| Sociology 630 | Medical Sociology (5 crs) |

| | |
|-------------------------|--|
| Sp & Hr Sc 605 | Multicultural Aspects of Communication and Its Disorders (5 crs) |
| Textiles & Clothing 720 | Aging and Design (cross-listed with Allied Med 720) (3 crs) |
| Theatre 675.01 | Crones, Curmudgeons, and Living Treasures (5 crs) |
| Theatre 675.02 | The Practice of Theatre and Aging (5 crs) |

* Students may count only one of the following courses: Anthropology 640.02, Human Development and Family Science 364, or Psychology 340 due to significant content overlap.

Note: Students may not count courses for both their major and a minor. They must designate whether they will count a course for either the major or the minor.

See Appendix E for syllabi from both foundational and advanced elective courses.

Administration and Advising

The minor will be listed in the OSU Bulletin as “an interdisciplinary minor offered through The Colleges of the Arts and Sciences.” An interdisciplinary Faculty Advisory Committee will be formed with representatives from the major departments offering coursework within the minor and will include a representative from the university academic advising community. The Committee will be appointed by the Associate Executive Dean of the Colleges of the Arts and Sciences according to the guidelines approved for interdisciplinary programs by the Colleges of the Arts and Sciences Committee on Curriculum and Instruction (CCI). This committee will evaluate the minor curriculum and course offerings and meet at least once per year in order to make recommendations to the CCI Subcommittee A regarding policy rules, the addition of courses to the minor, student learning outcome assessment, and the status of the minor. The CCI will have curricular oversight of the program.

Advising will be done by professional departmental advisors, in conjunction with Arts and Sciences advisors, as well as participating faculty. Program materials will be available through the Office of Interdisciplinary Programs within the Colleges of the Arts and Sciences, the Arts and Sciences Curriculum Office, and through the interdisciplinary program website of the Colleges of the Arts and Sciences. Advisors will be provided with any needed education re the requirements of the minor and the selection of courses. Students will be able to declare this minor with their advisors and DARS will be used to complete degree certification.

Enrollment Projection

It is expected that this minor will be attractive to a wide variety of majors. It is expected that students majoring within anthropology, allied medical professions, education, health

sciences, nursing, pharmacy, psychology, sociology, social work, and theatre will show particular interest as that is where student interest is currently noted. The minor will be attractive to any undergraduate who might be interested in working with our aging population or issues associated with the elderly.

The minor will be advertised to students via several ways: through the creation of a minor requirement sheet maintained by the Colleges of the Arts and Sciences Curriculum Office, which will be circulated to advisors and relevant faculty, through the posting of curricular information on the Office of Interdisciplinary Programs within the Colleges of the Arts and Sciences website, and through establishing links on participating departments' websites. It is expected that the minor will initially attract a total of 25-30 students and grow to attract 75-80 students within five years. The Faculty Advisory Committee will monitor growth of student participation in the minor and make recommendations about possible increases in seat availability, if needed.

Resources and Expenses

Current facilities and staff resources are adequate to support this minor. The interdisciplinary cooperation of units allows students to benefit from the resources that exist in disparate units in such a way that enhances the networking amongst units.

As the minor curriculum can be delivered by existing coursework, current faculty levels are seen as adequate to staff the courses. As the minor assists in connecting interested students to specific courses, it is expected that new courses may be developed as there will be a body of students to populate them. Our current budgetary system should reinforce the development of new courses as the interested student body grows. See Appendix A for a listing of faculty who regularly teach courses and conduct research in this area.

Competitiveness With Other Institutions

Within Ohio, similar programs exist at several institutions, including Ohio University, Miami University, Case Western Reserve University, Kent State University, and Bowling Green State University. Similar programs also exist at several of our peer institutes, such as Penn State, Kansas State University, Purdue, and Indiana University. See Appendix C for sample programs at other institutions.

Administrative Support for the Minor

The establishment of this minor is supported at various levels. It has the support of the Executive Dean of the Colleges of Arts and Sciences, Jacqueline Royster. Additional program concurrence and support has been obtained from many academic units and administrators (see Appendix D).

Implementation Date

The minor in Aging is proposed for implementation in Autumn Quarter 2006.

Student Learning Assessment

Learning Goals:

1. Students should be able to articulate an understanding of the biological aspects associated with aging.
2. Students should be able to articulate an understanding of the psychological aspects associated with aging.
3. Students should be able to articulate an understanding of the social factors associated with aging.

Assessment Plan:

1. Enrollment will be evaluated, as possible, on both the program and course levels on a yearly basis. On a program level, the number of students enrolled in the minor will be tracked. Additional student information, such as student major, honors and scholar affiliation, course selection, and performance in the minor will be assessed. At a course level, enrollment and seat availability in specific minor courses will be evaluated. Possible barriers to completing the minor in a timely fashion may be shown by enrollment trends. As students may not declare their minor until application for graduation, retrospective data will be collected and compared to data collected on a quarterly and annual basis.
2. A focus group of graduating minors will be used, if available the second year as an assessment tool for evaluating mastery of the learning goals of the minor. This assessment will occur in the Spring Quarter. The focus group will explore student perceptions of: (1) the attainment of the above goals, and (2) the structure, availability, and sequencing of courses in the minor. Student mastery of the learning goals for the minor will be evaluated the second, third, and fourth year and then every 5th year.
3. As enrollments increase, assessment will move to a survey of graduating minors, again stressing of attainment of the above goals, and the structure, availability and sequencing of courses in the minor.

Dissemination:

The assessment will be supervised by the oversight committee for the minor and the results will be used for considering improvements in the minor program. The oversight committee also will summarize the results, along with any plans for changes and improvements in the minor, as a report to be distributed to the Arts and Sciences

Curriculum Subcommittee A and to the faculty and academic units participating in the minor.

APPENDIX A: FACULTY

Faculty listed below have research and/or teaching interests in Aging or related disciplines at The Ohio State University.

| | |
|-----------------------|--|
| Douglas Crews | Department of Anthropology |
| Charles Emery | Department of Psychology |
| Eugene Folden | Department of Human Development of Family Science |
| Lee Ann Mjelde-Mossey | College of Social Work |
| Christine Murphy | College of Pharmacy |
| Virginia Richardson | College of Social Work |
| Joy Reilly | Department of Theatre |
| Margaret Teaford | School of Allied Medical Professions |
| Julian Thayer | Department of Psychology |
| Alan Woods | Department of Theatre |
| Susie Zavotka | Department of Consumer Science |

APPENDIX B: Prerequisites for Courses

Foundational Course

Allied Med 665 None

Core Courses

Anthropology 640.05 Anthro 200 or equiv or permission of instr
(Will be waived for those in the minor)

Psychology 552 Psych 100

HDFS 670.01 HDFS 360, 364 and jr or higher status (will be waived)

Electives

Allied Med 601 Jr standing or above or permission of instr

Allied Med 667 Jr level in Health Sciences/Geriatrics & Gerontology or
permission of instr (not enforced)

Allied Med 668 Enrollment in School of Allied Medical professions or
permission of instr

Allied Med 693 Permission of instr

Allied Med 720 Grad standing or permission of instr

Allied Med 721 Grad standing or permission of instr

Anthro 640.02 Anthro 200 or equiv or permission of instr

Fam Res Mgt 561 Fam Res Mgt 359

HDFS 364 None

HDFS 560 HDFS 360 and jr/sr standing

Nursing 403 Jr standing in nursing, Nursing 301.03, 385.03, Hum Ntr 310,
Microbio 509, and Nursing 337 or permission of instr

Psych 340 Psych 100

Psych 597 Psych 100

Social Work 695.14 None

Social Work 695.24 None

Social Work 695.25 None

Sociology 629 Soc 487 and 488 or permission of instr

Sociology 630 Soc 487 and 488 or permission of instr

Sp & Hr Sc 605 SHS 230 or 330 or 430, or Ling 201, 202, 261, or 265 or equiv.

Theatre 675.01 None

Theatre 675.02 None

APPENDIX C: SIMILAR PROGRAMS AT OTHER INSTITUTIONS



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Gerontology

(19 semester hours)

Gerontology provides an understanding of aging as it affects the individual and our society. As the elderly become a significant percentage of our population, this is an area of increasing focus. Miami's gerontology program is particularly strong because of its association with the nationally known Scripps Gerontology Center.

Students in any major may pursue this multidisciplinary minor. Required fieldwork is completed in a long-term care facility, state agency, or private service company. A minimum 2.0 g.p.a. is required for all courses in the minor. Only GTY 440.G Fieldwork in Gerontology may be taken on a credit/no-credit basis. Note prerequisites when selecting courses.

This minor does not satisfy the Thematic Sequence requirement of the Miami Plan.

For information contact:

Department of Sociology, Gerontology,
and Anthropology

375 Upham Hall
(513) 529-2628

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MINOR REQUIREMENTS

| Prefix/Number | Course Title | Credits |
|-------------------------------|---|---------|
| Both of these: | | |
| GTY 154 | Aging in American Society | 3 |
| GTY 440.G | Field Experience in Gerontology | 4 |
| At least one of these: | | |
| GTY 318 | Sociology of Aging | 3 |
| GTY 365 | Social Policy and Programs in Gerontology | 3 |
| GTY 468 | The Aging Individual in a Changing | 3 |

Frequently
Asked
Questions

Links



Society

Select from these to bring the total to 19 semester hours:

| | | |
|-------------------------------|--|-----|
| GTY 260 | Global Aging | 3 |
| GTY 455 | Mental Health and Aging | 3 |
| GTY 456 | Psychosocial Aspects of Health and Aging | 3 |
| GTY 460 | Selected Topics in Gerontology | 2-4 |
| GTY 463 | Sociology of the Older Woman | 3 |
| GTY 464 | Sociology of Retirement | 3 |
| GTY 466 | The Family in Later Life | 3 |
| GTY 472 | Minority Aging | 3 |
| GTY 476 | Environment and Aging | 3 |
| ATH 412 | Biocultural Perspectives on Health and Disease | 3 |
| CLS 322 | Growing Old in Greece and Rome | 3 |
| EDP 365 | Human Development | 3 |
| ENG/ PHL/ PSY/REL 360.A | Confronting Death | 3 |
| NSG 441 | Health and Aging: Concurrent Perspectives and Issues | 3 |
| PHL 375 | Moral Issues in Health Care | 3 |
| PHL 475 | Justice in Health Care | 3 |
| PHS 471 | Sport, Leisure, and Aging | 3 |
| PSY 231 | Developmental Psychology | 3 |
| PSY 334 | Adulthood and Aging | 3 |
| PSY 334.L | Adulthood and Aging Lab | 1 |

Minimum credit hours for minor: 19

View our [Sitemap](#).

Scripps Gerontology Center, 396 Upham Hall, Oxford, OH 45056
Phone: 513-529-2914 Fax: 513-529-1476
Scripps@muohio.edu

Bowling Green State University

The minor in the Gerontology Program consists of a minimum of 20 credit hours distributed between required and elective course work. Students are required to complete two core courses, with the remaining hours selected from a list of approved electives. No internship is required for the minor.

The required and elective courses are listed below. Students should make their intention to minor in Gerontology known to the Program as soon as possible. Students must have a minimum 2.5 GPA to be admitted to the Gerontology Program. An individual plan of study will be completed by the student and a representative of the Gerontology faculty and approved by the Program Director.

All students are required to complete the following courses:

- Gerontology 101- Introduction to Gerontology 3 hours
- Gerontology 402- Health and Aging 3 hours

Students should complete five courses from the following:

| | | |
|------------------|--------------------------------|------------|
| | | 3 hours |
| | | 3 hours |
| Gerontology 301 | Ethnicity and Aging | 3 hours |
| Gerontology 330* | Psychosocial Aspects of Aging | 3 hours |
| | Cross-Cultural Aging | 3 hours |
| Gerontology 405 | Administration and Aging | 3 hours |
| Gerontology 410 | Proposal Writing | 3 hours |
| Gerontology 420 | Research in Social Gerontology | 3 hours |
| Gerontology 422 | Special Topics in Gerontology | 3 hours |
| Gerontology 470 | Biology of Aging | 3 hours |
| Biology 310 | Philosophy of Death and Dying | 3 hours |
| Philosophy 319 | Psychology of Aging | 2 hours |
| Psychology 309* | | 3 hours |
| | | 3 hours |

| | | |
|--|--|-------|
| | | hours |
|--|--|-------|

* students should take either Gerontology 330 or Psychology 309, not both.

Department of Human Services - Gerontology Program

http://www.bgsu.edu/departments/crju/gerontology/gero_content/gero_minor.html

Bowling Green State University, Bowling Green, OH 43403, 1-419-372-2326

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Interdisciplinary Program

The gerontological studies program is a multi-disciplinary program designed to integrate research and theory about aging and old age. Prompted in part by the graying of the world's population, humanists, scientists, social scientists, and professionals have become interested in understanding the position of the aged in society, the aging process in various contexts, the meaning of aging to individuals, and the physical changes that accompany aging. The program draws on the most recent thinking and research in a variety of disciplines to provide students with a background that will be helpful after graduation both in work and in graduate or professional school.

SEARCH SOCIOLOGY:

RELATED SITES:

- Sociology in the General Bulletin >>
- American Sociological Association Student Resources >>
- American Sociological Association (ASA) >>

In keeping with the interdisciplinary nature of the program, the core courses are drawn from four departments: anthropology, communication sciences, history, and sociology. Students may choose from a variety of courses according to their own interests. Most of the electives are not specifically gerontology courses but cover topics that contribute to the understanding of aging and the aged. The perspectives gained in the core courses will provide the student with the background needed to relate the material in the more general courses to gerontological issues. The program is firmly grounded in the liberal arts and thus provides the student with the challenge to think and communicate effectively and to integrate diverse

information, theories, and practice.

Gerontological Studies is an appropriate major or minor for students with a wide variety of career goals. The aging of the population has made available entry-level positions for persons with baccalaureate degrees in organizations that provide services to and formulate policy for the elderly. Many graduate programs now include an emphasis on aging for which a degree in gerontological studies would serve as a useful background. Students planning to pursue professional degrees will find that an increasing number of their clients or patients will be old and that problems with which they must deal will be related to the aged. The perspective provided by participating in the Gerontological Studies Program will provide students with excellent background in working with older populations. This background is particularly important for students who plan to pursue careers in human services, business, law medicine, academics, or the sciences.

Current Areas of Research

Faculty members associated with the program are engaged in a variety of funded research projects which include studies of: Alzheimer's disease; patterns of care for the urban elderly in China; visual perception changes that accompany aging; the impact of high levels of physical activity on the biological aging process; grandparent-grandchild relationships; and stress, coping, and adaptation among urban community and institutionalized elderly.

Program Faculty

Cynthia Beall, Ph.D. (Pennsylvania State University)
Professor, Anthropology
Physical anthropology; human growth and development;
human and medical ecology; biology of aging; Andes;
Himalayas

Robert Binstock, Ph.D. (Harvard University)
Henry R. Luce Professor, School of Medicine
Public policy and aging; Health care policy

Gary Deimling, Ph.D. (Bowling Green State University)
Professor, Sociology
Sociology of aging; medical sociology; family sociology;
sociological theory

Grover C. Gilmore, Ph.D. (Johns Hopkins University)
Professor, Psychology
Perceptual development and aging; visual information
processing; memory; psychophysics

Melvyn Goldstein, Ph.D. (University of Washington)

Harkness Professor and Chairperson, Anthropology
Social anthropology; population-medical anthropology; aging;
cultural ecology; development; Nepal; Tibet; India

Charlotte Ikels, Ph.D. (University of Hawaii)
Professor, Anthropology
Gerontology; ethnicity; Chinese and overseas Chinese; life
cycle; Hong Kong, China, United States

J. Randal Johnson, Ph.D. (University of Washington)
Adjunct Assistant Professor, Sociology
Marriage and the family; sociology of aging; social psychology;
medical sociology; quantitative methodology

Eva Kahana, Ph.D. (University of Chicago)
Pierce T. and Elizabeth D. Robson Professor of Humanities and
Chairperson, Sociology
Director, Elderly Care Research Center
Sociology of aging; coping and stress in late life;
institutionalization

Kyle Kercher, Ph.D. (University of Washington)
Associate Professor, Sociology
Methodology; statistics; sociology of aging; criminology

Danielle Ripich, Ph.D. (Kent State University)
Associate Professor and Chair, Communication Sciences
Clinical processes; speech and language disorders in adults and
children; pragmatics

Kurt Stange, M.D., Ph.D. (University of North Carolina School
of Public Health)
Adjunct Assistant Professor, School of Medicine
Epidemiology; preventive health care; biostatistics; health
services research; disability prevention in the elderly

Eleanor Stoller, Ph.D. (Washington University)
Selah Chamberlain Professor of Sociology
Sociology of aging; medical sociology

David D. Van Tassel, Ph.D. (University of Wisconsin, Madison)
Elbert Jay Benton Professor, History
Aging in historical perspective

May L. Wykle, Ph.D., R.N., FAAN (Case Western Reserve
University)
Florence Cellar Professor, Gerontological Nursing and Chair of
Mental Health Nursing;
Director, University Center on Aging and Health
Health and mental health; caregiving in minority populations

Undergraduate Programs

Major The gerontological studies program offers a major that leads to the Bachelor of Arts degree. However, it may be

selected only as a second major, the first major being in a traditional academic department. A double major simply replaces the required minor with a second major. The total number of credit hours required for graduation remains the same.

The major consists of a minimum of 30 credits; 15 are in required courses and 15 are in approved elective courses. The required courses are:

ANTH 304, Anthropology of Aging (3)
COSI 345, Communication and Aging (3)
SOCIO 369, Aging in American Society (3)
SOCIO 396/496, Public Policy and Aging (3)

At least 15 credit hours must be earned in the approved electives listed below. This list changes from time to time as departmental offerings change. Check with the director of the gerontological studies program for current information.

ANTH 215, Health Culture, and Disease: An Introduction to Medical Anthropology (3)
ANTH 301/401, Biological Aging in Humans (3)
ANTH 318, Death and Dying (3)
ENGL 364M, Autobiography and Biography (3)
PSYC 369, Adult Development and Aging (3)
SOCIO 311, Health, Illness, and Social Behavior (3)
SOCIO 313, Social Factors in Stress and Coping (3)
SOCIO 319, Social Factors in Institutional Care (3)

Minor The minor consists of 15 credits, including at least two of the core courses (ANTH 304, COSI 345, and SOCIO 369), and any three of the approved electives or remaining core courses.

Sequence A sequence in gerontological studies consists of 12 credits earned in four courses, at least two of which must be chosen from ANTH 304, COSI 345, and SOCIO 369. The other two courses may be drawn from the approved electives or from the remaining core courses.

Gerontological Studies (GERO): Undergraduate Courses

GERO 396. Public Policy and Aging (3) (Cross listed as Soci 396). Overview of public policies affecting aging and impact of population aging on public policies. Contemporary policy dilemmas, policy choices for the future, and political contents of such dilemmas and choices.

GERO 397. Special Studies in Gerontology (1-3). Independent Study. Limited to junior and senior majors and minors. Prerequisite: Approval of written prospectus.

Graduate Courses

A certificate program in Gerontological Studies is available through the University Center on Aging and Health. For specific course requirements students should consult the Center: Allen Memorial Library, Room 101. Director: May Wykle, Ph.D. R.N., F.A.A.N.

GERO 496. Public Policy and Aging (3). Overview of public policies affecting aging and impact of population aging on public policies. Contemporary policy dilemmas, policy choices for the future, and political contents of such dilemmas and choices.

GERO 498. Seminar in Gerontological Studies (3). Major themes in gerontology. Seminar members choose a problem area, explore the relevant literature from a multi-disciplinary perspective, and develop a research project using knowledge gained through community observation and library exploration. Prerequisite: Completion of certificate hours or consent of instructor.

SOCI 416. Practicum in Gerontological Research (3). The practicum in Gerontological research will allow students to have first hand experiences in fieldwork and data analyses working under supervision in Sociological research settings such as the Alzheimer's Center on Benjamin Rose Institute or the Elderly Care Research Center. Supervising faculty will meet regularly with students to provide a didactic component to the research practicum. Prerequisite: consent of instructor.

GERO 601. Independent Study (1-3). For non-degree students enrolled in the graduate certificate program in gerontology. Human Development 224 Mather Memorial Phone: 386-2638 Director: George Rosenberg, Ph.D.

Department of Sociology | 10900 Euclid Avenue | Cleveland, Ohio 44106 | Phone: 216.368-2700 | Part of: [College of Arts and Sciences](#)

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Pennsylvania State University

Intercollege Program (GERON)

PROFESSOR MELISSA A. HARDY, *in charge*

The intercollege minor in Gerontology is designed for students to gain an in-depth understanding of the aging process and old age. With the growth of the number of older people in the population, increased need has arisen for people with knowledge of the aging process in a variety of professional and occupational roles. In conjunction with the student's major, the minor prepares students for entry-level human service positions working with the elderly, or for graduate or professional school programs including communication disorders, counseling, health planning and administration, medicine, psychology, recreation and park management, and social work where knowledge of the aging process and problems of older people is relevant. Eighteen credits are required for the minor, including at least 6 credits at the 400 level. Advising is available through Pamela D. Evoke, 211 South Henderson, University Park, PA 16802 (814-863-8000, pde1@psu.edu).

A grade of C or better is required for all courses in the minor.

Scheduling Recommendation by Semester Standing given like (Sem: 1-2)

REQUIREMENTS FOR THE MINOR: 18 credits

PRESCRIBED COURSES (3 credits)

HD FS 249 GS(3) (Sem: 3-8)

ADDITIONAL COURSES (15 credits)

BIOL 055 GN(3) or BIOL 409(3) (Sem: 1-7)

SOC 435 (HD FS 434)(3) or HD FS 445 (PSY 445)(3) (Sem: 5-8)

Select 9 credits, at least 6 at the 400 level, from ADTED 460(3), ANTH 473(3), BB H 302 US(3), BB H 316(3), BB H 410(3), BB H 440(3), CN ED 415(3), H P A 101(3), H P A 440(3), H P A 442(3), HD FS 413(3), HD FS 445 (PSY 445)(3), HD FS 446(3), HD FS 447(3), KINES 481W(3), NURS 464(3), NUTR 451(3), NUTR 456(2), R P M 462(3), R SOC 422(3), R SOC 497(3), SOC 023 GS(3), SOC 174(3), SOC 423(3), SOC 435(3) (Sem: 3-8)

Note: Students may enroll in special topics courses (297, 497) that focus on aging or old age, with faculty permission. With faculty approval, students may also enroll for independent studies in their major department to write a senior thesis focused on an issue of aging.

APPENDIX D:
Program Concurrence Forms

May 10, 2006

Linda G. Schoen
Assistant Executive Dean
The Colleges of the Arts and Sciences
The Ohio State University
105 Brown Hall
190 West Seventeenth Avenue
CAMPUS

Dear Dr. Schoen:

I am writing in support of and to indicate our commitment to participation in the Interdisciplinary Minor in Aging. The following courses would be appropriate for inclusion in the DS curriculum:

- Allied Med 601 Death, Loss, and Grief From Multiple Perspectives (4 crs)
- Allied Med 667 Aging and Public Policy (3 crs)
- Allied Med 668 Prevention & Wellness in Aging (3 crs)
- Allied Med 693 Pathophysiology of Aging
- Allied Med 720 Aging and Design (cross-listed with Textiles & Clothing 720) (3 crs)
- Allied Med 721 Practicum in Home Modifications and Universal Design
(cross-listed in Textiles & Clothing) (3 crs)

We look forward to the opportunity to be a part of this exciting program. Thank you.

Sincerely,

Deborah S. Larsen, PhD
Director, School of Allied Medical Professions
Associate Dean, College of Medicine

Linda Schoen

From: Linda Schoen [schoen.16@osu.edu]
Sent: Wednesday, May 10, 2006 11:01 AM
To: 'Larsen, Deborah'
Cc: 'Linda Schoen'
Subject: RE: Interdisciplinary Undergraduate Minor in Aging

Deb,

Thanks for the concurrence!

Linda

Linda G. Schoen
Assistant Executive Dean
Office of Interdisciplinary Programs
Colleges of the Arts and Sciences
The Ohio State University
105 Brown Hall
190 West Seventeenth Avenue
Columbus, OH 43210
(614) 247-8277
schoen.16@osu.edu

From: Larsen, Deborah [mailto:DLarsen@amp.osu.edu]
Sent: Wednesday, May 10, 2006 10:58 AM
To: Linda Schoen
Subject: RE: Interdisciplinary Undergraduate Minor in Aging

Here you go - I don't think that I sent one before. Sorry!

From: Linda Schoen [mailto:schoen.16@osu.edu]
Sent: Wednesday, May 10, 2006 9:59 AM
To: Larsen, Deborah
Subject: RE: Interdisciplinary Undergraduate Minor in Aging

Deb,

I am going through the Aging minor proposal to make sure everything is there before it gets submitted to the next committee and I don't see that I ever received the Allied Med concurrence. Would you be able to just send me an email stating such? I know that the concurrence for the Forensic one eventually turned up-Campus mail still sometimes assumes that Brown Hall mail should belong to Architecture and forward it over to their new building. Thanks!

Linda

Linda G. Schoen
Assistant Executive Dean
Office of Interdisciplinary Programs

5/10/2006

Colleges of the Arts and Sciences
The Ohio State University
105 Brown Hall
190 West Seventeenth Avenue
Columbus, OH 43210
(614) 247-8277
schoen.16@osu.edu

The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences February 20, 2006

 Initiating Academic Unit Date

Aging

 Program Title

Minor Undergraduate

 Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

Department of Anthropology

 Academic unit asked to review the request

March 6, 2006

 Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

Excellent minor!

Signatures

| | | | | |
|---------|----------------------|----------|--------------|---------|
| 1. Name | <i>Quinn S. Rose</i> | Chair | Anthropology | 2/20/06 |
| 2. Name | | Position | Unit | Date |
| 3. Name | | Position | Unit | Date |

| |
|---|
| The Ohio State University Colleges of the Arts and Sciences Program Concurrence Form |
|---|

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

| | |
|-----------------------------------|----------------|
| Colleges of the Arts and Sciences | March 10, 2006 |
| Initiating Academic Unit | Date |

| | |
|---------------|--|
| Aging | |
| Program Title | |

| | |
|--|---------------|
| Minor | Undergraduate |
| Program Type (Major or Major Track/Minor or Minor Track/Certificate) | Level |

Type of Request (Circle): New Program Program Change

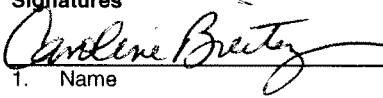
| | |
|---|--|
| College of Biological Sciences | |
| Academic unit asked to review the request | |

| | |
|-------------------------|--|
| March 30, 2006 | |
| Date response is needed | |

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

The proposed Interdisciplinary Minor in Aging will offer students interested in health care and related careers a relevant and interesting option to enhance their undergraduate major. The minor is appropriately designed, and has a reasonable degree of flexibility. It is likely to appeal to many students in the College of Biological Sciences.

Signatures

| | | | |
|---|----------------|--------------------------------|-------------|
|  | Associate Dean | College of Biological Sciences | May 3, 2006 |
| 1. Name | Position | Unit | Date |
| 2. Name | Position | Unit | Date |
| 3. Name | Position | Unit | Date |

**The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences February 20, 2006
 Initiating Academic Unit Date

Aging
 Program Title

Minor Undergraduate
 Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

Department of Consumer Sciences
 Academic unit asked to review the request

March 6, 2006
 Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

The Department of Consumer Sciences supports including FRM 561 and TC 720 in the proposal for an
 Interdisciplinary undergraduate minor in Aging within the college of Arts and Sciences.

