New Course Applications
1. Submitted by College of Public Health  
Date 1/22/07

Department/Division offering course Gerontology

2. Proposed designation and Bulletin description of this course

<table>
<thead>
<tr>
<th>a. Prefix and Number</th>
<th>GRN 602</th>
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<tbody>
<tr>
<td>b. Title</td>
<td>Certificate Practicum in Gerontology</td>
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*NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts Certificate Practicum

<table>
<thead>
<tr>
<th>c. Lecture/Discussion hours per week</th>
<th>NA</th>
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<td>d. Laboratory hours per week</td>
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<td>e. Studio hours per week</td>
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<td>f. Credits</td>
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3. Course description

The course is a field experience of approximately 220 hours focused on aging. Content, site, and supervisor may vary; but the student must have an objective-based proposal approved prior to beginning the practicum.

h. Prerequisites (if any)

Acceptance into the Graduate Certificate in Gerontology

i. May be repeated to a maximum of 1 (if applicable)

4. To be cross-listed as

Prefix and Number  
Signature, Chairman, cross-listing department

5. Effective Date Fall, 2007 (semester and year)

6. Course to be offered

- ☒ Fall
- ☒ Spring
- ☒ Summer

7. Will the course be offered each year?

☑ Yes ☐ No

(Explain if not annually)

8. Why is this course needed?

The course fulfills the practicum requirement of the Graduate Certificate in Gerontology.

9. a. By whom will the course be taught? John F. Watkins

b. Are facilities for teaching the course now available?

☐ Yes ☐ No

If not, what plans have been made for providing them?
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated?  

11. Will this course serve students in the Department primarily?  
   Yes ☐  No ☒
   Will it be of service to a significant number of students outside the Department?  
   Yes ☒  No ☐
   Certificate students are drawn from many different units across campus. This new course provides a formal mechanism for enrollment and grade assignment.

12. Check the category most applicable to this course  
   ☐ traditional; offered in corresponding departments elsewhere;  
   ☒ relatively new, now being widely established  
   ☐ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?  
   Yes ☒  No ☐

14. Is this course part of a proposed new program?  
   Yes ☐  No ☒
   If yes, which?

15. Will adding this course change the degree requirements in one or more programs?*  
   Yes ☐  No ☒
   If yes, explain the change(s) below

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.  ☐ Check here if 100-200.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales.  ☐ Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?  
   Name  John F. Watkins  Phone Extension  7-1450, x80240

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
20. Signatures to report approvals:

2-20-08
DATE of Approval by Department Faculty

2-20-08
DATE of Approval by College Faculty

* DATE of Approval by Undergraduate Council

* DATE of Approval by Graduate Council

2/21/08
* DATE of Approval by Health Care Colleges Council (HCCC)

* DATE of Approval by Senate Council

* DATE of Approval by University Senate

*If applicable, as provided by the University Senate Rules. (http://www.uky.edu/USC/New/RulesandRegulationsMain.htm)
SYLLABUS – Certificate Practicum in Gerontology
GRN 602

INSTRUCTOR: Dr. John Watkins
314 Wethington Health Sciences Bldg.
Phone: 323-3828, x80458
e-mail: mdsmit6@uky.edu

REQUIRED TEXT: Any reading requirements will result from the learning agreement between the site preceptor and the individual student. It is expected that any required readings will support rather than replace the practical aspect of the experience.

COURSE DESCRIPTION: This course is a practicum experience open only to students in the Graduate Certificate in Gerontology. Content, site, and supervisor are specific to the student. The student is responsible for presenting a proposal for the approval of the Certificate Faculty Committee before proceeding. The required outline for the plan is found at http://www.rgs.uky.edu/aging/geriatriceducation/curriculum.htm. The Director of the Graduate Certificate is available to consult with students preparing a practicum proposal.

Proposals will include:
· Purpose of the practicum and how it fits into the student’s Certificate and overall educational goals;
· Specific objectives and expected accomplishments; and
· Specific information regarding the practicum.

The practicum requires approximately 220 hours, not including transportation to the site. It is usual practice for the on-site supervisor to meet with the student weekly to offer feedback and discuss progress toward the goals and objectives of the experience. Ordinarily, practicum experiences at the site of regular employment will not be approved.

Midterm evaluations are sent to the student and on-site supervisor to formally evaluate the progression of the practicum. Upon completion of the experience, the on-site supervisor is asked to complete an overall evaluation and submit it directly to the instructor. Students are required to submit a final report/evaluation with a copy of any materials developed during the practicum to the Certificate Committee for final approval.

ROLE OF THE INSTRUCTOR: The primary teaching relationship is with the field preceptor. The instructor is available to assist the student in identifying an appropriate practicum opportunity. The proposal must be approved by the Instructor before being submitted to the Certificate Faculty Committee for its approval. The Instructor is available to both the preceptor and the student during the course of the practicum to assist in resolving difficulties.

GRADING AND EVALUATION: The Instructor is responsible for assigning the final grade, which will ordinarily rely heavily on the preceptor’s evaluation and recommendation.
The Psychology of Aging  
GRN 610  
Joy M. Jacobs-Lawson, Ph.D.

**Office**  
306A Health Sciences Building

**Office Hours**  
Office Hours: Tuesday 10:30-12:30 and by appointment

**Email Address**  
jjaco4@email.uky.edu

**Required Text & Readings**


Additional readings will be assigned each week. The readings will be made available no later than 1½ weeks prior to the date they are scheduled to be discussed.

**Prerequisites**  
There are no prerequisites for this course.

**Course Web Page**

One the course web page, you will find the readings for each week. There is also a list of web sites that are relevant to psychology and aging. [http://www.mc.uky.edu/gerontology/Classes/GRN770.htm](http://www.mc.uky.edu/gerontology/Classes/GRN770.htm)

**Course Description**

This is a graduate level seminar on the psychology of aging. The course will focus on many of the major topics and theories relevant to understanding the aging process. We will investigate health behaviors, sensation and perception, cognitive abilities, personality, social interactions, motivation and emotion, psychological disorders, end of life issues, and successful aging. The course will look at the topics above from a normal aging perspective, atypical aging, and successful aging. The course will also focus on the methods used to conduct psychological research with an aging population.

**Course Goals**

A student centered course in which students will:

1. Explore theories of Psychology of Aging  
2. Describe the effects of aging on psychological functioning and behavior  
3. Understand the relationship between the various topics discussed  
4. Compare normal aging and successful aging with patterns of dysfunction in late life.  
5. Learn how to apply the materials learned throughout the semester.  
6. Promote critical thinking skills  
7. Student will have the opportunity to explore a topic of interest in depth

**Course Methods**

Discussion, Lecture, Presentations, Visual and Audio Aids

**Attendance**

As this is a graduate level course, you are expected to attend class and be prepared to discuss the required readings. If you have a university excused absence you should notify the instructor prior to the class, when possible. Unexcused absences will result in reduction in the final grade for the course.

**Evaluation of Performance**
1. Thought/ Reaction Papers and Quizzes………40 points
2. Research Critique……………………………45 points
3. Term paper…………………………………..100 points
4. Applied Project…………………………….75 points
5. Psychological Disorder Group Presentation... 40 points
6. Participation………………………………… 50 points

Total points possible………………………………... 350 Points

Grading Scale: A = 350 – 315;  B = 314 – 280;  C = 279 – 245

Students that perform within these ranges will receive the grades above.

**Thought/Reaction Papers/Quizzes**
Throughout the semester you will be given questions over the assigned readings and topics, these will either be given the week before the material is covered or the day that the material is scheduled to be discussed. If given the week before, you are expected to turn in your answers the following week in class (typed, double spaced). You can think of these as take home quizzes. If given the day the material is to be covered (i.e. pop quiz), you will be given time to answer the questions before we begin discussing the material. You can expect four (10 points each) of these to be given during the semester.

**Research Critique**
This assignment will give you some experience critiquing aging research articles. For the assignment you will select an article that addresses some issue associated with *psychology and aging*, and carefully critique all aspects of the article. One way to think of this assignment is to treat it as if you were reviewing a manuscript for a journal editor. You will need to find one empirical research article, not a review paper, which addresses the aging topic you selected. The article must come from a gerontological or psychological peer-reviewed journal (not a popular magazine, book chapter, or Internet source). For this assignment you may want to avoid studies that contain more than two experiments.

Once you have selected an article, you will need to have it approved by the instructor no later than 1½ weeks before you are scheduled to present. If you change articles, the new article must also be approved. Papers that are submitted without article approval will be return to the student ungraded. A copy of the article must be submitted with the review.

*The critique and presentation is due in class the day the topic is covered, 10% of your grade on the assignment will be based on the presentation.*

**Term Paper and Presentation**
The major assignment for this course will be a literature review paper over a topic of your choice. The topic must address an aging issue from a psychological perspective. At a minimum, the paper should include the following: (a) introduction and rational for the review, (b) integration and synthesis of previous research and theory, (c) summary and conclusions (including strengths as well as gaps in the research), and (d) recommendations for future research and practice (or policy).

A one page summary of your paper is due **on February 17th**. This summary should include (a) the topic and purpose of the paper and (b) a short outline. You will be given feedback about your topic the following week. If you change the topic of your paper, you will need to notify the instructor.
I will be happy to look at drafts of the paper and provide feedback. However, I will need at least one week to do so.

Each student will give a 15 minute presentation (followed by 5 minutes of question and answer) over his/her paper. 10% of the grade on the term paper will be determined by the presentation.

The final paper is due by 5:00 pm April 30.

Presentation: May 4

APPLIED PROJECT
From theory and research to practice. The goal of this assignment is to apply theory and research to address an issue/problem relevant to aging individuals. The task is to develop some tool, intervention, or activity that will be of benefit to the aging population. This assignment requires you to apply what you have learned, creativity, brainstorming, and critical thinking skills. You will present your project in class on March 30. 10% of your grade on the assignment will be based on your presentation.

Project idea summary due February 10th (This is to give me an idea of what you plan. You should plan to turn in a brief explanation of your idea).

Update on Project due March 9

Assignment is due March 30.

PSYCHOLOGICAL DISORDERS PRESENTATION
You will work with another class member to develop a presentation on a psychological disorder. The group will be assigned one of four disorders that are common in old age. Each group will give a 30 minute presentation, followed by 10 min of question and answer. Each group member is expected to actively participate in the presentation. At the end of the presentations, group members will be asked to rate the contributions of themselves and the other group member. The instructor and the class members will also rate the quality of the presentations. This information will be used by the instructor when calculating each student’s presentation grade.

Presentation Date: April 13.

PARTICIPATION
As this is a seminar course, it is important that you actively participate in class. In order to help stimulate class discuss, you will need to bring 2 questions based from the readings to each class. Each student should ask at least one of their questions each week. The questions should not simply require recall of material but should focus on understanding the implications of the readings, comparing/contrasting the readings, or require synthesis of the readings. These questions will be collected randomly throughout the semester. Participation will be based on your level of involvement in the class.

OTHER COURSE REQUIREMENTS AND IMPORTANT INFORMATION
In this course, you will be expected to turn in all papers and assignments on time. Late assignments will be penalized 5% for every day late. You are expected to submit all materials in APA style as published in Publication Manual of the Psychological Association 5th Ed. Although APA requires margins to be at least 1 inch, font size from 10 -12 point, and several font styles, for this course, you
are expected to use **1 inch margins, and 12 point Times New Roman Font**. Assignments that do not follow these guidelines will be penalized.

If you are disabled in any way, and/or feel that there something that the instructor needs to know that might improve your learning environment, please contact her by phone or in person and efforts will be made to ensure that the appropriate accommodations will be made.

**UNIVERSITY POLICY ON PLAGIARISM AND CHEATING**

PLAGIARISM and CHEATING are serious academic offenses. The minimum penalty for these academic offenses is a final grade of E in the course.

The University regulations pertaining to this matter can be found at [http://www.uky.edu/StudentAffairs/Code/](http://www.uky.edu/StudentAffairs/Code/)

Of particular relevance is Part II, SELECTED RULES OF THE UNIVERSITY SENATE GOVERNING ACADEMIC RELATIONSHIPS, Section 6.3 that can be found at [http://www.uky.edu/StudentAffairs/Code/part2.html](http://www.uky.edu/StudentAffairs/Code/part2.html)

These rules in particular say:

PLAGIARISM All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

6.3.2 CHEATING Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. Any question of definition shall be referred to the University Appeals Board.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Jan 20</td>
<td>Syllabus; Prime of Life; 60 Years from Now; What is the Psychology of Aging?</td>
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<td>Jan 27</td>
<td>Theories and History of the Psychology of Aging</td>
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<td>Feb 3</td>
<td>Research Methodology used in Psychology of Aging</td>
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<td>Feb 10</td>
<td>Sensory Abilities, Systems Functioning, and Physical Changes and Aging</td>
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<td>Feb 17</td>
<td>Health, Behavior, Activity, Exercise, Psychology, and Aging</td>
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<td>Feb 24</td>
<td>Attention, Information Processing, Intelligence, &amp; Aging</td>
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<td>Mar 2</td>
<td>Memory, Problem Solving, Decision Making, &amp; Aging</td>
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<td>Mar 9</td>
<td>Social Interactions and Aging</td>
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<td>Mar 16</td>
<td>Spring Break</td>
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<td>Mar 23</td>
<td>Personality and Aging</td>
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<tr>
<td>Mar 30</td>
<td>Project Presentations</td>
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<td>Apr 6</td>
<td>Emotions, Motivation, &amp; Aging</td>
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<tr>
<td>Apr 13</td>
<td>Retirement, Death and Dying, End of Life</td>
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<td>Apr 20</td>
<td>Aging and Psychological Disorders</td>
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<td>Apr 27</td>
<td>Successful Aging</td>
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<td>May 4</td>
<td>Paper Presentations</td>
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Note: The materials contained in this syllabus are subject to change.
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
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<tr>
<td><strong>JANUARY</strong></td>
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<td>Classes Begin</td>
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<td>M.L. King Day</td>
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<td><strong>FEBRUARY</strong></td>
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<td>FEBRUARY</td>
<td>14</td>
<td>Paper Topics Due</td>
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<td>MARCH</td>
<td>15</td>
<td>Update on Applied Assignment</td>
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<td>Applied Assignment Due &amp; Presentations</td>
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<td>Disorders Presentations</td>
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<td>Term Papers Due by 5:00 pm</td>
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MORE ON THE RESEARCH CRITIQUE

For the assignment you will need to prepare a 2½-4 page single spaced critique of the article (Yes, I know that APA style is double spaced but humor me with this one. The reason for asking for single space is because when reviewers review manuscripts they submit their review in single space.). You should be critical in your evaluation but also positive.

You will also present the article and your review of the article to the class on the day that the topic is covered. You should plan to spend 15-20 min presenting the article followed by 10 min of question and answer and discussion. Ten percent of the grade on this assignment will be based on the presentation.

At a minimum, you will want to address the following issues:

- What is the research topic of the article and why do the authors think it is important to study?
- Is the question significant and the work original?
- Was the literature review appropriate?
- What theory or theories does the research rely on? Are these theories appropriate?
- What are the hypotheses?
- What type of study was it? Was this the best way to conduct the study?
  - For example was it an experiment, quasi-experiment, correlational, or naturalistic observation? Was it a cross-sectional, longitudinal, or sequential design?
- What variables were investigated? You will want to identify the independent (or subject variables, subject variables are grouping variables that you can not manipulate like age, sex…) and dependent variables.
- Who were the participants? What does this say about the generalizability of the study? Are there details about the sample that are not included that would be important to understanding the study?
- How did the experimenters collect their data? Was this the best way? Are there issues/concerns with how the data were collected? Are there concerns about the measures they used? Did they given enough information that he study could be replicated?
- Was the treatment of the participants ethical? Can you see any problems?
- What were the results of the study and were the statistics appropriate?
- Was the discussion of the findings appropriate? Did they support their hypotheses?
- What, if any, are some potential confounds in the study? Did the authors address these?
- Your thoughts on the strengths and weaknesses of the study? Did the authors adequately address the limitations?
- Are there sections in the manuscript that could have been shortened or lengthened?
- Are the sections of the manuscript well connected?
- Based on your critique, if you were the reviewer, would you recommend that the paper be published, revised and resubmitted, or rejected.

*Note: You do not have to answer these questions in this order. In fact, it may be best to reorganize them.

You will want to support your critique. For instance, simply stating that the methods were appropriate, or not, is not sufficient, you will need to say why you think they were good or bad. Your task to ask was what the authors did correct and meaningful? This information would be used by the editor to determine if the article should be published, and give the authors details as to how the manuscript could be improved. The critique and presentation is due in class the day the topic is covered.
MORE ON THE TERM PAPER

The topic of your paper must address an aging issue from a psychological perspective. At a minimum, the paper should include the following: (a) introduction and rational for the review, (b) integration and synthesis of previous research and theory, (c) summary and conclusions (including strengths as well as gaps in the research), and (d) recommendations for future research and practice (or policy).

In selecting your topic, you do not have to focus on one aspect of aging such as the effects of health on psychological well-being (this topic would actually be too broad for this assignment). You may find it more informative to combine several topics such as how social support networks influence the effects of Alzheimer’s Disease on older adults. With this paper, you are no longer simply focusing on health and aging but working to explore the connection between social support and the disease in the aging population. This does not mean that you have to take this route, but if you select a general area, you will have to be sure that you remain focused in your paper. Also, when developing the idea and focus of your paper, you may find it beneficial to think about your interests and how psychology could add a dimension to your research.

Some helpful hints:  (A) In your paper, you should refrain from using direct quotes. The goal of the paper is to give you experience synthesizing materials.  (B) One of the important keys to being a good writer is being able to clearly portray the findings from others research and integrate the findings from several studies. One trap that you will want to avoid is writing your paper as a series of summaries of previous research.  (C) Always go to the primary source unless absolutely necessary.  This means do not cite someone and then say as cited. The problem with this is that you don’t know that the author interpreted the material correctly.

The final paper should contain 20-22 pages (Double spaced, the title page, abstract, and reference list are included in the page requirements). You can include as many references as you feel are needed. However, at a minimum you need 12 references and at least 10 references must be articles obtained from scientific journals. You may use book chapters but with a few examples, such as the US Census Bureau, internet sources are strongly discouraged as they frequently lack scientific objectivity.

You will present your paper May 4. The presentation should cover all aspects of your paper. You can present your paper in the format that you are most comfortable with, an overhead, computer and projector will be provided. Remember 10 points of your paper grade is based on your presentation.
MORE ON THE APPLIED ASSIGNMENT

The goal of this assignment is to apply theory and research on aging to address an issue/problem relevant to aging individuals. This assignment requires you to apply what you have learned, creativity, brainstorming, and critical thinking skills. The task is to develop some tool, intervention, or activity that will be of benefit to the aging population. You can address a problem that is relevant to some aging individuals such as lack of social interaction among home bound individuals or a broader problem that touches many aging individuals such as declines in vision. One the best ways to start this assignment is to brainstorm about the problems that elderly face, then select one or two of these and brainstorm ways that the problems could be addressed.

You will need to develop a prototype of your creation and write a 4 – 6 pages of text (double spaced) explanation of your project (you will need to include references, an abstract, and a title page; however, these items are not included in the page length requirements). Drawings or sketches can be included in the paper, but they do not count toward the page requirements. Your prototype will also need to be turned in that day.

In the paper, you will need to address the theory and research behind your “project”, explain how your “project” will help the aging population, the strengths and potential limitations to your “project”, and how you will implement your idea. You can address any issue that is relevant to aging individuals and propose any novel solutions.

On March 30, you will present your idea in class and reveal your creation. You will also need to have an example to show the class. The presentation should last 15 minutes and there will be a five minute question and answer session following your presentation. The presentation will count as 10% of the grade on this assignment. Once all presentations have been completed, the class will vote on the best project. The individuals’ project selected will receive 10 bonus points on the assignment. In the event of a tie, a nonbiased panel of judges (of at least 2 individuals) will be asked break the tie. YOU CAN NOT VOTE FOR YOURSELF!
MORE ON THE PSYCHOLOGICAL DISORDER PRESENTATION

You and your partner will be assigned a psychological disorder that is relevant to the aging population. You will need to work together to present and explain the disorder.

In the presentation, you need to consider the questions below. These are basic questions that apply to all disorders and you are expected to go beyond these questions in your presentations.

- What is the frequency of the disorder in the older population? Does risk increase or decrease with age? Are there segments of the populations that are at more risk than others?
- When does onset generally occur? Is it a life-long disease or specific to older adults?
- What are some causes of the disorder? (For some there will not be known causes but strong hypotheses or relationships that suggest a cause. In your presentation, be clear as to whether the causes is “known” or “hypothesized.”
- What are some of the risk factors associated with the development of the disorder?
- What are the symptoms? How is it diagnosed? Are there other disorders that are often confused with the disorder (in other words can the symptoms be signs of something else, and thus, misdiagnosis occurs?
- What effects does the disorder have on individuals’ ability to function and quality of life?
- What are the treatments?

In order to stimulate discussion and aid the class in understanding the disorders, each group must find one general article or chapter that addresses the disorder and give a copy to the instructor before March 30. Although each group will provide the class with one chapter/article is it expected that the group will use many more resources in developing their presentation.

Each member of the group is expected to contribute equally to the assignment, including researching the disorder and presenting it to the class. You can be creative in your presentation and use any presentation format that you feel would best relay the material to others (e.g., overheads, powerpoint, or chalk and talk). Handouts or other examples can also be used.
APPLICATION FOR NEW COURSE

1. Submitted by College of ____________________ Public Health ____________________ Date _________________
   Department/Division offering course ____________________ Gerontology ____________________

2. Proposed designation and Bulletin description of this course

   a. Prefix and Number GRN 610
   b. Title* Psychology of Aging

   *NOTE: If the title is longer than 24 characters (including spaces), write
   A sensible title (not exceeding 24 characters) for use on transcripts

   c. Lecture/Discussion hours per week 3
   d. Laboratory hours per week 0

e. Studio hours per week 0
   f. Credits 3

   g. Course description

   This is a graduate level seminar on the psychology of aging. The course will focus on many of the major topics and
   theories relevant to understanding the aging process. It focuses on health behaviors, sensation and perception, cognitive
   abilities, personality, social interactions, motivation and emotion, psychological disorders, end of life issues, and
   successful aging. The course examines the topics above from a normal aging perspective, atypical aging, successful
   aging, and demonstrates the interrelationships between the topics to address the aging individual. The course will also
   focus on the methods used to conduct psychological research with an aging population.

   h. Prerequisites (if any)

   none

   i. May be repeated to a maximum of _________________ (if applicable)

4. To be cross-listed as

   Prefix and Number _________________ Signature, Chairman, cross-listing department

5. Effective Date Spring 2008 (semester and year)

6. Course to be offered

   □ Fall    □ Spring    □ Summer

7. Will the course be offered each year?
   (Explain if not annually)

   □ Yes    □ No

   Offered Alternate Years, because of available faculty schedule

8. Why is this course needed?

   This course is needed to provide students with an understanding of the aging individual from a psychological perspective. The
   course will provide students with material that examines the behaviors of older adults as well as their mental and physical
   abilities. The knowledge gained in the course will help students in their future studies of aging, in developing their research,
   and in gaining an understanding of older adults.

9. a. By whom will the course be taught? Joy Jacobs-Lawson
b. Are facilities for teaching the course now available?  
   If not, what plans have been made for providing them?

☒ Yes ☐ No
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated?  10

11. Will this course serve students in the Department primarily?  
   
   ☒ Yes  ☐ No
   
   Will it be of service to a significant number of students outside the Department?  
   
   ☒ Yes  ☐ No
   
   Should attract students from Psychology, Behavioral Sciences, Family Studies, and Counseling

12. Check the category most applicable to this course
   
   ☐ traditional; offered in corresponding departments elsewhere;
   
   ☒ relatively new, now being widely established
   
   ☐ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?  
   
   ☒ Yes  ☐ No

14. Is this course part of a proposed new program?  
   
   ☐ Yes  ☒ No
   
   If yes, which?

15. Will adding this course change the degree requirements in one or more programs?*  
   
   ☐ Yes  ☒ No
   
   If yes, explain the change(s) below

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.  
   ☐ Check here if 100-200.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales.  
   ☐ Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?  
   
   Name  John F. Watkins  Phone Extension  7-1450, ext. 80240

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
20. Signatures to report approvals:

**DATE of Approval by Department Faculty**

2-20-08

**DATE of Approval by College Faculty**

2-20-08

**DATE of Approval by Undergraduate Council**

*DATE of Approval by Graduate Council

2/21/08

*DATE of Approval by Health Care Colleges Council (HCCC)

**DATE of Approval by Senate Council**

**DATE of Approval by University Senate**

*If applicable, as provided by the University Senate Rules. ([http://www.uky.edu/USC/New/RulesandRegulationsMain.html](http://www.uky.edu/USC/New/RulesandRegulationsMain.html))
APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health __________________________ Date ______________
Department/Division offering course Gerontology __________________________

2. Proposed designation and Bulletin description of this course
a. Prefix and Number GRN 616
b. Title* Teaching Seminar in Gerontology

*NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts Teaching Seminar

c. Lecture/Discussion hours per week 2
d. Laboratory hours per week ______________
e. Studio hours per week ______________
f. Credits 2

g. Course description
The purpose of this seminar is to prepare doctoral students as classroom instructors, and to enhance instructional skills of those students with teaching experience. Emphasis is placed on developing the fundamental knowledge and skills needed to survive and excel in the classroom. Topics covered include: course development strategies; lecture preparation and delivery; interactive and group learning; writing for learning; student evaluation; student advising; and instructional ethics and responsibilities. Seminar activities include development of instructional materials, thematic discussion, and demonstrations/simulations of classroom experiences.

h. Prerequisites (if any)
GRN 600 and GRN 620, or consent of instructor.

i. May be repeated to a maximum of NA (if applicable)

4. To be cross-listed as
Prefix and Number __________________________ Signature, Chairman, cross-listing department __________________________

5. Effective Date Fall, 2007 (semester and year)

6. Course to be offered  ☑ Fall  ☐ Spring  ☐ Summer

7. Will the course be offered each year? ☑ Yes  ☐ No
(Explain if not annually)

8. Why is this course needed?
To provide supervised development of teaching skills among Gerontology Ph.D. students

9. a. By whom will the course be taught? John F. Watkins
b. Are facilities for teaching the course now available?
If not, what plans have been made for providing them?  ☑ Yes  ☐ No
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated?  

11. Will this course serve students in the Department primarily?  
   Yes  No

   Will it be of service to a significant number of students outside the Department?  
   Yes  No

   We anticipate enrollment of a small number of DrPH (Public Health) students. Other departments in Public Health do not have such a course.

12. Will the course serve as a University Studies Program course?  
   Yes  No

   If yes, under what Area?

13. Check the category most applicable to this course
   traditional; offered in corresponding departments elsewhere;
   relatively new, now being widely established
   not yet to be found in many (or any) other universities

14. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?  
   Yes  No

15. Is this course part of a proposed new program?  
   Yes  No

   If yes, which?

16. Will adding this course change the degree requirements in one or more programs?*  
   Yes  No

   If yes, explain the change(s) below

17. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

18. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.  
   Check here if 100-200.

19. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales.  
   Check here if 400G-500.

20. Within the Department, who should be contacted for further information about the proposed course?
   Name  John F. Watkins  Phone Extension  7-1450, ext. 80240

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
20. Signatures to report approvals:

2-20-08  GRAHAM D. ROWLES  Reported by Department Chair
DATE of Approval by Department Faculty

2-20-08  Linda A. Alexander  Reported by College Dean
DATE of Approval by College Faculty
Assoc Dean for Academic Affairs

* DATE of Approval by Undergraduate Council

* DATE of Approval by Graduate Council
2/21/08  Heidi Anderson  Reported by Graduate Council Chair
DATE of Approval by Health Care Colleges Council (HCCC)

* DATE of Approval by Senate Council

* DATE of Approval by University Senate
Reported by Office of the Senate Council

*If applicable, as provided by the University Senate Rules. (http://www.uky.edu/USC/New/RulesandRegulations/Main.htm)
**SYLLABUS – Teaching Seminar in Gerontology**  
**GRN 616**

**INSTRUCTOR:** Dr. John F. Watkins  
Graduate Center for Gerontology  
306E Wethington Health Sciences Bldg.  
Phone: 257-1450, x80240  
e-mail: geg173@email.uky.edu

**REQUIRED READINGS:**  

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**Course Description**

The purpose of this seminar is to prepare doctoral students as classroom instructors, and to enhance instructional skills of those students with teaching experience. Emphasis is placed on developing the fundamental knowledge and skills needed to survive and excel in the classroom. Topics covered include: course development strategies; lecture preparation and delivery; interactive and group learning; writing for learning; student evaluation; student advising; and instructional ethics and responsibilities. Seminar activities include development of instructional materials, thematic discussion, and demonstrations/simulations of classroom experiences.

**Practicum Objectives**

This practicum is offered to provide gerontology students and interested other students with the background and experience necessary to become proficient--or to increase proficiency-- in the classroom. Although a first priority is to address situations concerning low to mid-level undergraduate classes, which most of you will hopefully be teaching as doctoral students, the practicum is designed to offer material that can be applied in virtually any class and at any level.

"Perfect" teachers don't exist. Experience and dedication, however, can go a long way in promoting your skills toward excellence. As you will find from this practicum, teaching skills reach far beyond competence in lecturing. Material choice, organization and preparation, student interaction, evaluation procedures, counseling abilities, imagination, and a host of other factors all are important components in effective teaching. We will address many of these factors.

Be forewarned (if you haven't already figured it out...)! Teaching in a classroom as a graduate student can be pretty tough. Your first priority should rightly be progressing through your degree program, yet as soon as you commit to teaching, you cannot neglect your students nor your preparation for class. As an instructor you should have the respect of your students, yet the often narrow age and/or education experience difference between you and the students makes gaining their respect all the more difficult.

Perhaps the most important factor in teaching is how much you care about what you do. We hope that you will care enough about your career in teaching to attend every meeting of this practicum, to prepare accordingly when necessary, and to actively participate in class discussions.

**Tentative Outline**
I. Ethics in Teaching  
- student rights and responsibilities  
- instructor rights and responsibilities  
- disposition of cases involving students and instructors

II. Course Content and Development  
- breadth vs. depth  
- central themes: “The Connecting Thread”  
- service learning and class organization

III. Syllabus Preparation  
- purpose of a syllabus  
- required information  
- optional information

IV. Lecture Techniques  
- preparation and organization  
- oral presentation techniques  
- use of presentation technologies and graphics

V. Formal Student Evaluation (i.e., “The Grades”)  
- format options: exercises, quizzes, exams  
- exam options and preparation  
- test administration and grading

VI. Student Writing  
- purpose and nature of student writing  
- alternative approaches using writing  
- evaluation techniques

VII. Using Group Work in Class  
- group dynamics: organization and management  
- where and how to use it  
- evaluation techniques

VIII. Simulations and Role-Playing in Class  
- use in lectures and discussion  
- use in student writing

IX. Surviving Outside of the Class  
- academic problems (helping the "real slow" ones...)  
- non-academic problems (helping those with other problems that interfere with academic progress)  
- time management: degree progress, teaching experience, and the preservation of sanity.

Additional Information

- The purpose of this class dictates extensive group interaction and team work. Consequently, I’m not particularly concerned with warning you about the perils of academic dishonesty in terms of cheating on tests or assignments. Nevertheless, you should, when preparing course materials, be very careful to give credit where credit is due. Furthermore, although you should feel free to consult active or former graduate instructors and faculty, you should take sole responsibility for developing your own course materials. Reinventing the wheel is a good way to learn.

- A goal in any class, including this one, should be fairness to EVERYONE involved. All participants are basically equal, regardless of the natural diversity of individuals in terms of race, gender, personal habits
and behavior, and life experiences. Discrimination is not acceptable, nor is harassment of any sort. Please work with me in ensuring that our learning environment remains comfortable and accessible to everyone.

- I am treating this practicum as a “2 credit-hour” course. Although you are taking this seminar for a grade (i.e., A, B, C, or E) I essentially view performance as either passing (you deserve the opportunity to teach based on your commitment to this seminar) or failing (entering the classroom as an instructor would be detrimental to students). I plan on having 10 or 11 sessions during this semester. Missing perhaps one or two may be acceptable but not encouraged. Missing any more than that would signal me that you are not very serious about your teaching assignment; I could not feel “right” about passing you, and I could not support your entry as an instructor into the classroom. If you attend our meetings, make appropriate progress in your assigned class preparations, and maintain a responsible and serious commitment to improving your teaching skills, then you will pass and you will have my blessing when you enter a classroom as a teacher.

- Please feel free to contact me at any time to talk about this seminar, or to talk about events or situations that may prevent you from doing your best in this or any other class. Finally, if you have a condition or disability that in any way hinders your ability to perform at the level expected in this practicum, please contact me as soon as possible so that accommodations can be made.

- The university provides excellent resources to continue developing instructional skills. Teacher training seminars and practica can be found in a host of academic units (including Sociology, Physiology, Geography, and Anthropology). Most popular for a general perspective, however, is the Preparing Future Faculty (PFF) program offered through the Graduate School (http://www.rgs.uky.edu/gs/PFF/index.html). Besides a variety of targeted seminars and colloquia, PFF offers an opportunity to pursue a certificate in post-secondary teaching.
APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health ___________________________ Date ________________
   Department/Division offering course Gerontology ________________________________

2. Proposed designation and Bulletin description of this course
   a. Prefix and Number GRN 617
   b. Title* Teaching Practicum in Gerontology
      *NOTE: If the title is longer than 24 characters (including spaces), write
      A sensible title (not exceeding 24 characters) for use on transcripts Teaching Practicum
   c. Lecture/Discussion hours per week 1
   d. Laboratory hours per week 3
   e. Studio hours per week
   f. Credits 3
   g. Course description
      This practicum provides a forum for continued development of teaching skills by concurrently combining
      classroom instruction experience with formal instructor debriefing sessions. Problematic and successful experiences will
      be discussed, and specific instructional concepts and issues will be addressed in depth.
   h. Prerequisites (if any)
      GRN 616 and concurrent classroom teaching
   i. May be repeated to a maximum of NA (if applicable)

4. To be cross-listed as

   Prefix and Number ________________________________________
   Signature, Chairman, cross-listing department ____________________

5. Effective Date Fall, 2007 (semester and year)

6. Course to be offered [ ] Fall [x] Spring [ ] Summer

7. Will the course be offered each year?
   (Explain if not annually) [x] Yes [ ] No

8. Why is this course needed?
   This practicum provides hands-on teaching experience for doctoral students, combined with ongoing mentorship and critical
   discussion of experiences.