Signatures

| | | | | |
|----|---------------------|---------------------|-------------------|---------|
| 1. | <i>Gregory Hays</i> | professor and chair | Consumer sciences | 2/22/06 |
| | Name | Position | Unit | Date |
| 2. | | | | |
| | Name | Position | Unit | Date |
| 3. | | | | |
| | Name | Position | Unit | Date |

| |
|---|
| The Ohio State University Colleges of the Arts and Sciences Program Concurrence Form |
|---|

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

| | |
|-----------------------------------|-------------------|
| Colleges of the Arts and Sciences | February 20, 2006 |
| Initiating Academic Unit | Date |

| | |
|---------------|--|
| Aging | |
| Program Title | |

| | |
|--|---------------|
| Minor | Undergraduate |
| Program Type (Major or Major Track/Minor or Minor Track/Certificate) | Level |

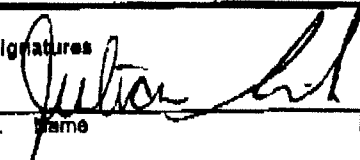
Type of Request (Circle): New Program Program Change

| | |
|--|--|
| Department of Human Development and Family Science | |
| Academic unit asked to review the request | |

| | |
|-------------------------|--|
| March 8, 2006 | |
| Date response is needed | |

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

The Department of Human Development and Family Science supports a minor in Aging

| | | | | |
|------------|---|----------|------|---------|
| Signatures |  | Chair | HDFS | 2-20-06 |
| 1. | Name | Position | Unit | Date |
| 2. | Name | Position | Unit | Date |
| 3. | Name | Position | Unit | Date |

**The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences February 20, 2006

 Initiating Academic Unit Date

Aging

 Program Title

Minor Undergraduate

 Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

College of Nursing

 Academic unit asked to review the request

March 6, 2006

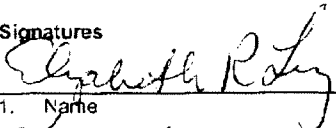

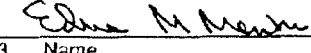
 Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

The College of Nursing is in support of the Interdisciplinary Minor in Aging and anticipate that some of our students

 would do a minor. In addition, faculty would like to be involved in providing educational opportunities for students.

Signatures

| | | | | |
|----|---|---|-----------------|-----------------|
| 1. |  | Dean Position | Nursing Unit | 3/3/06 Date |
| 2. |  | Associate Dean for Academic Affairs Position | Nursing Unit | 2/13/06 Date |
| 3. |  | Undergraduate Studies Chair Position | Nursing Unit | 3/03/06 Date |

**The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences February 20, 2006
 Initiating Academic Unit Date

Aging _____
 Program Title _____

Minor Undergraduate
 Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

Department of Psychology _____
 Academic unit asked to review the request _____

March 6, 2006 _____
 Date response is needed _____

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

Please see the attached letter of support.

Signatures

| | | | |
|----|------|--|--|
| 1. | | Gifford Weary, Chair, Dept of Psychology | 2.28.06 |
| | Name | Position | Unit Date |
| 2. | | | |
| | Name | Position | Unit Date |
| 3. | | | |
| | Name | Position | Unit Date |

Please return this form to the ASC Curriculum Office, 105 Brown Hall, 190 W. 17th Avenue or fax to 688-5678. 08/09/05



Department of Psychology

225 Psychology Building
1835 Neil Avenue
Columbus, OH 43210

www.psy.ohio-state.edu

February 28th, 2006

ASC Curriculum Office
105 Brown Hall
190 W 17th Avenue
Campus

Dear ASC Curriculum Committee:

The Department of Psychology is pleased to enthusiastically support the proposal of the Interdisciplinary Minor in Aging. (We do note that Psych 340 is now a 5 hour credit course.)

Please do not hesitate to contact me with further questions at 292-3038.

Sincerely,

Gifford Weary, Ph.D.
Professor and Chair
Department of Psychology

Linda Schoen

From: Bill Meezan [meezan.1@osu.edu]
Sent: Tuesday, February 28, 2006 11:29 AM
To: 'Linda Schoen'
Cc: 'Ginny Richardson'
Subject: RE: Interdisciplinary Undergraduate Minor in Aging
Follow Up Flag: Follow up
Flag Status: Red

Hi Linda,

I have vetted the proposal for an Interdisciplinary Undergraduate Minor in Aging through the appropriate faculty and staff here at the College of Social Work, and am pleased to report that with some very minor additions and revisions I would be able to sign off on your concurrence. The proposal was very well received; it is clearly well thought out and well developed leaving no questions about its worth in any of our minds. We are delighted that the minor is being developed.

Here are our minor comments which I would like to see incorporated into this proposal:

- P. 2 – First paragraph of the actual proposal – social work should be listed under the disciplines which makes aging interdisciplinary.
- P. 4 – Social Work 695.xx Caregiving Across the Life Span... has now been approved by the faculty and OAA and its official number is Social Work 695.24
- P. 4 – We would like to add Social Work 695.xx Women and Aging: International Perspectives as an elective in the minor. This course will come to faculty for a vote at the March meeting and then will be processed in the university; we fully expect that it will be on the books by the time the minor is approved.
- P. 9 – Appendix B. There are NO prerequisites for either 695.14 or 695.24 and we do not expect prerequisites for the new 695.xx

Now for the real OCD behavior on the part of my staff. On P. 9, Appendix B, I have been told that no prerequisites are listed on the RCPS screen for Allied Med 667 and the that prerequisite for Allied Med 721 according the RCPS screen is 720 or permission of the instructor.

Hope this helps. Do let me know if these small changes can be accommodated. At the point that they are, I would be happy to officially sign off on this very worthwhile endeavor.

Bill

William Meezan, DSW, ACSW
Dean and Professor
College of Social Work
The Ohio State University
Stillman Hall -- 1947 College Road
Columbus, OH 43210
(614) 292-5300 (phone)
(614) 292-6940 (fax)
meezan.1@osu.edu

From: Linda Schoen [mailto:schoen.16@osu.edu]
Sent: Monday, February 20, 2006 10:27 AM
To: meezan.1@osu.edu
Cc: richardson.2@osu.edu; 'Linda Schoen'; alexander.2@osu.edu
Subject: Interdisciplinary Undergraduate Minor in Aging

Dear Dean Meezan,

A group of interested faculty have been working on an interdisciplinary undergraduate minor in Aging. We would like to include the following courses below in the minor and request your concurrence to do so. If you have other courses that you would like considered, please send me the syllabi and I will be happy to forward them to the development committee for consideration. It would be great if you could return the concurrence form by March 6, 2006. If you need additional time, please let me know.

Thanks!

Linda

Social Work 695.14 Aging
Social Work 695.xx Caregiving across the Life Span (Proposed)

Linda G. Schoen
Assistant Executive Dean
Office of Interdisciplinary Programs
Colleges of the Arts and Sciences
The Ohio State University
105 Brown Hall
190 West Seventeenth Avenue
Columbus, OH 43210
(614) 247-8277
schoen.16@osu.edu

Linda Schoen

From: Robert Kaufman [kaufman.3@sociology.osu.edu]
Sent: Thursday, May 18, 2006 4:26 PM
To: Linda Schoen
Cc: Paul Bellair
Subject: Sociology Concurrence on Proposed Undergraduate Minor in Aging

Linda,

I am writing to indicate that Sociology is willing to concur on the proposal for an undergraduate Aging minor at this time. We appreciate that the committee agreed to include Sociology 630 as an elective. FYI, we will likely revise Sociology 629 to include a unit on aging and will submit it to you and the committee for consideration for possible future inclusion once we have done so.

Cordially,

Bob Kaufman
Professor and Chair

>To: "'Robert Kaufman'" <kaufman.3@sociology.osu.edu>
>Cc: "'Paul Bellair'" <bellair.1@osu.edu>, <Teaford.1@osu.edu>,
> "'Linda Schoen'" <schoen.16@osu.edu>
>Subject: RE: Proposed Undergraduate Minor in Aging
>Date: Wed, 10 May 2006 09:24:31 -0400
>
> Bob,
>
> The Aging minor development committee met this morning to consider
> the three Sociology courses. They would like to include Soc 630 as
> an elective. There was also interest in the other two courses, but
> the committee thought that there was not enough specific focus on
> aging in Soc 450 and Soc 629 to warrant inclusion. There was
> recognition by the committee that there is a need in both the
> undergraduate and graduate (GIS) minors for more sociological
> content, especially around disparity issues with respect to health
> and illness and its impact on the elderly population. The committee
> would be excited if either Dr. Alonzo or Dr. Williams might consider
> adding a specific aging unit to their courses. If there is any
> interest in doing so, the committee would be happy to reconsider
> these courses for inclusion.
>
> Thank you for bringing these courses to our attention. Dr. Meg
> Teaford, coordinator of the GIS in Aging, will suggest to her
> committee that Soc 630 also be considered for inclusion in the GIS.
> I would appreciate your comments about concurrence for the inclusion
> of Soc 630 and for the minor in general.
>
> Thanks,
>
> Linda
>
> Linda G. Schoen
> Assistant Executive Dean
> Office of Interdisciplinary Programs
> Colleges of the Arts and Sciences
> The Ohio State University
> 105 Brown Hall
> 190 West Seventeenth Avenue
> Columbus, OH 43210
> (614) 247-8277

> schoen.16@osu.edu

>
>
>
>
> -----
> From: Robert Kaufman [mailto:kaufman.3@sociology.osu.edu]
> Sent: Friday, March 10, 2006 9:11 AM
> To: Linda Schoen
> Cc: Paul Bellair
> Subject: Re: Proposed Undergraduate Minor in Aging

> Linda,

>
> I was not aware of the minor and I do think that there are several
> courses that would fit as electives. Like some of the other
> electives for the proposed minor, these do not focus specifically on
> aging but provide broad background on illness, health & health
> behavior, social epidemiology, the medical professions & health care.
> Specifically, we teach 3 courses on a regular basis in this area:

>
> 450 Illness and Social Behavior
> 629 Sociology of Health: Mental and Physical Dimensions 630 Medical
> Sociology

>
> Given this, I would like to have these courses considered for
> inclusion before I would be able to concur on the minor proposal. I
> have attached a recent syllabus for each.

> Bob

>
> At 3/10/2006 08:49 AM, you wrote:

> Dear Bob,

>
> I wanted to make sure that you knew about the proposed undergraduate
> interdisciplinary minor in Aging and that you had no concerns about
> this minor going forward. We were not aware of applicable courses in
> Sociology but we would be more than happy to review courses for
> inclusion. Subcommittee A of the Arts and Sciences Committee on
> Curriculum and Instruction requested that we seek your concurrence
> before this moves forward. I would appreciate if you could send your
> response back to me either by email or the attached form. Thanks!

> Linda

>
> Linda G. Schoen
> Assistant Executive Dean
> Office of Interdisciplinary Programs
> Colleges of the Arts and Sciences
> The Ohio State University
> 105 Brown Hall
> 190 West Seventeenth Avenue
> Columbus, OH 43210
> (614) 247-8277
> schoen.16@osu.edu

>
> Robert L. Kaufman [Kaufman.3@sociology.osu.edu] Professor and
> Chair, Department of Sociology Ohio State University, Columbus, OH
> 43210
> (614) 292-1214 FAX (614) 292-6687
> WEB: <http://www.sociology.ohio-state.edu/rlk/>

Robert L. Kaufman [Kaufman.3@sociology.osu.edu] Professor and Chair, Department of
Sociology Ohio State University, Columbus, OH 43210
(614) 292-1214 FAX (614) 292-6687
WEB: <http://www.sociology.ohio-state.edu/rlk/>

The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences February 20, 2006

 Initiating Academic Unit Date

Aging

 Program Title

Minor Undergraduate

 Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

Department of Speech and Hearing Science

 Academic unit asked to review the request

March 6, 2006

 Date response is needed

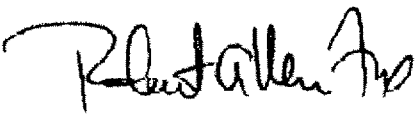
B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

I support the Aging Minor and look forward to our Department's participation. Given the "graying" of

 the American population, and the increased number of older individuals in our communities, this should

 be a very usefulland interesting minor

Signatures

| | | | |
|----|---|---|--|
| |  | Professor and Chair Speech and Hearing Science | 4/11/2006 |
| 1. | Name | Position | Unit Date |
| 2. | Name | Position | Unit Date |
| 3. | Name | Position | Unit Date |

**The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences February 20, 2006
 Initiating Academic Unit Date

Aging _____
 Program Title _____

Minor Undergraduate
 Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

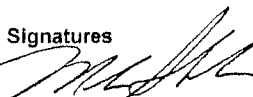
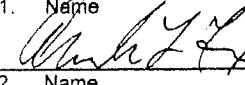
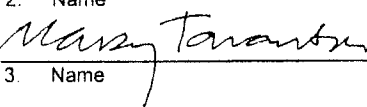
Department of Theatre _____
 Academic unit asked to review the request _____

March 6, 2006 _____
 Date response is needed _____

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

THE DEPARTMENT OF THEATRE SUPPORTS THIS REQUEST.

Signatures

| | | | | |
|----|---|-------------------------|---------|---------|
| 1. |  | CARTER | THEATRE | 2/20/06 |
| | Name | Position | Unit | Date |
| 2. |  | DIRECTOR OF U/g Studies | THEATRE | 2/20/06 |
| | Name | Position | Unit | Date |
| 3. |  | Director Grad Studies | Theatre | 2-20-06 |
| | Name | Position | Unit | Date |

Linda Schoen

From: Menke, Edna [emenke@con.ohio-state.edu]
Sent: Friday, March 03, 2006 12:13 PM
To: schoen.16@osu.edu
Cc: Lenz, Betty; Daley, Linda; Ahijevych, Karen; Potter, Susan
Subject: Interdisciplinary Undergraduate Minor in Aging

Dear Linda,

As Chair of Undergraduate Studies in the College of Nursing, I want to provide an update regarding the Interdisciplinary Undergraduate Minor in Aging proposal. At our Faculty Meeting yesterday, the faculty voted in support of the proposal and inclusion of Nursing 403 Nursing Care of Older Adults. I am in the process of getting the signatures for the concurrence form.

We will provide a copy of the current Nursing 403 syllabus that will need to be modified for non-nurses enrolled in the course.

Edna M. Menke, Ph.D., R.N.
Associate Professor
The Ohio State University
College of Nursing
1585 Neil Avenue
Rm 360 Newton Hall
Columbus, OH 43210
614-292-8045
e-mail: menke.3@osu.edu
614-292-4948 (fax)

APPENDIX E:

Syllabi

Course Syllabus

UNDERSTANDING THE AGING PROCESS

Allied Med 665 U G P 3 credits
Spring 2005

COURSE DESCRIPTION: This course provides an introduction to gerontology for undergraduate students majoring in the health sciences program. It is also open to other undergraduate and graduate students who would like to learn about aging and older adults. The course provides students with the opportunity to learn about the normal aging process across the lifespan with specific focus upon adults over the age of sixty. The impact of gender, ethnicity, culture, and historical period upon the aging process will be discussed. Strategies for encouraging disease prevention and health and wellness promotion among older adults will be presented. Students will have an opportunity to observe and interact with older adults living in the community through service learning activities.

INSTRUCTOR: Margaret H. Teaford, Ph.D.
Assistant Professor
School of Allied Medical Professions, Room 406
292-8152 (Tues, Wed, & Thurs) or Teaford.1@osu.edu

TEXTS: Kart, C. & Kinney, J. (2001) Realities of Aging. Allyn & Bacon, New York. (at College Town Bookstore on High Street).

Also there will be a packet of materials and assignments available through Zip Publishing. Contact them at www.zippublishing.com or visit their store at 380 Wyndotte Avenue, just east of campus.

If you need extra time for assignments or exams or need any materials in a different format, please contact Dr. Teaford during the first week of class to make arrangements.

EXPECTED OUTCOMES: Students completing this course will be able to:

1. Apply theories of aging to the status and needs of older adults today and in the future.

1. Describe and discuss normal aging including changes in vision and hearing
2. Describe and discuss the impact of disease upon the aging process.
3. Analyze the health status of older adults today, including the impact of chronic illness on lifestyles, and the health status of older adults in the 21st century.
4. Analyze the impact of gender, ethnicity, and culture and historical period upon the aging process in the United States and in other countries.
5. Access health promotion and wellness opportunities for older adults.

Undergraduate Course Requirements: Students are expected to attend class and to participate in the discussions.

1. Class participation (5%)
2. Debate on secrets of aging: The class will be divided into four groups and each group will prepare a ten minute presentation for a debate on the "Secrets of Aging." (10%).
3. Group project to survey Baby Boomers regarding their health habits. The class will design a short survey that will be given to adults aged 39 to 57 years to determine how Baby Boomers are preparing for their later years. Each student will interview two persons and write up a short report on their interviews. (15%)
4. Mid-term exam: The mid-term exam will cover class readings and discussions for the first 5 weeks of the quarter (20%).
5. Service learning experience with older adults: Students will participate in two community activities involving older adults. The purpose is to give you experience with older adults who are living in the community and to reflect on that experience. (5% each; total 10%).
6. Country presentations: Students are to select a country outside of North America and write a five page paper about aging and older adults living there today. (15%).
7. Final exam: The final exam will cover material from course readings and class discussions for all ten weeks of the quarter (25%).

Graduate Student Course Requirements: Students are expected to attend class and to participate in the discussions.

1. Class participation (5%)
2. Paper on Theories of Aging: Each graduate student will prepare a short (5-10 pages) on one of four theories of aging and make a presentation to the class. (15%).
3. Mid-term exam: The mid-term exam will cover class readings and discussions for the first 5 weeks of the quarter (20%).
4. Service learning experience with older adults: Students will participate in two community activities involving older adults. The purpose is to give you experience with older adults who are living in the community and to reflect on that experience. (20%).
5. Country presentations: Students are to select a country outside of North America and write a five page paper about aging and older adults living there today. (15%).
6. Final exam: The final exam will cover material from course readings and class discussions for all ten weeks of the quarter (25%).

All written work must be typed/double-spaced. Please proof-read your work: Spell-Check alone does not catch all errors.

Work is due at the time and the day assigned and grades will be lowered for late work.

GRADING SCALE:

Students taking the course for credit will receive a grade based on the following grading scale: 100-93 A; 92-90 A-; 89-88 B+; 87-83 B; 82-80 B-; 79-78 C+; 77-73 C; 72-70 C-; 69-68 D+; 67-63 D; 62-60 D-; 59 and below F.

ACADEMIC MISCONDUCT:

Students are expected to follow the Ohio State University's Code of Academic Conduct. All of the work submitted must be done by the individual student except for the assessment instruments assignment and case studies that are group projects. Students must cite all sources used in any written work.

USING INTERNET TO GET INFORMATION:

A word to the wise--**not all sources on the Internet are reliable!!** In preparing this syllabus, several promising sites were checked only to find that they are actually political groups in disguise. The assignments have some suggestions that come from reliable and well-known organizations; look for information that has been published elsewhere or has been edited by universities, etc

CLASS SCHEDULE AND ASSIGNMENTS

WEEK 1: What is aging and why study it?

March 29:

- READINGS: Kart and Kinney, chapter 1: First the Good News..
- Pre-class ASSIGNMENT: Informal interview of oldest relative
- DISCUSSION: demographics of aging

March 31

- READINGS: Kart and Kinney, chap. 2: The Study of Aging and chap. 3: The Demography of Aging
- In-class: Pick groups for Assignment 1, "Secrets of Aging"

WEEK 2: What are the results of aging?

April 5:

- READINGS: Kart and Kinney, chapter 4: What are the results of aging?
- In-class: discussion on medications and new drug discount cards

April 7:

- READINGS: Kart and Kinney, chapter 5: Why do people become old?
- In-class: Debate theories of aging
- ASSIGNMENT: Select country for report

WEEK 3: Health status of older adults

April 12:

READINGS:

1. Kart and Kinney, chapter 6: Health status of older adults
2. The state of aging and health in America (2003). (in packet).

April 14:

Readings

1. Swanson, M. and McGwin, G. (2004). Visual impairment and functional status from the 1995 National Health Interview Survey on Disability. Ophthalmic Epidemiology, 11(3),227-239.

In-class: Experiment with "aging kits" and discussion on changes in vision and hearing

WEEK 4: Psychological and Social Aspects of Aging

April 19:

- READINGS: Kart and Kinney, chapter 7: Psychological Aspects of Aging
- In-class: Stroke prevention

April 21:

- READINGS: Kart and Kinney, chapter 8: Social Aspects of Aging
- In-class: Discussion on Alzheimer's disease and other dementias

WEEK 5: Aging and Family Life

April 26

- READINGS: Kart and Kinney, chapter 10: Aging and Family Life
- ASSIGNMENT: first service learning journal due
- In-class discussion: Osteoporosis and the danger of falls

April 28

- **Mid-term exam**

WEEK 6: Racial and Ethnic Aging

May 3:

READINGS: Kart and Kinney, chapter 15: Racial and Ethnic Aging

In-class: Smoking and older adults; discussion of heart disease

May 5:

Class at special time: Lecture by Dr. Ferrandes Torres-Gil, former administrator of the U.S. Administration on Aging, at 4 pm at Fawcett Center-all students are to attend.

WEEK 7: Global Aging

May 10:

READINGS:

1. "An Aging World: International Population Reports". You will find it at <http://www.census.gov/prod/2001pubs/p95-01-1.pdf>; read chapters 1, 2, & 3.

In-class: Country presentations

May 12:

Reading:

2. Mathiason, J. (2003). An international perspective on aging and the end of life. Home Health Care Management & Practice. Vol 15, (2), 100-104. (in packet).

In-class: Country presentations (cont).

WEEK 8: What's next? The Baby Boomers

May 17:

READINGS:

1. Hartman-Stein, P. & Potkanowicz, E. (2003). Behavioral determinants of healthy aging: Good news for the baby boomer generation. Online Journal of Issues in Nursing, vol. 8, (2). (in packet)
2. Gfroerer, J., Penne, M., Pemberton, M. & Folsom, R. (2003). Substance abuse treatment need among older adults in 2020: the impact of the aging baby-boom cohort. Drug and Alcohol Dependence, vol. 69, 127-135 (in packet).

ASSIGNMENT: Report on baby boomer interviews due

May 19:

Readings

3. Karner, T. (2001). Caring for an aging society: cohort values and eldercare services. Journal of Aging and Social Policy, vol. 13 (1), 15-36. (in packet).

In-class: Discussion of the use of hormone replacement therapy

WEEK 9: Health Promotion and Wellness

May 24

READINGS:

1. Kart and Kinney, chapter 18: Health Policy and Aging

ASSIGNMENT: Second service learning journal due

May 26:

Readings

2. Van Wynen EA. (2001). Healthy People 2010. A key to successful aging: learning-style patterns of older adults. Journal of Gerontological Nursing. v. 27, 9,6-15

In-class: Discussion on nutrition and aging

WEEK 10: WRAP-UP

Final Exam

Douglas E. Crews
T Th 12:30-2:18 PM

Course Syllabus
BIOLOGY OF SENESCENCE
Anthropology 640.05
Spring Quarter 2006

Instructor: Douglas E. Crews
217 C Lord Hall
Phone: 292-1329

Meeting Time & Place: 235 Lord Hall
Email crews.8@osu.edu
Fax: 292-4155

Prerequisites: Anthropology 200 or another basic science course.

Textbooks Required: Arking, R. (2005) Biology of Aging: Observations and Principles, 3rd edition, Sinauer Press.

Crews, DE (2003) Human Senescence: Evolutionary and Biocultural Perspectives. Cambridge University Press.

Course Description: This is a biological anthropology course on human senescence. Non-human models are used to illustrate aspects of human variation in senescence. A wide variety of experimental data are only available on non-human animal models. However these data must be interpreted with caution when applied to human kind. The two texts chosen for this course cover both aspects of senescence. Dr. Arking's volume presents the non-human data in great detail, while Dr. Crews closely examines how these data may or may not apply to human senescence. Society and culture have profound influences on human health and longevity and how we perceive aging and senescencing individuals. By the end of this course, you should be able to describe differences among senescence, aging, and longevity; detail evolutionary theories and mechanistic models of senescence; explain differences between humans and non-humans in senescence; detail biocultural influences on senescence; and debunk multiple proposed "anti-aging interventions".

Anyone who feels they may need an accommodation based on the impact of a disability should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential adaptations to meet your needs. I rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so. They are located in 150 Pomerene Hall, 614-292-3307.

Conduct of the Course: There will be a midterm the 4th and 8th week of class. These each count for 25% of your final grade. There is a final term project (25%), and an in-class presentation (10%), which together will count for 35% of your final grade. Attendance and participation will count for 5%, while 2 quizzes will count for 5% each.

| Assignment | Due | % of grade |
|--------------------------|------------|-------------------|
| Midterm | Week 4 | 25 |
| Midterm | Week 8 | 25 |
| Paper | Week 9/10 | 25 |
| Presentation | Week 9/10 | 10 |
| Quizzes | Week 2-6 | 10 |
| Attendance/Participation | Week 1-10 | 5 |
| | | Total- 100 pts. |

Grading: Final grades are based on standardized distribution, using the total number of points for the course. A general guide to how you are doing is A > 92; A- 90-91; B+ 88-89; B 82-87; B- 80-81; C+ 78-79; C 72-77; C- 70-71; D+ 68-69; D 60-67; E < 60

Research Project: Your term project will be an in-depth review of the literature on a topic of your choice in the biology of senescence. Your final 8-page paper will be a double-spaced, typed manuscript with 1-inch margins in Times New Roman or Ariel 10 point font. Please limit it to 8 pages of concise text. Include as many **additional** pages of illustrations and tables as you need to document the text and have a minimum of 15 references. No more than 4 references should be from the course materials. No more than 5 references should pre-date 1985. No more than 5 should refer to books or book chapters. Books are notoriously out-of-date and developments in research and laboratory methods have been overwhelming in the last decade. Do not rely upon websites¹ for your references. A limit of 4 websites of the “nsf.gov” type may be included. These are government documents that are as reliable as the primary literature. An in-class 10-20 minute presentation of your project will be conducted during the last weeks of class.

Attendance will be taken the first 2 weeks of class to determine who is attending and who will be automatically dropped after the 1st or 2nd week to allow others already wait-listed to enroll through Brutus. During weeks 3-8 attendance will be taken an additional 4-6 times on randomly selected days to determine who is regularly attending class. During the final weeks of the term when presentations are being made by you and your fellow students, attendance will be taken each day and 1.0 attendance point deducted from your total score for each day missed over 2. The presentations are an important part of the overall class and educational experience. Each of you will have invested a substantial amount of time in your paper and its oral presentation and you deserve an audience and your classmates need to take this opportunity to learn from your research. These in-depth reports are a highlight of such classes. Anyone missing a presentation day without an official excuse will have 1 attendance point deducted per class missed.

¹ “Websites” refers to pages on the Internet. You may use search engines such as Ohio Link, ISI Web of Science and similar web-servers. You may not google your topic and then report results of that search.

All papers are due the 10th week of class. Failure to turn any assignment in on the due date will result in a lowering by one letter grade.

Course Outline:

| Week | Lecture Topic | Text² Chaps. | Assignment Due Date |
|-------------|---|--------------------------------|----------------------------|
| 1 | Introduction to the Course: What are Senescence, Aging, and Longevity? Aging Populations and Senescing Individuals | A 1-3 C 1 | |
| 2 | Why Senescence? Evolutionary & Comparative Biology Slow and Fast Senescing Species | A 3-5 C 2 | |
| 3 | Senescence and Age-Related Changes in Humans. Empirical Methods of Modifying the Rate of Aging. | A 5-6 C 3 | Quiz 1 5 pts |
| 4 | Genetic Mechanisms of Life Span Regulation In Laboratory Model Organisms and Humans | A 7-8 C 4 | Midterm 25 pts. |
| 5 | What are the mechanistic bases of senescence? Stochastic Mechanisms and Senescence | A 9-10 | |
| 6 | Metabolic & Mitochondrial Mechanisms of Aging | A 11 | Quiz 2 5 pts |
| 7 | Senescence as a Breakdown of Intracellular Regulatory Processes | A 12-13 | |
| 8 | What can we do about it? Common Mechanisms of Senescence, Human Prolongevity Interventions, Societal Goals and the Search for a Fountain of Youth | A 14-15 C 5-6 | Midterm 25 pts. |
| 9 | Presentations | | 10 pts |
| 10 | Presentations | | Paper 25 pts. |

Note: Please be sure to read all assigned chapters prior to the week they will be discussed in class. This will provide you with an overview of the topic before class

² A = Arking C = Crews

lecture. Then you will be able to not only participate in the lecture, but also understand the highlights that are covered during lecture.

PSYCHOLOGY 552: Psychology of the Adult Years
(M W F 3:30-4:18 p.m.; Lazenby Hall room 0021)

COURSE ARRANGEMENTS

Standard class sessions will consist of lectures punctuated by opportunities for class discussion. The lectures will explore relevant topics insufficiently discussed or merely alluded to in the textbook. Students should refer to lecture outlines (available from the Tuttle Park Cop-Ez; see below) to facilitate their grasp of the lectures' main points. Three of the class sessions will feature a film and discussion. The two midterm examinations will each be preceded by a question-and-answer review session and followed by an exam-results feedback session.

All required reading assignments will be drawn from Papalia, Camp, & Feldman's *Adult Development and Aging* (NY: McGraw-Hill, 2002), available from the Millikin Road University Bookstore, Long's, or SBX. Available from the Tuttle Park Cop-Ez are: (a) the instructor's 2003 book *Moral development and reality: Beyond the theories of Kohlberg and Hoffman* (Thousand Oaks, CA: Sage; the book is optional but may be helpful for those students wishing to gain background to a number of the instructor's lectures); and (b) a course packet containing one-page outlines for all lectures as well as study questions for the textbook and lectures. The study questions target for students the textbook information pertinent to the examinations. There is no required paper writing assignment, although an optional book review can be done for extra credit.

Office consultations will be by appointment. The instructor's office is located in Townshend Hall, room 219. The instructor's phone number is 292-7918, and email address is gibbs.1@osu.edu.

DETERMINANTS OF GRADES FOR THE COURSE

Your grade for the course will be determined basically by your performance on the two midterm examinations and the final examination. Each will generally account for one-third of your grade. The final examination will cover only post-midterm material, and will be administered on the last day of classes. An upward minor-grade adjustment is possible upon satisfactory completion of an optional extra credit exercise (see below).

OPTIONAL EXTRA CREDIT EXERCISE

Those who choose to do the extra credit exercise (a book review), and who complete it

appropriately, will receive an upward adjustment of their final letter grade. The adjustment will equal a minor grade increment (e.g., B+ to A-, B- to B, C to C+). All book reviews must be submitted by the **Friday class prior to** the final week of classes.

Appropriate completion means the accomplishment of a typed, double-spaced, 3-5 page review of an approved book on psychology of the adult years. Any book (not book chapter or article) cited under References in the textbook (pp. 537-585) is acceptable (use of a book not so listed must receive instructor permission; also, the instructor may recommend certain recent paperbacks). To check for availability, use OSCAR or call 292-3900. Keep in mind that a book review does not simply list a book's contents; rather, it thoughtfully communicates the book's central ideas.

DETAILS REGARDING EXAMS

The examination length and format will be the same for the two midterms and the final. Each exam will consist of 35 items (even allowing approximately five minutes for test distribution, the 48-minute class period should allow adequate time for completion). Comprising each exam's 35 items will be 28-30 items from the textbook, and 7-5 items from the lectures. Students' preparation for the examinations should orient to the study questions and lecture outlines. The test items will be multiple-choice. A review session will be provided during regular class time prior to each exam.

COURSE STRUCTURE

The course will be structured in accordance with the three examinations: Midterm I; Midterm II; and Final (III). Lectures (titles and outlines of which are in the Course Packet) will be presented according to the schedule below (please note that two classes in April are cancelled).

| <u>WEEK OF</u> | <u>MONDAY</u> | <u>WEDNESDAY</u> | <u>FRIDAY</u> |
|---------------------|------------------|------------------|-------------------|
| March 28-30/April 1 | Intro | I | I |
| April 4-6-8 | I | Review | Midterm 1 |
| April 11-13-15 | CANCELLED | Feedback | CANCELLED |
| April 18-20-22 | II | II | II |
| April 25-27-29 | II | II | II |
| May 2-4-6 | II | Review | Midterm 2 |
| May 9-11-13 | Feedback | III | III |
| May 16-18-20 | III | III | III |
| May 23-25-27 | III | III | III |
| May 30/June 1-3 | [Mem. Day] | Review | Final Exam |

N.B.: Final exam will be held on last day of classes, NOT during Finals Week.

The specific lectures and films to be presented during the schedule are indicated in the Course packet, a crucial study aid. In addition to attending lectures, students should read **chapters 1 through 3** of the textbook for Midterm 1; **chapters 4 through 8** for Midterm 2; and **chapters 9 through 13** for the Final. Students are advised to read each chapter in its entirety *before* working with the study questions for

that chapter.

THE OHIO STATE UNIVERSITY
College of Human Ecology
Department of Human Development and Family Science
HDFS 670.01--Adult Development and Aging
Summer Quarter, 2006
First Term

Instructor: Dr. Eugene Folden
Office: 129 Campbell Hall
Phone: 292-5676
E-Mail: Folden1@osu.edu
Office Hours: By Appointment

COURSE DESCRIPTION:

This is an upper level, advanced course in human development that has been created to introduce students to the current theory and research related to the ever-changing field of adult development. The purpose of the course is to go beyond the conceptual frameworks studied in more basic courses (e.g., HDFS 364), by examining work currently being done in the field. Specifically, the course will cover varied aspects of change and continuity in psychological, social, emotional and physiological development from young adulthood to the very old. Topics to be discussed will include personality development, identity formation, relationship and role changes, attitudes about work, leisure and retirement, changes in memory and intelligence, death and dying, and research methodology and theory in adult development. In addition, the role of culture and history effects will be examined.

COURSE OBJECTIVES:

1. To examine the major research methods and theoretical perspectives pertinent to human development in the adult years.
2. To identify and describe stages of growth and development from young adulthood to the very old, as well as non-stage "continuous growth" models of growth and development.
3. To develop an appreciation for the existing research on adult development by fostering critical reflection about the current status (of the research on adult development).
4. To develop positive attitudes and expectations about adulthood and aging from both a subjective and objective perspective
5. To discuss future trends in adult development research.

REQUIRED TEXT:

Lemme, B. H. (2006). Development in aging. (4th edition). Boston: MA: Pearson/Allyn and Bacon.

COURSE REQUIREMENTS

1. A midterm examination, which will consist of m/c and t/f questions, worth 100 points.
2. A final examination, which will consist of m/c, t/f, and essay questions, worth 100 points.
3. A paper, which will consist of interviewing one older adult and reading three journal articles, worth 100 points. See pages 4-7 for details. Papers handed in late will be penalized 5 points per day, for up to 7 days past the due date – after 7 days the paper will not be accepted.
4. Attendance. Students are expected to arrive to class on time, be prepared for the session, and remain for the ENTIRE period. I view this course (and ALL upper level courses) as preparation for your career. Therefore, I expect you to be in class, display professional behavior, participate and, generally, be an active learner. Students who attend all sessions will receive 30 points . . . this is an all or nothing policy.

GRADING SCALE:

GRADING SYSTEM:

313-330 (95%-100%) = A
 297-312 (90%- 94%) = A-
 284-296 (86%- 89%) = B+
 274-283 (83%- 85%) = B
 261-273 (79%- 82%) = B-
 251-260 (76%- 78%) = C+
 241-250 (73%- 75%) = C
 228-240 (69%- 72%) = C-
 218-227 (66%- 68%) = D+
 208-217 (63%- 65%) = D
 below 207 (62% or less) = E

| | |
|-------------------|-------------------|
| Midterm | 100 points |
| Research Paper | 100 points |
| Final | 100 points |
| <u>Discussion</u> | <u>030 points</u> |
| TOTAL | 330 points |

DISABILITY SERVICES:

Anyone who feels he/she may need an accommodation based on the impact of a disability should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office for Disability Services for assistance in verifying

the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so.
ACADEMIC MISCONDUCT:

I strictly uphold the academic misconduct guidelines requiring that **"Each instructor shall report to the committee on Academic Misconduct all instances of what he/she believes to be academic misconduct."** Details regarding what constitutes academic misconduct are in the Student Handbook. Please contact me if you have questions.

| <u>DATE</u> | <u>TOPIC</u> | <u>CLASS SCHEDULE</u> <u>READING ASSIGNMENT</u> |
|-------------|--|--|
| June 19 | Introduction to the Course The Study of Development in Adulthood Research Methods and Design | Chapter 01 |
| June 21 | Theories of Adult Development | Chapter 02 |
| June 26 | Physical Development and Aging Longevity, Health and Prevention | Chapter 09 Chapter 10 |
| June 28 | Cognition in Adulthood | Chapter 04 |
| July 03 | Memory in Adulthood | Chapter 05 |
| July 05 | MIDTERM The Self | Chapter 03 |
| July 10 | Social Development | Chapter 06 |
| July 12 | Family Ties, Transitions, and Challenges | Chapter 07 |
| July 17 | Work and Retirement | Chapter 08 |
| July 19 | Death, Dying, and Bereavement PAPERS DUE* | Chapter 12 |
| July 21 | FINAL EXAMINATION | |

GUIDELINES FOR UNDERGRADUATE STUDENT RESEARCH PAPER

1. The paper in this class must be 8 to 10 pages in length, double-spaced, with 1 inch margins, and using a 12 point font. A title page, appendix, and a reference page must be included in your paper (these pages do NOT count toward the 8 to 10 page length).
2. The assignment requires reading three journal articles and interviewing one older adult. The paper should integrate how the older adult's life fits with the research findings. Thus, it is important to select a topic and journal articles relevant to the older adult you will be interviewing.

For example, if you know someone who cares for a person with Alzheimer's Disease (or has cared for someone in the past), then by all means choose articles on Alzheimer's Disease, caregiving or the like. If the older adult you will be interviewing is healthy and has never cared for someone with Alzheimer's Disease, you should choose a different topic. Please be respectful -- don't ask terribly personal questions.

3. The Articles:

You must use JOURNAL ARTICLES for this paper; specifically you must use articles in which the authors have collected their own data. You will know this by the inclusion of a sample and methodology section in the article. **NOTE:** Magazines and newspapers are periodicals, not journals. Also, use **ONLY APA** style of referencing in your paper.

4. The Questions:

Carefully read the three (appropriate) articles you have selected in order to determine what the researchers were asking, how and why. From this information compose your set of questions, in fact you may wish to use some of the questions that the researchers used in these three articles. I'm not sure how many questions is enough, though 10 sounds reasonable. **Be sure to add your questions as an appendix to your paper.**

5. Setting up the Interview:

You should begin with basic background information so that you can understand how the person you interview compares to the people who participated in the studies. For example, ask about date of birth, place of birth, marital status, socio-economic status, ethnicity, level of education, number of children (if any), where they work (ed), self-rated health, etc.

After you get the background information, you will need to ask the questions specific to your paper. This is the most important part of your paper, so put some

thought into these questions before you interview the older adult. **NOTE:** I recommend you tape record the interview (or at least take notes during the interview).

5. Writing the Paper:

The point of your paper is to integrate material pertaining to someone's life with theory and research. I am interested in how you integrate material, demonstrate your knowledge of the articles, and use material from the interviews. In other words, make sure you include sufficient evidence from the article so that I know you read them. Refer to the articles throughout the paper. On the other hand, do not just summarize the articles. The same goes for the interview.

When you write your paper, keep in mind that you have interviewed only ONE person, and no one's life fits research findings exactly. The researchers based their conclusions on many people. Discuss why your person's life may not have fit the research, and what the research might say about your person's experiences.

One other important thing -- avoid using "I" or "you" in your paper. Try to make the paper about the material itself, rather than about your experience of the material. This is difficult to do. The best way to distance yourself from the material is to use language which is more impersonal (in other words use phrases such as "this researcher" and avoid using "I").

6. Guidelines and Format for Writing the Paper

(03 points) Title Page: Center the title of your paper, your name, class, and date

1 page

(10 points) INTRODUCTION: explain the topic, why you chose the topic, what our **text** says about it.

1.5 pages.

(05 points) SAMPLE: describe your interviewee (e.g, demographics), where interviewed, and why.

.5 page.

(15 points) OVERVIEW OF INTERVIEW DATA: briefly describe your interview data

2 pages.

(42 points) COMPARE/CONTRAST INTERVIEW DATA WITH EXTANT DATA
(interview data with data from the articles)

4 pages

(10 points) CONCLUSIONS: summarize your main findings, what you would do next time, etc.

1 page

(05points) Appendix A -- questions

1 page

(05 points) References

1 page

(05 points) for use of Underlined Headings in the body of the paper

Suggested Journals

Below is a listed of possible Journals in which you are likely to find excellent articles on the topic of your choice. Other Journals you may select need to be cleared with the instructor.

American Journal of Public Health
American Journal of Sociology
American Psychologist
American Sociological Review
Clinical Gerontologist
Demography
Developmental Psychology
Family Perspective
Family Planning Perspective
Family Process
Family Relations
Gerontologist
Health and Aging
Home Economics Research Journal
Human Behavior
International Journal of Human Development
Journal of Alternative Lifestyles
Journal of Divorce
Journal of Family Issues
Journal of Gerontology
Journal of Home Economics
Journal of Marriage and Family Therapy
Journal of Marriage and the Family
Journal of Personality and Social Issues
Journal of Sex Research
Marriage and Family Review
Psychology and Aging
Psychological Science
Psychiatry
Sage Family Studies Abstracts
Sex Roles
Social Forces

Helpful Suggestions for Critiquing Research

The questions listed below are intended to apply to a report of original research. However, authors of articles which largely or wholly summarize the results of studies originally reported elsewhere should address some of these questions in their reviews.

1. What are the objectives of the study?
2. What are the research questions or hypotheses the author (s) intend to investigate?
3. What are the variables of interest in the study?
4. Describe the research and method of analysis in the study (i.e., sample, size, etc.)
5. Briefly describe the results of the study?
6. Do the author's conclusions address his/her original objectives?
7. Does the author admit obvious weaknesses in the research and suggest how those weaknesses might bias the results?

GUIDELINES FOR GRADUATE STUDENT RESEARCH PAPER

As indicated on the syllabus, part of the requirement for this course is a research paper. Unlike other research papers that you may have completed, this assignment is intended to give you practice in writing a brief and succinct empirical research paper. First, a research paper is not concerned with what you personally think or feel about an issue. Rather, a research paper takes a well defined and clearly stated hypothesis, examines the relevant data and theoretical arguments, and reaches a tentative conclusion pending more and better research data. You are expected to examine the extant research data for your paper as fairly as possible (do not be guided by what you would like to find or expect to find). All topics should be cleared with the instructor.

The following outline is mandatory and the roman numeral headings should appear as section headings in your paper; these must be clearly identifiable to the reader.

I. Statement of the Problem

The section is concerned with a brief statement of the problem and would usually be a couple of paragraphs long. In this statement you explain the relevance of your hypothesis area to at least one of the following:

- a. Existing theory in a specific area of family study.
- b. Existing empirical data.
- c. A social problem of concern to the society.

II. Hypothesis

This section should include two parts:

- a. An underlined precise statement of the hypothesis.
- b. A list of definitions for the terms you are using in the statement of the hypothesis. Don't use the dictionary, but think about what you want to mean by each term (in other words operationalize your terms).

III. Review of the Literature

A complete review of all the relevant literature on your hypothesis is, of course, not possible. You should, however, identify a minimum of eight journal articles relevant to testing your hypothesis. These articles should be recent (since 1988) and published in an academic journal. The review of the literature simply summarizes each article's relevant findings as objectively as possible.

IV. Argument (results)

This section of your paper is crucial. In this section you must argue in favor of rejecting the hypothesis or tentatively holding the hypothesis. In this section you must argue one way or the other, but not both. Your argument should call upon the articles you have reviewed and as well upon your careful and logical theoretical reasoning to support the conclusion that you will make.

V. Conclusion

This is the place to briefly sum up your argument and to cautiously reject or fail to reject the hypothesis. Remember, that you are not being graded on your ability to choose a true hypothesis, but on your ability to research and think through an hypothesis as a social scientist. In this section you must mention the limitations of your findings and be very cautious about the claims you can make within the scope of this paper.

Helpful Guidelines for Critiquing Research

The questions listed below are intended to apply to a report of original research. However, authors of articles which largely or wholly summarize the results of studies originally reported elsewhere should address some of these questions in their reviews.

1. What are the objectives of the study?
2. What are the research questions or hypotheses the author (s) intend to investigate?
3. What are the variables of interest in the study?
4. Describe the research and method of analysis in the study (i.e., sample, size, etc.)
5. Briefly describe the results of the study?
6. Do the statistical results support the author's conclusions?
7. Do the author's conclusions address his/her original objectives?
8. Does the author admit obvious weaknesses in the research and suggest how those weaknesses might bias the results?

Suggested Journals

Below is a listed of possible Journals out of which you are likely to find excellent articles on the topic of your choice. Other Journals you may select need to be cleared with the instructor.

American Journal of Public Health
American Journal of Sociology
American Psychologist
American Sociological Review
Clinical Gerontologist
Death Studies
Demography
Developmental Psychology
Family Perspective
Family Planning Perspective
Family Process
Family Relations
Gerontologist
Home Economics Research Journal
Human Behavior
International Journal of Aging and Human Development
Journal of Alternative Lifestyles
Journal of Divorce
Journal of Family Issues
Journal of Gerontology
Journal of Gerontological Social Work
Journal of Home Economics
Journal of Marriage and Family Therapy
Journal of Marriage and the Family
Journal of Sex Research
Marriage and Family Review
Omega
Psychology and Aging
Research on Aging
Sage Family Studies Abstracts
Sex Roles
Social Forces

SYLLABUS
The Ohio State University
College of Medicine and Public Health
School of Allied Medical Professions

- Course No.** Allied Medicine 667
Title, Credits Aging and Public Policy U G 3 credit hours
- Quarter of Offering** Spring Quarter
- Prerequisites :** Junior level in Health Sciences/Geriatrics and Gerontology or by permission of instructor
- Class Day/Time:** Tuesday 4:30 – 7:18 pm
Class Location: Atwell Hall
- Instructor:** Lecturer: Antonia Carroll, MA, LSW, Director, Franklin County Office on Aging
Office Hours: by appointment
- Required Text:** New Directions in Old Age Policies. (1998) Steckenrider, J.S., Parrott, T.. Albany NY. State University of New York Press.
- Additional Readings:** Additional readings will be assigned from The New Politics of Old Age Policy. (2005) Hudson, R.B.(ed.) Baltimore, MD. Johns Hopkins Press.
- Course Description:** Provides a framework to examine major policy issues of an aging society, overview of the legislative process, and a focus on citizen participation in the policy process.

Course Rationale:

The purpose of this course is to provide students with the concepts and knowledge of public and social policy in order to explore policy initiatives and processes and critically examine and analyze the effectiveness of public and social policy decisions for the aging population. Students will understand and apply a broader perspective of policy development within the larger context of the aging network and services provided at the national, state, and local level.

Students will acquire a knowledge of changes in societal institutions such as the economy, health care, and the family; public and social policy including the process of policy development; Medicare, Medicaid, and Social Security; housing options for older adults; funded programs in the field of aging; and national, state, and local collaboration for policy development and advocacy.

Students will be challenged to build skills in the following areas: identifying the need for change, researching issues that will improve services to an aging population, and thinking critically, creatively, and at a systems level.

Course Objectives: Upon completion of the course, after attending scheduled classes, and after completing readings, activities, and assignments, the student will be able to:

1. Demonstrate an understanding of the critical issues that impact older adults related to political, social, economic, and cultural contexts.
2. Discuss the influence of issues facing older adults on public and social policy decisions.
3. Define advocacy and its role in public and social policy development.
4. Explain the role of collaboration at the national, state and local level in the process of public and social policy development.
5. Describe important issues related to public and social policy of an aging population that are reported in the media.
6. Observe a legislative hearing on an older adult issue and discuss the significance of who is involved and of the arguments, decisions, and impact related to the issue and older adults.
7. Integrate concepts of public and social policy development to design a new public or social policy or redesign an existing public or social policy for older adults.
8. Applying the framework of policy analysis, analyze critically and describe the impact of a current public and social policy on an aging population. Articulate and support the findings.

Instructional Strategies

This course will meet for lecture/discussion and group activities during the Spring Quarter for three hours, once per week. These meetings will combine lecture by the instructor and guest speakers, experiential opportunities, and discussion. Instructional strategies will include lectures, in-class activities, observations, evaluation, writing assignments, and exams.

Evaluation:

| Activity | Points | Description |
|--|---------------|---|
| Class Attendance and Participation | 20 | Includes points for attendance at class sessions and active participation in class discussion and activities |
| Legislation Hearing Report | 30 | Visit a legislation hearing at the state, city, or county level on older adult issues. Students are to write a two page summary identifying the significant players in the process and the significance of the policy decision. |
| Article File | 20 | Maintain a newspaper/magazine clipping file of articles regarding public and social policy issues of an aging society. Provide a two page summary of the most important issues raised. |
| Design or Redesign Policy | 30 | Design or redesign a public or social policy which pertains to an aging society, utilizing material from readings and class discussion |
| Policy Analysis | 70 | Using the framework presented in Week 1, do a policy analysis of a current public or social policy. Paper should be ten pages minimum, use APA style, and have a bibliography of at least 10 references. |
| Mid-term Exam | 65 | Weeks 1-4 |
| Final Exam | 85 | Comprehensive Weeks 1-10 |
| Total Points U | 320 | |
| Additional Assignment for Graduate Level Work | | |
| Analysis and Presentation | 50 | Perform an analysis of the 2005 Whitehouse Conference on Aging and make a class presentation on one of the recommendations of the Conference |
| Total Points G | 370 | |

Final Grade Scale

The course is letter graded. Final grades will be calculated as a percent (total points accumulated divided by total points possible). The following percent system will be used to award a letter grade:

| | | | | | | | |
|----|---|------|------|----|---|------|------|
| 93 | - | 100 | = A | 77 | - | 79.9 | = C+ |
| 90 | - | 92.9 | = A- | 73 | - | 76.9 | = C |
| 87 | - | 89.9 | = B+ | 70 | - | 72.9 | = C- |
| 83 | - | 86.9 | = B | 67 | - | 69.9 | = D+ |
| 80 | - | 82.9 | = B- | 63 | - | 66.9 | = D |

Statement of Student Rights

Any student with a documented disability, who may require special accommodations, should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations. Help will be given to anyone who needs special assistance in this area. Accommodations will be made to fully include a student whose rights are protected under the American Disabilities Act. Students with disabilities are asked to speak with the instructor as soon as possible if special arrangements are needed.

Course Policies and Conduct

It is expected that students behave in a respectful and responsible manner. Students are expected to be present for classes and examination. If a student is unavoidably delayed or must be absent, the student is expected to send an email (insert Toni's email address here) before the absence and provide the reason for the absence. An excuse may be required at the discretion of the instructor.

The student is expected to make his/her arrangements to obtain and understand any material covered during an absence. Need for special consideration should be brought to the attention of the instructor.

Cell phones and pagers are absolutely to be turned off during class time. Failure to turn cell phones and pagers off will result in lost participation points.

Students are expected to complete and hand-in assignments by the due date and take examinations as scheduled. If an examination is missed (which is highly discouraged), arrangements for its completion must be made within 48 hours. The examination must be taken within 72 hours of the actual examination date. **Prior notice that the mid-term will be missed is required in order to do a make up mid-term examination.** Contact the instructor to make arrangements. Emergencies will be handled on an individual basis but will require appropriate documentation.

Academic integrity by all is expected at all times. Academic misconduct of any kind will not be tolerated. Any suspected violation of the codes of conduct will be reported to The Ohio State University Committee on Academic Misconduct (COAM) as stipulated in The Ohio State University Faculty Rules governing courses and curricula (#3335-7-03).

Class Topics and Reading Assignments**

| Week | Topic | Assignment |
|------|--|--|
| #1 | Introduction to Public and Social Policy Analysis | Chapter 1: Introduction Begin compiling Article File |
| #2 | Public and Social Policy Analysis: demographics | Chapter 2: Health Care Chapter 10: Changing Demographics |
| #3 | Legislative Process and Agenda Setting Advocacy – Guest Lecturer | Chapter 5: Policy, Politics, Aging: Crossroads in the 1990's. Chapter 6: The 1995 White House Conference on Aging: A Tradition Confronts a Revolution |
| #4 | Public and Social Policy Related to Long-term Care Financing | Chapter 7: The Changing Political Activism Patterns of Older Americans: “Don’t Throw the Dirt Over Us Yet” Chapter 8: Old Age Interest Groups in the 1990’s: Coalitions, Competition, and Strategy. |
| #5 | Mid-term Exam | Weeks 1-4 |
| #6 | Long Term Care Financing | Chapter 9: Competing Problems, Budget Constraints, and Claims for Intergenerational Equity Legislative Hearing Report due |
| #7 | Long Term Care Financing | Chapter 4: Housing and Supportive Services for the Elderly: Intergenerational Perspectives and Options |
| #8 | Legal Issues – Guest Lecturer | Readings on employment discrimination among older workers*** Design or Redesign Policy due |
| #9 | Employment and Retirement Issues | Chapter 3: Economic Security: Strengthening Social Security |
| #10 | Institutional Care Graduate: Presentations on 2005 Whitehouse Conference on Aging | Chapter 11: Aging Policy and the Experience of Older Minorities Chapter 12: Aging as a Female Phenomenon: The Plight of Older Women |
| #11 | Final Exam | Comprehensive Weeks 1-10 Policy Analysis Project due |

** Class Topics and Assignments are subject to change, with proper notice to students.

*** Additional readings from The New Politics of Old Age Policy. (2005) Hudson, R.B.(ed.) Baltimore, MD. Johns Hopkins Press.

AGING AND DESIGN

Consumer and Textile Science 720
Allied Med 720

Autumn Quarter 2005 3 Credits U G

INSTRUCTORS: Margaret H. Teaford, Allied Medical Professions
406 SAMP 292-8152 Teaford.1@osu.edu

Susan L. Zavotka, Consumer and Textile Sciences
265G Campbell Hall 292-4572 Zavotka.1@osu.edu

PRE-REQUISITE: Graduate standing or permission of instructor

COURSE TIME: WEDNESDAY 4:00 - 6:48 PM
Room 261 Atwell Hall

TEXT: Book of Readings: COP-EZ, 1664 Neil Ave.