9. a. By whom will the course be taught? John F. Watkins
   b. Are facilities for teaching the course now available?
      If not, what plans have been made for providing them? [x] Yes [ ] No
**APPLICATION FOR NEW COURSE**

10. What enrollment may be reasonably anticipated?  

11. Will this course serve students in the Department primarily?  
   - Yes  
   - No  
   Will it be of service to a significant number of students outside the Department?  
   - Yes  
   - No  
   If so, explain.  

12. Check the category most applicable to this course  
   - traditional; offered in corresponding departments elsewhere;  
   - relatively new, now being widely established  
   - not yet to be found in many (or any) other universities  

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?  
   - Yes  
   - No  

14. Is this course part of a proposed new program:  
   - Yes  
   - No  
   If yes, which?  

15. Will adding this course change the degree requirements in one or more programs?*  
   - Yes  
   - No  
   If yes, explain the change(s) below  

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.  

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.  
   - Check here if 100-200.  

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales.  
   - Check here if 400G-500.  

19. Within the Department, who should be contacted for further information about the proposed course?  
   - Name: John F. Watkins  
   - Phone Extension: 7-1450, ext. 80240  

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
20. Signatures to report approvals:

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<td>Department Chair</td>
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<td>LINDA A. ALExANDER</td>
<td>College Dean</td>
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* If applicable, as provided by the University Senate Rules. ([http://www.uky.edu/USC/New/RulesandRegulationsMain.htm](http://www.uky.edu/USC/New/RulesandRegulationsMain.htm))
INSTRUCTOR: Dr. John F. Watkins  
Graduate Center for Gerontology  
306E Wethington Health Sciences Bldg.  
Phone: 257-1450, x80240  
e-mail: geg173@email.uky.edu

REQUIRED READINGS:

Additional readings will be assigned according to instructor experiences and interests.

Course Description

This practicum provides a forum for continued development of teaching skills by concurrently combining classroom instruction experience with formal instructor debriefing sessions. Problematic and successful experiences will be discussed, and specific instructional concepts and issues will be addressed in depth.

Practicum Objectives

By the end of this practicum, students are expected to gain:
- Direct experience with all elements of class development and instruction;
- An experienced-based appreciation of college teaching;
- An understanding of diverse student learning styles and associated teaching techniques;
- An understanding of the “place” of teaching within post-secondary institutions.

Tentative Outline

Note: Most topics will be defined through ongoing debrief meetings, which will be held on a bi-weekly basis. The following topics, however, will be covered.

**I. The “Place” of Teaching within Colleges and Universities**
- public vs. institutional priorities
- the intersection of teaching and research
- negotiating institutional expectations for instruction, research, and service

**II. The Psychology of Student Learning**
- cognition and memory processes
- learning styles and a critique of traditional teaching
- student and instructor diversity: can effective compromise be found?

Evaluation
Students will be evaluated on their teaching performance (60%), and on their activity as part of the bi-weekly de-brief meetings (40%).

Teaching performance will be assessed through 3 class visits/observation sessions, and through a review of instructional materials prepared for the class. Specific evaluation criteria will depend on the type of class being taught by the student, student’s role a sole or co-instructor, and the level of experience prior to entering the classroom. Formal evaluation criteria will be distributed to practicum students by the second week of the semester.

De-brief Activity will be assessed by attendance (10%) and by my evaluation of critical reaction papers. Three of these papers must be completed, and must demonstrate a reflective and critical integration of classroom experience and concepts derived from readings and de-brief discussions.

Additional Information

- All students enrolled in this practicum are required to attend. No absence, other than for reasons specified in Student Rights and Responsibilities, will be accepted.

- A goal in any class, including this one, should be fairness to EVERYONE involved. All participants are basically equal, regardless of the natural diversity of individuals in terms of race, gender, personal habits and behavior, and life experiences. Discrimination is not acceptable, nor is harassment of any sort. Please work with me in ensuring that our learning environment remains comfortable and accessible to everyone.

- Please feel free to contact me at any time to talk about this practicum, or to talk about events or situations that may prevent you from doing your best in this or any other class. You should also feel free to talk with me about any issues that emerge in the class you teach, or to gain feedback on any class materials or techniques you plan to use in your class.
APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health Date ____________________________
   Department/Division offering course Gerontology ____________________________

2. Proposed designation and Bulletin description of this course
   a. Prefix and Number GRN 644
   b. Title* Demography and Aging
      *NOTE: If the title is longer than 24 characters (including spaces), write
      A sensible title (not exceeding 24 characters) for use on transcripts
   c. Lecture/Discussion hours per week 3
   d. Laboratory hours per week 0
   e. Studio hours per week 0
   f. Credits 3
   g. Course description
      This course examines the dynamics of human population distributions, densities, and growth patterns as they relate to population aging. The essential demographic processes of fertility, mortality, and mobility are addressed from multiple disciplinary perspectives, and topical coverage includes the environmental, social, political, economic, and cultural impacts on personal demographic behavior and population change. Emphasis is placed on historic and contemporary meanings and influences of population diversity, and how this diversity affects the patterns and consequences of aging across space and time.
   h. Prerequisites (if any)
      None
   i. May be repeated to a maximum of NA (if applicable)

4. To be cross-listed as
   Prefix and Number ____________________________
   Signature, Chairman, cross-listing department ____________________________

5. Effective Date Spring, 2008 (semester and year)

6. Course to be offered
   □ Fall  ☒ Spring  □ Summer

7. Will the course be offered each year?
   (Explain if not annually)
   □ Yes  ☒ No

   Faculty teaching load prohibits offering the class each year. Alternate years is anticipated.

8. Why is this course needed?
   An understanding of the demographics of population aging is fundamental to research in gerontology.

9. a. By whom will the course be taught? John F. Watkins
   b. Are facilities for teaching the course now available?
      If not, what plans have been made for providing them?
      ☒ Yes  □ No
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? ____________

11. Will this course serve students in the Department primarily? ☐ Yes ☐ No

Will it be of service to a significant number of students outside the Department?
If so, explain.

☐ Yes ☐ No

This course may also be of value to both undergraduate and graduate students in other social science and health programs.

Will the course serve as a University Studies Program course? ☐ Yes ☐ No

If yes, under what Area?

12. Check the category most applicable to this course

☐ traditional; offered in corresponding departments elsewhere;

☒ relatively new, now being widely established

☐ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? ☐ Yes ☐ No

14. Is this course part of a proposed new program:
If yes, which? ☐ Yes ☐ No

15. Will adding this course change the degree requirements in one or more programs?*
If yes, explain the change(s) below

☐ Yes ☐ No

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. ☐ Check here if 100-200.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. ☐ Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?

Name  John F. Watkins  Phone Extension  7-1450, ext. 80240

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
20. Signatures to report approvals:

**DATE of Approval by Department Faculty**

2-20-08

GR WHOLES
reported by Department Chair

**DATE of Approval by College Faculty**

2-20-08

LINDA A. ALEXANDER
reported by College Dean

**DATE of Approval by Undergraduate Council**

*DATE of Approval by Graduate Council

2-21-08

HEIDI ANDERSON
reported by Graduate Council Chair

**DATE of Approval by Health Care Colleges Council (HCCC)**

*DATE of Approval by Senate Council

**DATE of Approval by University Senate**

*If applicable, as provided by the University Senate Rules. (http://www.uky.edu/USC/New/RuleandRegulationsMain.htm)
Course Description

This course examines the dynamics of human population distributions, densities, and growth patterns as they relate to population aging. The essential demographic processes of fertility, mortality, and mobility are addressed from multiple disciplinary perspectives, and topical coverage includes the environmental, social, political, economic, and cultural impacts on personal demographic behavior and population change. Emphasis is placed on historic and contemporary meanings and influences of population diversity, and how this diversity affects the patterns and consequences of aging across space and time.

Learning Objectives

After completing this course, students should have gained:

- A knowledge of how demographic processes function together to evoke population change, and especially population aging;
- A critical understanding of how individual and collective characteristics and behaviors shape demographic processes;
- An appreciation of the individual and societal implications of population aging;
- Methodological skills appropriate for collecting and analyzing demographic data;
- And ability to apply knowledge and analytical skills in addressing contemporary demographic issues relating to population aging.

Course Outline

I. Introduction (week 1)
   A. The case for a demographic perspective on aging
   B. Defining demography and population Studies
   C. Population studies in temporal and spatial context

II. The Language of Population Studies (weeks 2 & 3)
   A. Terminology
   B. Data characteristics
   C. Basic Population Measures

III. Population Distributions and Characteristics (week 4)
   A. Factors affecting general distribution
   B. Population characteristics and their spatial patterns
   C. A look at global, national, regional, and local levels
IV. Population Growth – Historic (weeks 5 to 7)
   A. Overview of the causes of population growth/decline
   B. World and national trends
   C. Theories of population growth
   D. Population theory from a gerontological viewpoint

V. Components of Population Change: Process and Theory (weeks 8 to 12)
   A. Fertility
   B. Mortality
   C. Migration: internal and external

VI. Population Growth – Future (weeks 13 to 15)
   A. Projections, forecasts, and predictions
   B. Population change: policies and programs
   C. Implications of an aging population

NOTES ON GRADING

Performance in this class will be evaluated from the following:

Two (2) exams @ 15% each .................... 30%
Five to Six exercises @ 7-12% each....... 50%
One final paper @ 20% ......................... 20% = 100%

Final grades will be based approximately on a ten-point scale, i.e., 90-100%=A, 80-89%=B, etc. Both exams, will be comprised of short answer and calculation/evaluation questions, and perhaps a few brief essays. The final will NOT be comprehensive. The exercises, to be assigned in class, will provide the opportunity to work with real (usually...) live data, and will involve fundamental calculations, maybe some mapping/graphing, and almost always some written evaluation and discussion of your findings. These assignments will vary in length and rigor, and will generally be due from two days to a week following the meeting in which they are assigned. I am hoping to have up to seven exercises of varying point values that will exceed the total listed for evaluation. I will, therefore, use the ‘optimal’ combination of exercises and point values toward final evaluation.

MORE ABOUT THE EXERCISES

One of my goals in this class is to help you feel comfortable working with numbers, to improve your skills in effectively analyzing numbers, and especially to develop your ability to tell important stories using numbers. A calculator is, therefore, an essential tool in this class, as is a fundamental knowledge of mathematics (dominantly algebra and basic calculus). I STRONGLY encourage you to learn a computer spreadsheet program (such as Excel) if you do not already use one. Although a working knowledge of such a program is not required for you to do well in this class, it may make your life easier and is also a valuable tool to have.

Accuracy in calculations is important, and you should make a habit of checking your results for any errors. Bad numbers are the easiest way to lose points on exercises, and the best way to embarrass yourself in any future work in population studies. Effective communication is also important. In this vein, you should ensure that every exercise handed in is neat in appearance, well organized, and complete. Any text within exercises should be typed. Lengthy tables may be handwritten if you wish, but should be very legible. Maps and diagrams should also be clean and as presentable as you can make them. Colored pencils, crayons, markers... might also come in handy for some exercises, as might some standard-grid graph paper.

All exercises MUST be handed in on time. No exceptions if you want full credit. A ten percent reduction will be assessed if an assignment is handed in between 5:00pm of the due date and 5:00pm of the next class day. Beyond that, no submissions will be accepted. PLEASE MEET YOUR DEADLINES!

MORE ON THE REQUIRED PAPER
Admission to a graduate program suggests a desire to develop scholarly abilities beyond those found among the general undergraduate level. The final paper is intended to help such development.

This paper should demonstrate an effective combination of analytical skills (including the collection, organization, and analysis of demographic data using appropriate demographic methods) and critical thinking skills (including a critical survey of appropriate scholarly literature and effective employment of theory). Students should meet individually with me during the first three weeks of class to discuss and focus the paper topic. A detailed outline/prospectus of the paper is due by the mid-term date, and the final copy of the paper is due during the last week of class. Students are encouraged to submit drafts of their work at any time for my review and commentary, and to meet with me at any time to discuss any element of the paper.

NOTES ON GENERAL POLICY

• Please keep up with the class readings and attendance; as a general policy, I do not assign incompletes.
• If for some reason you cannot make it to class, call me ahead of time so that arrangements can be made. Your grade is not formally based on attendance, but what you gain from this class (and your consequent performance) is intimately linked to attendance. PLEASE BE RESPONSIBLE!
• Make-up tests or exercises will be allowed only if I am contacted before the class meeting that is to be missed, or if I am contacted within 1 week following the absence in cases defined as "excused" in Section V (SR&R).
• If you must eat or drink something in class, please do so in a way that will not disturb others too much. And please clean up after yourselves!
• I encourage free discussion, and welcome your experiences, thoughts, and impressions. Although I will lecture most often, I am flexible in terms of what I talk about, and how much time I talk about it. (That’s why I consider the course outline “Tentative....””) You should always feel free to ask questions during lecture. In fact, some of the best learning comes out of discussion following good questions.
• Working together in groups has many advantages, and I encourage such a practice. Meeting with others is an effective way of making sure that you are doing an exercise correctly, of checking the accuracy of your calculations in exercises, and of developing an outline for your analytical write-ups in exercises. It may also help you in studying for the exams. Working in groups does NOT mean copying someone else’s material, which is immoral and also illegal according to university regulations. You should review the sections on academic dishonesty and plagiarism provided in your handbook Student Rights and Responsibilities, and talk with me if you have any questions about appropriate conduct.
• We will be covering some "personal" issues in this class, such as stereotypes, discrimination, homosexuality, euthanasia, abortion and... uh, general baby-making procedures. You should never feel obligated to talk about such issues in class. I will rarely if ever take a stance on debatable issues, but I encourage you to voice your opinions and evaluate your positions. I will respect any and all viewpoints, and I ask that you too respect other’s viewpoints. I hope that we can feel comfortable in being open during our discussions. If you feel discomfort from ANYTHING covered in class, please talk with me immediately so that I (and we as a class) won’t continue to offend you and others.
• In addition to scheduled office hours, I welcome you to contact me at any other time if you have questions, if you need help, or if you simply want to talk.
• Finally, if you have a disability or ‘situation’ that may somehow affect your class performance, please schedule a meeting with me so that accommodations can be made.
APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health __________________________ Date _______________________

Department/Division offering course __________________________

2. Proposed designation and Bulletin description of this course Qualitative Gerontology

   a. Prefix and Number GRN 651
   b. Title* Qualitative Gerontology

   *NOTE: If the title is longer than 24 characters (including spaces), write
   A sensible title (not exceeding 24 characters) for use on transcripts __________________________

   c. Lecture/Discussion hours per week 3
   d. Laboratory hours per week 0

   e. Studio hours per week 0
   f. Credits 3

   g. Course description

   This course (1) critically evaluates different qualitative epistemologies including biography, phenomenology, grounded theory, ethnography and the case study; (2) assesses the value of alternative qualitative methodologies for gaining deeper understanding of the experience of elders; (3) explores practical issues in employing such methodologies; and (4) provides opportunities for participants to engage in different styles of qualitative research.

   h. Prerequisites (if any)

   Graduate Standing __________________________

   i. May be repeated to a maximum of __________________________ (if applicable)

4. To be cross-listed as

   __________________________ Prefix and Number __________________________ Signature, Chairman, cross-listing department

5. Effective Date Spring 2008 (semester and year)

6. Course to be offered Fall X Spring □ Summer

7. Will the course be offered each year? □ Yes X No (Explain if not annually)

   Because this is a graduate course with a targeted audience and is an option within a required curriculum, it will be offered at least once every two years

8. Why is this course needed?

   As part of the process of enriching its curriculum in parallel with the development of this field, Gerontology will be making this qualitative methods course one of the options for doctoral students who will be required to take two out of three advanced methodology courses.

9. a. By whom will the course be taught? Dr. Graham D. Rowles; Dr. John F. Watkins
b. Are facilities for teaching the course now available?  
If not, what plans have been made for providing them?  

X Yes  ☐ No

APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated?  
10-15

11. Will this course serve students in the Department primarily?  
X Yes  ☐ No

Will it be of service to a significant number of students outside the Department?  
X Yes  ☐ No

This course is likely to attract students in a gerontology track that is being developed in the MPH in Public Health as well as students from graduate programs throughout the University with an interest in learning about and undertaking qualitative research. In addition, it will be an option for students completing the Graduate Certificate in Gerontology.

Will the course serve as a University Studies Program course?  
☐ Yes  X No

If yes, under what Area?

12. Check the category most applicable to this course

☐ traditional; offered in corresponding departments elsewhere;  
X relatively new, now being widely established  
☐ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?  
X Yes  ☐ No

14. Is this course part of a proposed new program?  
If yes, which?  
☐ Yes  X No

15. Will adding this course change the degree requirements in one or more programs?*  
X Yes  ☐ No

If yes, explain the change(s) below

As part of the process of refining the requirements for the Ph.D in Gerontology, this course will become one of three advanced methodology courses from which students will be required to complete two.