This publication is available in alternative formats upon request. Please contact Dr. Teaford at 292-8152 for further information

COURSE DESCRIPTION: Most of the products and living and working spaces we use today are designed for younger adults. There is growing recognition that these specifications and others do not meet the needs of an aging population and that more can be done to address the concerns of older consumers. For this course "design" is defined as including both physical design and social design. Classroom instruction will include lectures, student led discussions, field trips, and guest speakers on the topics outlined below.

The purpose of this interdisciplinary seminar is to bring together undergraduate and graduate students from many disciplines such as business, consumer sciences, health, hospital administration, interior design, occupational and physical therapies, speech and hearing, and social work who are interested in creating positive living spaces for older adults. It is anticipated that professionals currently working in the field will also take the course.

COURSE OBJECTIVES: The student will be able to:

1. Appraise the full range of needs, values, and potentials of older adults in various cultural and social settings.
2. Relate the normal aging process to expected abilities of older adults.
3. Using environmental adjustment theory, evaluate existing products and interior spaces as to their appropriateness for older adults.
4. Design or make suggestions for designs of products and spaces that would meet the needs of older adults.
5. Integrate ideas from many disciplines to develop holistic solutions to problems of aging and design.

EVALUATION

| <u>Assignment</u> | <u>Due Date</u> | <u>Point Value</u> |
|---|-------------------------------|--------------------|
| In-class assignments (6 each) | | 300 (50 pts each) |
| Aging in Place Interview (Homework #1) | Oct. 5 | 150 |
| "Analysis of Public Spaces Used by Older Adults" (Homework # 2) | Oct. 19 | 150 |
| Research paper draft (Homework # 3) | Nov. 2 | 100 |
| Class presentations | November 30 and December 7 | 30 |
| Research Paper | Dec. 5 | 270 |
| Total | | 1000 |

GRADES FOR ASSIGNMENTS WILL DROP ONE GRADE FOR EACH DAY LATE. ALL WRITTEN WORK IS TO BE TYPED.

Undergraduate Level:

Students will be required to complete the same assignments and tests. Delineation between graduate and undergraduate evaluation will be made by criteria used to evaluate the research paper. Undergraduate student paper evaluation will be weighted more heavily in the areas of identification of the issues surrounding the research problem, application to issues learned in class, and concrete applications of solutions in environmental settings. Weighting of graduate student papers will be towards appropriate application of the theoretical model, a fully developed literature review, and synthesis of the material in the form of possible research topics.

Research Paper

Students will select a topic related to their field and write a 20 page paper to present to the class. The paper will relate environmental adjustment theory to some specific issue related to aging such as dementia, incontinence, lack of mobility, visual or auditory dysfunctions. The paper will include identification of the suggestions for needed research.

For further information, please see memo on final project in **COPEZ** book. Topic selection is due the third week of class.

After selecting a topic, please make an appointment with either Dr. Teaford or Dr. Zavotka to discuss the topic.

CLASS SCHEDULE AND READINGS: Autumn 2005

WEEK 1 (SEPT.21): INTRODUCTION TO AGING THEORIES AND NORMAL AGING

IN-CLASS (on campus)

- Lecture and discussion on normal aging and Environment-Behavior Theories
- In-class Assignment #1: Case Study
- Introduction to Homework Assignment 1 (interview);

READINGS

- Crews, D.E. (2005). Artificial environments and an aging population: Designing for age-related functional losses. The Journal of Physiological Anthropology and Applied Human Science, 24:103-109.
- Lawton, M. P. (1982). Competence, environmental press, and the adaptation of older people. In M. P. Lawton, P.G. Windley, and T.O. Byerts (Eds.), Aging and the environment (pp. 33-59). New York: Springer Publishing Co.
- Teaford and Zavotka: Housing Alternatives (in packet).

WEEK 2 (September 28): Psych/Soc Theories and Aging in Place

IN-CLASS (Class will meet at the home of Dr. Kay Grant)

- Coffee, dessert, mini-home assessment and discussion with Dr. Grant, retired OSU faculty member
- In-class Assignment #2: 10 minute writing exercise on readings
- Lecture/discussion on Attachment Theories
- Introduction to research paper and suggested list of topics

READINGS

- Rubenstein, R. L. (1989). The home environments of older people: A description of the psychosocial processes linking person and place. The Journal of Gerontology: Social Sciences, 44, S45-53.
- Boschetti, M.A. (1995). Attachment to personal possessions: An interpretive study of the older person's experience. The Journal of Interior Design, 21(1), 1-12.
- Iwarsson, S. (2005). A long-term perspective on person-environment fit and ADL dependence among older Swedish adults. The Gerontologist, 45(3), 327-336.

WEEK 3 (OCT. 5): AGING IN PLACE

Field trip (Class will meet at the Farm Science Review to study the Universal Design exhibits there. The FSR is located off of interstate 70 in Madison County, west of Columbus).

- **HOMEWORK ASSIGNMENT 1 DUE**
- Discussion: Student reports on Aging in Place interviews

- Introduction to Universal Design
- Introduction to Homework Assignment 2 “Analysis of Public Spaces”
- **PAPER TOPIC DUE**

READINGS

- Fogel, B.S. (1992). Psychological aspects of staying at home. Generations, 16(3), 15-19.
- Barner, P.A. & Davis, B.W. (1991). Factors affecting independent living arrangements of frail elderly adults. Housing and Society, 18(2), 63-68.
- Kutzik, D.M. and Glascock, A.P. (2004). Monitoring household occupant behaviors to enhance safety and well-being. In D. C. Burdick and S. Kwon. (Eds). Gerotechnology: Research and Practice in Technology and Aging. (pp. 132-144). New York: Springer Publishing.
- Kelly, J. D. “Universal Design: transparent, inclusive, attractive and an essential consideration for today’s residential designer.” ASID Icon. Summer, 2004. pp 12-22.
- Universal design: (Handout in Copez packet).

WEEK 4 (OCT. 12): Normal Aging and Impact of Vision Loss and Use of Gardens

IN-CLASS (on campus)

- **HOMEWORK ASSIGNMENT #2 DUE**
- Lecture on Normal Aging and Vision Changes; Impact of changing color perceptions on interior design choices by older adults
- Use Aging Kits to explore vision changes
- Discussion on Outdoor Environments and the Needs of Elders by Dr. Teaford

READINGS

- Fozard, L, Schieber, F., Gordon-Salant, S., and Weiffenbach, J. (1993). Sensory and perceptual considerations in designing environments for the elderly. In Life-span design of residential environments for an aging population (pp. 75-85). Washington, D.C: AARP.
- Zavotka, S. And Teaford, M. (1998). Design issues related to vision. In **COPEZ** book.
- Null, R. (1988). A universal kitchen design for low vision elderly: Research applied in practice.” Journal of Interior Design. 14(2), 45-50.
- Dobbs, M.N., Shroyer, J.L., & Anderson, G.M. (1988). Perception of light and color by elderly in the institutional environment. *Housing and Society*, 15, 262-265.
- Stoneham, J. and Jones, R. (1997). Residential landscapes: Their contribution to the quality

of older people's lives. In S. E. Wells (Ed.) Horticultural therapy and the older adult population (pp.17-26). New York: Haworth Press.

WEEK 5 (OCT. 19): Technology and Aging (Class will meet at Westminster Thurber Retirement Community)

IN-CLASS: Field trip to Westminster Thurber Retirement Community on Neil Avenue for computer class, technology assessment and **potluck supper**

- In-class Assignment #3: use of computers and cell phones by older residents
- Introduction to Homework Assignment # 3

READINGS

- Scialfa, C.B., Ho, G., and Laberge, J. (2004). Perceptual Aspects of Gerotechnology. In D. C. Burdick and S. Kwon. (eds.) Gerotechnology: Research and Practice in Technology and Aging. (pp. 26-41). New York: Springer Publishing.
- Morrell, R.W., Mayhorn, C.B., and Echt, K. V. (2004). Why older adults use or do not use the Internet. In D. C. Burdick and S. Kwon (Eds.) Gerotechnology: Research and Practice in Technology and Aging. (pp. 71-85). New York: Springer Publishing.
- Hammel, J. (2004). Assistive technology as tools for everyday living and community participation while aging. In D. C. Burdick and S. Kwon (Eds.) Gerotechnology: Research and Practice in Technology and Aging. (pp. 119-131). New York: Springer Publishing.

WEEK 6 (OCT. 26): DESIGN OF CONGREGATE HOUSING TO MEET PHYSICAL, AND PSYCHOLOGICAL NEEDS

IN-CLASS (on campus)

- Discussion of Homework Assignment # 2: Community Experiences
- Review of Housing Alternatives
- Lecture/Discussion: Homelike Qualities of Congregate Housing: Slide Presentation by Dr. Zavotka on assessing places
- In-Class Assignment #4: Environment/Behavior Table
- Questions on Homework Assignment # 3.

READINGS

- Hiatt, L. G. (2004). Environmental design in evoking the capacities of older people. In L. Tepper and T. Cassidy (Eds.) Multidisciplinary Perspectives on Aging. (pp. 63-87). New York: Springer Publishing.
- Zavotka and Teaford Tables on Homelike Qualities (in Copez packet).

- Zavotka, S. & Teaford, M. (1997). The design and use of shared social spaces in assisted living for older adults. The Journal of Interior Design, 23(2), 2-16.
- Hunt, M. (1991). The design of supportive environments for older people. Congregate housing for the elderly. Binghamton, NY: Hayworth Press (to be handed out).

WEEK 7 (November 2):VISIT TO A CONTINUING CARE FACILITES

- HOMEWORK ASSIGNMENT 3 (Research paper draft)DUE
- Tour of Friendship Village of Columbus
- In-class Assignment #5: Analysis of independent living, assisted living and nursing facilities

READINGS

- Noell, E. (1996). Design in nursing homes: Environment as a silent partner in caregiving. Generations, Winter, 14-19.
- Lofholm, N. (April 1999). The main street experience. Assisted living success., 20-23.
- Dickinson, J. (2004). Nursing home design: A student challenge and call for change. Journal of Interior Design. 30 1. 31-55.

WEEK 8 (Nov. 9):CONGREGATE HOUISNG SUMMARY & INTRODUCTION TO DEMENTIA

IN-CLASS (on campus)

- Discussion of In-class assignment 5
- Presentation on Alzheimer's Disease and Dementia by Dr. Teaford
- Begin In-class Assignment #6: Dementia Report
- Look at 48 Hours Tape on assisted living and Eden Alternative
- Assign dates for paper presentations

READINGS

- Zeisel, J., Silverstein, N., Hyde, J., Levkoff, S., Lawton, M.P., and Holmes, W. (2003). Environmental Correlates to Behavioral Health Outcomes in Alzheimer's Special Care Units. The Gerontologist, 43, (5), 697-711.
- Brawley, E.C. (2001). Environmental design for Alzheimer's disease: A quality of life issue. Aging and Mental Health, 5 (Supplement 1), S79-S83.

WEEK 9 (NOV.16):

IN-CLASS (Visit to Sunrise of Worthington)

- Visit to Dementia Unit

- In-class Assignment #6: Evaluation of Dementia Unit

******* NO CLASS ON NOV. 23 THANKSGIVING BREAK*******

WEEK 10 (November 30): STUDENT PRESENTATIONS

MONDAY DECEMBER 5: RESEARCH PAPER DUE

WEDNESDAY DECEMBER 7: STUDENT PRESENTATIONS

For Homework Assignment #2 (in Copez packet)

- U.S. Department of Justice (1999). Title III highlights of Americans with Disabilities Act. Washington, D.C. (www.usdoj.gov/crt/ada/t2hilght.htm)
- U.S. Small Business Administration (1999). ADA guide for small businesses. Washington, D.C.
- U.S. Department of Justice (1997). Common ADA errors and omissions in new construction and alterations. Washington, D.C.
- Snyder, L.H. (1978). Environmental changes for socialization. The Journal of Nursing Administration, January 44-50 (see pp. 47-50 especially).
- Young, A. (1998). Care for the soul. Southwest Airlines Spirit, September, 58-64. (Hand-out in class).
- Tavormina, C.E. (1999). Embracing the Eden Alternative in long-term care environments. Geriatric Nursing 20(3), 158-161.

For in-class Assignment 5

- Zavotka, S. And Teaford, M. (1998). "The Design of Public Spaces for Optimum Well-being of Residents". In Copez book.

Additional Readings

- Wallace, K.A. and Bergeman, C.S. (1997). Control and the elderly: "Goodness-of-fit." The International Journal of Aging and Human Development, 45,(4), 323-339.
- Wahl, H-W., Oswald, F., and Zimprich, D. (1999). Everyday competence in visually impaired older adults: A case for person-environment perspectives. The Gerontologist, 39,(2), 140-149.
- Pynoos, J. & Regnier, V. (1991). Improving residential environments for frail elderly: Bridging the gap between theory and application. In J.E. Birren, J.E. Lubbes, J. Rowe, & D. Deutchman (Eds.) The concept and measurement of quality of life in the frail elderly (pp. 91-119). San Diego: Academic Press.
- Lowe, L. (1997). Accessible products: Building for life. Builder, July 1997, 206-214.
- Hocking, C. (1999). Function or feelings: factors in abandonment of assistive devices. Technology and Disability 11(1-2), 3-11. (To be handed out in class).
- Fernie, G. (1991). Assistive devices, robotics, and quality of life in the frail elderly. In J. Birren and J. Lubben (Eds.) The concept and measurement of quality of life in the frail elderly (pp. 142-167). San Diego: Academic Press.
- Altus, D.E. and Mathews, R.M. (1999). A case study evaluation of the Homecare Suite: New long-term care option for elders. The Journal of Housing for the Elderly, 13, (1/2), 115-125.
- Pynoos, J. and Regnier, V. (1997). Design directives in home adaptation. In S. Lanspery and J. Hyde (Eds.) Staying put: Adapting the places instead of the people (pp. 41-53). Amityville, N.Y.: Baywood Publishing.
- Pynoos, J, Cohen, E., Davis, L., & Bernhardt, S. (1987). Home modifications: Improvements that extend independence. In V. Regnier and J. Pynoos (Eds.) Housing the aged (pp. 277-303). New York, NY: Elsevier
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- Winchip, S. (1990). Dementia health care facility design. Journal of Interior Design Education and Research, 16(2), 39-46.
- Hudgins, L. B. (1998). Special care units. In R. Hamdy, J. Turnbull, J. Edwards, & M. Lancaster (Eds.) Alzheimer's disease: A handbook for caregivers. (pp. 377-398). Mosby: St. Louis.
- Hutchison, D. and Eastman, C. (1997). Designing user interfaces for older adults. Educational Gerontology, 23, 497-513.

Questions:

- View tape on housing for older adults from "48 Hours"

Practicum in Home Modification and Universal Design
TC 593 and Allied Med 721
261 Atwell Hall
Spring 2005

Instructors: Susan Zavotka Margaret Teaford
265G Campbell Hall 406 Atwell Hall
292-4572 292-8152
zavotka.1@osu.edu teaford.1@osu.edu

Class Hours 3 Credits 1, 2hr lecture (Wednesday 3:30-5:30), 2 hrs. Arranged

Text: Required: 1. HUD Fair Housing Act Design Manual: University related Bookstores
2. Packet of readings and assignments at Zip Publishing
Optional: Leibrock, C. & Terry, J.(1999). Beautiful: Universal Design, A Visual Guide. New
York: John Wiley and Sons, Inc.

Course Objectives: By the end of the course the student will be able to:

1. Analyze issues related to Universal Design/home modifications and adaptive equipment.
2. Apply knowledge about Universal design/home modifications in home safety checks, home assessments and workshops for the community.
3. Demonstrate critical thinking skills to develop design solutions for specific home situations of community residents.
4. Use interpersonal and leadership skills in developing and presenting workshops on Universal Design in the community.
5. Evaluate community educational programs for Universal design/home modifications.

Course Description

This course will have four distinct parts:

1. Initial on-campus classes (weeks 1-4) where students learn about Universal Design and home modifications, how to lead workshops, and conduct home safety checks. This part will include on-campus visits by County Extension Agents and guest lectures by home modification experts in the community.
2. Workshop Presentations on Universal Design/home modifications and field trip to Lowe's Home Improvements Store (weeks 5-6) where students with OSU Extension agents teach residents in selected Ohio Counties.
3. Assessments of homes in these counties (weeks 7-8) where students will conduct home safety checks and suggested home modifications to improve ease of living. Students will write reflective papers on these experiences.
4. Final on-campus classes (weeks 9-10) where students evaluate their experiences and develop proposals to increase consumer implementation of Universal Design/home modifications. Extension agents may participate in these classes.

Any student who feels he/she may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office of Disability Services at 292-3307 in 150 Pomerene to coordinate reasonable accommodations for students with documented disabilities.

Evaluation of Student Work:

Final grades will be based on the following point values:

| | |
|---------------------------------|-----------|
| Attendance at on-campus classes | 10 |
| Assignment 1 (participation) | 10 |
| Assignment 2 (graded) | 10 |
| Assignment 3 (participation) | 10 |
| Assignment 4 (participation) | 10 |
| Assignment 5 (participation) | 10 |
| Assignment 6 (graded) | 20 |
| Assignment 7 (participation) | <u>20</u> |
| | 100 |

*Note: To receive the total point value for non-graded assignments (participation), a student must complete the entire assignment.

In addition, **graduate** students must include a research component in the "Home Assessment Evaluation Summary." Graduate students are also expected to take leadership roles in teaching the workshops and conducting the home assessments.

Summary of Assignments (full requirements are found in Zip Publishing packet)

Assignment 1: Lowe's Home Improvement Store: Visit a Lowe's store and complete the product survey form.

Assignment 2: Universal Kitchen: Groups of 3-4 students will become the "care-givers" for the client in a case study given to you in class. You will develop a plan to retrofit the client's kitchen so that he/she can remain in their home. Using all available resources (Internet, home stores, catalogues,) about Universal design products, you will recommend products to improve the kitchen.

Assignment 3: Universal Bathroom: Using the same case study, your group will develop a plan for retrofitting the bathroom.

Assignment 4: Instructional Practicum: Using the workshop lesson plans developed by county extension agents and OSU faculty, you will prepare and then present one of the lessons to another person in the class.

Assignment 5: Practice Home Assessment: Using the Home Assessment Instrument provided, you will complete a practice home assessment in the home of your choice.

Assignment 6: Home Assessments Report: Participate in two home assessments. Based on the Home Assessments where you are the lead person, you will provide a report with suggestions for change to be used by your clients.

Assignment 7: Workshops and UD Educational Program Recommendations:

1. Participate in two workshops.
2. Based on your workshop, home assessment, and general course experiences, you will prepare a brief paper to be discussed in the final class.

| Week | Subject | Readings/Assignments Due |
|-------------------------------------|---|---|
| Week 1 AT 261 3/30 | Introduction to Course Characteristics of Householders Introduction to Universal Design Introduction to Assignment 1 (UD Products at Lowe's) Form Groups/Partners Workshop Dates | 1. Peterson, M.J. Universal design: why ever not? 2. Pamphlet on <u>Universal Design in Housing (9/03)</u> located at www.design.ncsu.edu/cud/pdf.files/UDinHousing.pdf 3. HUD Manual: Chap. 7 part A 4. DeMerchant and Beamish (1995). Universal design in residential spaces. |
| Week 2 AT 261 4/6 | Field Trip to Universal Design Home Introduction to Home Assessment (A5) Partner Meeting: Application to Universal Kitchens (A2) | Assignment 1: Lowe's Products Due Assignment 2 Begin in Class 1. Pynoos, J. and Regnier, V. Design directives in home adaptation 2. . Zingmark, K., Norberg, A., and Sandman, P-O. The experience of being at home throughout the life span. 3. HUD Manual: Chapt 6 and Chapt. 7, part B |
| Week 3 AT 261 4/13 | Presentation of Kitchen Modifications (A2) Workshop Presentation Practice (A4) Partner Meeting: Application to Universal Bathrooms (A3) | Assignment 2: Kitchen Modifications Due Assignment 4 Workshop Presentation Due Klein, S., Rosage, L., and Shaw. G. The role of occupational therapists in home modification programs at an Area Agency on Aging |
| Week 4 AT 261 4/20 | Presentation of Bathroom Modification Discussion of Home Assessments (A5) | Assignment 3 Bathroom Modifications Due Assignment 5: Practice Home Assessment Due. |
| Week 5 4/27 | No Formal Class Workshop/Home Assessments | Assignment 6: due 1 week after home assessment date (Home Assessment Report) Connell, B. and Sanford, J. Individualizing home modification recommendations to facilitate performance of routine activities |
| Week 6 5/4 | No Formal Class Workshops/ Home Assessments | Assignment 6: due 1 week after home assessment date (Home Assessment Report) |
| Week 7 5/11 | No Formal Class Work shops/Home Assessments | Assignment 6: due 1 week after home assessment date (Home Assessment Report) |
| Week 8 | No Formal Class | Assignment 6: due 1 week after home assessment |

| 5/18 | Work on Home Assessment Reports | date (Home Assessment Report) |
|---------------------------------|--|--|
| Week 9 AT 261 5/25 | Remodeling: When and Why Guest Speaker: Brice Jacobs Psych/Soc Barriers to Home Modification | Final <u>Corrected Copy</u> of Home Assessment Report Due Readings: Null, R. (2003) Commentary on Universal Design Hartje, S. (2004). Developing an incentive program for universal design in new, single-family housing. |
| Week 10 AT 261 6/1 | Present Recommendations (A7) | Assignment 7 Due |

Course Syllabus
Growth, Development, and Senescence
Anthropology 640.02
Spring Quarter 2002

Instructor: Douglas E. Crews
217C Lord Hall
Fax: 292-4155 **E-Mail:** Crews.8@osu.edu

Meeting Time & Place: 235 Lord Hall
T R 9:30 - 11:30
Phone: 292-1329

Office Hours: Tuesday 11:30 a.m. – 1:00 p.m., Thursday 1:00 – 2:00 p.m.

Prerequisites: Anthropology 200 or 301

Textbooks:

Req. Bogin, Berry (2000) Patterns of Human Growth, 2nd edition Cambridge University Press
Req. Packet of readings from Greydon Press

Course Description: Growth, development and senescence are fundamental characteristics of life. They may be studied from a number of approaches: molecular, biological, behavioral and cognitive, physical growth processes, socialization/enculturation, or as organisms in ecological and evolutionary perspective. We will review a variety of perspectives on human growth, but emphases will be placed on human variation during the life cycle, endocrine and physiological change, and biobehavioral aspects of growth as aspects of human adaptation to variable environments. The life cycle includes conception, gestation of fetus, birth of the infant, growth through childhood and adolescence to maturity, attainment of the capability to reproduce, and continued change through senescence and death. Knowledge of human growth and reproduction is valuable for all persons whether they be students in health, biobehavioral, biomedical, or social sciences. On the practical side, anyone who plans to reproduce and raise children to adulthood should have a working knowledge of human growth, development, and senescence.

Conduct of the Course: There will be 2 midterms the 5th and 8th week of class; these will count for 60% of the final grade. A study guide will be handed out the 6th week. A term project, including an in-class discussion of current literature and class participation will count for 30% of your grade. The additional 10% will be based upon your participation in discussions of, and attendance at, the oral presentations of your fellow students' paper presentations.

Grading: Final grades are based on a standardized distribution using the total number of points for the course. A general guide to how you are doing is A≥ 92; A- 90-91; B+ 88-89; B 82-87; B- 80-81; C+ 78-79; C 72-77; C- 70-71; D+ 68-69; D 62-67; D- 60-61; E< 60

Research/Project Topics: Your term project will be an in-depth review of the literature on a topic of your choice. Your final 10-page paper will be a double-spaced typed manuscript with 1-inch margins. Please limit it to 10 pages of concise text. Include as many additional pages of illustrations and tables as you needed to document the text and have a minimum of 15 references. No more than 4 references should be from the course Reading List, no more than 5 references should pre-date and 1980, and no more than 5 should refer to books or book chapters. Books are notoriously out-of-date and molecular methods and findings have been overwhelming in the past decade. An in-class 10-20 minute presentation of your project will be conducted during weeks 8-10. Below some suggested topics are listed. Note that many of the age-specific topics can be altered (e.g. 'Precocious Puberty' to "Precocious Aging").

| | |
|--|---|
| Human, Non-human Primate Growth Patterns | Body fat in adaptive perspective |
| Hormonal Regulators of Growth | Errors in human growth |
| Genetic Regulation of Growth | To be male or female |
| Congenital Malformations | Birth Trauma |
| Multiple Births | Normative growth |
| Cross-cultural Patterns of Growth | Reference standards |
| Nutrition and Growth | Environment and growth |
| Physical Development & Chronic Disease | Birth weight and neonatal mortality |
| Lactation duration and fertility | Post-partum sex taboos cross-culturally |
| Precocious puberty | Pituitary abnormalities and growth |
| Frisch Hypothesis on weight and menarche | Factors related to age of menarche |
| Sex differences in secular trends | Historical causes of secular trends |
| Growth and sports | Sex differences in longevity |
| Disease influences on growth | Growth and physique |
| Techniques of measuring body composition | Nutritional influences on growth |
| Population variations in menopause | Standards of growth |
| Frequency of coitus and fertility | Hereditary factors in growth |

Presentations: These are scheduled during the last two weeks of class. Graduating students must schedule theirs on the first day of presentations to allow sufficient time for grading. You will be allotted 10-15 minutes to talk and answer. Final schedule of presentations will be during the seventh week of the term.

Course Outline:

| <u>Week</u> | <u>Topic</u> |
|-------------|---|
| 1 | Introduction: growth as a adaptive process, basic genetics, evolution of human growth. Readings: Bogin Chapter 1, Smith, Sciulli |
| 2 | Reproductive physiology, anatomy, endocrinology and fertility, sex & behavior. Readings: Bogin Chapter 2, Marbury et al., Tennes & Blackard, Frisch. |
| 3 | Gestation and Pregnancy: the embryo and fetus / pregnancy changes. Readings: Diamond 1992a, Matsunaga |
| 4 | The process of birth, the perinatal and neonatal periods; adjustments at birth and congenital abnormalities. Biological and behavioral norms during infancy. Readings: Bogin Chapter 5, Pelletier & Bindon, Grantham – McGregor, Diamond 1992b, Grady |
| 5 | MIDTERM 1 Biosocial Aspects of reproduction and development |
| 6 | Childhood Changes, tooth eruption and maturation measures, individual and population variation, skeletal and dental growth. Readings:, Bogin Chapter 6, Roche et al., Lampl et al., Stinson. |
| 7 | Adolescence and puberty, the developing reproductive system and relationships with other systems, population variation in maturation. Readings: Bourguignon, Duke et al., Stinson. |

8 Senescence and aging process, theories and data, changing patterns of morbidity – mortality, senescence in specific systems. Readings: Crews Chapter 2 (Reading Room), Rusting.

MIDTERM 2

9 Student Reports

10 Student Reports

Final Examination, Thursday, June 13th, 9:30-11:18 a.m.

Readings: The class textbook, Bogin Patterns of Human Growth, provides the basic knowledge about growth and development needed to keep up with class lectures and discussions. You should try to read the book at your leisure over the first 2-3 weeks of the term. Readings in the packet address particular problems or issues in human growth and development. They are designed to broaden your understanding of the complexity of growth and development and its extensive variation across individuals, populations, ethnic groups, and the sexes. Discussions of readings will be reserved for Thursday's class.