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

18. Within the Department, who should be contacted for further information about the proposed course?
*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
20. Signatures to report approvals:

**DATE of Approval by Department Faculty**

2-20-08

[Signature]

**DATE of Approval by College Faculty**

2-20-08

[Signature]

* **DATE of Approval by Undergraduate Council**

2/21/08

[Signature]

* **DATE of Approval by Graduate Council**

[Signature]

* **DATE of Approval by Health Care Colleges Council (HCCC)**

[Signature]

* **DATE of Approval by Senate Council**

[Signature]

* **DATE of Approval by University Senate**

[Signature]

*If applicable, as provided by the University Senate Rules. ([http://www.uky.edu/USC/New/RulesandRegulationsMain.htm](http://www.uky.edu/USC/New/RulesandRegulationsMain.htm))
GERONTOLOGY 651

QUALITATIVE GERONTOLOGY
(Taught as Pilot Special Topics Course GRN 770 in SPRING 2006)

Class Meetings: Tuesdays: 1:00-3:45 PM (HSB 304E)

Instructor: Graham D. Rowles, Ph.D.

Office: Graduate Center for Gerontology
303B Health Sciences Building
Tel: 257-1450 Ext. 80145
E-mail: growl2@uky.edu

Office Hours: By appointment at almost any time during business hours (call or e-mail me to confirm that I am available or to schedule a meeting).

OUTLINE

The value of qualitative approaches to research is now widely accepted. This three credit course will critically evaluate a variety of qualitative methodologies and provide a context for participants to explore their own potential use of such methodologies. Particular emphasis will be placed on: (1) appraising different qualitative epistemologies including biography, phenomenology, grounded theory, ethnography and the case study; (2) assessing the value of alternative qualitative methodologies for gaining deeper understanding of the experience of elders; (3) exploring practical issues in employing such methodologies; and (4) providing opportunities to engage in different styles of qualitative research. At the outset, it should be emphasized that there is no correct way to undertake qualitative research. Rather, qualitative research is an attitude and a perspective on the nature of experience and the manner in which it is revealed to us. Emphasis throughout the course will be on learning through a blending of critical reading and experiential exercises in a manner that will allow participants to assess the potential value of using such approaches as a component of their own methodological repertoire.

COURSE OBJECTIVES

The objectives of this course are:

(1) To provide an introduction to basic premises and philosophical foundations of qualitative research focusing on five traditions: biography, phenomenology, grounded theory, ethnography and the case study;
(2) To critically assess the uses, strengths and weaknesses of selected qualitative research methods including various forms of participant observation, different types of life history/life course analysis; alternative in-depth interviewing strategies; and diverse modes of interpretive research using secondary sources (e.g. personal journals, diaries, literature, photography, and the media);

(3) To provide participants with hands on experience at conducting different forms of qualitative research;

(4) To assess the role of qualitative methods as a component of mixed method research;

(5) To develop an understanding of contemporary philosophical, pragmatic and ethical dilemmas in conducting qualitative research, placing particular emphasis on the use of qualitative research with elders; and

(6) To provide a context for participants to explore the potential use of qualitative research in their own research and in thesis and dissertation projects.

REQUIREMENTS

1. Issue Statements (30% of Grade)

You are required to prepare a series of typed issue statements. These will involve a few paragraphs—**and no more than 2 pages!**—that identify 2-3 key issues or questions provoked by your critical assessment of each week’s readings. **Please spend some time pondering the issues you wish to have us discuss.** Superficial questions suggesting that you have barely skimmed the readings are not acceptable. I am expecting a high level of discourse to result from these statements. You should bring your typed statement to the class each week and be prepared to discuss it with the group as a component of our critical assessment of the readings. You are expected to present your own perspective on each issue you present. Each issue statement will be collected at the end of the class, reviewed by the instructor, and returned to you. Issue statements, a total of six (6) in all, will be due on January 24, January 31, February 7, February 14, February 21, and March 7. Each issue statement is worth 5 points.

2. Out of Class Assignments (30% of Grade)

There will be two out-of-class assignments.

   (a) Participant Observation Exercise (15 points)

   (b) In-depth Interview Exercise (15 points)
3. **Resource Paper** (30% of Grade)

As a major focus of the course, you are required to undertake an in-depth study and critical assessment of the literature and current status of research on a specific qualitative methodology or issue. Options here might include: conducting focus groups; the use of key informants; interviewing older people; case study research; personal journals; participatory action research; ethical dilemmas in qualitative research; reflexivity in qualitative research. Each member of the class is expected to select a different methodology, topical theme or issue and must gain approval for his or her selection from me prior to proceeding. The method or issue must be one not covered in the class sessions that are scheduled prior to spring break (see below).

You are asked to:

(a) draft a 10 page resource paper that:
   (i) describes the method or issue,
   (ii) considers the strengths and weaknesses of the method or presents different facets of the issue,
   (iii) provides examples of the use of the method or manifestations of the qualitative issue,
   (iv) critically assesses the value of the method as an approach to inquiry in gerontology or, in the case of a specific issue, its potential for resolution (15 points);

(b) compile a bibliography (with brief—no more than one or two sentences—annotation) comprising what you consider to be the most important works on the use of the method or discussion of the issue (1-3 pages) to be attached to the resource paper (5 points);

(c) lead a class session on your chosen methodology or issue (10 points). In preparation for this session, one week prior to the session, you are required to provide each participant with two or three key readings on your topic (to be discussed during the class) as well as a draft copy of your resource paper; and

(d) submit a final revised version of your resource paper, incorporating insights from your class session, to me by Friday April 28, 2006.

4. **Participation** (10% of Grade)

Expectations of participants are high. I presume that you have a genuine interest in exploring the domain of qualitative research and are attuned to the need to maximize what you obtain from the course. It is assumed that you will complete the following activities as a component of your participation in the course.

(a) Attend and **fully participate** in class.
(b) Complete all assignments in timely manner.

**READINGS**

1. **Texts:**

Rowles, G.D. & Schoenberg, N.E. (Eds.). (2002). *Qualitative Gerontology: A Contemporary Perspective* (Second Edition) New York, NY: Springer Publishing Company. (You will be e-mailed copies of all relevant chapters as I own the copyright, so there is no need to purchase this book.)


2. Copies of supplementary readings for the course will be made available by the instructor or by other course participants for sessions they will be leading. Additional readings may be added from time to time. A preliminary list of readings for the course is included in the schedule.

**SCHEDULE**

**Format:** Each class session will be divided into two parts with a short break between each part. In most cases, different material will be covered in each portion of the class. For example, the first segment of the course might consist of a discussion of the literature read by participants. This might be followed by a presentation on a particular theme or issue (e.g. sampling in qualitative research) during the second segment of the session. Some of these topics will be selected by the class during preliminary meetings.

**January 17**  
**Introduction:**  
**The Essence of Qualitative Research**

**January 24**  
**Contemporary Issues in Qualitative Research**

**Issues Statement 1 is Due**

**Readings:** Required


January 31  “Being There”: Perspectives on Participant Observation

*Participant Observation Exercise is Due*
*Issues Statement 2 is Due*

**Readings: Required**


**Readings:** Recommended Additional Sources


February 7  Engagement of the Self on the Participant-Observer Continuum* and “Telling Stories”: The Study of Lives

*Issues Statement 3 is Due*
**Guest: John F. Watkins**

**Readings: Required**


**Readings: Recommended Additional Sources**

February 14  

**“Lets Talk”: In-Depth Interviews and Clinical Interviews**

**Issues Statement 4 is Due**

**Guest: Amy Hosier**

**Readings: Required**

**Readings: Recommended Additional Sources**


February 21  “Let’s Discuss This”: Focus Groups and Sampling in Qualitative Research

Issue Statement 5 is Due

Readings: Required


Readings: Recommended Additional Sources

February 28  “Involving the Community”: Participatory Action Research and The Role of Context in Qualitative Research

Guest: Laura Stephenson

Readings: Required

Readings: Recommended Additional Sources


Interview Exercise is Due

Issue Statement 6 is Due
Readings: Required


Readings: Recommended Additional Sources

March 14 NO CLASS: SPRING BREAK

March 21 “Counting and Recounting”: Perspective on Mixed Method Research and Issues in Coding Qualitative Information

Readings: Required


Readings: Recommended Additional Sources
March 28  “Immersion”: Ethnography and Verification: How do we know it is “True”?

**Readings:** Required

**Readings:** Recommended Additional Sources

April 4    NO CLASS: Southern Gerontological Society

April 11  **Presentation 1**  **Readings**  To be assigned by class member

April 18  **Presentation 2**  **Readings**  To be assigned by class member

April 25  **Presentation 3**  **Readings**  To be assigned by class member

**Course Summary:** “Just Doing It”: Integration-- a Conversation

*Final copy of Resource Paper is Due*

**THIS OUTLINE IS SUBJECT TO ADJUSTMENT AS THE COURSE PROCEEDS**

**Notes:** If you are disabled in any way, and/or feel that there is anything I need to know that might improve your learning environment in this class, please contact me by e-mail, telephone or in person.

*Topics in italics are student selected sessions.*
APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health _____________________________ Date _____________________________
   Department/Division offering course Gerontology _____________________________

2. Proposed designation and Bulletin description of this course
   a. Prefix and Number GRN 653
   b. Title Laboratory Research in Gerontology
   *NOTE: If the title is longer than 24 characters (including spaces), write
   A sensible title (not exceeding 24 characters) for use on transcripts _____________________________
   c. Lecture/Discussion hours per week 0
   d. Laboratory hours per week 15
   e. Studio hours per week 0
   f. Credits 3
   g. Course description
      Students will be exposed to current biomedical techniques by conducting supervised research in a laboratory setting.
   h. Prerequisites (if any)
      Permission of instructor
   i. May be repeated to a maximum of 1 times _____________________________ (if applicable)

4. To be cross-listed as
   Prefix and Number _____________________________
   Signature, Chairman, cross-listing department _____________________________

5. Effective Date Fall 2007 _____________________________ (semester and year)

6. Course to be offered ☒ Fall ☒ Spring ☒ Summer

7. Will the course be offered each year? ☒ Yes ☐ No
   (Explain if not annually)

8. Why is this course needed?
   Needed to provide hands-on experience in a research setting that is directly applicable to a candidates research goals.

9. a. By whom will the course be taught? Rodney Guttmann, PhD
   b. Are facilities for teaching the course now available?
      If not, what plans have been made for providing them?
      ☒ Yes ☐ No
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 3 per semester

11. Will this course serve students in the Department primarily? ☒ Yes ☐ No
   Will it be of service to a significant number of students outside the Department?
   If so, explain.
   ☐ Yes ☒ No

Will the course serve as a University Studies Program course? ☐ Yes ☒ No
If yes, under what Area?

12. Check the category most applicable to this course
   ☒ traditional; offered in corresponding departments elsewhere;
   ☐ relatively new, now being widely established
   ☐ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? ☒ Yes ☐ No

14. Is this course part of a proposed new program:
   If yes, which? ☐ Yes ☒ No

15. Will adding this course change the degree requirements in one or more programs?* ☐ Yes ☒ No
   If yes, explain the change(s) below

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. ☐ Check here if 100-200.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. ☐ Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?
   Name  John Watkins
   Phone Extension  7-1450 x80240

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
20. Signatures to report approvals:

- **DATE of Approval by Department Faculty**: 2-20-08  
  GRAHAM D. ROWLES  
  printed name: Reported by Department Chair

- **DATE of Approval by College Faculty**: 2-20-08  
  LINDA A. ALEXANDER  
  printed name: Reported by College Dean

- **DATE of Approval by Undergraduate Council**:  
  printed name: Reported by Undergraduate Council Chair

- **DATE of Approval by Graduate Council**: 2/21/08  
  HEIDI ANDERSON  
  printed name: Reported by Graduate Council Chair

- **DATE of Approval by Health Care Colleges Council (HCCC)**:  
  printed name: Reported by Health Care Colleges Council Chair

- **DATE of Approval by Senate Council**:  
  Reported by Office of the Senate Council

- **DATE of Approval by University Senate**:  
  Reported by Office of the Senate Council

*If applicable, as provided by the University Senate Rules. ([http://www.uky.edu/USC/New/RulesandRegulationsMain.htm](http://www.uky.edu/USC/New/RulesandRegulationsMain.htm))
SYLLABUS – Laboratory Research in Gerontology

GRN 653

INSTRUCTOR: Rodney Guttmann, Ph.D.
University of Kentucky
Center on Aging
800 S Limestone Street
Room 305 Sanders-Brown
Lexington KY 40536
(phone) 859-257-1412 x275
(fax) 859-257-9479
(email) rodneyg@uky.edu


Course Description

This course will expose students to a variety of modern techniques used in biomedical research with an emphasis on those experimental paradigms related to aging and age-related disorders.

Learning Objectives

After completing this course, students should have gained:
- A general knowledge various biochemical methods
- An understanding of how to select the appropriate analytical method
- An ability to safely use various research equipment

Course Outline

I. Introduction (week 1) – Tools of the trade (Discussion and overview of the various biomedical research tools)

II. General safety and animal handling (week 2)

II. Building of Lab skills (weeks – 3-15)
   A. Sample preparation and gel electrophoresis – Western blotting
   B. Aseptic techniques and cell culture
   C. Animal handling and primary cell culture
   D. Molecular biology – PCR/ site-directed mutageneration, restriction enzymes
   E. Microscopy
   F. Protein purification
   G. Pharmacology and enzyme kinetics
   H. Imaging and analysis
   I. Using human tissue


NOTES ON GRADING

Graduate performance in this class will be evaluated from the following:

- Five to Six exercises @ 7-12% each...... 50%
- One final paper @ 50% .................... 50% = 100%

Final grades will be based on a ten-point scale, i.e., 90-100%=A, 80-89%=B, etc. Both exams, will be comprised of short answer and calculation/evaluation questions, and perhaps a few brief essays. The final will be comprehensive. The exercises, to be assigned in class, will provide the opportunity to work with real data, and will involve fundamental calculations and almost always some written evaluation and discussion of your findings. These assignments will vary in length and rigor, and will generally be due from two days to a week following the meeting in which they are assigned.

EXERCISES

Accuracy in calculations is important, and you should make a habit of checking your results for any errors. Bad numbers are the easiest way to lose points on exercises. Effective communication is also important. In this vein, you should ensure that every exercise handed in is neat in appearance, well organized, and complete. Any text within exercises should be typed. All exercises MUST be handed in on time. No exceptions if you want full credit. A ten point reduction will be assessed if an assignment is handed in between 5:00pm of the due date and 5:00pm of the next class day. Beyond that, no submissions will be accepted. MEET YOUR DEADLINES.

Admission to a graduate program suggests a desire to develop scholarly abilities beyond those found among the general undergraduate level. The final paper, required of all graduate students in the class, is intended to help such development. This paper should demonstrate an effective combination of analytical skills (including the collection, organization, and analysis of data using appropriate methods) and critical thinking skills (including a critical survey of appropriate scholarly literature and effective employment of theory). Students should meet individually with me during the first three weeks of class to discuss and focus the paper topic. A detailed outline/prospectus of the paper is due by the mid-term date, and the final copy of the paper is due during the last week of class. Students are encouraged to submit drafts of their work at any time for my review and commentary, and to meet with me at any time to discuss any element of the paper.

GENERAL POLICY

- You will be required to have a Hepatitis B vaccination
- You will be required to pass chemical, animal handling and biosafety courses made available through the University
- Please keep up with the class readings and attendance; I do not assign incompletes.
- If for some reason you cannot make it to class, call me ahead of time so that arrangements can be made. BE RESPONSIBLE!
- Make-up tests or exercises will be allowed only if I am contacted before the class meeting that is to be missed, or if I am contacted within 1 week following the absence in cases defined as "excused" in Section V (SR&R).
- I encourage free discussion, and welcome your experiences, thoughts, and impressions.
- You should review the sections on academic dishonesty and plagiarism provided in your handbook Student Rights and Responsibilities.
- In addition to scheduled office hours, I welcome you to contact me at any other time if you have questions, if you need help, or if you simply want to talk.
- Finally, if you have a disability or ‘situation’ that may somehow affect your class performance, please schedule a meeting with me so that accommodations can be made.
APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health ____________________________ Date ____________________________

Department/Division offering course Gerontology ____________________________

2. Proposed designation and Bulletin description of this course

   a. Prefix and Number GRN 656
   b. Title* Integrative Studies in Gerontology
   *NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts ____________________________

   c. Lecture/Discussion hours per week 3
   d. Laboratory hours per week 0

   e. Studio hours per week 0
   f. Credits 3

   g. Course description

   This seminar is designed to provide gerontology doctoral students the opportunity to place individual dissertation topics within the broader field of gerontology, and to broaden the authority with which the students engage in their dissertation work. Although work will largely be independently driven, frequent class meetings provide ongoing feedback from the group on progress and allow all participants to learn from each other's work.

   h. Prerequisites (if any)

   Completion of gerontology core requirements ____________________________

   i. May be repeated to a maximum of 1 (if applicable) ____________________________

4. To be cross-listed as

   Prefix and Number ____________________________
   Signature, Chairman, cross-listing department ____________________________

5. Effective Date Fall 2007 (semester and year)

6. Course to be offered [ ] Fall [x] Spring [ ] Summer

7. Will the course be offered each year? [x] Yes [ ] No (Explain if not annually) ____________________________

8. Why is this course needed? This seminar is intended to focus on further developing holistic and integrative thinking skills. ____________________________

9. a. By whom will the course be taught? Dr. John Watkins

   b. Are facilities for teaching the course now available? [x] Yes [ ] No

   If not, what plans have been made for providing them? ____________________________
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? ____________________________________________

11. Will this course serve students in the Department primarily? ☐ Yes ☐ No
Will it be of service to a significant number of students outside the Department?
If so, explain. ☐ Yes ☐ No

Will the course serve as a University Studies Program course? ☐ Yes ☐ No
If yes, under what Area? ____________________________________________

12. Check the category most applicable to this course

☐ traditional; offered in corresponding departments elsewhere;
☐ relatively new, now being widely established
☒ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? ☐ Yes ☐ No

14. Is this course part of a proposed new program:
If yes, which? ☐ Yes ☐ No

15. Will adding this course change the degree requirements in one or more programs?* ☐ Yes ☐ No
If yes, explain the change(s) below ____________________________________________

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. ☐ Check here if 100-200.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. ☐ Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?
Name: John Watkins Phone Extension: 7-1450 x80240

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
20. Signatures to report approvals:

**DATE of Approval by Department Faculty**

2-20-08

* DATE of Approval by College Faculty

2-20-08

* DATE of Approval by Undergraduate Council

* DATE of Approval by Graduate Council

2/21/08

* DATE of Approval by Health Care Colleges Council (HCCC)

* DATE of Approval by Senate Council

* DATE of Approval by University Senate

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*If applicable, as provided by the University Senate Rules. ([http://www.uky.edu/USC/New/RulesandRegulationsMain.htm](http://www.uky.edu/USC/New/RulesandRegulationsMain.htm))
GRN 656: INTEGRATIVE SEMINAR IN GERONTOLOGY

Course Director: Dr. John F. Watkins

Office: Gerontology
306E Health Sciences Bldg.
Office: 257-1450, ext. 80240
Email: geg173@uky.edu

A. COURSE RATIONALE

The field of gerontology, in the purest sense, represents an interdisciplinary endeavor. Indeed, we cannot fully understand the process, situations, and consequences of human aging and being old without adopting a holistic perspective in our studies, research, and professional actions. It is this holistic focus that underscores the philosophy of our program at the University of Kentucky. The first core seminar, *A Study of the Older Person*, sought to unpack and critique an array of disciplinary approaches to aging studies. The second seminar, *Aging and Adjustment*, emphasized the repacking and integration of disciplinary perspectives using an issue-based approach. Could we cover all disciplines, or all issues? No, and any attempt to do so would be folly. What we have attempted to do is to evoke and develop a specific way of thinking—a holistic and critical way of thinking—that allows you to immediately seek, recognize, and assess interdisciplinary linkages. The clearest benefit of this skill is the element of intellectual strength that provides a foundation in the design and conduct of meaningful research, and/or in the useful application of knowledge in service to an aging population.