Topic Readings

Evolution

B. Holly Smith. Growth and development and its significance for early hominid behavior.

Sciulli, PW. Standardization of long bone growth in children. *International Journal of Osteoarchaeology* 4:257-259, 1994.

Fetal Alcohol

Marbury, Marian et al. The association of alcohol consumption with outcome of pregnancy. *AJPH* 73(10):1165-1168, 1983.

Tennes, Katherine and Blackard, Carol. Maternal alcohol consumption, birth weight, and minor physical anomalies. *Am J Obstet Gynecol* 138(7): 774-780, 1986.

Fatness and Fertility

Frisch, Rose. Fatness and fertility. *Scientific America*

Fetal Selection

Jared Diamond. Our Phantom Children. *Natural History* 5:18-20, 1992a.

Matsunaga, Ei. Selective mechanisms operating on ABO and MN blood groups with special reference to prezygotic selection. *Social Biology* 3-4(29): 291-29.

Sex Determination

Diamond, Jared. Turning a man. *Discover*: 71-77. June 1992b.

Matsunaga, Ei. Selective mechanisms operating on ABO and MN blood groups with special reference to prezygotic selection. *Social Biology* 3-4(29): 291-29.

Growth/Variation

David L. Pelletier and James R. Bindon. Patterns of growth in weight and length among American Samoan infants. *Ecology of Food and Nutrition* 18:145-157,1986.

Grantham-McGregor, Sally. Morbidity, nutritional deficiencies and child development in developing countries. In: *Diet and Disease in Traditional and Developing Societies*, G.A. Harrison and J.C. Waterlow (eds.), Society for the Study of Human Biology Symposium: 30; Cambridge: Cambridge University Press, pp. 62-75.

Stature and Catch-up

- Alex F. Roche, Stanley M. Garn, et al. The first serial study of human growth and middle aging. *American Journal of Physical Anthropology* 54:23-24
- M. Lampl, J.D. Veldhuis, M.C. Johnson. Saltation and stasis: a model of human growth. *Science* 258:801-803.
- Raynaldo Martonell et al. Malnutrition, body size, and skeletal maturation: Interrelationships and implications for catch-up growth. *Human Biology* 51(3):371-289, 1979.

Sexual Strategies

- Sapolsky, Robert. Growing up in a hurry. *Discover*: 40-45. June 1992. Belsky, J. et al. The birds, the bees, and human sexual strategies. *The Journal of NIH Research* 3:54-60.

Maturation

- Duke, Paula et al. Adolescents' self-assessment of sexual maturation. *Pediatrics* 66(6):918-920. December 1980.
- Bourguignon, Jean-Pierre. The neuroendocrinology of puberty. *Growth Genetics and Hormones* 11(3):1-6, 1995.
- Sarah Stinson. Sex differences in environmental sensitivity during growth and development. *Yearbook of Physical Anthropology* 28:123-147, 1985.

Senescence and Aging

- Ricki L. Rusting. Why do we age? *Scientific American*, Dec 1992.
- Crews DE. Human Senescence and Life Span, Chapter 2, Evolutionary and biological theories of senescence, in prep. On reserve in Anthropology Reading Room.

FRM 561

Retirement Planning and Employee Benefits

Spring 2005

Class time: W 3:30-6:18 pm
Classroom: 143 Campbell Hall
Credit hour: 3 U
Prerequisites: FRM 369
Instructor: William K. Root, Esq.
206 Campbell Hall
E-mail: root.52@osu.edu
Office hours: 3:00 pm Wed or by appointment

Course Description

This course is an introduction to retirement planning concepts, procedures and issues, with particular attention to designing retirement strategies to meet different client needs and selecting the best tax-advantaged retirement plan in different planning situations.

Course Objectives

After completion of this course, the students will be able to:

1. Understand the various retirement plan options available to the business owner and individual.
 2. Assist clients in choosing the "best" retirement plan to meet the needs of the business owner and his or her employees.
 3. Advise clients concerning retirement plan options.
 4. Analyze the tax implications of various types of retirement plans
 5. Develop and analyze investment strategies for retirement.
-

Textbook

Michael A. Dalton. (2004) Retirement Planning And Employee Benefits, Second Edition.

Course Policy

- Attendance: I encourage you to attend class regularly. Quizzes will be given as indicated below on the assigned reading material and class discussions. Mid-term and Final Exam questions will be selected from class discussions, guest lectures and text reading assignments.
- Office Hours: I will be generally available Wednesday afternoons before class. I encourage you to email me should you have questions about the course and the assignments.
- Academic Honesty: The OSU honesty policy will be followed in this course. Any instance of cheating will be handled in accordance with Faculty Rule 3335-5-54, which requires that “Each instructor shall report to the committee on academic misconduct all instances of what he or she believes may be academic misconduct.”
- Note on Disability: A student who needs an accommodation based on the impact of a disability should contact the instructor for an appointment as soon as possible. At the appointment, the student should bring an evidence of disability, verifying the need for accommodations from the Office for Disability Services. With such verification, we can discuss potential accommodations according to the student’s needs.
- Research Paper: You will prepare a typewritten research paper, limited to 5 pages, to discuss, “Should Private Accounts Be Adopted As Part Of The Social Security System?” The President’s plan to “rescue” Social Security includes the adoption of Private Accounts. You are to research and discuss the arguments, Pro and Con, take a position, and support your position with your analysis of the arguments. The research is divided into parts; a presentation of your bibliography, position argument outline, your position statement with brief explanation, and your discussion and analysis in support of your position contained in your final paper. The Syllabus specifies the due dates for the assigned parts. Should you miss the deadlines, you will not receive full credit for your work.
- Exams and Quizzes: One Mid-term and One Final Exam will be given. Class Quizzes will also be given as indicated on the Syllabus. There will be no make-up quizzes given. Should you miss a quiz, you will lose the points. Should you miss the Mid-term Exam, the Final Exam will be weighted to account for the missed Mid-term.

- Grading:

| | | | |
|----------------|------------|----|--------------------|
| | | A | 93.0 % or above |
| Quizzes | 70 | A- | 90.0-92.9% |
| Mid-Term | 130 | B+ | 87.5-89.9% |
| Research Paper | 300 | B | 83.0-87.4% |
| Final Exam | 200 | B- | 80.0-82.9% |
| | | C+ | 77.5-79.9% |
| Total | 700 | C | 73.0-77.4% |
| | | C- | 70.0-72.9% |
| | | D | 60.0-69.9% |
| | | E | less than 60% |

Course Outline

Week No. 1. March 30- Introduction to Retirement Planning and Qualified Plan Overview. Reading Assignment- Chapters 1 & 3 from the Text.

Week No. 2 April 6 – Social Security.

Reading Assignment: Chapter 11 from the Text.

Quiz

Guest Lecturers

Mr. Mel Ankeny, Librarian to discuss research paper and Bibliography.

Professor Neil Holden, Ohio University, to discuss Social Security

Week No. 3 April 13 – Profit Sharing Plans.

Reading Assignment: Chapter 5 from the Text.

Quiz

Guest Lecturer

Mr. Andrew Keeler, CFP, Everhart Financial Group, Inc. to discuss Profit Sharing Plans with emphasis on 401(K) Plans.

Research Bibliography due.

Week No. 4 April 20- Pension Plans

Reading Assignment: Chapter 4 from the Text.

Quiz

Week No. 5 April 27- Mid-term Exam

Research Position Argument Outline due.

Week No. 6 May 4- Simples, 403(b) and 457 Plans.

Reading Assignment: Chapter 10 from the Text.

Quiz

Guest Lecturer

Mr. Douglas DiCocco, TIAA Cref, to discuss Retirement Plans for Non-Profit Organizations

Research Position Statement due.

Week No. 7 May 11- Employee Benefits and Welfare Benefit Plans.

Reading Assignment: Chapter 14 Sections covering Medical Plans, Group Term Life Insurance. Articles to be assigned covering 412(i) and 419 Plans

Quiz

Guest Lecturer

Ms. Sue Hamer, CJA & Associates, Chicago, IL, to discuss 412(i) and 419 Plans

Week No. 8 May 18- IRA's And SEPS.

Reading Assignment: Chapter 9 from the Text.

Quiz

Research Paper Due

Week No. 9 May 25- Deferred Compensation And Nonqualified Plans

Reading Assignment: Chapter 12 from the Text.

Quiz

Guest Lecturer

**Christopher D. Campbell, CLU,ChFC, Principal Financial Group
To discuss Deferred Compensation And Nonqualified Plans**

Week No. 10 Research Paper Presentations and Discussions and Class Review

Comprehensive Final Exam

THE OHIO STATE UNIVERSITY

College of Human Ecology

Department of Human Development and Family Science

HDFS 364: Human Development Across the Lifespan

Summer Quarter, 2003

INSTRUCTOR: Dr. H. Eugene Folden, Jr.
Office: 129 Campbell Hall
Telephone Number: 292-5676
Office Hours: Tuesdays and Thursdays 1:30 to 2:30
Email Address: folden.1@osu.edu

REQUIRED TEXT:

Santrock, J. (2002). Life span development. (9th edition). Boston, MA: McGraw-Hill Publishers.

COURSE DESCRIPTION:

This course is a survey of developmental change from conception to death. It is an interdisciplinary course which studies human growth and development for each stage of life from the time of conception and prenatal growth through infancy, childhood, adolescence, adulthood, and death. The course focuses on the physical, social, emotional, and cognitive development of human beings and attempts to familiarize students with the many forces that shape individual development, including the free-will and decision making processes of the person him/herself.

COURSE OBJECTIVES:

- (1) To help students achieve an understanding and an appreciation of the scientific approach to the study of human growth and development through the life span.
- (2) To help students achieve an understanding of the principles and theories of human growth and development.
- (3) To help students achieve an understanding of human development as holistic, lifelong, and the result of the interaction of physical, social, emotional, and cognitive factors.
- (4) To help students identify developmental norms for each of the stages of the lifespan.

COURSE REQUIREMENTS:

- (1) Complete all assigned readings and come to class prepared to discuss the readings.
- (2) Complete three examinations related to course readings and lectures.
- (3) Complete two thought papers.
- (4) Attend class on a regular basis (to receive the 30 points assigned to discussion/attendance students must not miss more than two (2) class sessions during the quarter . . . excluding exam days).

SPECIAL NOTE:

If you decide to withdraw from this class following the third Friday of the quarter be sure to do so using the procedures specified by the Registrar's office. Failure to officially withdraw from a course will result in a failing grade recorded on your transcript. Schedule adjustment forms are available from your adviser or the Registrar's Office.

CLASS POLICIES:

- (1) Attendance is expected.
- (2) Students are responsible for all material and assignments presented in class, as well as in the text.
- (3) All work assigned must be completed on time. No late assignments will be accepted.
- (4) Students must take all exams at the scheduled date and time. Any student with a legitimate excuse for missing an exam must contact the instructor prior to the exam. Legitimacy of the excuse will be determined by the instructor and arrangements for a make-up will be made.
- (5) Cheating, plagiarism, or any behavior disrespectful of fellow classmates or disruptive of class will not be tolerated.

ACADEMIC MISCONDUCT:

I strictly uphold the academic misconduct guidelines requiring that "**Each instructor shall report to the committee on Academic Misconduct all instances of what he/she believes to be academic misconduct.**" Details regarding what constitutes academic misconduct are in the Student Handbook. Please contact me if you have questions.

DISABILITY SERVICES:

Anyone who feels he/she may need an accommodation based on the impact of a disability

should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so.

**DESCRIPTION OF
COURSE REQUIREMENTS:**

Exams--There will be three exams throughout the quarter, each lasting approximately 75 minutes. Each exam will consist of 75 choice questions (worth one point each), covering only the material presented since the last exam.

Thought papers--Throughout the quarter three short paper topics will be assigned in order for students to synthesize class material. (No credit will be given until all three papers have been completed and turned in to the instructor).

NOTE: Thought paper topics:

1. Attachment
2. Grandparenthood
3. Death and Dying

COURSE GRADING:

Grades will be awarded according to a point system. Each course requirement will have a point value as indicated below:

| | |
|---------------------------------------|-------------------|
| 3 exams @ 075 points each | 225 points |
| 3 thought papers @ 25 points each | 075 points |
| <u>In-class discussion/attendance</u> | <u>030 points</u> |
| Total | 330 points |

Final course grades will be determined as follows:

- 313-330 (95%-100%) = A
- 297-312 (90%- 94%) = A-
- 284-296 (86%- 89%) = B+
- 274-283 (83%- 85%) = B

261-273 (79%- 82%) = B-
251-260 (76%- 78%) = C+
241-250 (73%- 75%) = C
228-240 (69%- 72%) = C-
218-227 (66%- 68%) = D+
208-217 (63%- 65%) = D
below 207 (62% or less) = E

CLASS SCHEDULE

| <u>DATE</u> | <u>TOPIC</u> | <u>READING ASSIGNMENT</u> |
|-------------|----------------------------|----------------------------|
| June 24 | <u>INTRODUCTION</u> | Go over syllabus/Chapter 1 |
| June 26 | Scientific Research | Chapter 1 |
| July 01 | Psychosocial Theory | Chapter 2 |
| July 03 | Theories of Change | Chapter 3 |
| July 08 | Prenatal Development | Chapter 4 |
| July 10 | Film/Infancy | Chapter 5 |
| July 15 | Film/Toddlerhood | Chapter 6 |
| July 17 | <u>MIDTERM I</u> | Chapters 1-6 |
| July 22 | Film/Early Childhood | Chapter 7 |
| July 24 | Early Childhood (con't) | " |
| July 29 | Middle Childhood | Chapter 8 |
| July 31 | Film/Adolescence | Chapter 9 & 10 |
| Aug. 05 | Adolescence (con't)/Review | |
| Aug. 07 | <u>MIDTERM II</u> | Chapters 7-10 |
| Aug. 12 | Film/Early Adulthood | Chapter 11 |
| Aug. 14 | Film/Middle Adulthood | Chapter 12 |
| Aug. 19 | Middle Adulthood (con't) | |
| Aug. 21 | Film/Later Adulthood | Chapter 13 |
| Aug. 26 | Very Old Age/Review | Chapter 14 |
| Aug. 28 | <u>FINAL EXAM</u> | Chapters 11-14 |
| | <u>Thought Papers</u> | |

Thought papers are designed to assist students in achieving deeper levels of understanding on selected topics in human development. They are not, however, research papers--students must use the Santrock text in preparing the thought papers but any other source is unnecessary. Papers should be about 3 typed, double-spaced pages in length. The format of the papers is as follows:

Text material--this is the first two pages of the paper and is a summary and synthesis of the topic as described in the text. You will need to read this and any other section of the text pertaining to the subject in order to complete this section.

- a. You should begin with a/the definition of the term and document whose definition it is, e.g. Attachment--is an active, affectionate, reciprocal relationship between two people; sometimes called love (Santrock, p. 45).
- b. Following this you should summarize the major content areas of the topic, e.g.: "Our text states that Mary Ainsworth, a pioneer in the study of Attachment, devised a diagnostic tool called the 'strange situation' in order to measure whether or not infants and their caregivers were attached to each other."
- c. Summarize your findings. NOTE!! If you quote something out of the text be sure to cite the page number where you found it.

Your material--this is the third page of the paper and is a discussion of how the term or topic effected you personally. Don't simply write that you thought the topic was interesting, rather tell me how you struggled with it. For instance, although many of you may not have first hand knowledge of the example listed above--retirement--no doubt you have observed someone who has retired, like a parent, grandparent, neighbor, etc. Tell me what you observed, how it touched your life, how you processed it, etc. I want to know that you "chewed on" the topic.

Be sure to place the following information somewhere on each paper:

Your name and the Date

NOTE: Don't forget that every student must complete all of the thought papers--you will not receive credit for any paper until I have received all three. This means if you only hand in one paper (and you receive a 25 on it) you will not receive the 25 points in the final computation of your scores. Furthermore, you are expected to submit your papers on time--only extenuating circumstances that can be documented will alter this.

THE OHIO STATE UNIVERSITY
College of Human Ecology
Department of Human Development and Family Science
HDFS 560--Advanced Family Development
Autumn Quarter, 2006

Instructor: Dr. H. Eugene Folden, Jr.
Office: 129 A Campbell Hall
Telephone: 292-5676
E-Mail Address: Folden.1@osu.edu
Office Hours: Wednesday, 10:00 to 11:00 (and by appointment)

TEXTS: Anderson, S. A., & Sabatelli, R. M. (2003). Family interaction: A multigenerational developmental perspective. (3rd Edition). Boston, MA: Allyn & Bacon.

Skolnick, A. S., & Skolnick, J. H. (2005). Family in transition. (13th Edition). Boston, MA: Allyn & Bacon.

COURSE DESCRIPTION:

This course is an advanced study of family development over the lifespan with an emphasis on family research and theory. Particular attention will be paid to the development of relationships, ideas and values from an intergenerational and systems perspective.

The course will cover a broad range of topics including cultural and historical influences on family life, family theories, transitions in families, intergenerational relations, and diversity in families. In addition, we will consider the effects of social policy on the American Family.

COURSE OBJECTIVES:

1. To examine major theoretical approaches used to study families;
2. To examine the empirical research in the field;
3. To identify adaptations in family structure and interaction patterns during times of transition;
4. To consider diversity in families as influenced by gender, ethnicity, and structure;
5. To gain an understanding of intergenerational family dynamics;

COURSE REQUIREMENTS:

1. **EXAMINATIONS:** There will be two examinations in this class, a midterm and a final. Format of the examinations will be a combination of essay, true/false and multiple choice questions. Examinations will cover lectures, readings, and other media presented in class. Make-up examinations will be offered only in the event of a documented emergency (A doctor's excuse is required for all medical emergencies). The instructor must be notified before the examination when the student is unable to be present. All make-up examinations will be in an essay format and will be given at the instructor's convenience.

2. **PAPER:** Each student must write a paper on one of four issues **EFFECTING** the family (marriage, birth, illness, or death) from a **SYSTEMS PERSPECTIVE**. For instance, you might investigate how and in what way the death of a family member changed the identity, boundary, maintenance, and nurturant **strategies** of your family of origin.
3. **ATTENDANCE:** Class participation is expected, including, but not limited to, class discussion, written responses and occasional class summaries. Students will be awarded a total of 30 points if they attend and participate in each class session (you may have 1 unexcused absence without having it negatively effect your grade). **NOTE:** This is an “all or nothing” policy--miss no more than 1 class and participate in class, you earn 30 points; miss more than 1 class, you earn no points.

| <u>GRADING SCALE:</u> | <u>GRADING SYSTEM:</u> | |
|-----------------------------|------------------------|-------------------|
| 313-330 (95%-100%) = A | Midterm | 100 points |
| 297-312 (90%- 94%) = A- | Research Paper | 100 points |
| 284-296 (86%- 89%) = B+ | Final | 100 points |
| 274-283 (83%- 85%) = B | Discussion | 030 points |
| 261-273 (79%- 82%) = B- | <u>TOTAL</u> | <u>330 points</u> |
| 251-260 (76%- 78%) = C+ | | |
| 241-250 (73%- 75%) = C | | |
| 228-240 (69%- 72%) = C- | | |
| 218-227 (66%- 68%) = D+ | | |
| 208-217 (63%- 65%) = D | | |
| below 207 (62% or less) = E | | |

CLASS SCHEDULE

| <u>DATE</u> | <u>TOPIC</u> | <u>READING</u> |
|-------------|--------------|----------------|
|-------------|--------------|----------------|

WEEK 1

| | | |
|----------|----------------------------------|--|
| Sept. 22 | Go Over Syllabus Introduction | |
|----------|----------------------------------|--|

WEEK 2

| | | |
|---------|---|--|
| Sept 27 | Myths S & S Introduction The Changing Family S & S #3 & #4 | |
|---------|---|--|

Sept. 29 Introduction to Family Systems A & S Ch. 1 & 2

WEEK 3

Oct. 04 Structural Models of A & S Ch. 3
Family Functioning S & S #6

Oct. 06 Intergenerational Models of A & S Ch. 4
Family Functioning S & S #7

WEEK 4

Oct. 11 Contextual Models: Cultural Diversity A & S Ch. 5
S & S #34 & #35

Oct. 13 Mate Selection & Marriage A & S Ch. 7 & 8
S & S #14 & #15

WEEK 5

Oct. 18 Communication & Intimacy A & S Ch. 9

Oct. 20 Conflict in Marriage A & S Ch.10
Power & Violence in the Family S & S # 38

A & S = Anderson & Sabatelli S & S = Skolnick and Skolnick

WEEK 6

Oct. 25 **MIDTERM**

Oct. 27 Adolescence to Adulthood A & S Ch. 6
S & S #36

WEEK 7

Nov. 01 Families with Young Children A & S Ch. 11 & 12
Parent/Child System S & S #21 & #25

Nov. 03 Families in Midlife A & S Ch. 13
Intergenerational Relationships S & S #27

WEEK 8

Nov. 08 Families in Later Life A & S Ch. 14
RESEARCH PAPER DUE!

Nov. 10 Death, Loss & Bereavement A & S Ch. 15

WEEK 9

Nov. 15 The Single-Parent Household A & S Ch. 17
S & S #37

Nov. 17 **NO CLASS– NCFR MEETING**

WEEK 10

Nov. 22 Divorce A & S Ch. 16
S & S #18 & #19

Nov. 24 **NO CLASS– THANKSGIVING HOLIDAY**

WEEK 11

Nov. 29 Remarriage & Stepparenting A & S Ch. 18
S & S #20

Dec. 01 **FINAL**

A & S = Anderson & Sabatelli S & S = Skolnick and Skolnick

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DIRECTIONS FOR PAPER

DATA FOR THE PAPER WILL COME FROM TWO SOURCES.

- Source 1: will be primary data that the student will gather by interviewing **ONE member** of his or her family. For this exercise, open-ended questions will probably glean the most amount of information. Creation of questions will be left to the discretion of the student. I think 8 to 10 questions will be a sufficient number of questions to gather enough data for the purpose of analysis.
- Source 2: will be extant data from **THREE articles** found in scientific journals. Also, you must select only articles that contain the author (s) own data (you will know this by looking for a “methods” section in the article).

TOPICS FOR PAPER

Marriage; Birth; Illness; Death;

LENGTH OF PAPER, Etc.

Your paper must be 8 to 10 pages in length, typed and double spaced, with 1 inch margins, **NOT including** your title page, Appendix A, or the Reference page. APA style of referencing **MUST be followed**. If you are unfamiliar with APA style you will find a copy of the guidelines (entitled, Publication Manual) in the EHPS Library. This paper is worth 100 points. However, five points per day will be deducted for late papers. No papers will be accepted past one week of the due date.

GUIDELINES & FORMAT FOR WRITING THE PAPER:

- (03 points) Title Page: Center the title, your name; class; date
- Section 1:** Introduction
- (10 points) Briefly describe and explain the issue you will be researching, for example, “death impacts everyone in the family system . . .” **SUPPORT** your issue with research from the **textbook** (and other sources if you wish). Also, **briefly** describe the systems perspective. This section will likely be about two pages in length.
- (02 points) Create (and **UNDERLINE**) a purpose statement. In other words, tell the reader what you intend to do. For example, “The purpose of this paper is to investigate how the death of my grandfather changed the identity, boundary, maintenance, and nurturant strategies of my family.” Be sure you ask questions and find articles that will assist you in understanding and analyzing this purpose statement.
- Section 2:** Demographic Data on Subject Participant
- (05 points) Briefly describe the interview candidate. Explain why you chose this person. Be sure to include demographic information (e.g., race, socioeconomic status, age, locale, family of origin make up, etc.). I imagine this will be about one page.
- Section 3:** Interview Data

(15 points) In this section you must give an overview of your interview data. Do **NOT** give question and answer, rather write in discourse. **Summarize** the main points to **all** the responses of **all** the questions. This section will be about one to two pages.

Section 4: Compare/Contrast Interview Data with Extant Data

(45 points) This is your discussion section. Here you will compare and contrast the data you gathered (from the interview) **with the extant data** published in the articles you have selected. In other words, does the extant data support, or not support, what you found in the interview? Does it strengthen or weaken your conclusions? Use APA referencing. This section will be three to five pages.

Section 5: Conclusion

(05 points) Conclude your paper with a brief summary of your findings. **BE SURE YOU HAVE ATTENDED TO YOUR PURPOSE STATEMENT.** Also, make recommendations concerning the topic and what you would do differently in a second interview. Elaborate on your response. Two paragraphs will likely be sufficient.

(05 points) Appendix A (On a separate page. List of your interview questions).

(05 points) References (On a separate page. Use APA style of referencing).

(05 points) **NOTE:** Be sure to **INCLUDE** the underlined Section Headings in your paper.

SUGGESTED JOURNALS

Below is a listed of possible Journals out of which you are likely to find excellent articles on the topic of your choice. Other Journals you may select need to be cleared with the instructor.

American Journal of Psychology

American Journal of Public Health

American Journal of Sociology

American Psychologist

American Sociological Review

Child Abuse and Neglect

Child Development

Developmental Psychology

Family Perspective

Family Process

Family Relations

Family in Society

Family Science Review

Gerontologist

Human Development

Journal of Adolescence

Journal of Alternative Lifestyles

Journal of Child and Family Studies

Journal of Divorce and Remarriage

Journal of Family Issues

Journal of Family Violence
Journal of Gerontology
Journal of Marriage and Family Therapy
Journal of Marriage and the Family
Journal of Research on Adolescence
Journal of Social Issues
Marriage and Family Review
Sage Family Studies Abstracts
Sex Roles
Social Forces

**THE OHIO STATE UNIVERSITY
COLLEGE OF NURSING
Nursing 403
Nursing Care of Older Adults
8 credit hours**

Course Head:

Mary Alice Momeyer, MSN, CNP
369 Newton Hall
Office hours by appointment

Clinical Faculty:

Katey Conrad, MS, RN; 377 NH
Rosi McGinnis, MS, RN
Muriel O'Connell, MS, RN;
Ann Whitlach, PhD

Prerequisite: Junior level standing in the College of Nursing, N385.03, N301.03

Course Description: Develops nursing knowledge essential to caring for older adults; emphasis on health promotion, risk assessment, disease prevention and common acute and chronic health problems.

Objectives: Upon completion of the course, the student will be able to:

1. Assess health risks in older adults.
2. Facilitate health promotion, health maintenance and health restoration practices in a variety of practice settings
2. Apply principles of nursing care as well as theoretical and scientific knowledge from related disciplines in the provision of family-centered care to older adults with health concerns in a variety of practice settings.
3. Provide interventions that positively influence health status, promote safety and prevent disease and injury in older adults.
4. Design and implement appropriate patient and family education.
5. Utilize evidence-based interventions in the provision of care.
6. Demonstrate awareness of and be able to reason about increasingly complex legal, ethical and professional issues in health care.
7. Demonstrate awareness of economic, societal and political influences on the health and health care of older adults.
8. Use information and communication technologies to document and evaluate patient care and provide patient education.

Conduct of Course:

Lecture/discussion: 4 hours of lecture/discussion per week,
Fridays 8:30 –13:18 pm with breaks to be determined

Clinical: 12 hours of clinical experience per week (to include clinical conference)

clinical performance is required as a condition of passing the course with the following specifications :

- Satisfactory performance in the skills lab.
- Medication dosage calculation quiz (Meds Publishing) must be taken and passed (100%) prior to administering medications in the clinical setting. Note: A delay in successfully passing the quiz will impact student's ability to satisfy the course's clinical objectives. (See instructions).
- Regular participation in conferencing activities (per instructor's direction).
- Satisfactory completion of clinical preps.
- Satisfactory participation in Group Wellness Project.
- Satisfactory "clinical rounds presentation" of an older adult client.
- Satisfactory performance in the simulation/skills lab.