PREREQUISITES

GRN 600, 612, 620, 650, and student status in the Ph.D. Program in Gerontology. Students should have chosen a formal advisor and should have clearly identified a research area for the dissertation.

B. COURSE GOALS

- To allow students the opportunity to place individual dissertation topics within the broader field of gerontology, and to broaden the authority with which students engage in their dissertation work.
- To further develop holistic perspectives.
- To further develop critical thinking skills.
- To provide a venue for focusing both the areas of qualifying exams and the dissertation research.

C. COURSE CONTENT

Specific content will depend solely on the research areas identified by the student participants.
D. INSTRUCTIONAL STRATEGIES

Student activities during the first half of the semester will dominantly be directed toward building a substantial bibliography on the general dissertation topic. The student bibliographies will then serve as the basis for class presentations and discussion, and for integrative papers. Bibliographies developed by each student will be distributed to all other students in the seminar. The strategy is to purposively expand, beyond what would be called for in the dissertation itself, coverage of the disciplinary perspectives toward the dissertation topics. This expansion will necessarily include a broadened array of theoretical and methodological approaches.

E. INSTRUCTIONAL RESOURCES

Resources, and particularly readings, will solely be determined by student research areas.

F. ASSESSMENT AND EVALUATION

Student grades in this seminar will be based on instructor evaluation of the following products and associated weights.

- Statement of Dissertation Topic and Preliminary Determination of Gerontological Context……… 10%
- Mid-term Integrative Paper Draft…………………………………… 30%
- Final Integrative Paper………………………………………. 50%
- In-class presentation……………………………………….. 10% / 100%

Students will be assigned final seminar grades according to the following scale: 90-100%=A; 80-89.9%= B; 70-79.9%=C; Below 70%=E. Performance of each product will be judged on a 100-point scale. Late submission of any product will result in a 10-point reduction in the product score for every business day beyond the stated deadline. No incompletes will be assigned as a final grade for this class. The ONLY exception to either the late submission or the incomplete policy will be in cases supported by documented evidence of excused absences as set forth by the university’s Student Rights and Responsibilities.

More About the Statement…

The first order of business will be to identify and clearly express your anticipated dissertation topic and research approach, with as much focus as can be determined at this stage. Depending on how far you have progressed, you may need to be doing some heavy thinking during the first few weeks to determine your topic with appropriate focus, and to arrive at what you think would be the theoretical and methodological approaches you intend to employ. A highly detailed document is not required. Rather a fairly generalized statement of about a page or so should suffice.

The second element of this statement should be an initial assessment, listing, and brief discussion of “alternative perspectives and approaches” toward your general topic other than what you expect in your dissertation. See the attached Schedule of Events for the submission deadline of this statement. You should be prepared to discuss this statement in class.

More About the Mid-term and Final Paper

As mentioned above, your activities during the first half-ish of the semester will deal with the compilation of a “holistic” bibliography, along with the reading and critical summary of each work listed
in the bibliography. Your search for literature will be guided by your preliminary statement, although you constantly may be refining the listing of alternative perspectives and approaches.

The mid-term paper draft will include your written summaries of the literature covered. The paper should demonstrate a logical organization of approaches, should begin to illustrate explicit linkages drawn between approaches, and should have the current reference list. I anticipate at least 30 pages of writing for an adequate mid-term submission, the deadline of which is listed in the attached schedule.

The final integrative paper is a refined and expanded revision of the mid-term paper. You will have by the latter part of the semester the benefits of critical class discussion and instructor observations of the mid-term paper, plus additional searching for and reading of relevant literature. Assessment of this final paper, which may be quite lengthy, will be based on the demonstrated scope and understanding of your “gerontological view” of the dissertation topic, the ability to identify and effectively express conceptual and practical linkages in the literature, and the success of composing a well organized and readable final product. This product’s submission deadline is (again) shown in the attached schedule.

More About the Presentation

During the third-to-last and second-to-last class meetings, each seminar participant will have a 40-minute-ish period to present and lead discussion on her/his efforts. I recommend that about 30 minutes be spent presenting the general dissertation topic and the expanded directions that have been taken, with the remaining time spent in discussion. Each student should distribute, via email attachment and no later than two days before the presentation, a 1-2 page outline of the presentation and the complete reference list of the mid-term paper to the instructor and all seminar participants. Evaluation of this presentation will consider evidence of preparation, ability to convey material in a way that is accessible to a general but scholarly audience, and ability to establish useful discussion among participants. I have pre-scheduled all students, as shown on the attached page.

Seminar Organization, Conduct, and Expectations

As the schedule of events suggests, we will not be meeting each week. Room HS304E may, however, be reserved each week if you wish, and smaller groups or the whole collective should feel free to use the room as needed during the scheduled time. I am happy to be part of any and all meetings you might wish to have during our “off” days. Please do not underestimate the value of ad hoc meetings!

Any meetings, either scheduled or ad hoc in nature, will follow an open forum format to the extent warranted by the tasks that need to be accomplished. We represent a highly diverse group, and I ask that you respect this diversity.

Regarding expectations, they are in keeping with your status as Ph.D. students.
• You should be at all scheduled class meetings. Absences will only be excused according to guidelines set forth in Student Rights and Responsibilities.
• You should demonstrate a high level of responsibility and commitment toward this seminar, and by extension toward your progress in the program and your support of colleagues.
• You should demonstrate high standards of academic honesty and ethics regarding your use of published literature and any other scholarly resources.
• You should exhibit a working knowledge of the English language and commensurate writing skills, and you should effectively follow APA format standards in all written work.
Miscellaneous Other Stuff

- I am available for assistance at virtually any time. Please feel free to contact me as needed for assistance, or to just hash through ideas.
- I strongly encourage you to make immediate contact with your advisor, and maybe even some committee members. Such folks may offer valuable direction as you compose your initial statement, and as you progress through the semester. If you do not yet have an advisor and formal committee, then it should be your goal this semester to identify such faculty.
- Keep in mind that this seminar offers an appropriate venue not only for further developing your dissertation ideas, but for qualifying exam preparation. Although I will offer any assistance I can along these lines, your advisory committee is the central guiding body and should be consulted as needed.
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<tr>
<th>Week</th>
<th>Agenda/Notes</th>
<th>Date &amp; Time</th>
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<tr>
<td>1</td>
<td>Introductions and administrivia</td>
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<td>2</td>
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<td>3</td>
<td>Preliminary Statements Due;</td>
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<td>Progress Updates and Discussion</td>
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<td><strong>Mid-Term Paper Due by 4:00PM</strong></td>
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<td><strong>Final Papers Due by 4:00PM</strong></td>
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APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health Date 12/1/06
   Department/Division offering course Gerontology

2. Proposed designation and Bulletin description of this course
   a. Prefix and Number GRN 704
   b. Title* Mental Health and Aging
      *NOTE: If the title is longer than 24 characters (including spaces), write
      A sensible title (not exceeding 24 characters) for use on transcripts
   c. Lecture/Discussion hours per week 3
   d. Laboratory hours per week 0
   e. Studio hours per week 0
   f. Credits 3
   g. Course description
      The aim of this class is to provide some breadth and selected depth in the area of Mental Health and Aging, aimed at nonclinical graduate students. Various psychiatric syndromes will be evaluated in lectures and throughout the readings in relation to prevalence, assessment, etiology, and treatment in reference to research in older adults.
   h. Prerequisites (if any)
      none
   i. May be repeated to a maximum of __________________________ (if applicable)

4. To be cross-listed as
   Prefix and Number __________________________
   Signature, Chairman, cross-listing department

5. Effective Date Spring 2008 (semester and year)

6. Course to be offered
   ☐ Fall ☒ Spring ☐ Summer

7. Will the course be offered each year?
   ☐ Yes ☒ No
   (Explain if not annually)
   Rotated with an alternative Mental Health substantive course. Contingent on faculty resources.

8. Why is this course needed?
   Currently a gap exists in course offerings in this area.

9. a. By whom will the course be taught? Faika Zanjani
   b. Are facilities for teaching the course now available?
      ☒ Yes ☐ No
      If not, what plans have been made for providing them?
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? ____________

11. Will this course serve students in the Department primarily? □ Yes □ No

Will it be of service to a significant number of students outside the Department? □ Yes □ No

If so, explain.

This course will provide substantive research-based knowledge in the area of mental health and substance abuse, within a Gerontological research-application viewpoint. The university community as a whole will benefit academically by being able to offer a clinically relevant course in this area, targeted at non-clinical graduate students that can enhance their cumulative knowledge about the multiple facets of health.

12. Check the category most applicable to this course

□ traditional; offered in corresponding departments elsewhere;

□ relatively new, now being widely established

□ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? □ Yes □ No

14. Is this course part of a proposed new program: If yes, which? □ Yes □ No

15. Will adding this course change the degree requirements in one or more programs?* □ Yes □ No

If yes, explain the change(s) below

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. □ Check here if 100-200.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. □ Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?

Name Faika Zanjani Phone Extension 859-257-1750 x80195

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
20. Signatures to report approvals:

2-20-08
DATE of Approval by Department Faculty

2-20-08
DATE of Approval by College Faculty

* DATE of Approval by Undergraduate Council

* DATE of Approval by Graduate Council

2/21/08
* DATE of Approval by Health Care Colleges Council (HCCC)

* DATE of Approval by Senate Council

* DATE of Approval by University Senate

*If applicable, as provided by the University Senate Rules. (http://www.uky.edu/USC/New/RulesandRegulationsMain.htm)
Class: Mental Health and Aging (GRN 704)
Spring 2007
Tuesdays 10:00am—12:45pm

Instructor:
Faika Zanjani
University of Kentucky-Gerontology Department
306B Wethington Health Sciences Building
900 South Limestone
Lexington, KY 40536-0200
Telephone: (859) 257-1450 x80195
FAX: (859) 323-5747
e-mail: f.zanjani@uky.edu

Office Hours:
By appointment

Course Description:
The aim of this class is to achieve some breadth and selected depth in the area of Mental Health and Aging. Various psychiatric syndromes will be evaluated in lectures and throughout the readings in relation to prevalence, assessment, etiology, and treatment in reference to the older adult. Further, the class is designed to apply basic concepts of Mental Health and Aging to the research, clinical, and policy realms by using external sources for application. Through practical assessment, students will have knowledge and able to recognize the symptomology of select psychiatric syndromes. A concluding group project is structured to enable students to apply their learning into areas of self interest.

Required Texts:
TBA Journal Articles

Recommended Texts:
Diagnostic and Statistical Manual of Mental Disorders, 4th Edition.

Online Resources:
NIMH http://www.nimh.nih.gov/
NIA http://www.nia.nih.gov/
CDC http://www.cdc.gov/
SAMHSA http://www.samhsa.gov/
NIH Forms and Applications http://grants1.nih.gov/grants/forms.htm
Course Aims:
1. Understand varying Mental Health Diagnoses and how they may vary in old age.
2. Be able to adapt them to your area of interest.
3. Be able to critically analyze Mental Health and Aging research.
4. Understand the biological, psychological, social, behavioral relationships.
5. Be familiar with common methods to assess varying Mental Health Diagnoses.

Methods to Achieve Aims:
1. Analyze selected scientific readings.
2. Class lectures on Clinical and Health Research Perspectives
3. Lead extended group discussions on at least one alternate area (e.g. policy, community, cellular, institutional) of Mental Health and Aging.
4. Carry out Mental Health assessment.
5. Developing a Grant Proposal in the area of Mental Health and Aging.
6. Understand community status of Mental Health conditions in the Media and Science (NIH “Program Announcements (PAs)” and “Request for Proposals (RFAs)”)

Assignments/Grading:
Leading a Class Discussion—20% (100 points)
¼ of the grade will be based on the pre-class meeting with Instructor.
Due Date: The corresponding class period; determined by the class that you volunteer to lead.

Reflective Writing—20% (100 points)
Due Date: Every class period (each worth 8-points, opportunity of earning 20-bonus points if all 15 completed with high-quality)

Grant Proposal—20% (100 points)
Due Date: March 27th, 2007

Proposal Constructive-Critique—20% (100 points)
½ of the grade will be based on class participation during the review.
Due Date: April 10th, 2007

Proposal Presentation—20% (100 points)
** Only one project can be funded, the project that the class decides to fund will be awarded 10 bonus points.

Final Grade (500 total points)
A   (450—500+)
B   (400—449)
C   (350—399)
E   (330 or below)

** Normative rounding rules will be applied when necessary.
Class Format:
1. Reflective Writing
2. Class Leader Component
3. Diagnosis/Assessment
4. Treatment Options
5. Discussion on Dynamic Attributes/Consequences of Condition

Policies

Attendance: Class attendance will be monitored through Reflective Writings, with the opportunity of earning bonus points.

Late Assignments: It is expected that all assignments will be completed and given to the instructors on the date that they are due. Late assignments will be penalized up to 10% for each day after the assigned due date. There will be no late or makeup for the reflective writing assignments.

Academic Honesty: PLAGIARISM and CHEATING are serious academic offenses. The minimum penalty for those academic offenses is final grade E in the course. The University regulations pertaining to this matter can be found at http://www.uky.edu/StudentAffairs/Code/
Class Schedule:

January 10 - Wednesday - First day of classes
January 15 - Monday - Martin Luther King Birthday - Academic Holiday

Week 1: Tuesday, January 16, 2007
Introduction
Syllabus
Sign-Ups
Context of Mental Health and Aging
Basic Science of Geriatric Psychiatry
Epidemiology
Readings:

Week 2: Tuesday, January 23, 2007
Psychiatric Evaluation
Readings:

Week 3: Tuesday, January 30, 2007
Mood Disorders
Readings:

Week 4: Tuesday, February 6, 2007
Anxiety-Panic Disorders
Readings:

Week 5: Tuesday, February 13, 2007
Schizophrenia and Paranoid Disorders
Readings:

Week 6: Tuesday, February 20, 2007
Suicide
Readings:

Week 7: Tuesday, February 27, 2007
Personality, Somatoform, Sexual Disorders
Readings:

Week 8: Tuesday, March 6, 2007
Addictions
Readings:

March 12-17 - Monday through Saturday - Spring Vacation - Academic Holidays

Week 9: Tuesday, March 20, 2007
Movement/Sleep and Circadian Rhythm Disorders
Readings:
Chapter 11-12

**Week 10: Tuesday, March 27, 2007**
Cognitive Disorders
Readings:

**Week 11: Tuesday, April 3, 2007**
Bereavement & Adjustment, Agitation & Suspiciousness Disorders
Readings:

**Week 12: Tuesday, April 10, 2007**
Treatments
Readings:

**Week 13: Tuesday, April 17, 2007**
Presentations/Reviews

**Week 14: Tuesday, April 24, 2007 (Last Class)**
Presentations/Reviews

**Week 15: Tuesday, May 1, 2007 (Final Exam Period)**
Presentations/Reviews
APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health ___________________________ Date 1/22/07
   Department/Division offering course Gerontology ___________________________

2. Proposed designation and Bulletin description of this course
   a. Prefix and Number GRN 705
   b. Title* Cognitive Aging
      *NOTE: If the title is longer than 24 characters (including spaces), write
      A sensible title (not exceeding 24 characters) for use on transcripts
   c. Lecture/Discussion hours per week 3
   d. Laboratory hours per week 0
   e. Studio hours per week 0
   f. Credits 3
   g. Course description
      This is a graduate level seminar on cognitive aging. Topics to be addressed include theories of aging, memory, sensation, and perception, attention, language, social cognition, intelligence, decision-making, and dementia.
   h. Prerequisites (if any)
      None
   i. May be repeated to a maximum of 1

4. To be cross-listed as
   Prefix and Number ___________________________ Signature, Chairman, cross-listing department

5. Effective Date Spring, 2008 (semester and year)

6. Course to be offered
   ☑ Fall   ☑ Spring   ☐ Summer

7. Will the course be offered each year?
   ☑ Yes   ☐ No
   (Explain if not annually)
   Faculty resources prohibit offering each year. Alternate year offering will maximize enrollment.