SPECIFIC GRADED COURSE COMPONENTS:

1. Clinical Field Assignment:

- This project is a clinically based practical application of gerontological nursing concepts, nursing process and specific care strategies.
- The paper will be written according to the Junior level paper requirements established by the College of Nursing.
- Specific guidelines are included in the course pack. **15%**

2. Group Wellness Project (evaluated by peers and instructor)
(see guidelines) **5%**

3. Clinical Journals (evaluated as satisfactory by clinical Instructor)
10%

4. Issues Presentation/Debate (see guidelines) **10%**

5. Exams:

| | |
|-------------------|------------|
| Exam I | 10% |
| Exam II | 15% |
| Final Exam | 30% |

*Course exams generally consist of multiple-choice questions and short answers . Exams will assess students' ability to analyze, synthesize and apply principles covered in the course. Content will be drawn from lectures, assigned readings, study guides, web assignments and clinical discussions.

Content Outline

| TOPIC | SUBTOPIC | ASSIGNMENTS & ACTIVITIES |
|--|---|---|
| Week 1 Introduction to Aging | Demographics Ageism- myths & stereotypes What's it like to be old? Communicating with older adults Sensory impairments: vision & hearing | Assigned readings |
| Week 2 Continuum of Care 3 "D's" | Living Arrangements/ Wellness States Community Resources Depression, delirium & dementia | Assigned readings Case study |
| Week 3 Dementia (cont) Behavior Management Polypharmacy | Nonpharmacologic Strategies Pharmacologic Strategies | Dementia Articles – Course Packet Assigned readings |
| Week 4 Lab & Diagnostic Tests Functional Assessment Health Promotion Activity & Sleep | ADL's & IADL's Exercise | Assigned readings Exam 1 |
| Week 5 Mobility Restraints | Falls hip fractures arthritic conditions osteoarthritis rheumatoid arthritis gout osteoporosis Nonchemical vs. Chemical | Assigned readings Case study |

Winter 2006

Course: **Psychology 340: Life Span Human Development**

Tuesday, Thursday: 9:30 -11:18;

Professor: Dr. D. Jackson

e-mail: jackson.4@osu.edu

Office: 243 New Psychology building.

Phone: 292-7575. Be sure to leave a phone number and time when you can be reached for a return call or to schedule a meeting

Ms. J. von Spiegel

e-mail: von-spiegel.2@osu.edu

Lab: 261 New Psychology Building

IF YOU HAVE SPECIAL NEEDS please make your requirements known to me for alternate forms of the syllabus, exams, handouts, etc. You are, however, responsible for arranging for other types of assistance with the Office of Disability Services on campus for specific information, available testing-assistive aids.

OBJECTIVES

This course is designed to be a general introduction to the major topics and theories of the science of developmental psychology. The goal is to provide a basic framework for understanding the socio- emotional basis of human behavior and the cognitive processes across the life span from conception through adulthood and the end of life. Class time will involve explanations of selected topics from the text, often utilizing outside materials for elaboration and clarification of course material..

GENERAL FORMAT:

Class sessions address topics relating to psychological processes in the life span. The course is a basic inquiry into the various influences -- genetic, physiological, and environmental--during the life span that reveal developmental changes and individual differences. **Students are expected to read the chapters/ pages assigned for the session before attending each session.**

The exams are approximately an equal distribution of lectures including supplementary materials (videos, etc) , and assigned text chapter topics.

REQUIRED TEXT:

Sigelman, C. K. & Rider, E. A. (2006) 5th ed. Life Span Human Development. Pacific Grove, CA: Brooks/Cole. (Available at campus and local bookstores.) Web and other student study information may be available with text books.

EXAMS AND COURSE CRITERIA:

There are 3 midterm exams, each consisting of approximately 50- 60 items derived from all material to the date of an exam. The format for all three midterm exams include multiple choice, true/ false, short answer and matching items. The exams are not comprehensive. You are responsible for the assigned reading whether covered in lecture or not..

Each midterm begins promptly at 9:30 AM and lasts the class time.

If you miss an exam, notify me in advance to schedule a make-up. Notification of absence should be given prior to the exam, but under no circumstances later than the day following the exam. Without a valid excuse, a make-up exam will not be provided.

3. Class attendance is required. You are expected to make arrangements with a class member for the information you missed when you are absent. Topics from chapters, lectures, and media presentations will be included on the examinations. .

GRADING CRITERIA:

Students are graded on a percentile basis relative to other students taking the course section. A final curve for the course will not be computed until all students have taken the 3rd midterm. A total of 200 points is possible for the course. They are distributed as follows

| | |
|-----------------|-----------|
| Midterm exam 1 | 60 points |
| Midterm exam !! | 60 |
| Midterm exam 3 | 60 |
| *QRA | 5 |
| | 20 points |

200 points

*. You earn 0- 20 raw score points by writing 5 Issues/ question analyses based on a question raised by an issue or research directly mentioned in a chapter that may have implications for social policy, or media impact, education, aging, parenting, social concerns, etc.

The QRAs are limited to 2 typed pages each, and are given to me for credit at approximately the time the chapter topic is discussed in class. Do NOT hand them in all at one time

I will discuss a format for the QRAs.

LECTURE AND DISCUSSION SCHEDULE:

This course is an integrated view of the life course of humans. Many topics and issues we discuss should sound familiar to you if you have taken a course based on a stage or period of development, such as child or adolescence. It is not the purpose of psychology 340 to focus on only one period of development, but to understand how earlier processes and changes are conceptualized, how we age and the influence of contexts and circumstances and experiences in psychological development that reveal common outcomes and individual differences

Daily assignments, exam dates

Jan 3 T Introduction to life span psychology: Course responsibilities; discussion of contemporary issues, demography and the span of human life, life expectancy the concern with cohort and generations

Jan 5 H Ch 1/ 2: Research methodologies and theoretical perspectives.

Jan 10 T Ch 3 The biological and evolutionary contributions:

Jan.12 H Ch.3/ 4 H-E interactions, and long term effects.
 Jan 17 T Ch.4/ 5. Pre- peri- neo natal changes and the influence of
 parents
 Risk, resilience, and catch-up phenomenon
 Jan 19 H Ch. 5. Physical, structural and neural
 development with age

***T

**Jan 24 Midterm
 EXAM 1
 Chapters 1-5,
 class
 discussions**

Jan. 26 H Ch 6 Perception and changes in
 sensory processes

Jan 31 T Ch. 7 Cognition: construction of
 thought and social transmission

Feb 2 H Ch. 8 Learning and Information
 Processing

Feb 7 T Ch 9 Information processing, memory,
 and intelligence over the life span.

Feb 9 H Ch.10 language acquisition:
 acquisition, loss and multiple languages

***** T Feb 14 Midterm EXAM 2: Chapters 6 - 10 class discussions**

Feb. 16 H Ch 11 Self conceptions

Feb 21 T Ch 12 Gender and sexual issues
 Feb 23 H Ch. 13. Social behavior and deviance

Feb 28 T Ch. 14-15 Attachments and other intimate relationships
 Mar 2 H Ch 17 Theories of aging and the
 end of life

Mar 7 T Ch 16. Developmental psycho-pathology

***** H Mar 9 Midterm EXAM 3; chapters 11 –17; class discussions**

GRADUATING SENIORS: If you plan to graduate at the end of the quarter please keep me informed periodically to ensure grades are submitted to meet the registrar's deadline.

Aging in the Modern World:
A Health Psychology Perspective
Psychology 597
Spring 2006

Meeting: Tuesdays and Thursdays, 9:30-11:18
Professor: Charles Emery, Ph.D.
Office: 213 Townshend Hall
Phone: 688-3061
email: emery.33@osu.edu

Overview:

We are in an age of aging. 13% of the United States population is over age 65, an increase from 4% in 1900. Despite this increase, the United States is a relatively young country compared to other developed nations where the population over 65 accounts for 15% or more of the total population. By 2030, it is expected that 1 of every 5 people in the United States will be over age 65. As in most countries of the world, there are more older women than older men in the United States, and the proportion of the population that is female increases with age. Health care expenditures associated with chronic diseases are also rising globally.

What are the repercussions of the demographic shift? It will likely affect all aspects of our lives including social relationships, work opportunities, and economic conditions. These changes require that we understand the processes of aging from a variety of perspectives. Health psychology provides a useful framework through which we can examine aging trends and outcomes. The purpose of this course is to: (1) provide an overview of some of the primary physiological and psychological changes associated with aging; (2) discuss implications of those changes for aging in the modern world; and (3) examine perspectives on aging from countries around the world.

The first few weeks of the course will cover age-related changes in primary organ systems of the body. For each system reviewed, we will address psychological, social, and economic ramifications of the changes. The latter weeks of the course will be devoted to further examination of global repercussions and perspectives on age-related population changes. We will view 3 films in this class, all pertaining to aspects of aging, each from a different country. These films provide unique perspectives on aspects of aging and will facilitate our class discussions of aging.

Required textbook: DiGiovanna, A.G. (2000). Human Aging: Biological Perspectives (2nd ed.). New York: McGraw-Hill.

All assigned weekly readings (other than in the DiGiovanna book) are available in a course packet (at Long's Bookstore and on Closed Reserve at the Main Library). Complete references for the supplemental readings are attached.

Course requirements:

Each class session will include a 20-30 minute class discussion. Students are expected to contribute to reading-based discussions in class and will be evaluated on the basis of class attendance and contribution to class discussions. Students will also be evaluated on weekly writing assignments and with mid-term and final exams. Both exams will be take-home.

You will be required to submit a short essay (2 pages maximum, double-spaced) at the beginning of each Tuesday class during weeks 2-5 and 7-10. Essay assignments are designed to help you think more deeply about the material being covered and to present your thoughts in a cogent manner. Writing assignments will be given at the end of the Thursday class during the prior week (i.e., you will have the weekend to complete each of the weekly essays). Each essay will be worth 5 points (40 total for quarter).

The mid-term and final exams will be short-essay in format. Each exam will be worth 20 points (40 total for quarter).

Class attendance (10 points) and participation (10 points) will account for the remaining 20 points (out of 100 total) in calculating your final grade.

| <u>Week</u> | <u>Date</u> | <u>Topic</u> | <u>Readings</u> |
|-------------|-------------|---|--|
| 1 | 3/28 | Introduction to the psychology of aging and adult development | Old handbook, Chap. 1* New handbook, Chaps. 3 and 4* DiGiovanna, Chap. 1 |
| | 3/30 | Global perspectives on aging | |
| 2 | 4/4 | Aging and health: theory and research | New handbook, Chaps. 8 and 9* |
| | 4/6 | Integumentary system, vision, hearing, skeletal system | DiGiovanna, Chaps. 3, 7, 9 |

| | | | |
|---|------|--|--|
| 3 | 4/11 | Endocrine system Immune system | DiGiovanna, Chaps. 2, 14,15 Kiecolt-Glaser et al. (2002) * Papadakis et al. (1996) * |
| | 4/13 | Film: Driving Miss Daisy (USA) | |
| 4 | 4/18 | Respiratory system | DiGiovanna, Chap. 5 Mahler et al. (1986) * |
| | 4/20 | Nutritional status Taste/olfaction | DiGiovanna, Chaps. 10,11 Whitbourne, pp. 212-224 * Schiffman (1993) * |
| 5 | 4/25 | Cardiovascular system | DiGiovanna, Chap. 4 Frasure-Smith et al. (1995)* |
| | 4/27 | Exercise | Old handbook, Chap. 19* DiGiovanna, Chap. 8 Emery & Blumenthal (1991) * |
| MID-TERM EXAMS DISTRIBUTED AT THE END OF CLASS | | | |
| 6 | 5/2 | MID-TERM EXAMS DUE AT THE BEGINNING OF CLASS Developmental perspectives/models of aging | |
| | 5/4 | Film: 42 Up (England) | |
| 7 | 5/9 | Mental disorders in old age | New handbook, Chap 21* Zarit & Zarit (1998) * |
| | 5/11 | Cognitive/neuropsychological functioning | New handbook, Chaps. 7 and 14* DiGiovanna, Chap. 6 |
| 8 | 5/16 | Gender, sexual functioning, and aging | New handbook, Chap. 18* |
| | 5/18 | Film: Innocence (Australia) | |

| | | | |
|----|------|---|--|
| 9 | 5/23 | Terminal decline End of life | Old handbook, Chap. 18* New handbook, Chap. 24* |
| | 5/25 | Personality and aging | New handbook, Chap. 19* |
| 10 | 5/30 | Religion, health, and aging | Old handbook, Chap. 9* Bearon & Koenig (1990) * |
| | 6/1 | Wisdom and creativity in old age | New handbook, Chap. 20* |
| | | FINAL EXAMS DISTRIBUTED AT THE END OF CLASS | |
| | 6/8 | FINAL EXAMS DUE IN ROOM 145 Psychology Building BY 5PM | |

REFERENCES FOR ADDITIONAL READINGS

New handbook = Birren, J.E., & Schaie, K.W. (Eds.) (2001). Handbook of the Psychology of Aging (5th ed.). New York: Academic Press.

Old handbook = Birren, J.E., & Schaie, K.W. (Eds.) (1996). Handbook of the Psychology of Aging (4th ed.). New York: Academic Press.

WEEK 1

Old handbook: Chapter 1, History, Concepts, and Theory in the Psychology of Aging, James E. Birren and Johannes J.F. Schroots

New handbook: Chapter 3, Longitudinal Studies in Aging Research, K. Warner Schaie and Scott M. Hofer

New handbook: Chapter 4, Methodological Issues in Behavioral Intervention Research with the Elderly, Sherry L. Willis

WEEK 2

New handbook: Chapter 8, Health Risk Behaviors and Aging, Howard Leventhal, Carolyn Rabin, Elaine A. Leventhal, and Edith Burns

New handbook: Chapter 9, Environmental Influences on Aging and Behavior, Hans-Werner Wahl

WEEK 3

Kiecolt-Glaser, J. K., McGuire, L., Robles, T., & Glaser, R. (2002). Emotions, morbidity, and mortality: New perspectives from psychoneuroimmunology. Annual Review of Psychology, 53, 83-107.

Papadakis, M.A., Grady, D., Black, D., Tierney, M.J., Gooding, G.A.W., Schambelan, M., Grunfeld, C. (1996). Growth hormone replacement in healthy older men improves body composition but not functional ability. Annals of Internal Medicine, 124:708-716.

WEEK 4

Mahler, D.A., Rosiello, R.A., Loke, J. (1986) The aging lung. Geriatric Clinics of North America 2:215-225.

Whitbourne, S.K. (1996). Taste and smell (pp. 212-224) from The Aging Individual: Physical and Psychological Perspectives. New York: Springer.

Schiffman, S.S. (1993) Perception of taste and smell in elderly persons. Critical Reviews in Food Science and Nutrition, 33:17-26.

WEEK 5

Old handbook: Chapter 19, Activity, Exercise, and Behavior, Michael J. Stones and Albert Kozma

Emery, C.F., & Blumenthal, J.A. (1991) Effects of physical exercise on psychological and cognitive functioning of older adults. Annals of Behavioral Medicine, 13:99-107.

Frasure-Smith, N., Lesperance, F., Talajic, M. (1995) Depression and 18-month prognosis after myocardial infarction. Circulation, 91:999-1005.

WEEK 6

New handbook: Chapter 7, Age-Related Cognitive Change and Brain-Behavior Relationships, Marilyn S. Albert and Ronald J. Killiany

New handbook: Chapter 14, Aging and Memory: Cognitive and Biological Perspectives, Lars Bäckman, Brent J. Small, and Ulla Wählin

Old handbook: Chapter 18, Aging, Behavior, and Terminal Decline, Stig Berg

New handbook: Chapter 24, Quality of Life and the End of Life, M. Powell Lawton

WEEK 7

Beaton, L.B., Koenig, H.G. (1990) Religious cognitions and use of prayer in health and illness. Gerontologist, 30:249-253.

Old handbook: Chapter 9, Religion, Spirituality, and Aging, Susan H. McFadden

New handbook: Chapter 20, Wisdom and Creativity, Robert J. Sternberg and Todd I. Lubart

New handbook: Chapter 18, Gender and Aging: Gender Differences and Gender Roles, Jan D. Sinnott and Kim Shifren

WEEK 9

New handbook: Chapter 21, Mental Health and Aging at the Outset of the Twenty-First Century, Margaret Gatz and Michael A. Smyer

Zarit, S.H., & Zarit, J.M. (1996). Mental Disorders in Older Adults: Fundamentals of Assessment and Treatment. New York: Guilford. (Chaps. 3 and 4, pp. 31-91).

New handbook: Chapter 19, Personality and Aging: Flourishing Agendas and Future Challenges, Carol D. Ryff, Christine M.L. Kwan, and Burton H. Singer

Virginia (Ginny) Richardson, Ph.D.
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Office Hours: after class and by appointment
E-Mail Address: Richardson.2@osu.edu

**THE OHIO STATE UNIVERSITY
COLLEGE OF SOCIAL WORK**

COURSE TITLE: Social Work 695.14: Integrative Seminar: Aging

LEVEL OF INSTRUCTION AND CREDIT HOURS: (U) 3

COURSE TIME & PLACE: Winter 2005, 11:30 AM-1:48 PM T, Rm. 131, Stillman Hall

COURSE DESCRIPTION:

This course is designed to provide students with the opportunity to develop beginning level knowledge of the field of aging and of policy, practice and research issues in this area. Biological, psychological and sociocultural aspects of aging are reviewed. An introduction to social work practice with older adults, within the context of a bio-psycho-social perspective, will be discussed along with role-plays and assessment of case examples. The intent is to integrate knowledge from research, human behavior, and social work ethics and values with basic practice approaches in social work practice and aging.

PREREQUISITE: Social Work 644 and 645

OUTCOMES:

Upon satisfactory completion of this course, students will:

1. Understand the biological, psychological, and social changes that occur with age and how this understanding applies to policy, research, and practice.
2. Demonstrate awareness of how political and historical factors contribute to aging issues (e.g., race, gender, policies, etc.)
3. Identify problems and concerns unique to older persons.
4. Demonstrate beginning knowledge of special approaches to meeting the needs of older adults, their families, and their communities.

COURSE REQUIREMENTS:

1. Type of Instruction:

This course will include a combination of lecture and discussion as well as experiential exercises for students to role-play actual cases involving older persons.

2. Specific Expectations:

This course is a seminar. As a result, students are expected to actively participate in the class. The greater your involvement the more you will enjoy and benefit from the class. The intent is to enhance your knowledge about gerontological social work and to improve your practice and academic skills. This is best accomplished through varied learning techniques and frequent feedback. Your final grade will be based on your performance on four assignments:

| | |
|-------------------------------------|---|
| Chapter Summary and Reaction Papers | - 10% of grade – due weekly (pass/fail) |
| Group Exercise | - 15% of grade – due as assigned |
| Final Paper | - 60% of grade – due 3/10 (see other dates) |
| Class Participation | - 15% of grade |

Chapter Summary and Reaction Papers

Students must submit weekly papers that summarize and critique the chapter (s) assigned for that week. The length of these chapters should be about four pages. The first two pages should summarize the chapter and the last two pages should include your reactions to the chapter, including how well chapter contents support social science, social work or gerontology theory and research, apply to practice and contemporary problems in aging, and raise new issues for social work and for you. These papers will be evaluated on a pass/fail basis

Group Exercise

Students will be assigned to a group on the first day of class. The group is responsible for presenting the material in the chapter (s) assigned for that week and for leading a discussion. The groups will present during the first hour of each class. Every group member must participate equally in this exercise. The presentation should include an overview of the chapter and a discussion. Additional readings that you might use are listed. Strive to engage your classmates and stimulate discussion.

Each group member should submit an evaluation of their effort and participation in this project and although a group grade will be given, based on the group's efforts, innovativeness, organization, enthusiasm, and clarity of presentation, each students' involvement or lack of involvement will be taken into account. The group evaluations will be determined after all groups have presented.

Final Project

The final project requires that you apply the task-centered approach, presented in your text, to an older person in your field placement or that you interview. The project is divided into three parts.

Part 1 (approximately 6 pages) should include an introduction, a description of your client or older adult, and a summary of the person's needs and concerns. This is due **February 8th**.

Part 2 (between 5-7 pages) should discuss the intake or initial assessment and problem identification (See text, page 110), the target problems, selecting and prioritizing problems (see Figure 5.1 and Box 5.9 in your text), the problem area and problem statement goal, exploring and specifying the target problem (See boxes 5.12, 5.13 and Figure 5.2), and setting short and long term goals. This is due **February 22nd**.

Finally, Part 3 (approx. 5-7 pages) should focus on the intervention plan and include: who performs the task, types of tasks, development of task alternatives, selecting tasks (see Box 6.3), planning details of implementation (see Box 6.4), modeling, rehearsal, in-vivo approaches, anticipating and addressing obstacles, and summarizing tasks (See figure 6.1 and the Task Planning Form). This last part should include a conclusion. The final paper, which is due **March 8th**, should take into account feedback from earlier papers.

You are not expected to implement interventions for this assignment. This is a planning exercise, and the interventions should be based on what will help the client and might range from case management or discharge planning to a change in social policy or community intervention. I suggest that you meet with me about your project although I will offer you feedback throughout the quarter. Feel free to discuss your project with me at any time preferably by setting an appointment with me during office hours.

These projects will be evaluated based on how effectively and accurately you apply the task-centered model to your case and how well you organize, present, and write your paper. Use the spell and grammar checkers in your software or have others edit your paper before you finally submit it. Good writing takes practice. You will express your ideas better as you write more and receive feedback.

3. Method of Course Evaluation by Students:

Evaluation of courses and instructors by students constitutes an important aspect of our College's quality review process. Therefore, students enrolled in this course will have an opportunity to give their personal written impressions and assessments of the course and instructor on a form provided in class and in keeping with evaluation policies of the college of Social Work and the University. The evaluation will be treated as a confidential communication in which student anonymity will be protected unless students should elect to identify themselves voluntarily.

4. College Incomplete Policy:

"I" (Incomplete) course grades will be considered only in relation to emergency and hardship situations, and a request for such a grade option must be discussed with me prior to final exam week. A date for completion of the incomplete work will be established with you. University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to.

However, students should note that when an "I" with an alternate grade of "E" is assigned in a course which is prerequisite to a course the student must take the next quarter, the course requirements for the "I" must be completed by the second week of the next quarter.

5. Academic Misconduct Statement:

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible to follow University rules (3335-31-02-b) in all academic work. These rules can be found in the program handbooks and the University handbook. This includes, but is not limited to: no plagiarizing, no falsification, fabrication or dishonesty in reporting research, and no alteration of grades or University forms. Faculty are strictly bound to report suspected cases of Academic Misconduct.

REQUIRED TEXT:

Matthias J. Naleppa and William J. Reid (2003). *Gerontological Social Work: A Task-Centered Approach*. New York: Columbia University Press.

COURSE OUTLINE:

January 4 Introduction to the class

January 11 Chapter 1: A Profile of Older Adults**

-McKinnon, J. (2003) *The Black Population in the United States: March 2002*. U. S. Census, Current Population Reports, P20-541. Washington, DC.+

-Ramirez, Roberto R., and de la Cruz, G.P. (2002) *The Hispanic Population in the United States: March 2002*, Current Population Reports, P20-545, U.S.Census Bureau, Washington DC.+

-Reeves, Terrance and Claudette Bennett, 2003. *The Asian and Pacific Islander Population in the United States: March 2002*, Current Population Reports, P20-540, U.S. Census Bureau, Washington, DC.+

January 18 Chapter 2: The Aging Network and Service Providers*

* Required Reading
+ Recommended Reading

(See also Task Planners: Resources & Planning)*

-Rosen, A. & Zlotnik, J.L. (2001) Social Work's Response to the Growing Older Population. *Generations*, 25 (1) Spring, pp. 69-71.*

-Richardson, V.E. & Barusch, A. S. (2005). Improving the Quality of Life of

Older

Persons: Social Services and Aging. In *Contemporary Themes in Gerontology: Implications for Practitioners*. New York: Columbia University Press.*

January 25 Chapter 3: Communication for Gerontological Practice*

-Cochran, S. et al. (2003). Prevalence of Mental Disorders, Psychological distress, and Mental Health Services Use Among Lesbian, Gay, and Bisexual Adults in the United States. *Journal of Consulting and Clinical Psychology*, 71, 53-61.*

February 1 Chapter 4: Assessment in Gerontological Practice*

(See Task Planners: Health and Mental Health and Home and Personal Safety)*

-Kivnick, H. (2001) Life Strengths Interview Guide: As Elder Clients' Strengths, *Journal of Gerontological Social Work*, 34, 7-32*

February 8 Chapter 5: Initial Phase of Intervention*

(See Health and Mental Health Task Planners)*

-Ford, M & Hatchett, B. (2001). Gerontological Social Work with Older African American Adults, *Journal of Gerontological Social Work*, 36 (3/4), p. 141-155*

February 15 Chapter 6 & 7: The Middle and Final Phases (Ending

Service)* (See Task Planners on Advance Directives and Planning, EOL topics and Hospice)*

*Greene, R. (2002). Holocaust Survivors: A Study in Resilience. *Journal of Gerontological Social Work*, 37 (1), 3-18.*

February 22 Chapter 8: Case Management (See Task Planners on Safety and Respite)*

American

-Stokes, S. et al. (2001). Screening for Depression in Immigrant Chinese-

Elders: Results of a Pilot Study, *Journal of Gerontological Social Work*, 36 (1/2), 27-44*

March 1 Chapter 9: Practice with Caregivers: Individuals and Groups* (See Caregiving and Elder Abuse)*

using a

*Greene, R. (2000). Serving the Aged and their Families in the 21st Century

Revised Practice Model, *Journal of Gerontological Social Work*, 34, 43-62*

March 8 Chapter 10: Practice in Long-Term Care Settings*

(See Living and Care Arrangements Planners)*

* Required Reading

+ Recommended Reading

Past

-Chapin, R. (1999). It is expected by the Year 2000: Using Lessons from the
to Plan for the Elder Boom. *Journal of Gerontological Social Work*, 32, 21-40+

NOTE: This syllabus and other course materials are available in alternative
formats upon request. Please contact Ms. Diana Ramsey, 303 Stillman Hall,
292-5309.

Approved as SW695.24

SW 695.XX

THE OHIO STATE UNIVERSITY
College of Social Work

COURSE TITLE: Caregiving Across the Life Span: Contemporary Issues, Programs and Policies

LEVEL OF INSTRUCTION AND CREDIT HOURS: 3

COURSE DESCRIPTION

This course is designed to provide students from a variety of disciplines with the opportunity to develop the knowledge and skills to address the needs of individuals providing care for a chronically ill or disabled family member or friend. The majority of care provided to individuals in our society is by informal caregivers, not formal health and social services systems. The individual and social impact of informal caregiving is examined within a bio-psycho-social context. Programs and policies in place to support caregivers are analyzed and the contemporary challenges faced by caregivers are discussed. Particular attention is given to caregiving issues faced by diverse and oppressed populations.