8. Why is this course needed?
   Most gerontology doctoral programs have a similar course. Many students are interested in the various aspects of cognitive aging, and this course will allow them to gain knowledge in the area.

9. a. By whom will the course be taught? Joy Jacobs-Lawson
   b. Are facilities for teaching the course now available?
      If not, what plans have been made for providing them?
      ☑ Yes   ☐ No
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 12

11. Will this course serve students in the Department primarily? ☑ Yes ☐ No
   Will it be of service to a significant number of students outside the Department?
   If so, explain. Students in psychology, social work, nursing, public health, the gerontology certificate program, counselling, and other programs may be interested in taking the course.

Will the course serve as a University Studies Program course? ☐ Yes ☑ No
   If yes, under what Area?

12. Check the category most applicable to this course
   ☐ traditional; offered in corresponding departments elsewhere;
   ☑ relatively new, now being widely established
   ☐ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? ☑ Yes ☐ No

14. Is this course part of a proposed new program:
   If yes, which? ☑ Yes ☐ No

15. Will adding this course change the degree requirements in one or more programs?* ☑ Yes ☐ No
   If yes, explain the change(s) below

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. ☐ Check here if 100-200.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. ☐ Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?
   Name Joy Jacobs-Lawson Phone Extension 7-1450, x80194

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
Signatures to report approvals:

**DATE of Approval by Department Faculty**

2 - 20 - 08

GRAHAM D. ROWLES
printed name
Reported by Department Chair
signature

LINDA A. ALEXANDER
printed name
Reported by College Dean
signature

Assoc Dean for Academic Affairs

**DATE of Approval by College Faculty**

2 - 20 - 08

**DATE of Approval by Undergraduate Council**

*DATE of Approval by Graduate Council**

2/21/08

**DATE of Approval by Health Care Colleges Council (HCCC)**

HEIDI ANDERSON
printed name
Reported by Health Care Colleges Council Chair
signature

**DATE of Approval by Senate Council**

Reported by Office of the Senate Council

**DATE of Approval by University Senate**

Reported by Office of the Senate Council

*If applicable, as provided by the University Senate Rules. ([http://www.uky.edu/USC/New/RulesandRegulationsMain.htm](http://www.uky.edu/USC/New/RulesandRegulationsMain.htm))
Cognitive Aging
GRN705
Tuesday 10:00 – 12:45 pm

Joy M. Jacobs-Lawson, Ph.D.

OFFICE 306A Health Sciences Building
OFFICE HOURS Office Hours: by appointment or you can stop in when the door is open
EMAIL ADDRESS jjaco4@email.uky.edu

REQUIRED TEXT & READINGS


Additional readings will be assigned each week. The readings will be made available no later than 1 week prior to the date they are scheduled to be discussed.

Recommended:


PREREQUISITES There are no prerequisites for this course.

COURSE DESCRIPTION
This is a graduate level seminar on cognitive aging. The course will focus on many of the major topics and theories relevant to understanding cognition and aging. We will investigate research methods used to examine cognitive aging, theories of cognitive aging, and the effects aging has on attention, memory, language, intelligence, and decision making, and dementia. The course will look at the topics above from a normal aging perspective, atypical aging, and successful aging. The course will also focus on the methods used to conduct psychological research with an aging population.

COURSE GOALS AND OBJECTIVES
1. Explore theories of cognitive aging.
2. Describe the effects of aging on cognitive functioning.
3. Explore the relationship between the various topics discussed (i.e., how memory and language are interrelated).
4. Compare normal aging and successful aging with patterns of dysfunction in late life.
5. Promote critical thinking skills.
6. Student will have the opportunity to explore a topic of interest in depth.

COURSE METHODS
Discussion, Lecture, Presentations, Visual, and Audio Aids

ATTENDANCE
As this is a graduate level course, you are expected to attend class and be prepared to discuss the required readings. If you have a university excused absence you should notify the instructor prior to the class. Unexcused absences will result in reduction in the final grade for the course.
**EVALUATION OF PERFORMANCE**

1. Exams (2 total)……………………………… 60 points
2. Term paper…………………………………… 60 points
3. Seminar leader…………………………………… 40 points
4. Article Critique…………………………………… 20 points
5. Participation…………………………………… 20 points

Total points possible……………………………… 200 Points

Grading Scale: A = 200 – 180; B = 179 – 160; C = 159 – 140; D = 139-120; E = 119 and below, or academic dishonesty.

Students that perform within these ranges will receive the grades above.

**EXAMS**

There will be two take home exams in the course. Exams may include multiple choice questions, short answers, and/or essays.

- **Midterm Exam Due:** March 4 at noon
- **Final Exam Due:** May 2 at noon

**RESEARCH PAPER AND PRESENTATION**

The major writing assignment for this course will be a literature review paper over a topic of your choice. The topic must address some aspect of cognitive aging. At a minimum, the paper should include the following: (a) introduction and rational for the review, (b) integration and synthesis of previous research and theory, (c) a critique of the methodologies used to study the topic (d) summary and conclusions (including strengths as well as limitations in the research), and (e) recommendations for future research and practice.

A one page typed summary of your paper is due on **February 14th**. This summary should include (a) the topic and purpose of the paper and (b) a short outline. You will be given feedback about your topic the following week. If you change the topic of your paper, you will need to notify the instructor.

I will be happy to look at drafts of the paper and provide feedback. However, I will need at least one week to do so.

Each student will give a 15 minute presentation (followed by 5 minutes of question and answer) over his/her paper. 10% of the grade on the term paper will be determined by the presentation.

- **The final paper is due by 4:00 pm April 18. The paper must be submitted in person to the instructor. Presentations will be on April 18th.**

**SEMINAR LEADER**

Students will each be the seminar leader for one full class session. Students can pick which sessions they would like to lead. However, this will be on a first come first serve basis. Students that do not self select a topic will be assigned a topic. You will need to seek out materials other than those assigned to supplement your discussion. You will also be asked to provide the class with an empirical article that will be discussed in detail (see the section on Research Critique below).

As leader of the seminar, you will lead the class on the day that that topic is discussed. You may use
mini-lectures, examples, videos clips (no more than 5 minutes), overheads, etc. as aids. You should employ whatever learning exercises or activities that you feel would be useful in aiding in the comprehension and discussion of the material.

It is expected that you will meet with the instructor no later than the week before you are assigned to be leader to discuss the seminar and provide the instructor with an outline of class.

**RESEARCH CRITIQUE**

This assignment will give you some experience critiquing cognitive aging research articles. For the assignment you will select an article that is relevant to the topic of the session that you will be leading and carefully critique all aspects of it. One way to think of this assignment is to treat it as if you were reviewing a manuscript for a journal editor. You will need to find one empirical research article, not a review paper, which addresses the cognitive aging topic you selected. The article must come from a gerontological or psychological peer-reviewed journal (not a popular magazine, book chapter, or Internet source). You are responsible for giving the class a copy of the article no later than the week that you will be presenting. Approximately 20 minutes of the seminar should be spent discussing the article and the critique of the article.

Once you have selected an article, you will need to have it approved by the instructor no later than 2 weeks before you are scheduled to present. You will need to provide the class with the full reference to the article so that they may access it.

The critique is due the day you lead the seminar.

**PARTICIPATION**

As this is a seminar course, it is important that you actively participate in class. In order to help stimulate class discuss, you will need to bring 2 questions based on the readings to each class that you are not the leader. Each student should ask at least one of their questions each week. The questions should not simply require recall of material but should focus on understanding the implications of the readings, compare or contrast the readings, or require synthesis of the readings. These questions will be collected randomly throughout the semester and may appear on the exam in some form. Participation will be based on your level of involvement in the class.

**OTHER COURSE REQUIREMENTS**

In this course, you will be expected to turn in all papers and assignments on time. Late assignments will be penalized 5% for every day late. You are expected to submit all materials in APA style as published in Publication Manual of the Psychological Association 5th Ed. Although APA requires margins to be at least 1 inch, font size from 10 -12 point, and several font styles, for this course, you are expected to use 1 inch margins, and 12 point Times New Roman Font. Assignments that do not following these guidelines will be penalized through a reduction in grade.

**ACCOMMODATIONS**

Enabling Accommodations: If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (www.uky.edu/TLC/grants/uk_ed/services/drc.html). If you have not already done so, please register with the Disability Resource Center (Room 2 Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities.

**UNIVERSITY POLICY ON PLAGIARISM AND CHEATING**
PLAGIARISM and CHEATING are serious academic offenses. The minimum penalty for those academic offenses is final grade E in the course.

The University regulations pertaining to this matter can be found at http://www.uky.edu/StudentAffairs/Code/

Of particular relevance is Part II, SELECTED RULES OF THE UNIVERSITY SENATE GOVERNING ACADEMIC RELATIONSHIPS, Section 6.3 that can be found at http://www.uky.edu/StudentAffairs/Code/part2.html

These rules in particular say:
PLAGIARISM All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

6.3.2 CHEATING Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. Any question of definition shall be referred to the University Appeals Board.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Leader</th>
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<tbody>
<tr>
<td>Jan 17</td>
<td>Syllabus; Prime of Life; 60 Years from Now; What is the study of Cognitive Aging?</td>
<td>Jacobs-Lawson</td>
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<tr>
<td>Jan 24</td>
<td>RESEARCH METHODS</td>
<td>Jacobs-Lawson</td>
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<tr>
<td>Jan 31</td>
<td>THEORIES OF COGNITIVE AGING AND INTRODUCTION</td>
<td>Jacobs-Lawson</td>
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<tr>
<td>Feb 7</td>
<td>ATTENTION AND CONSCIOUSNESS</td>
<td>Jacobs-Lawson</td>
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<td>Feb 14</td>
<td>MEMORY</td>
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<td>Feb 21</td>
<td>NEUROSCIENCE OF COGNITIVE AGING</td>
<td>Lawson</td>
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<td>Feb 28</td>
<td>METAMEMORY AND SOCIAL COGNITION</td>
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<td>Mar 4</td>
<td>LANGUAGE AND SPEECH</td>
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<td>Mar 14</td>
<td>Spring Break</td>
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<td>Mar 21</td>
<td>INTELLIGENCE, WISDOM, &amp; CREATIVITY</td>
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<td>Mar 28</td>
<td>DECISION MAKING AND PROBLEM SOLVING</td>
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<td>Apr 4</td>
<td>ALZHEIMER’S DISEASE</td>
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<td>Apr 11</td>
<td>OTHER DEMENTIAS ASSOCIATED WITH AGING</td>
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<td>Apr 18</td>
<td>Paper presentations</td>
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<td>Apr 25</td>
<td>APPLICATIONS AND IMPLICATIONS &amp; COURSE WRAP UP</td>
<td>Jacobs-Lawson</td>
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<td>May 2</td>
<td>Final Exam Due</td>
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**Note:** The materials contained in this syllabus are subject to change at the professor’s discretion.
MORE ON SEMINAR LEADER

As leader of the seminar, you will lead the class on the day that that topic is discussed. You may use mini-lectures, examples, videos clips (no more than 5 minutes), overheads, etc. as aids. You should employ whatever learning exercises or activities that you feel would be useful in aiding in the comprehension and discussion of the material.

You should seek out materials other than those assigned to supplement your knowledge of the topic discussion. These readings will allow you to explore an aspect of the topic in detail, add to the classes knowledge of the topic, or introduce the class to an aspect of the topic that was not covered (in the assigned readings. In the readings you may find a topic that you really find interesting that was not covered well. This will allow you to explore the topic in detail and then provide the class with a mini-lecture on the topic. For example, if you are responsible for the language and speech and you are very interested in how older adults adapt to hearing loss you can read more about this and present the class with the materials.

If you find a reading that you feel would be better for the class than one that is listed in the syllabus, we can make those adjustments. However, you will need to see the instructor and the readings will have to made available to all students at least one week before the class is scheduled.

You should prepare a series of discussion questions on the readings that highlight the issues. However, questions should not simply require recall of material. Rather they should focus on aspects such as (but not limited to) understanding the implications of the readings, compare or contrast the readings, address a controversy, methodological issues, theory, challenges for future research, or require synthesis of the readings as these types of questions lead to the best discussions. You will turn in your discussion questions and they will be used as part of the evaluation. You will need to be sure that your questions are numerous and engaging enough to fill the class period. This does not mean that you expected to address each of your questions in the class but you should be sure to have enough to fill the session.

Part of the class time will be spent discussing the empirical articles that you will assign to the class. It is expected that this will take about 15 -20 minutes. You will want to be sure to get the class involved.

As leader you are responsible for keeping the discussion focused on the topic and ensuring that a single student does not dominate the discussion.

Your grade will be determined by how well you present the materials, how prepared you are, your discussion questions, and how well you are able to engage the class. You will also be asked to do a self-evaluation of seminar you lead.

It is expected that you will meet with the instructor no later than the week before you are assigned to be leader to discuss the seminar and provide the instructor with an outline of class.
MORE ON THE TERM PAPER

The topic of your paper must address an issue relevant to cognitive aging. At a minimum, the paper should include the following: (a) introduction and rational for the review, (b) integration and synthesis of previous research and theory, (c) a critique of the methodologies used to study the topic, (e) strengths as well as limitations in the research, (e) summary and conclusions, and (f) recommendations for future research and practice.

In selecting your topic, you do not have to focus on one aspect of cognition and aging such as the effects aging on long-term memory (this topic would actually be too broad for this assignment). You may find it more informative to combine several topics such as how social support networks influence the effects of Alzheimer’s Disease (AD) on older adults’ autobiographical memories. With this topic, you are no longer simply focusing on aging and long-term memory but working to explore the connection between AD and autobiographical memories, and social support. This does not mean that you have to take this route, but if you select a general area, you will have to be sure that you remain focused in your paper. Also, when developing the idea and focus of your paper, you may find it beneficial to think about your interests and how a thorough understanding of some aspect of cognitive aging could add a dimension to your research or future goals.

Some helpful hints: (A) In your paper, you should refrain from using direct quotes. The goal of the paper is to give you experience synthesizing materials. (B) One of the important keys to being a good writer is being able to clearly portray the findings from others research and integrate the findings from several studies. One trap that you will want to avoid is writing your paper as a series of summaries of previous research. (C) Always go to the primary source unless absolutely necessary. This means do not cite someone and then say as cited. The problem with this is that you don’t know that the author interpreted the material correctly. (D) Never rely solely on the abstract, always read the article.

The final paper should contain 20-22 pages (Double spaced, the title page, abstract, and reference list are included in the page requirements). You can include as many references as you feel are needed. However, at a minimum you need 15 references and at least 12 references must be articles obtained from scientific journals. You may use book chapters but with a few exceptions, such as the US Census Bureau, internet sources are not allowed as they frequently lack scientific objectivity. The final paper is due by 4:00pm April 19th.

The presentation should cover all aspects of your paper. You can present your paper in the format that you are most comfortable with (an overhead, computer and projector will be provided). Presentations should last 15 – 20 minutes, followed by 5 minutes of question and answer.
MORE ON THE RESEARCH CRITIQUE

For the assignment you will need to prepare a 2-3 page single spaced critique of a cognitive aging article on the topic of your seminar (Yes, I know that APA style is double spaced but humor me with this one. The reason for asking for single space is because when reviewers review manuscripts they submit their review in single space.). You should be critical in your evaluation but also positive.

You will also present the article and your review of the article to the class on the day that the topic is covered. The class will have also read the article but it is your responsibility to be sure that everyone understands the article (I will be able to help you). In discussing the critique you will want to be sure to get the class involved and have them also share their thoughts on the article.

At a minimum, you will want to address the following issues:

- What is the research topic of the article and why do the authors think it is important to study?
- Is the question significant and the work original?
- Was the literature review appropriate?
- What theory or theories does the research rely on? Are these theories appropriate?
- What are the hypotheses?
- What type of study was it? Was this the best way to conduct the study?
  - For example was it an experiment, quasi-experiment, correlational, or naturalistic observation? Was it a cross-sectional, longitudinal, or sequential design?
- What variables were investigated? You will want to identify the independent (or subject variables, subject variables are grouping variables that you can not manipulate like age, sex…) and dependent variables.
- Who were the participants? What does this say about the generalizability of the study? Are there details about the sample that are not included that would be important to understanding the study?
- How did the experimenters collect their data? Was this the best way? Are there issues/concerns with how the data were collected? Are there concerns about the measures they used? Did they given enough information that he study could be replicated?
- Was the treatment of the participants ethical? Can you see any problems?
- What were the results of the study and were the statistics appropriate?
- Was the discussion of the findings appropriate? Can you see any problems?
- What, if any, are some potential confounds in the study? Did the authors address these?
- Your thoughts on the strengths and weaknesses of the study? Did the authors adequately address the limitations?
- Are there sections in the manuscript that could have been shortened or lengthened?
- Are the sections of the manuscript well connected?
- Based on your critique, if you were the reviewer, would you recommend that the paper be published, revised and resubmitted, or rejected.