PREREQUISITES:

OUTCOMES: Upon satisfactory completion of this course, students will be able to:

1. describe the diverse demographic characteristics of caregivers and the spectrum of caregiving experiences;
2. describe the individual and social impact of caregiving;
3. assess the bio-psycho-social needs of caregivers;
4. analyze the intended and actual benefits provided by the major programs and policies available to support informal caregivers;
5. apply evidence-based caregiver interventions to practice situations;
6. access programs and services available to support caregivers;
7. identify contemporary issues faced by caregivers; and
8. advocate for changes to the current programs and policies in place to support caregivers;
9. identify conflicts between social work values and ethics in practice with caregivers, and describe an appropriate response.

COURSE REQUIREMENTS

1. Type of Instruction:

The class format will include lecture, interactive discussion, and small group experiential exercises using case studies. Periodically, videotapes or DVDs will be used to explore relevant issues.

2. Assignments

Reflective Journals

Students will keep a weekly journal where they will respond to questions related to the assigned readings.

Caregiver Assessment

Students will identify a caregiver from their professional or personal experience and conduct an interview. The student will write a 6-8 page paper assessing the bio-psycho-social situation of the caregiver.

Continuing Education Workshop

Students will work in small groups to prepare and present a 30 minute workshop for their peers on a special caregiving population of their choosing. The workshop will follow the format that is typical of courses professionals take for continuing education credits. Students will be expected to identify learning objectives for the session and provide practical resources for professionals working with this population. Some examples of special populations include: an older adults with dementia, a developmentally delayed child, an adult child with mental illness, an individual with AIDS, long-distance caregivers, grandparents raising grandchildren, and GLBT caregivers.

3. Student Evaluation:

| | |
|-------------------------------|-----|
| Participation | 10% |
| Reflective Journals | 20% |
| Caregiver Assessment | 30% |
| Continuing Education Workshop | 40% |

4. Method of Course Evaluation by Students:

Students will evaluate the course by standard University evaluation forms or College-accepted instructor devised instruments.

5. College Incomplete Policy:

"I" (Incomplete) course grades will be considered only in relation to emergency and/or hardship situations, and a request for such a grade option must be discussed with the instructor prior to final exam week. A date for completion of the incomplete work will be established with the student. University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to.

However, students should note that when an "I" with an alternate grade of "E" is assigned in a course which is a prerequisite to a course the student must take the next quarter, the *course requirements for the "I" must be completed by the second week of the next quarter.*

6. Academic Misconduct:

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible for following University rules (3335-31-02-b) in all academic work. These rules can be found in the program handbooks and the University handbook. This includes, but is not limited to: following course rules, no use of unauthorized information or assistance, no plagiarizing, no falsification, fabrication or dishonesty in reporting research, and no alteration of grades or University forms. Faculty are strictly bound to report suspected cases of Academic Misconduct.

7. If you have questions about accessibility or need accommodations for a disability, please contact the instructor in person, by telephone (292-4378) or e-mail (Dabelko.1@osu.edu).

8. Note: This publication/material is available in alternative formats upon request. Please contact Ms. Brenda Davidson, MSW Office, 313 Stillman Hall, 292-7684.

RESOURCES

Textbook:

Bumagin, V.E. & Hirm, K.F (2001). Caregiving: A Guide for Those Who Give Care and Those Who Receive It. New York: Springer Publishing Company.

CONTENT OUTLINE AND ASSIGNED READINGS

WEEK 1: Course Introduction

WEEK 2: The Diverse Caregiver Population

Readings: Chapters 1-4 in textbook

WEEK 3: Individual and Family Impact of Caregiving

Readings: Chapter 5 and 6 in textbook

Connuscio, C.C., Jones, C., Kawachi, I., Colditz, G.A., Berkman, L. & Rimm, E. (2002). Reverberation of family illness: A longitudinal assessment of informal caregiver and mental health status in the nurses' health study. American Journal of Public Health, 92, 1305-1311.

Schultz, R & Beach, S.R. (1999). Caregiving as a risk factor for mortality: The caregiver health effects study. Journal of the American Medical Association, 282 (23).

WEEK 4: Social Impact of Caregiving

Readings: Chapter 7 and 8 in textbook

Murdoch, L.D. (2003). Picking Up the Tab: Families Discuss the Financial Impact of Caregiving. Oxford, OH: Scripps Gerontology Center, Miami University. (Location: <http://www.cas.muohio.edu/scripps/publications/documents/pickingupthetab.pdf>)

WEEK 5: Assessing the Needs of Caregivers

Feinberg, L.F. (2003/2004). The state of the art of caregiver assessment. Generations, 27 (4), 24-32.

Gaugler, J.E., Kane, R.A. & Langlois, J. (2000). Assessment of family caregivers of older adults in R. Kane & R. Kane (Eds.) Assessing Older Persons: Measures, Meaning and Practical Applications, 320-359. New York: Oxford University Press.

WEEKS 6 & 7: Caregiver Interventions

Readings: Chapter 8 and 9 in textbook

Schulz, R., Gallagher-Thompson, D., Haley, W. & Czaja, S. (2000). Understanding the intervention process: A theoretical/conceptual framework for intervention approaches to caregiving in Handbook on Dementia Caregiving: Evidence-Based Interventions for Family Caregivers (R. Schulz, Ed.). New York: Springer.

Sorensen, S., Pinquart, M. & Duberstein, P. (2002). How effective are interventions with caregivers? An updated meta-analysis. The Gerontologist, 42 (3), 356-372.

WEEKS 8 & 9: Caregiving and Special Populations

Please select three of the listed readings:

Chadiha, L.A., Adams, P., Phoranso, OI, Ong, S.L., Byers, L. (2002). Stories told and lessons learned from African American female caregivers' vignettes for empowerment practice. Journal of Gerontological Social Work, 40 (1/2), 135-144.

Dotman, R., Walter, K., Burke, P., Hardin, L., Karanik, T., Raphael, J. & Silverstein, E. (1995). Old, sad and alone: The myth of aging homosexual. Journal of Gerontological Social Work, 24 (1/2) 29-44.

Jenkins, C. (1997). Women, work and caregiving: How do these roles affect women's well-being? Journal of Women and Aging, 9 (3), 27-45.

Jewell, T.C. & Steve, C.H. (2002). Parental influence on sibling caregiving for people with severe mental illness. Community Mental Health Journal, 38 (1), 17-33.

Kaye, L.W. (1997). Informal caregiving by older men in Elderly Men: Special Problems and Professional Challenges (J.I. Kosberg & L.W. Kaye, Eds.). New York: Springer Publishing Co.

Koerin, B.B. & Harriga, M.P. (2002). P.S. I love you: Long-distance caregiving. Journal of Gerontological Social Work, 40 (1/2), 63-81.

Ory, M.G., Hoffman, R.R., Yee, J.L., Tennstedt, S. & Schultz, R. (1999). Prevalence and impact of caregiving: A detailed comparison between dementia and nondementia caregivers. The Gerontologist, 39 (2), 177-185.

Pruchno, R. (1999). Raising grandchildren: The experiences of black and white grandmothers. The Gerontologist, 39 (2), 209-221.

Wright, R. (2002). AIDS caregiving stress among HIV-infected men (B. Thompson & E. Kramer, Eds.) in Men as Caregivers. New York: Springer Publishing Co.

Yantzi, N., Rosenberg, M.W., Burke, S.O., Harrison, M.B. (2001). The impacts of distance to hospital on families with a child with a chronic condition. Social Science and Medicine, 52 (12), 1777-91.

WEEK 10: Future Directions for Caregivers

Readings: Chapter 10 in textbook

Moskowitz, J.T., Folkman, S. & Acree, M. (2003). Do positive psychological states shed light on recovery from bereavement? Findings from a 3-year longitudinal study. Death Studies, 27, 471-500.

Haley, W.E. & Perkins, E.A. (2004). Current status and future directions in family caregiving and aging people with intellectual disabilities. Journal of Policy and Practice in Intellectual Disabilities 1, (1), 24.

Family Caregiver Alliance (2004). Conclusions and Issues for the Future in The State of the States in Family Caregiver Support: A 50-State Study.
(Location:http://www.caregiver.org/caregiver/jsp/content/pdfs/conclusions_future_issues.pdf)

The Ohio State University
College of Social Work

COURSE TITLE: Women and Aging: International Perspectives

CREDITS: 3

COURSE OVERVIEW: This course provides an introduction to the diversity of aging experiences for women throughout the world. Current and historical social, economic, and health realities of older women are explored with an emphasis on the impact of cultural roles and expectations for aging women. Women are the majority of the older population in nearly all nations and the majority of those women live in developing nations. The United Nations predicts that, by 2050, one out of 5 people on Earth will be over age 60. Since women outlive men in both developing and developed countries they will continue to be in the majority. Internationally, older women face unique circumstances and challenges because they are more likely to be poor, have lower educational attainment, and have more family caregiving responsibilities than do older men. There are movements to empower and promote human rights for older women and the role of international organizations in those endeavors will be highlighted. Throughout the world, developed and developing societies often view older women as non-contributing burdens reflecting ageist and sexist attitudes. To counter this image, the emerging understanding of the unacknowledged productivity of older women will be highlighted.

PREREQUISITE: This course is open to undergraduate and graduate students in good standing.

COURSE OUTCOMES: Upon satisfactory completion of this course, students will demonstrate:

1. basic knowledge and understanding of variations in the aging experience of women in the Americas, Africa, the Middle East, Asia, and Europe;
2. an understanding of the unique challenges that poverty, ageism, illiteracy, and sexism present to older women throughout the world;
3. basic knowledge of major health issues of older women throughout the world;
4. an understanding of how social work's values and ethics of optimal health and well-being, respect for human diversity, empowerment, and self-determination apply to all older women;
5. an understanding of the cultural variations in older women's anticipated and actual social roles;
6. knowledge of selected psychosocial frameworks relevant to development of older women and their applicability cross-culturally;
7. basic knowledge of the United Nation's women's initiatives and international women's organizations that are relevant to older women;
8. knowledge of the productive contributions, including unacknowledged productivity, of older women throughout the world.

COLLEGE INCOMPLETE POLICY: An incomplete grade will be considered only if the student has a verifiable emergency or hardship situation. The student is responsible for discussing the incomplete option with the Professor prior to final examination week. Circumstances under which an “I” grade can be given as well as the deadline for completion of the course will concur with University policy. If an incomplete (with an alternate grade of “E”) is given in a course required for enrollment in a course offered the subsequent quarter, the “I” must be removed by the second week of the subsequent quarter.

ACADEMIC MISCONDUCT: The College of Social Work fully supports the University standards on Academic Misconduct. Students are responsible to follow University rules (#3333-31-02-b) in all academic work. These rules can be found in the Program handbooks and the University Handbook*. This includes, but is not limited to: following course rules; no use of unauthorized information or assistance; no plagiarizing; no falsification, fabrication, or dishonesty in reporting research; and no alteration of grades or University forms. All faculty are strictly bound to report suspected cases of academic misconduct.

***This publication material is available on request by contacting Ms. Brenda Davidson in the MSW Office, 313 Stillman Hall or voice: 292-7684.**

STUDENTS WITH DISABILITIES: Please contact the Professor in person, by telephone, or e-mail with any questions about accessibility or need accommodation for a disability.

GRADING

| | |
|------------------------------|------------------|
| Class Participation | 10 points |
| Analysis of Assigned Reading | 15 points |
| Course Paper | 55 points |
| <u>Presentation</u> | <u>20 points</u> |
| Total possible points | 100 points |

- A = 95-100
- A- = 90-94
- B+ = 85-89
- B = 80-84
- B- = 75-79
- C+ = 70-74
- C = 65-69
- C- = 60-64
- D+ = 55-59
- D = 50-54
- E = 0-49

COURSE REQUIREMENTS

Course Format: Instruction in this course includes lecture with interactive discussion, handouts, video/DVD, and focused discussion of assigned readings.

Assigned Readings: Course packets or electronic reserves

Class Participation: Students are expected to come to class prepared to discuss assigned readings. Questions and discussion during lectures are also encouraged.

Analysis of Assigned Reading: During week 1 a reading from the course syllabus will be assigned. The reading will present information on older women in a particular region. A three-page written analysis of the reading is due week 3. It should include a brief overview of the reading, how the reading might relate to personal experience, what new information was learned, and how the information might be used to benefit older women in that region. The analysis will be returned week 4.

Course Paper: Select a particular issue/topic with specific relevance for older women and conduct a comprehensive review of the peer-reviewed literature. Search the literature for updated relevant information on the issue/topic and older women in the United States and another selected geographic region or society. Peer-reviewed (refereed) journals are listed in Ulrich's International Periodical Directory which can be found in the Main Library as well as most OSU branch libraries. Based upon the search, the paper should present a clear overview and comparison of what is known of the issue/topic in the chosen region and what is known about the same issue/topic for older women in the United States. A one-page proposal and rationale for the course paper is due week 3. The proposal will be returned on week 4 with either the instructor's approval or a request for re-submission. Course papers without the instructor's approval will receive no points. The paper is due week 7 and will be returned week 8. The paper must meet the following criteria to achieve maximum points:

1. Approved proposal and rationale
2. Paper
 - 10-12 pages, double spaced, 12 -point times new roman font, one-inch margins
 - written in APA style
 - at least 10 peer-reviewed articles
 - introduction (clearly labeled "introduction")
 - in-depth analysis and comparison of the regions
 - an overall conclusion (clearly labeled "conclusion")
 - reference list
 - NOTE: NO electronic submissions will be accepted

Class Presentation: During the last session, students will present their course paper to the class and summarize how the assignment affected their understanding of women and aging internationally.

COURSE EVALUATION: The course evaluation will use a standardized SET form provided in class. Written comments will also be solicited. The course evaluation will be in accordance with the evaluation policies of the College of Social Work. Number 2 pencils will be provided.

COURSE OUTLINE AND READINGS

SECTION I: Perspectives on Older Women throughout the World

Week 1: Introductions. Overview of the course. United Nations. International Organizations.

Readings:

Ewing, D. (1999). Gender and Ageing. In J. Randel, T. German & D. Ewing (Eds.), *The Ageing and Development Report: Poverty, Independence and the World's Older People*. London: Earthscan Publications, Ltd. (p. 33-45).

Kim, K-D, Bengston, V.L., Myers, G.C. & Eun, K-S. (2000). Aging in East and West at the Beginning of the 21st Century. In V.L. Bengston, K-D. Kim, G.C. Myers, & K-S. Eun (Eds.), *Aging in East and West: Families, States, and the Elderly*. New York: Springer Publishing Company (p. 3-16).

World Health Organization (2002). *Women, Ageing and Health*. Geneva: Author.

Wray, S. (2003). Women Growing Older: Agency, Ethnicity and Culture. *Sociology*, 37, 511-527.

Readings are Assigned

SECTION II: The Americas

Week 2: Focus on the United States

Readings:

Garner, J.D. (1999). Feminism and Feminist gerontology. *Journal of Women and Aging*, 11, 3-12.

Institute for Research on Women and Gender (2002). *Aging in the 21st Century: Consensus Report*. Stanford, CA: Author.

Palmore, E.B. (2001). Sexism and Ageism. In J.M. Coyle (Ed.), *Handbook on Women and Aging*. Westport, Connecticut: Praeger (p. 3-13).

Trotman, F.K. (2002). Historical, Economic, and Political Contexts of Aging in African America. *Journal of Women and Aging*, 14, 121-138.

Wolf, D.A., Laditka, S.B., & Laditka, J.N. (2002). Patterns of Active Life Among Older Women: Differences Within and Between Groups. *Journal of Women and Aging*, 14, 9-25.

DVD: The Open Road: America Looks at Aging (2005)

SECTION II: The Americas (continued)

Week 3: Overview of Latin America. Focus on Mexico

Readings:

Eber, C. & Tanski, J. (2002). Women's Cooperatives in Chiapas, Mexico: Strategies of Survival and Empowerment in Times of Struggle. *Social Development Issues*, 24, 33-40.

Luccisano, L. (2004). Mexico's Progresa Program (1997-2000): An Example of Neo-Liberal Poverty Alleviation Programs Concerned with Gender, Human Capital Development, Responsibility and Choice. *Journal of Poverty*, 8, 31-58.

Sokolovsky, J. (1997). Aging, Family and Community Development in a Mexican Peasant Village. In J. Sokolovsky (Ed.), *The Cultural Context of Aging: Worldwide Perspectives, 2nd Edition*. Westport Connecticut: Greenwood Press.

Course Paper Proposal and Analysis of Reading are Due

SECTION III: Africa & the Middle East

Week 4: Overview of Africa. Focus on South Africa.

Readings:

Cattell, M.G. (2003). African Widows: Anthropological and Historical Perspectives. *Journal of Women and Aging*, 2/3, 49-66.

Kinsella, K. & Ferreira, M. (1997). *Aging Trends: South Africa*. International Brief IB/97-2. Washington, D.C., International Programs Center U.S. Bureau of the Census.

Stroeken, K. & Makoni, S. (2002). Cultural Roles of Older Women: Past and Present. In K. Stroeken & S. Makoni (Eds.), *Ageing in Africa: Sociolinguistic and Anthropological Approaches*. New York: Ashgate Publishing Company.

Course Paper Proposal and Analysis of Reading Returned with Comments

Week 5: Overview of the Middle East. Focus on Kuwait and Iraq.

Readings:

Conference of the Islamic Organization for Medical Sciences, Kuwait.

Week 5 (continued)

Rights of Aged People: An Islamic Perspective, (1999). Recommendations of the International

Rizzo, H. (2002). Even Roses Have Thorns: Women's Organizations and the Struggle for Enfranchisement in Post-War Kuwait. *Social Development Issues*, 24, 41-49.

Hoskin, I. (1994). *Older Women as Beneficiaries of and Contributors to Development: International Perspectives*. Washington, D.C.: AARP.

SECTION IV: Asia

Week 6: Overview of Asia. Focus on India.

Readings:

Gokhale, S.D. (2003). Towards a Policy for Aging in India. In P.S. Liebig and S.I. Rajan (Eds.), *An Aging India: Perspectives, Prospects, and Policies*. New York: Haworth Press (p.213-234).

Rajan, S.I., Sarma, P.S. & Mishara, U.S. (2003). Demography of Indian Aging, 2001-2051. In P.S. Liebig and S.I. Rajan (Eds.), *An Aging India: Perspectives, Prospects, and Policies*. New York: Haworth Press (p.11-30).

Week 7: Focus on East Asia.

Readings:

Choe, H-K. (1995). Status and Role of the Elderly in Traditional Korean Society. In S-J Choi and H-K Suh (Eds.), *Aging in Korea: Today and Tomorrow*. Seoul: Chung-Ang Aptitude Publisher (p. 21-36)

Chow, N. (1994). Elderly Women in Changing Asian Societies. *Asia Pacific Journal of Social Work*, 4, 41- 57.

Mjelde-Mossey, L.A. & Walz, E. (2006). Changing Social and Cultural Environments: Implications for Older East Asian Women. *Journal of Women and Aging*,

Tsuji, I., Sauvaget, C. & Hisamichi, S. (2002). Health Expectancies in Japan: Gender Differences and Policy Implications for Women. *Journal of Women and Aging*, 14, 135-148.

Course Paper Due

SECTION V: Europe

Week 8: Overview of Europe. Focus on the European Union

Readings:

Ackers, H.L. (1994). Women, citizenship and European Law: The gender implications of the free movement provisions. *Journal of Social Welfare and Family Law*, 16, 14-27.

Commission of the European Communities (1999). *Towards A Europe for All Ages: Promoting Prosperity and Intergenerational Solidarity*. Communication to the 1999 United Nations Intergenerational Year of Older Persons. Brussels: Author.

Einhorn, B. & Gregory, J. (1998). Introduction: The idea of Europe. *The European Journal of Women's Studies*, 3-4, 293-296.

Offen, K. (2000). *European Feminisms 1700-1950: A Political History*. Stanford: Stanford University Press. Chapters 1-3.

Robine, J-M., Jagger, C. & Cambois, E. (2002). European perspectives on healthy aging in women. *Journal of Women & Aging*, 14, 119-133.

Course Paper Returned

SECTION VI: Bringing It All Together: Student Presentations

Weeks 9 & 10: Student presentation of Course Paper

Course Evaluation

SOCIOLOGY 630: MEDICAL SOCIOLOGY
THE STRUCTURE, PROCESS AND POLITICS OF HEALTH CARE

Spring Quarter, 2005

Dr. Angelo A. Alonzo

TEXTS: Paul Starr, *The Social Transformation of American Medicine*
Philip R. Lee and Carroll L Estes, *The Nation=s Health*
David Dranove, *What's Your Life Worth?*

EXAMINATIONS AND DATES:

Tri-Quarter Examination I: Tuesday, April 29, 3:30-4:30 p.m. (One Hour)

Tri-Quarter Examination II: Thursday, May 22, 3:30-4:30 p.m. (One Hour)

Final Examination [Comprehensive]:

Tuesday, June 7, 3:30-5:18p in 1041 McPherson Laboratory

CLASSES OF: TOPICS AND READINGS

March 29 Introduction and Perspectives: "The Big Picture"

March 31 & April 5 Professional Sovereignty & Consolidation

March 31 Starr: Introduction and Chapter 1

April 5 Starr: Chapters 2 & 3 [Pages 79-112]

April 7 & 12 Hospitals, Public Health & Escape

April 7 Starr: Chapter 3 [Pages 112-144] & Chapter 4

April 12 Starr: Chapters 5 & 6

April 14, 19 & 21 The Struggle for Medical Care

April 14 Starr: Chapter 1 Book II

April 19 Starr: Chapters 2 & 3 Book II

April 21 Starr: Chapters 4 & 5 Book II

APRIL 26 TRI-QUARTER EXAMINATION I: Tuesday 3:30-4:30 p.m.

April 28 & May 3 Health of the Nation, Determinants & Disparities, & Rationing

April 28 Lee & Estes: Chapter 1 & Articles 1-2 & 5
Dranove: Chapter 1

May 3 Lee & Estes: Chapter 2 & Articles 1-2
Dranove: Chapter 2

May 5 & 10 The Health Care System & Global Rationing

May 5 Lee & Estes: Chapter 7 & Articles 1 & 4
Dranove: Chapter 3

May 10 Lee & Estes: Chapter 8 & Articles 1 & 3
Dranove: Chapter 4

May 12 & 17 Health Policy and Politics & Cost and Quality

May 12 Lee & Estes: Chapter 3 & Articles 1-3
Dranove: Chapter 5

May 17 Lee & Estes: Chapter 4 & Articles 1-2
Dranove: Chapter 6

MAY 19 TRI-QUARTER EXAMINATION II: Thursday 3:30-4:30 p.m.

May 24 & 26 Quality of Care, Women=s Health Care & the Oregon Plan

May 24 Lee & Estes: Chapter 9 & Articles 1-2
Dranove: Chapter 7

May 26 Lee & Estes: Chapter 10 & Articles 1-3

May 31 & June 2 Long-Term Care, Life Worth & Rational Rationing

May 31 Lee & Estes: Chapter 11 & Articles 1-2
Dranove: Chapter 8

June 2 Dranove: Chapter 9

JUNE 7: FINAL EXAMINATION [Comprehensive]:

Tuesday, June 7, 3:30-5:18pm in 1041 McPherson Laboratory

COURSE OBJECTIVES

This course will focus on the American health care delivery system (HCDS) from a sociological, an historical, an ideological, a political economic, a social policy, an epidemiological, and, at times, a social psychological perspective. The primary objective is to provide you with a broader perspective on the nature of the HCDS than you might have as patients, social scientists or aspiring practitioners. The components of the HCDS--- patients, practitioners, health care facilities, insurance, drug and supply companies, and federal, state and local governments---will be seen as a functioning complex interdependent whole tied to other societal institutions and reflecting dominant societal values and ideologies.

TEXTS

The texts listed in the course outline are available at the OSU Bookstore and other local bookstores. They are also available from Web vendors.

CLASS SESSIONS

Class discussions will be held Tuesday and Thursday, 3:30-5:18 p.m. in 1041 McPherson Laboratory

ATTENDANCE

Attendance at all discussions, and examinations is a required part of this course. If an absence does occur, you are responsible for securing missed material. It is advised that you use notes, etc., from two fellow students.

DISCUSSION QUESTIONS AND COMMENTS

This course relies almost exclusively on class discussion. Since students and practitioners from a variety of academic disciplines and health professions enroll in this class, the exchange of opinions, comments, observations, and perspectives among students is a central part of the educational strategy of this class. To facilitate this exchange and discussion it is necessary to have read the assigned readings prior to class. In order to encourage reading and to provide a context for class discussion, students are required to have written questions, comments, observations, opinions or impressions on each assigned reading prior to class. These questions, etc., are due at the beginning of class and will be used as a partial basis for class discussion (especially when things get a bit quiet) and to take attendance. Keep in mind that discussion questions, participation & attendance represent 25% of your total grade.

EXAMINATIONS

Two Tri-Quarter and one Final Examination will be given on the dates indicated in the course outline. The examinations will be essay type stressing conceptual issues, conceptual distinctions, and overall development and organization of answers. You will be given three questions and asked to select two to answer. Example questions will be distributed in class prior to each examination. The Final Exam is comprehensive.

ABSENCES AND EXCUSES

If you must be absent for a legitimate reason on the day of an examination, contact me via email, office telephone [292-6616], or leave a message with the main office of the Department of Sociology (292-6681). You are responsible for providing **documentation** for legitimate absences. It is for the benefit of all involved to make up missed exams as soon as possible.

GRADING AND WEIGHTING

| | |
|---|------------|
| Tri-Quarter Exam I | 20% |
| Tri-Quarter Exam II | 20% |
| Discussion Questions, Participation & Attendance | 25% |
| Final Exam (Comprehensive) | <u>35%</u> |
| | 100% |

Extra Credit will not be assigned.

(This example calculation does not reflect discussion questions, participation and attendance [25%])

The two Tri-Quarter Exams will each have three questions of which you are expected to answer two questions. The Final Examination will have three questions and you are expected to answer two questions. Each question will be graded individually. To determine your grade for any examination, take the average of the two grades using the standard OSU numerical equivalents listed below. For example, on Tri-Quarter Exam I you earn a B+ on the question and a C+ on the other question; the numeric equivalents would be 3.3 and 2.3 respectively; to determine your Exam I grade would be a B- since the cutting point between a B and a B- is a 2.85 and 2.8 is less than a 2.85.

To determine your final grade for the course, the average letter grade you received on each examination, whether an A, B-, or C+, will be converted to its appropriate numerical equivalent. The standard OSU numerical equivalents areas follows: A = 4.0, A- = 3.7, B+ = 3.3, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, and E = 0.0. Next, the numerical equivalent for each examination grade will be multiplied by the appropriate weight, that is, 25% or 40%. For example, let's say you earned a B+ on the Tri-Quarter Exam I, a B on the Tri-Quarter Exam II and a C+ on the Final Exam. The calculation of your grade would like this:

| | | | |
|---------------------|-------------|------------|------------|
| Tri-Quarter Exam I | B+ | 3.3 X .3 = | .99 |
| Tri-Quarter Exam II | B | 3.0 X .3 = | .90 |
| Final Exam | C+ | 2.3 X .4 = | <u>.92</u> |
| | Total Score | | 2.81 |

Total score of 2.81 has to be converted back to a letter grade. A score of 2.81 is very close to the 2.85 cutting point between a B and a B- [cutting points in this instance = $(3.0 + 2.7) / 2 = 2.85$]. Since the total grade is lower than the cutting point of 2.85 you would receive a Final Grade of B- for the course. Finally, if your work averages out to the cutting point or borderline score of 2.85, or any other cutting point, I will use class attendance as a criteria in deciding your Final Grade. **To pass the course you must have an average total score of 1.0 or a grade of D.**

PASS/NON-PASS GRADING

The range of final passing grades in this class is A through C-. If the total average grade for the quarter is **lower than the cutting point between a C- and a D+ or 1.5**, the final course grade will be a non-pass.

STUDENTS WITH DISABILITIES

The student must contact the Office of Disabilities in 150 Pomerene Hall (292-3307) to make arrangements for special consideration in this course.

Students with documented disabilities are responsible for making their needs known the instructor and seeking available assistance in a timely manner.

This syllabus is available in alternative formats on request from the Sociology Advising Office in 304 Bricker Hall (292-2056).

GENERAL INFORMATION

Dr. Alonzo

Office Hours: Tuesday and Thursday 1:30am-2:30pm and by appointment

Office: 330 Bricker Hall

Office Phone: 292-6616

Messages: 292-6681

E-Mail: alonzo.1@osu.edu

Main Office: 300 Bricker Hall
190 N. Oval Mall
Columbus, OH 43210
292-6681

Faculty Offices: 3rd Floor, Bricker

Academic Advisor: (for add, drop and other changes)

Advising Staff
302 Bricker Hall
292-1175

FINAL CONSIDERATION

If you find yourself having any difficulty in the course, please do not hesitate discussing the matter with me.



Sociology of Health:

Mental and Physical Dimensions

Sociology 629
Autumn 2004 (20144-5)

Professor: Dr. Kristi Williams
Office: 342 Bricker
Office Hours: Monday 3:30 – 4:00; Tuesday 3-4:00

E-mail: williams.2339@osu.edu
Class: MW 1:30 – 3:18
Location: MQ 161

Course Description:

This course is a seminar review of current empirical research and theory on the personal and structural determinants of health status in the U.S. Particular attention is given to describing and accounting for social inequalities in mental and physical health. The content of this course is divided into four broad sections: (1) an introduction to the sociological study of mental and physical health, (2) dominant paradigms and explanations of mental and physical health disparities, (3) an in-depth examination of the sociodemographic characteristics by which health is stratified with a particular focus on the influence of these factors among the aging U.S. population and (4) implications for health policy.

Required Reading:

1. Abraham, Laurie Kay. 1994. Mama Might be Better Off Dead: The Failure of Health Care in Urban America. Chicago, IL: University of Chicago Press.
2. Lisa Berkman and Ichiro Kawachi. Social Epidemiology. Oxford University Press.
3. Articles posted on web site

Course web site: on WebCT: class.osu.edu

Course Requirements for Undergraduate Students

Undergraduate grades will be based on the following components:

- (1) 2 exams (Midterm=30%; Final=35%) (65%)
- (2) Term paper (25%)
- (3) Attendance and class participation (10%)

Course Requirements for Graduate Students

Graduate student grades will be based on the following components:

- (1) Short comment papers (20%)
- (2) Final research paper, proposal, or literature review and presentation (60%)
- (3) Attendance and class participation (20%)

Exams (undergraduates) (65%) There will be two exams. Each exam will consist of multiple choice, short answer and essay questions. The midterm exam is worth 30% of your total grade. The final exam is cumulative and counts 35% of your course grade.

If you miss an exam, you will be permitted to make it up ONLY if ALL of the following three conditions are met: (1) you have a legitimate excuse, like a serious illness, (2) you can document the reason for missing the exam, (3) you contact me by e-mail or phone BEFORE the exam, or as soon as is practically possible thereafter. Make-up exams must be taken within one week of the original exam date and may given in an alternative format.

Term Paper (undergraduates) (25%). Undergraduates are required to write either a mini-research paper or a critical essay (both options are approx. 5 pages double-spaced). Mini-research paper: Students should examine the social epidemiology of a mental or physical health outcome of their choosing (e.g., heart disease, depression, anxiety, cancer, obesity, etc.). Describe how the distribution of the disease or illness in the population differs based upon one of the major sociodemographic categories discussed in the class (e.g., gender, SES, race, marital status, etc.) and consider possible explanations for the observed patterns. This paper should be a review of the empirical research literature, not an essay or opinion piece. Alternatively, students may choose to write a critical essay. Critical essay: Finish reading the book, Mama Might be Better off Dead and write a critical essay that evaluates the strengths and weaknesses of the book in illustrating the causes of race and socioeconomic disparities in health. Use information learned in this course and at least two additional scholarly sources to inform your argument. Additional details about the paper and presentation will be distributed in class. **The paper is due in class December 1.**

Short Comment Papers (graduate students - 20%): Graduate students are required to turn in a short comment paper on the assigned readings for each class (beginning September 29). In these comments, you should raise at least two open-ended questions or comments about the readings/topic for the day. You can take a vacation from this assignment on three classes. Comment papers should be turned in by posting them to the discussion board on the website by 5 PM the day before class. The goal of these comments should be to stimulate class discussion.

Final research paper, proposal, or literature review (50%) and presentation (10%) (graduate students): Graduate students may choose between 3 options for the final paper requirement: (1) a 12-15 page literature review, (2) a 12-15 page research proposal, or (3) a complete research paper including empirical analyses. Students who choose to complete an empirical research paper may extend a project that is already underway at the beginning of the quarter. This option should be discussed with the instructor as early as possible to determine the feasibility of the project. A 10-15 minute presentation will be given at the end of the quarter, outlining the highlights of the final paper.

Class participation and attendance (10% undergrads; 20% grads). Active participation in class includes raising salient questions and participating in class discussions. Graduate students should plan to raise an issue in class that they raised in their comment paper. Undergraduates who would like to think about the discussion may view these comments on the course discussion board after 5 PM the day before each class. Both graduate students and undergraduates may post follow-ups or questions on the discussion board. Participation on the class discussion board is not required for undergraduates, but it will be recognized as class participation.

Note on attendance

Obviously, attendance is necessary (although not sufficient) for class participation. In addition, a substantial amount of course material will be covered in class that is not available in the assigned readings. Students missing class are responsible for obtaining the notes from another student. I will monitor attendance and use this information in making decisions for borderline course grades (i.e., perfect [or near-perfect] attendance may benefit you in multiple ways).

Please note: This syllabus is available in alternative formats upon request to students with disabilities. Please contact Disability Services at 292-3307 and the Department of Sociology, 302 Bricker Hall, 292-1175. Students with disabilities are responsible for making their needs known to the instructor, and seeking available assistance in a timely manner.

TENTATIVE CLASS SCHEDULE AND ASSIGNED READINGS

Note: Readings should be completed PRIOR to the class date on which they are listed as they will be discussed in class that day. The following is only a guide. At times during the quarter, the course may move slightly faster or slower than indicated below. The instructor will inform students of any major deviation from this outline.

I. Introduction

September 22 Introduction to Class

II. Two Paradigms for Understanding Population Health and Well-Being

September 27: Social Epidemiology

Chapter 1 of *Social Epidemiology*

Chapter 3 of *Unequal Health (Causes of Death)* (on website)

September 29: Medicalization and The Social Construction of Health and Illness

Conrad, Peter. 1995. "Medicalization and Social Control" *Annual Review of Sociology* 18: 209-232. (on website)

October 4: Medicalization and the Social Construction of Health and Illness

Kramer, Peter. Excerpt from *Listening to Prozac* (Introduction and Chapter 1) (on website)

In-Class Film: PBS Frontline: Medicating Kids

III. Dominant Explanations for Health Disparities

October 6 : The Stress Process

Pearlin, Leonard I. "The Sociological Study of Stress." *Journal of Health and Social Behavior*. (on website)

October 11: Social Ties and Health

Chapter 7 of *Social Epidemiology*

October 13: Health Behavior

Chapter 11 of *Social Epidemiology*

October 18: Access to Care

Reading: Navarro, Vicente. "Why the U.S. Health Care System Does Not Respond to People's Needs" (on website)

In Class Film: Critical Condition

October 20: Review and Catch Up

October 25: EXAM I (Undergraduates)

No class for graduate students

III. In-Depth Examination of Sociodemographic Differences in Health and Well-Being

October 27: No Class – Reading Day

Abraham, Laurie. 1993. *Mama Might be Better Off Dead*. Chicago, IL: Univ. of Chicago Press (pp. 1-76)

November 1: SES and Health

Chapter 2 of *Social Epidemiology*

November 3: Race, Discrimination and Health

Chapter 3 of *Social Epidemiology*

November 8: Social Capital, Fundamental Causes, and Health

Link, Bruce and Jo Phelan. 2000. "Evaluating the Fundamental Cause Explanation for Social Disparities in Health." Pp. 33-46 in C.E. Bird, P. Conrad and A. Freemont (Eds.), *Handbook of Medical Sociology (5th Edition)*. Upper Saddle River, N.J.: Prentice Hall. (on website)

Chapter 8 of *Social Epidemiology*

November 10: Aging, the Life Course and Health

House, James S. et al. 1994. "The Social Stratification of Aging and Health." *Journal of Health and Social Behavior* 35: 213-234.

Manton, K.G. 1989. "Epidemiological, Demographic, and Social Correlates of Disability Among the Elderly." *The Milbank Quarterly* 67(2): 13-58.

November 15: Family, Aging, and Health

Umberson, Debra and Kristi Williams. 1999. "Family Status and Mental Health." Pp. 225-253 in *Handbook of the Sociology of Mental Health*, Edited by Carol Aneshensel and Jo Phelan. NY: Kluwer Academic/Plenum (on website).

Goldman, Noreen, Sanders Korenman and Rachel Weinstein. 1995. "Marital Status and Health of the Elderly." *Social Science and Medicine* 40(12): 1717-1730.

November 17: Gender, Aging, and Health

Reiker, Patricia and Chloe Bird. 2000. "Sociological Explanations for Gender Differences in Health." In C.E. Bird, P. Conrad and A. Freemont (Eds.), *Handbook of Medical Sociology (5th Edition)*. Upper Saddle River, N.J.: Prentice Hall. (on website)

Arber, Sara and Helen Cooper. 1999. "Gender Differences in Health in Later Life: The New Paradox." *Social Science and Medicine* 48: 61-76.

November 22: Religion and Health

George, Linda, Chris Ellison and David Larson. 2002. "Explaining the Relationships Between Religious Involvement and Health." *Psychological Inquiry* 13(3): 190-200 (*on website*).

IV. Health Disparities Research and Policy

November 24: NO CLASS - Work on paper

November 29: Health Policy

Chapter 16 of *Social Epidemiology*

December 1: Grad Student Presentations & Exam Review

(Attendance required for undergraduates and graduate students)

****UNDERGRADUATE TERM PAPER DUE****

December 8, 11:30 AM – 1:18 PM: FINAL EXAM

NOTE: ALL EXAMS AND PAPERS WILL BE DISCARDED at the end of the Winter Quarter 2005. If you have questions about individual grades or your final course grade, please raise them immediately so they can be resolved well before this deadline

Theatre 675.01 Syllabus
Crones, Curmudgeons, and Living Treasures – Theatre and Aging
5 Credits U / G
Autumn 2005

CLASS TIME: Saturday, 9:00 a.m. – 1:00 p.m.
LOCATION: 2038 Drake Performance and Event Center

INSTRUCTOR: Dr. Alan Woods
OFFICE: 1433 Lincoln Tower
OFFICE EMAIL: woods.1@osu.edu
OFFICE PHONE: 292-6614
OFFICE HOURS: Monday & Wednesday, 3:00 p.m. – 5:00 p.m. and by appointment

COURSE DESCRIPTION: The History, Theory, and Literature of the Senior Theatre Movement. Senior Theatre--performance by and for those over 55 years old--is the most rapidly growing sector of recreational and vocational theatre in North America and Europe, with fully professional performance groups now emerging. This course explores the history of the emerging international Senior Theatre Movement from its beginnings in the post World War II era to the present, the application of studies in gerontology to the developing theory of Senior Theatre, and the growing literature of dramatic texts created for Senior Theatre from oral history, life narratives, and traditionally scripted drama.

LEARNING OBJECTIVES: By the end of the course, the student will have gained a detailed knowledge of the growth, development, and current status of Senior Theatre, awareness of performance as both artistic and recreational activity, and familiarity with the Senior Theatre's dramatic texts, both original and adapted for the particular needs of Senior Theatre practitioners. With Theatre 675b, The Practice of Theatre and Age, this course constitutes a concentration in senior theatre as part of the area of specialization in aging.

TEACHING METHOD: Lecture/Discussion.

REQUIRED TEXTS:

- Andersson, Lars, ed. *Cultural Gerontology*. Westport, CT: Auburn House, 2002.
Basting, Anne Davis. *The Stages of Age Performing Age in Contemporary American Culture*. Ann Arbor: University of Michigan Press, 1998.
Haarbauer, Martha. *Seasoned Theatre: A Guide to Creating and Maintaining a Senior Adult Theatre*. Portsmouth, NH: Heinemann, 2000.
Lonergan, Kenneth. *The Waverly Gallery*. New York: Grove Press, 2000.
Vorenberg, Bonnie L. *Senior Theatre Connections. The First Directory of Senior Theatre Performing Groups, Professionals, and Resources*. Portland, Or: ArtAge Publications, 1999.

Manuscript playtexts, drawn from the Senior Drama Collection at the Jerome Lawrence and Robert E. Lee Theatre Research Institute:

| | |
|---|---|
| Appel, Dori. <i>Memory Lane</i> | Gall-Clayton, Nancy. <i>Felicity's Family Tree.</i> |
| Brody, Alan. <i>Medea's Nurse</i> | Gardner, Bonnie Milne. <i>Day Old Bread</i> |
| Cheatwood, Vicki. <i>Manicures & Monuments</i> | Gehris, John. <i>Odds ni Ends</i> |
| Chisholm, Edgar. <i>The Long Dance</i> | Hoehn, Doug. <i>This Being's Lease</i> |
| Comarton, Warner D. <i>Elevator Music</i> | Horton, GERALYN L. <i>Autumn Leaves</i> |
| díAmico, Miriam. <i>A Noodle Kugel for Company.</i> | Loebell, Larry. <i>Memorial Day.</i> |
| Dubois, Katherine. <i>Shady Manor</i> | Perlman, Sandra. <i>Something With Fish</i> |
| | Thompson, Jerry. <i>Coffee Break</i> |

The plays listed are the semifinalists and finalists from the recent Eileen Heckart Drama for Seniors competition, which attracted 470 entries from writers around the world.

ASSIGNMENTS: Each student will complete two short research reports, with the results presented orally in class, and a longer formal research paper of publishable quality. The oral reports will focus on (1) an existing professional, avocational or recreational Senior Theatre company, and (2) an analysis of plays written for Senior Theatre groups. Each report should last about 15 minutes, and must include appropriate handouts.

The research paper will be on a topic selected by the student, and should conform to the guidelines in the *MLA Handbook for Writers of Research Papers* (Joseph Garibaldi, 6th edition, 2003). Normally, such a research paper should be from 12-25 pages (double-spaced, processed) in length.

GRADING: Grades will be determined by the quality of work completed, with individual assignments contributing as listed below:

| | |
|-----------------------|-------------|
| Research Report | 30% |
| Research Report | 30% |
| <u>Research Paper</u> | <u>40%</u> |
| Total | 100% |

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COURSE SCHEDULE

(Readings should be completed prior to class meeting)

| | |
|-------------------------|---|
| Week 1: September 24 | Introduction and theoretical background; gerontology and the realities of aging in America in the second half of the twentieth century; representation of older characters in plays |
| Week 2: October 1 | Stumbling/road blocks: strengths and limitations of performance by and for the aging. Reading: Andersson, chapter 1; Basting; intro and chapter 1 |
| Week 3: October 8 | History: Avocational/recreational beginnings; drama as therapy Reading: Haarbauer, ppp. 15-65; Vorenberg, introduction Have selected company for oral report 1 |
| Week 4: October 15 | History: Senior pride and the gray panthers; theatre as empowerment; consciousness raising Reading: Basting, chapters 2 and 3 |
| Week 5: October 22 | History: Senior drama recognized; American Theatre Association focus group Reading: Haarbauer, chapters. 4 and 5 |
| Week 6: October 29 | History and Literature: Development of first strains of professionalism, development of oral history and self generated texts; Oral Reports 1 , have selected texts for oral report 2 |
| Week 7: November 5 | History and Literature: Professional senior companies growth and maturity; efforts to expand repertory Reading: Lonergan and selections from Vorenberg |
| Week 8: November 12 | History and Literature: Senior centers and entertainment; the dancing grannies; international connections and contexts Reading: Basting, chapters 4 and 5 |
| Week 9: November 19 | History, Theory and Literature: Specialization and niche groups; cross cultural and diversity issues; the market emerges; Oral Reports 2 |
| Week 10: November 25 | Thanksgiving Holiday: No Class |
| Week 11: December 3 | History, Theory and Literature: Organizational and group maturity; conferences, festivals, emergence of a professional association; Research Report Due |

Theatre 675.02 Syllabus
The Practice of Theatre and Aging
5 credits U / G
Winter 2006

CLASS TIME: Saturday, 9:00 a.m. – 1:00 p.m.
LOCATION: 2038 Drake Performance and Event Center

INSTRUCTOR: Joy Reilly
OFFICE: 1103 Drake
OFFICE EMAIL: reilly.3@osu.edu
OFFICE PHONE: 292-0804
OFFICE HOURS: Monday 1:30 p.m. – 5:00 p.m. and by appointment

DESCRIPTION: An introduction to the Practice of Theatre and Aging exploring a variety of methods used within the Senior Theatre Movement to celebrate Life Experience. This course will provide a background and exercises in the Theatre of Reminiscence, the gathering of Oral History, Life Review, Reader's Theatre, Life-writing and Live Art Performance. Senior Theatre—performance by and for those over 55 years old—now encompasses a wide variety of practitioners from small amateur groups in retirement and recreation centers, to fully professional companies engaged in artistic performance and educational and service outreach. As the baby boomer generation retires more people will be looking for creative outlets to enrich their retirement years. Senior Adult Theatre suggests creative new ways of storytelling to honor and preserve Memory.

LEARNING OBJECTIVES: By the end of this course, the student will have practiced a variety of techniques. Some classroom sessions will include older guest actors as participants. There also will be an opportunity for an outreach experience with a Retirement center, a Nursing Home or a Recreation center in the central Ohio community. Together with Theatre 675.01: Crones, Curmudgeons, and Living Treasures—Theatre and Aging, this course constitutes an area of specialization which is the first of its kind. By the end of this course, the student will know how to conduct a Life Review session with one person or a group; to lead an Oral History discussion group with Final Celebration Presentation for friends and families; have tapped into Life Experience to write autobiographical monologues, and be able to create and direct a Reader's Theatre production. Participants will know how to work creatively with various age groups from 55 to 100+. Students who would benefit from this class, include professionals entering health and social work professions, educational outreach programs, schools, retirement and recreation centers, nursing homes, churches and hospice organizations. This class provides a foundation for those who wish to pursue a career in Senior Adult Theatre both in the performance of plays and in the documenting of oral history and life experience through video and the live stage.

TEACHING METHOD: Lecture/Discussion/Workshop participation.

REQUIRED TEXTS:

Roorbach, Bill. *Writing Life Stories*. Cincinnati, Ohio: Story Press, 1998.

Goldberg, Nancy. *Writing Down the Bones*, Boston, Mass. Shambhala Publications, Inc., 1986

Basting, Anne Davis. *The Stages of Age: Performing Age in Contemporary American Culture*. Ann Arbor: University of Michigan Press, 1998.

We will make liberal use of videotapes of eight performances by Grandparents Living Theatre, and one videotape of *Howling At The Moon*.

ASSIGNMENTS AND GRADING: Students are graded on a standard 4.0 scale. Each student will be responsible for the following (weighted as indicated):

- (1) One Oral History of a family member or close friend (25 percent of grade)
- (2) One 5-page Life Review (25 percent of grade.)
- (3) Review of a Senior Theatre performance (25 percent of grade)
- (4) Directing one 20-minute Readers Theatre Creative Presentation (25 percent of grade)

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RESEARCH PROTOCOL: Students will work with established "human subjects" procedures set out by the Office of Research. Currently, those procedures involve taking an online orientation and then submitting research protocols for review. The entire class will work with one set of research procedures for interviews and oral history.

COURSE SCHEDULE

- Week 1:
January 7 Introduction to the field. Working with the elderly in theatre.
Introduction to research procedures and protocols. This session includes participatory exercises and videotapes of performance.
- Week 2:
January 14 Life Review. Students will learn how to tell the story of their own lives through major life transitions. They will practice on each other.
Read: Basting, introduction to *The Stages of Age*
- Week 3:
January 21 Oral History and Oral History on video. Students will interview each other --- and present each other's "special story" to the class. Students will be asked to bring video camera and/or tape recorder to this session.
Read: Goldberg, *Writing Down the Bones*
- Week 4:
January 28 Readers Theatre. Each student will work with older guest actors to adapt and present a piece of literature, fairytales, poetry or letters into a performance.
Read: Roorbach, *Writing Life Stories*
Due: Oral History
- Week 5:
February 4 Life writing. Students will observe a guest performance by eight older women of autobiography as performance. They will participate in workshop exercises.
Due: Review of Senior Theatre Production
- Week 6:
February 11 The class will visit a Retirement Center, Nursing Home or Recreation Center as a group to conduct exercises with residents.
Due: Life Review
- Week 7:
February 18 Readers Theatre Directing Project. Each student will present a 30 minute Final Creative Presentation in class. Students may use class members, older actors, or volunteers.
- Week 8-9:
February 25
March 4 A continuation of the Final Creative Presentations in class.
- Week 10:
March 11 Concluding discussions and course overview

Theatre 675.01 Syllabus
Crones, Curmudgeons, and Living Treasures – Theatre and Aging
5 Credits U / G
Autumn 2005

CLASS TIME: Saturday, 9:00 a.m. – 1:00 p.m.
LOCATION: 2038 Drake Performance and Event Center

INSTRUCTOR: Dr. Alan Woods
OFFICE: 1433 Lincoln Tower
OFFICE EMAIL: woods.1@osu.edu
OFFICE PHONE: 292-6614
OFFICE HOURS: Monday & Wednesday, 3:00 p.m. – 5:00 p.m. and by appointment

COURSE DESCRIPTION: The History, Theory, and Literature of the Senior Theatre Movement. Senior Theatre--performance by and for those over 55 years old--is the most rapidly growing sector of recreational and avocational theatre in North America and Europe, with fully professional performance groups now emerging. This course explores the history of the emerging international Senior Theatre Movement from its beginnings in the post World War II era to the present, the application of studies in gerontology to the developing theory of Senior Theatre, and the growing literature of dramatic texts created for Senior Theatre from oral history, life narratives, and traditionally scripted drama.

LEARNING OBJECTIVES: By the end of the course, the student will have gained a detailed knowledge of the growth, development, and current status of Senior Theatre, awareness of performance as both artistic and recreational activity, and familiarity with the Senior Theatre's dramatic texts, both original and adapted for the particular needs of Senior Theatre practitioners. With Theatre 675b, The Practice of Theatre and Age, this course constitutes a concentration in senior theatre as part of the area of specialization in aging.

TEACHING METHOD: Lecture/Discussion.

REQUIRED TEXTS:

- Andersson, Lars, ed. *Cultural Gerontology*. Westport, CT: Auburn House, 2002.
Basting, Anne Davis. *The Stages of AgePerforming Age in Contemporary American Culture*. Ann Arbor: University of Michigan Press, 1998.
Haarbauer, Martha. *Seasoned Theatre: A Guide to Creating and Maintaining a Senior Adult Theatre*. Portsmouth, NH: Heinemann, 2000.
Lonergan, Kenneth. *The Waverly Gallery*. New York: Grove Press, 2000.
Vorenberg, Bonnie L. *Senior Theatre Connections. The First Directory of Senior Theatre Performing Groups, Professionals, and Resources*. Portland, Or: ArtAge Publications, 1999.

Manuscript playtexts, drawn from the Senior Drama Collection at the Jerome Lawrence and Robert E. Lee Theatre Research Institute:

| | |
|---|---|
| Appel, Dori. <i>Memory Lane</i> | Gall-Clayton, Nancy. <i>Felicity's Family Tree.</i> |
| Brody, Alan. <i>Medea's Nurse</i> | Gardner, Bonnie Milne. <i>Day Old Bread</i> |
| Cheatwood, Vicki. <i>Manicures & Monuments</i> | Gehris, John. <i>Odds ni Ends</i> |
| Chisholm, Edgar. <i>The Long Dance</i> | Hoehn, Doug. <i>This Being's Lease</i> |
| Comarton, Warner D. <i>Elevator Music</i> | Horton, GERALYN L. <i>Autumn Leaves</i> |
| díAmico, Miriam. <i>A Noodle Kugel for Company.</i> | Loebell, Larry. <i>Memorial Day.</i> |
| Dubois, Katherine. <i>Shady Manor</i> | Perlman, Sandra. <i>Something With Fish</i> |
| | Thompson, Jerry. <i>Coffee Break</i> |

The plays listed are the semifinalists and finalists from the recent Eileen Heckart Drama for Seniors competition, which attracted 470 entries from writers around the world.

ASSIGNMENTS: Each student will complete two short research reports, with the results presented orally in class, and a longer formal research paper of publishable quality. The oral reports will focus on (1) an existing professional, avocational or recreational Senior Theatre company, and (2) an analysis of plays written for Senior Theatre groups. Each report should last about 15 minutes, and must include appropriate handouts.

The research paper will be on a topic selected by the student, and should conform to the guidelines in the *MLA Handbook for Writers of Research Papers* (Joseph Garibaldi, 6th edition, 2003). Normally, such a research paper should be from 12-25 pages (double-spaced, processed) in length.

GRADING: Grades will be determined by the quality of work completed, with individual assignments contributing as listed below:

| | |
|-----------------------|-------------|
| Research Report | 30% |
| Research Report | 30% |
| <u>Research Paper</u> | <u>40%</u> |
| Total | 100% |

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COURSE SCHEDULE

(Readings should be completed prior to class meeting)

- Week 1:
September 24 Introduction and theoretical background; gerontology and the realities of aging in America in the second half of the twentieth century; representation of older characters in plays
- Week 2:
October 1 Stumbling/road blocks: strengths and limitations of performance by and for the aging.
Reading: Andersson, chapter 1; Basting; intro and chapter 1
- Week 3:
October 8 History: Avocational/recreational beginnings; drama as therapy
Reading: Haarbauer, ppp. 15-65; Vorenberg, introduction
Have selected company for oral report 1
- Week 4:
October 15 History: Senior pride and the gray panthers; theatre as empowerment; consciousness raising
Reading: Basting, chapters 2 and 3
- Week 5:
October 22 History: Senior drama recognized; American Theatre Association focus group
Reading: Haarbauer, chapters. 4 and 5
- Week 6:
October 29 History and Literature: Development of first strains of professionalism, development of oral history and self generated texts;
Oral Reports 1, have selected texts for oral report 2
- Week 7:
November 5 History and Literature: Professional senior companies growth and maturity; efforts to expand repertory
Reading: Lonergan and selections from Vorenberg
- Week 8:
November 12 History and Literature: Senior centers and entertainment; the dancing grannies; international connections and contexts
Reading: Basting, chapters 4 and 5
- Week 9:
November 19 History, Theory and Literature: Specialization and niche groups; cross cultural and diversity issues; the market emerges;
Oral Reports 2
- Week 10:
November 25 **Thanksgiving Holiday: No Class**
- Week 11:
December 3 History, Theory and Literature: Organizational and group maturity; conferences, festivals, emergence of a professional association;
Research Report Due