*Note: You do not have to answer these questions in this order. In fact, it may be best to reorganize them.

You will want to support your critique. For instance, simply stating that the methods were appropriate, or not, is not sufficient, you will need to say why you think they were good or bad. Your task is to ask was what the authors did correct and meaningful? This information would be used by the editor to determine if the article should be published, and give the authors details as to how the manuscript could be improved. The critique and presentation is due in class the day the topic is covered.
Readings from chapters in books will be made available for students to check out. Readings that are highlighted are available as either full text through the library or the journals can be found in the library.

Jan 24  RESEARCH METHODS


Jan 31  INTRODUCTION AND THEORIES OF COGNITIVE AGING


Feb 7  ATTENTION AND CONSCIOUSNESS


Recommended

Feb 14 MEMORY


Feb 21 NEUROSCIENCE OF COGNITIVE AGING

Feb 28 METAMEMORY AND SOCIAL COGNITION


Mar 4 LANGUAGE AND SPEECH


Mar 14 Spring Break
Mar 21    INTELLIGENCE, WISDOM, and CREATIVITY


Recommended


Mar 28    DECISION MAKING AND PROBLEM SOLVING


Apr 4    ALZHEIMER’S DISEASE


**Apr 11 OTHER DEMENTIAS ASSOCIATED WITH AGING**


**April 18 Paper presentations**

**April 25 APPLICATIONS AND IMPLICATIONS & COURSE WRAP UP**


APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health ___________________________ Date ______________
   Department/Division offering course Gerontology ___________________________

2. Proposed designation and Bulletin description of this course
   a. Prefix and Number GRN 731
   b. Title* Elder Mistreatment
      *NOTE: If the title is longer than 24 characters (including spaces), write
      A sensible title (not exceeding 24 characters) for use on transcripts
   c. Lecture/Discussion hours per week 3
   d. Laboratory hours per week 0
   e. Studio hours per week 3:0
   f. Credits 0
   g. Course description
      Elder Mistreatment is an elective course that is offered to students on the graduate level. This course reviews major
      issues and trends related to elder mistreatment. The course emphasizes individual and systemic issues related to elder
      abuse, neglect, exploitation, and self-neglect on individual, local, state, and federal levels. Special consideration is given
      to dynamics that shape past, current, and future issues related to elder mistreatment.
   h. Prerequisites (if any)
      Graduate standing
   i. May be repeated to a maximum of 0 (if applicable)

4. To be cross-listed as
   ___________________________ ___________________________ 
   Prefix and Number Signature, Chairman, cross-listing department

5. Effective Date Spring 2007 (semester and year)

6. Course to be offered ☐ Fall ☒ Spring ☐ Summer

7. Will the course be offered each year? ☐ Yes ☒ No
   (Explain if not annually)
   The course has only been offered one time (fall 2004), but given faculty commitments to teach other courses and to provide
   balanced course offerings related to gerontology and pertinent to student need, teaching this course once every other year seems
   appropriate.

8. Why is this course needed?
   Elder mistreatment is an increasingly important issue for a myriad of fields: nursing, social work, law, ethics, gerontology, and
   health behavior. No course on the topic exists, and it is often not treated in many classes involving working with older adults.
   Student demand was high when taught in the fall of 2006.

9. a. By whom will the course be taught? Pamela B. Teaster, Ph.D.
   b. Are facilities for teaching the course now available?
      If not, what plans have been made for providing them? ☒ Yes ☐ No
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 8-12

11. Will this course serve students in the Department primarily? Yes ☐  No ☒
    Will it be of service to a significant number of students outside the Department? Yes ☒  No ☐
    If so, explain.

Will the course serve as a University Studies Program course? Yes ☐  No ☒
If yes, under what Area?

12. Check the category most applicable to this course
    ☐ traditional; offered in corresponding departments elsewhere;
    ☐ relatively new, now being widely established
    ☒ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes ☒  No ☐

14. Is this course part of a proposed new program:
    If yes, which? No ☒  Yes ☐

15. Will adding this course change the degree requirements in one or more programs?*
    Yes ☐  No ☒
    If yes, explain the change(s) below

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. ☐ Check here if 100-200.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. ☐ Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?
    Name Pamela B. Teaster, Ph.D. Phone Extension 859.257.1450 x80196

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
20. Signatures to report approvals:

**2-20-08**
DATE of Approval by Department Faculty

**2-20-08**
DATE of Approval by College Faculty

* DATE of Approval by Undergraduate Council

* DATE of Approval by Graduate Council

* DATE of Approval by Health Care Colleges Council (HCCC)

* DATE of Approval by Senate Council

* DATE of Approval by University Senate

GRAHAM D. ROWLES
printed name
Reported by Department Chair
signature

LINDA A. ALEXANDER
Assoc Dean for Academic Affairs
Reported by College Dean
signature

Heidi Anderson
Reported by Undergraduate Council Chair
signature

Reported by Graduate Council Chair
signature

Reported by Health Care Colleges Council Chair
signature

Reported by Office of the Senate Council

*If applicable, as provided by the University Senate Rules. ([http://www.uky.edu/USC/New/RulesandRegulationsMain.htm](http://www.uky.edu/USC/New/RulesandRegulationsMain.htm))
UNIVERSITY OF KENTUCKY
Graduate Center for Gerontology and Department of Health Behavior

Syllabus

ELDER MISTREATMENT

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Pamela B. Teaster, Ph.D.</th>
<th>Phone:</th>
<th>859.257.1450 x80196</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>306C Health Sciences Building</td>
<td>E-mail:</td>
<td><a href="mailto:pteaster@uky.edu">pteaster@uky.edu</a></td>
</tr>
<tr>
<td>Location:</td>
<td>Conference Room 304E</td>
<td>Office Hours:</td>
<td>By appointment</td>
</tr>
<tr>
<td>Course #:</td>
<td>GRN 770-008/SPH 645</td>
<td>Semester:</td>
<td>Fall 2004</td>
</tr>
<tr>
<td>Time:</td>
<td>Tuesdays, 9:00 a.m. – 12:00 p.m.</td>
<td>Consultant:</td>
<td>Tyler Dugar, ABD</td>
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**Required Textbooks**


The required textbooks are available at your friendly Amazon.com ☺

**Recommended Textbooks**


**Other Readings**

Generally, readings from other sources will be assigned and provided for you no less than one week prior to class discussion.

**Prerequisite**

You may take this course if you are admitted to or enrolled in a graduate program at the University of Kentucky.

**Tentative Nature of the Syllabus**

This syllabus may be subject to change, should unforeseen circumstances require its alteration.

**E-mail Communication**

E-mail communication will be used throughout the semester to provide information to students regarding the course as well as to provide additional opportunities to understand elder mistreatment.
**Philosophical Statement**
There are some themes we consider so central to our mission that they are thoroughly integrated into every course. These themes are the following: a) the “fact” of health disparities and how they should influence our practice of public health, b) the “fact” of health literacy limitations in many populations and how they influence the encoding, decoding, and application of health promotion and behavior change messages, and c) the need for communication from public health practitioners to be direct, clear, and compelling in health promotion and behavior change activities and efforts intended to improve health and health care in Kentucky, the nation, and around the world.

**Course Rationale**
This course relates directly to the accomplishment of the educational program goals for the M.P.H. degree, described in the Student Handbook. Please reference the educational program goals throughout the semester, as they will provide you with a framework for this course and will contribute to your preparation for successfully completing degree requirements in public health. In addition, terminal objectives (pertaining to health behavior) for public health students who concentrate and who do not concentrate in health behavior will be distributed as a separate handout to this syllabus.

**Course Description**
*Elder Mistreatment* is an elective course that is cross-listed in The Departments of Gerontology and Health Behavior and is offered to students on the graduate level. This inaugural class represents the first known offering in the nation of a course on this topic at the graduate level and for three hours of credit. This course reviews major issues and trends related to elder mistreatment. The course emphasizes individual and systemic issues related to elder abuse, neglect, exploitation, and self-neglect on individual, local, state, and federal levels. Special consideration is given to dynamics that shape past, current, and future issues related to elder mistreatment.

**Course Objectives**
Upon successful completion of the course, students will be able to:

a) Gain a comprehensive understanding of elder mistreatment on a substantive basis as well as via a disciplinary basis,

b) Identify ethical and equity issues related to elder mistreatment,

c) Evaluate current research on elder mistreatment as well as point to future research directions, and

d) Specify major public policy issues related to elder mistreatment.

**Honor System**
To ensure fairness, integrity, and the highest academic standards possible, students taking this course will abide strictly by the University Regulations. The following is pertinent information on plagiarism:

6.3.1

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows idea, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else’s work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an
instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student’s assignment involves research in outside sources or information the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and feely circulated as to be a part of the public domain.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Resource Center, Room 2, Alumni Gym, 859.257.2754. Should you be a person with a disability and/or feel that there is anything that I should know in order to improve your learning environment in this course, please contact me by telephone or in person.

Course Requirements

1. Readings in *Elder Mistreatment* and as otherwise specified. Directions regarding approaches to the readings will be distributed to students the week prior to the date assignments are due.

2. University class attendance requirements apply; non-preparation will be considered nonattendance for grading purposes. More than two unexcused absences can make it difficult for credit to be awarded.

3. Class preparation and participation are assumed and expected.

4. Persons who aspire to be imminently knowledgeable about elder mistreatment should keep up to date on emerging issues and potential problems. I recommend that students consider joining or subscribing to the following:
   - National Committee for the Prevention of Elder Abuse (includes a subscription to the *Journal of Elder Abuse and Neglect*), website: [http://www.preventelderabuse.org/](http://www.preventelderabuse.org/)
   - *Victimization of the Elderly and Disabled*, Civic Research Institute, e-mail: order@civicresearchinstitute.com
   - International Network for the Prevention of Elder Abuse, website: [www.inpea.org](http://www.inpea.org)
   - Elder Justice Coalition, website: [www.elderjusticecoalition.org](http://www.elderjusticecoalition.org)

Adherence to Due Dates

All assignments, written using the highest standards of writing, are due on the date indicated on this syllabus and will be presented to the instructor as a hard copy document. Assignments one day late will incur a one letter grade penalty. No assignments will be accepted more than one day late.

Class Participation/Presentation

Class members are encouraged to participate fully in the seminar format of this course. Divergent opinions are welcome and expected in this course. Ours is an academic learning environment and, as a result, developing the “life of the mind” demands the utmost respect of others and their views.

Course Evaluation

The final evaluation in the course is based on each student’s grades on the Reaction Memoranda (4), Listserv Assignments (2), election day assignment (1), presentation, and paper. The components of the course are explained in greater detail below.
**Reading Reaction Memoranda (4 total)**
The four Memoranda are the result of your class reading and any other readings that synthesize elder mistreatment issues and class discussion. Be prepared to use points raised in your Reading Reaction Memoranda in our class discussion. Your Memorandum should be prepared for the week due and be approximately 3 double-spaced, typed pages that discuss and evaluate the articles or book chapters that are the week's reading. Your papers will be evaluated on perceptiveness and writing quality and, organized around a theme, should include the following: (a) the purpose of the chapter/article, (b) brief summary, (c) relation to other readings in the course, class discussion, any outside readings, and (d) your reaction.

**Elder Mistreatment and the Election (1)**
In order to capitalize on the election year, this assignment is for you to write a 3-5 page essay that argues for which candidate, Kerry or Bush is most supportive of policies related to elder mistreatment.

**Elder Abuse Listserve Assignments (2 total)**
The elder abuse listserv is a national listserv run by the American Bar Association that is a discussion forum for leaders in the field of elder mistreatment. Discussion on the listserv runs the gamut of topics and issues, depending on the needs and interests of the people on it. For the two weeks indicated (and with the names changed), I will forward you the comments and questions that appear so that you may view the tenor of national discussion. The assignment for you, for the posting of your choice, is to provide a cogent, research-based answer in approximately three double-spaced pages.

**Paper (Due December 7)**
The “final” paper entails probing in scholarly depth a topic or issue that is of particular interest to each student. You may already have formulated your paper, or the topic may emerge from assignments or readings/discussions associated with class meetings. The purpose of the paper is to critically assess your chosen concept/issue and to integrate a theoretical framework(s). Although there is no set page limit for this paper, you are expected to be concise in your writing. A suggestion is to prepare your manuscript along the lines of a standard paper for journal submission, meaning the paper is approximately 20 pages in length, including title page, abstract, body, tables, and references. Students will use APA guidelines and format.

Please identify your topic no later than October 19, and provide your instructor a prospectus no later than class on November 16. The prospectus should include:

- a brief summary of the specific topic being addressed along with coverage of the primary literature sources in support of the topic and
- a tentative written outline of the paper.

**Presentations (November 30 & December 7)**
Each class member will present his or her paper within a specified time frame, usually around 15 minutes in length followed by a five minute question and answer period. Oral presentations should be succinct and to the point. Your presentation will be timed, and you will be held to the minutes allocated. Students are encouraged to use a variety of presentation methods that enhance understanding.

**Point Allotment for the Evaluation Assignments Referenced Above**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Reaction Memoranda (4 @ 25 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Elder Abuse Listserve Research Responses (2 @ 25 points each)</td>
<td>50</td>
</tr>
<tr>
<td>Presidential Candidate Paper (1 @ 50 points)</td>
<td>50</td>
</tr>
<tr>
<td>Presentation</td>
<td>75</td>
</tr>
<tr>
<td>Final Paper</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>375</strong></td>
</tr>
</tbody>
</table>
Thus, the following point accumulation determines your grade for the course:

\[
A = 375-336; \quad B = 335-300; \quad C = 229-262; \quad E = 261 \text{ and below}
\]

**Invitation for Further Discussion**
I invite you to discuss with me your progress in the class at any time during the semester, and I encourage you to discuss any matters raised in lectures, assignments, or readings for which you would like further consideration or that may prove difficult for you. I am more than happy to read and critique a draft of your major paper if you give it to me a week in advance of when you would like feedback.

**Schedule of Assignments**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 31</td>
<td><strong>Introductions, Requirements, Expectations</strong>&lt;br&gt;Opening Case Discussion of Elder Mistreatment</td>
</tr>
<tr>
<td>September 7</td>
<td><strong>Toward a Common Understanding of Aging and Elder Mistreatment</strong></td>
</tr>
<tr>
<td>September 14</td>
<td><strong>Types of Mistreatment and Reasons for its Occurrence (Memorandum #1)</strong></td>
</tr>
<tr>
<td>September 21</td>
<td><strong>Risk Factors and Assessment (Listserve #1)</strong></td>
</tr>
<tr>
<td>September 28</td>
<td><strong>A Starting Point Regarding Intervention (Memorandum #2)</strong></td>
</tr>
<tr>
<td>October 5</td>
<td><strong>Ethics and Elder Mistreatment (Memorandum #3)</strong></td>
</tr>
</tbody>
</table>

**Readings:**

- 1. Quinn and Tomita, Chapters 1, 2, 3
- 2. Bonnie and Wallace, Chapter 1
- 1. Quinn and Tomita, Chapter 4
- 2. Bonnie and Wallace, Chapters 2, 3, and 4
- 1. Quinn and Tomita, Chapter 5 and 6
- 2. Bonnie and Wallace, Chapters 5 and 6
- 3. Bonnie and Wallace, Chapter 7
- 2. Quinn and Tomita, Chapters 7 and 8
- 1. Bonnie and Wallace, Chapters 8 and 11
October 12  **The Medical Community and Elder Abuse (Listserve #1)**

**Readings:**
1. Bonnie and Wallace, Chapter 12

*Invited Guest Speaker:* Carmel Bitondo Dyer, M.D., Baylor College of Medicine, Houston, TX.

October 19  **The Legal Community and Elder Mistreatment (Identify Paper Topic)**

**Readings:**
1. Bonn and Wallace, Chapter 13
2. Quinn and Tomita, Chapter 9

*Invited Guest Speaker:* Gerald W. Teaster, Esq., Public Defender, Hazard, KY.

October 26  **Policy Initiatives and Elder Mistreatment (Election Day Paper)**

**Readings:**

November 2  **Presidential Election Day (No Classes—Go Vote!!)**

November 9  **Adult Protective Services and Elder Mistreatment (Memorandum #4)**

**Readings:**

*Invited Guest Speaker:* Sue Crone, Kentucky Adult Protective Services
November 16  **Domestic Violence and Elder Abuse** *(Paper Prospectus)*

Readings:
1. Bonnie and Wallace, Chapter 15

*Invited Guest Speaker:* Travis Fritch, M.S.W., Kentucky Domestic Violence Project, Kentucky Injury and Research Prevention Center

November 23  **Research and Elder Mistreatment**

Readings:
1. Bonnie and Wallace, Chapters 10 and 14

*Invited Guest Speaker:* Tyler Dugar, ABD, Graduate Center in Gerontology, University of Kentucky

November 30  **Presentations**

December 7  **Presentations/Final Paper Due**

December 14  **National Organizations and Elder Mistreatment/Epilogue**

Readings:
1. Quinn and Tomita, Chapter 10
2. Public Policy and Aging Report *(handout)*
# APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health

Department/Division offering course Gerontology

Date

2. Proposed designation and Bulletin description of this course

   a. Prefix and Number GRN 771

   b. Title* Aging in Rural Environments

   *NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts Rural Aging

   c. Lecture/Discussion hours per week 3

   d. Laboratory hours per week 0

   e. Studio hours per week 0

   f. Credits 3

   g. Course description

      In the context of a changing rural environment, this seminar explores the life circumstances and life experience of rural elders in relation to the health and well-being of this population.

   h. Prerequisites (if any)

      None

   i. May be repeated to a maximum of (if applicable)

4. To be cross-listed as

   Prefix and Number

   Signature, Chairman, cross-listing department

5. Effective Date Fall 2005 (semester and year)

6. Course to be offered

   - Fall
   - Spring
   - Summer

7. Will the course be offered each year? Yes No

   (Explain if not annually)

   This advanced course is on a specialized topic. Our assumption is that while the demand for this course is anticipated to increase over the years, our current faculty resources will permit it to be offered every other year.

8. Why is this course needed?

   One of the major areas of focus of the doctoral program in gerontology is the study of elders in rural environments. This is particularly important in a rural state such as Kentucky where more than 40 percent of elders live in such environments. In addition, a focus of the College of Public Health as well as other units throughout the University is on addressing issues of life in rural settings and particularly in the Appalachian region. The emphasis of this course on health and well-being of rural elders is a focus not available elsewhere in the University. Moreover, there is a demand for this course on the graduate level as manifest by the fact that on the two occasions on which this course has been offered under a special topics designation it has been over-subscribed.

9. a. By whom will the course be taught? Graham D. Rowles, Ph.D.

   b. Are facilities for teaching the course now available? Yes No

      If not, what plans have been made for providing them?
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? ______________ 8-10

11. Will this course serve students in the Department primarily? ☑ Yes  ☐ No

Will it be of service to a significant number of students outside the Department?
If so, explain.

☑ Yes  ☐ No

Evidence from enrollment on the two occasions when this course has been offered as a special topics option suggests that there will be a demand for participation from graduate students in Nursing, Public Health, Health Administration, Sociology, Anthropology, as well as other health-related behavioral and social science disciplines.

Will the course serve as a University Studies Program course?  ☐ Yes  ☑ No

If yes, under what Area? __________________________

12. Check the category most applicable to this course

☐ traditional; offered in corresponding departments elsewhere;

☐ relatively new, now being widely established

☑ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?  ☑ Yes  ☐ No

14. Is this course part of a proposed new program:
If yes, which? __________________________

☐ Yes  ☑ No

15. Will adding this course change the degree requirements in one or more programs?*
If yes, explain the change(s) below

☐ Yes  ☑ No

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.  ☑ Check here if 100-200.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales.  ☑ Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?

Name  Graham D. Rowles ___________________________________  Phone Extension  7-1450 x80145

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
20. Signatures to report approvals:

2-20-08
DATE of Approval by Department Faculty

Graham D. Rowles
printed name
Reported by Department Chair
signature

Linda A. Alexander
printed name
Assoc Dean for Academic Affairs
signature

* DATE of Approval by Undergraduate Council

* DATE of Approval by Graduate Council

2/21/08
DATE of Approval by Health Care Colleges Council (HCCC)

Heidi Anderson
printed name
Reported by Health Care Colleges Council Chair
signature

* DATE of Approval by Senate Council

* DATE of Approval by University Senate

Reported by Office of the Senate Council

*If applicable, as provided by the University Senate Rules. (http://www.uky.edu/USC/New/RulesandRegulationsMain.htm)
AGING IN RURAL ENVIRONMENTS
GERONTOLOGY (GRN 771)

Class Meetings: Mondays 3:00-5:45 pm (Health Sciences Building 304E)

Instructor: Graham D. Rowles

Office: Graduate Center for Gerontology
303 Health Sciences Building
Tel: 257-1450 Ext. 80145 or 699-2359 (cell)
E-mail: growl2@uky.edu

Office Hours: Graduate Center for Gerontology at almost any time during business hours. Call 257-1450 Ext.80145 to confirm that I am available or to arrange a meeting to mesh with your schedule.

COURSE OUTLINE

Approximately one in every four persons 65 or older in the United States lives in a community defined by the U.S. Bureau of the Census as rural (<2,500 residents). For some, rural residence is an idyllic Rockwellian experience but, for many, growing old in rural America is characterized by a litany of disadvantage. Low incomes, inferior housing, inadequate nutrition, social isolation, lack of access to transportation, and a paucity of health care and other services make rural residence challenging for large numbers of elders. This seminar will focus on deepening our understanding of the life circumstances and life experience of rural elders and will seek to link such understanding to social and structural conditions in contemporary rural America.

Primary focus of the opening segment of the course will be on developing an understanding of the changing rural environmental context. We will consider what we mean by rural, the diversity of rural areas, the changing bases of rural economies, and the relationship between rural and urban areas.

Against this backdrop, we will investigate the demographic characteristics and dynamics of change in rural elderly populations and consider the contemporary objective life circumstances of rural elders. Particular emphasis will be placed on four topics that will be used as general indicators of what it is like to be old in a rural setting: economic well-being, family circumstances, minority status, and nutrition.

A third segment of the course will explore the subjective experience of growing old in rural America. Here we will compare different communities with respect to the diverse ways in which rural elders maintain lifestyles, develop and sustain instrumental and social relationships, and derive meaning from rural residence as they grow older and experience increasing frailty. Emphasis on subjective experience and well-being is
elaborated through in-depth consideration of the health of rural elders and their access to health care.

In the final segment of the seminar we will use experience gained through the course to explore a critical issue in contemporary rural America—long-term care for rural elders. The changing circumstances of rural America, including the emergence of managed care and related transitions in the provision of care, are such that providing care for elders as they become increasingly frail is becoming progressively more problematic. We will focus on two aspects of the problem: (1) the provision of family and community-based care; and (2) the changing focus of nursing facility care.

Major emphasis in the seminar will be placed on investigation of the experience of aging in a single rural study area. There will be two official field trips to this study area. In addition, each student will be required to work with a rural elder on a series of linked assignments designed to provide first hand familiarity with issues of growing old in a rural setting (see requirements). As this is an advanced graduate course, a high level of commitment is assumed and emphasis will be placed on intellectual rigor, creativity and serious contemplation in addressing the subject matter.

LEARNING OBJECTIVES

Participants in this course will:

1. develop an understanding of the rural environmental context as a setting in which to grow old;
2. obtain knowledge regarding the objective life circumstances of rural elders;
3. develop an understanding of the subjective life experience of rural elders;
4. become familiar with the array of issues that must be considered and alternative program options for providing health care and other services (especially those relating to long-term care) to rural elders;
5. develop intimacy with on the ground issues of aging in rural environments through hands on assignments requiring them to work with a single rural elder, studied in situ; and
6. obtain knowledge regarding an array of policy issues and options associated with maximizing the health and well-being of rural elders.

PREREQUISITES

Graduate Standing.

GUEST SPEAKERS

1. Professor John Van Willigen (Anthropology/Gerontology)
2. Professor Nancy E. Schoenberg (Behavioral Science/Gerontology)
REQUIREMENTS, EXPECTATIONS, AND GRADING

1. **Critical Review Essay (25% of grade)**

   The field of aging in rural environments is replete with numerous general literature reviews on an array of broad topics: rural aging and employment, the health of rural elders, rural transportation and aging, etc. However, there is a paucity of literature that provides critical reviews of more focused issues such as nutrition, dental care, medication use, self-care, nursing facility use, grandparent-grandchild relationships, spirituality, end-of-life practices, and a host of other specific topics. In this assignment, I would like you to select a specific aging-in-rural-environments-related topic and to draft: (a) a critical review of existing research on this topic, and (b) a specific agenda for needed research. Your essay should consist of no more that 5-7 pages of text (conciseness and lack of redundancy is essential) together with a one-page bibliography including both sources you have cited and other important works on the topic that you may not have cited. The purpose here is to enable you to critically explore a specific rural-aging-related topic. I need to know about and to have approved your topic by Monday February 7, 2008. Your completed assignment is due on Monday, February 28, 2008. It is my intention to copy submissions and to provide each member of the class with a package containing all the submissions.

2. **Rural Elder Profile (65% of grade)**

   The primary assignment for this course will require you to spend some time in a rural community and to work with a rural elder. The objective is for you to develop a comprehensive profile of this elder and an understanding of his or her rural context. In particular, the intent is for you to gain an understanding of what it is like to grow old in a rural setting—to gain a sense of both the joys and satisfactions and the stresses and problems confronted by rural elders—through the eyes of a single elder. It will be necessary to interact with your elder subject on a number of occasions in order to compile information on aspects of his or her life and experience of growing older in a rural setting. The assignment will require thoughtfulness, creativity, sensitivity and the ability to relate lived experience to what we are exploring in class. Each member of the class will be put in contact with a single elder with whom they will work in completing a multi-phase profile development.

   Details of each phase of the project will be discussed and elaborated in class so that each member of the class is enabled to probe comparable themes. The assignment will involve four separate components comprising three illustrated mini-papers of five to seven pages that will be integrated within a final comprehensive report of 20-25 pages. The three mini-papers or profile components are:

   a. **Life History**: Due on Monday, March 7, 2008 (15% of grade)

      This report should document the story of the elder’s life, placing particular emphasis on attempting to identify specific turning points or life events that
shaped the pathway that led to his or her current circumstances as an elder. To what extent is this elder’s life dominated by a particular “horizon of meaning” such as their family, work, faith or health? Use this portion of the assignment to establish rapport and develop a sense of your subject’s identity. Who is this person?

b. **Contextual Analysis: Due on Monday, March 28, 2008 (15% of grade)**

In this portion of the assignment you are required to develop a profile of the elder’s physical environment, their social network, and their support system. Describe the characteristics of the elder’s dwelling and its surroundings. Is this an isolated dwelling? Are there neighbors within sight? How far is it to a main road? How far is it to services? Develop a map of the elder’s home in relation to surrounding resources. Describe the social context of the elder. With whom does he/she live? Does he or she have family members living nearby? How frequently is the elder in contact with family members? To whom does he or she turn in times of need or in an emergency? Try to gain a sense of the individual’s social network and their practical and social support system. To what extent, if at all, does he or she utilize formal services? To what extent is this elder vulnerable with respect to potential support should he or she become disabled or unable to care for him or her self? In particular, in this portion of the assignment it is important to focus on the influence of **rurality** as a component of the individual’s physical and social context.

c. **Thematic Focus: Due on Monday, April 11, 2008 (15% of grade)**

In this third component of the assignment you are required to select a single issue or theme that has emerged as critical to understanding your subject’s life and to critically probe this theme in some depth as it impinges on his or her life. It is possible that this theme will be the same as you have covered in your critical review essay. More likely, it will be something distinctive that you have noticed during your initial contacts with the elder. Clearly, there are a plethora of possible themes. I am assuming that each of you will focus on a different aspect of your subject’s life. For some, it may be their changing relationship with their church. For others, it may be problems encountered due to a health condition. For yet others, it may be the changing nature of a relationship. And for some, it may be a very specific concern such as the fear of having to give up driving or anticipated inability to continue living independently. Be creative here and focus on as specific an issue as you can.

d. **Integrative Final Paper: Due on Monday, April 25, 2008 (20% of grade)**

In the final portion of this assignment you are required to blend your initial mini-projects into a comprehensive, integrative, and fully illustrated report that will provide a holistic profile of the elder with whom you have worked. As a prelude to and in association with the development and submission of this report,
the final two sessions of the course will comprise working sessions in which each member of the class will profile his or her elder. We will compare and contrast these profiles with a view to developing a degree of consensus on the experience of growing old in a rural setting.

* My sense is that it would be a good idea to consider giving a copy of this report to the elder with whom you have worked as a token of your appreciation for their time and commitment to the project.

3. **Field Trips (Required)** (5% of grade)

   There are two required class field trips to Powell County. The first will include travel around the county, a visit to the Powell County Senior Center, and preliminary meetings with elders (February 14). The second will be a visit to the Stanton Nursing Center as part of our investigation of long-term care in Powell County (April 4). In addition, it is assumed that you will need to make at least three field visits to meet with your elder research subject during the course of the semester.

4. **Class Participation** (5% of grade)

**SUMMARY OF DATES AND DEADLINES**

- **February 7**  Selection and approval of critical review topic
- **February 14**  First Group Field Trip to Powell County
- **February 28**  Submission of critical review essay
- **March 7**  Submission of first mini-project—life history
- **March 28**  Submission of second mini-project—contextual analysis
- **April 4**  Second Group Field Trip to Powell County
- **April 11**  Submission of third mini-project—issue/theme analysis
- **April 11**  In-class profile presentations
- **April 18**  In-class profile presentations
- **April 25**  Submission of integrative final report

**READINGS**

1. A preliminary reading list is incorporated within this outline. These readings are **MANDATORY**. Additional readings will also be assigned during the semester to align with the evolving foci of the seminar. Finally, I am available to provide you with further sources to enable you to delve more deeply into topics you find of particular interest or relevance to your rural elder profile project.

2. Required readings for the course are available at Johnny Print (547 South Limestone Street, TEL: 254-6139, parking in the rear).
SCHEDULE OF TOPICS

PART I
CONTEXT

January 24  Introduction

(1) Introduction: Seminar content and expectations
(2) Awareness exercise

January 31  A Diverse and Changing Context

(1) What’s Rural about Rural Aging?
(2) Changing Definitions
(3) Diversity of Rural America
(4) The changing context of rural America
   Declining importance of agriculture
   Diversification of rural economies
   Emergence of bedroom communities
   Consolidation and out-migration of services
   Urban/rural interdependence

Readings


Fitchen, J.M. (1991). Chapter 1, Introduction: Rural America in a time of change (pp.1-11), Chapter 16, What then is rural? Challenges to rural and community identity (pp.245-265), and Chapter 17, Ensuring the survival of rural places (pp.266-280) from Endangered Spaces, Enduring Places: Change, Identity and Survival in Rural America. Boulder, CO: Westview Press. (This is an outstanding volume and is highly recommended reading. If you have a chance, you should delve into other chapters as well as the required selections).

February 7  The Rural Elderly Population: Perspectives on Stability and Change

(1) Demography of aging in rural settings
(2) Elderly Migration and Rural Community Development
(3) Preparation for field trip

Readings


February 14  First Field Trip to Powell County: Meeting at Senior Center

Readings


Powell County, Kentucky Community Profile.

February 21  The Social Ecology of Rural Aging

Guest: Professor John Van Willigen

Readings


(This is an outstanding volume and is highly recommended reading. If you have a chance, you should delve into other chapters as well as the required selections).

PART II
OBJECTIVE CIRCUMSTANCES

February 28  Life Circumstances of Rural Elders

(1) Economic Circumstances

Readings


(2) Family Circumstances

Readings


(3) Minority Status

Readings


(4) Nutritional Status

Readings


PART III

SUBJECTIVE EXPERIENCE

March 7  The Colton Study: Growing Old in a Rural Setting

Readings


**March 14**  
**SPRING BREAK**

**March 21**  
**Comparative Perspectives on Rural Aging, Place and Meaning**

Readings


To be assigned

**March 28**  
**Health, Health Care and Rural Aging: The Perspective of Experience**

**Guest:** Professor Nancy E. Schoenberg

Readings


PART IV
AS WE GROW OLD: PERSPECTIVES ON LONG TERM CARE

April 4  Second Field Trip to Powell County: Stanton Nursing Center

Reading


April 11  Long-Term Care for the Rural Elderly

(1) Community-based Long-term Care
(2) Participant presentations 1-4

Readings


April 25  Participant Presentations: Case Studies

Synthesis, Integration and Reflection

(1) Participant Presentations: Case Studies 5-8
(2) Synthesis: Summary and Conclusions

Readings


THIS OUTLINE IS SUBJECT TO ADJUSTMENT

Note: If you are disabled in any way, and/or feel that there is anything that I need to know that might improve your learning environment in this course, please contact me by telephone or in person.
APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health Date ____________________________
   Department/Division offering course Gerontology ____________________________

2. Proposed designation and Bulletin description of this course
   a. Prefix and Number GRN 772
   b. Title* Aging and the Life Course
       *NOTE: If the title is longer than 24 characters (including spaces), write
       A sensible title (not exceeding 24 characters) for use on transcripts ____________________________
   c. Lecture/Discussion hours per week 3
   d. Laboratory hours per week 0
   e. Studio hours per week 0
   f. Credits 3
   g. Course description
       This seminar will establish a common foundation of knowledge through examinations of traditional "life courses"
       influencing individuals as they age through time, including household and family, education and work, and housing. This
       foundation will be built upon using critical examinations of such themes as gender roles, spatial experience, cognitive
       change and memory, and structural effects on life trajectories. Emphasis will be placed on surveys of existing literature
       and on integrating various life course elements within social and behavioral theory.
   h. Prerequisites (if any)
       none
   i. May be repeated to a maximum of 1 (if applicable)

4. To be cross-listed as
   Prefix and Number ____________________________
   Signature, Chairman, cross-listing department ____________________________

5. Effective Date Fall 2007 (semester and year)

6. Course to be offered ☑ Fall ☐ Spring ☐ Summer

7. Will the course be offered each year? ☐ Yes ☑ No
   (Explain if not annually)
   Alternate years because of demand on faculty time.

8. Why is this course needed?
   No other critical life course instruction that is gerontologically based is offered at UK

9. a. By whom will the course be taught? John F. Watkins
   b. Are facilities for teaching the course now available?
      If not, what plans have been made for providing them?
      ☑ Yes ☐ No
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated?  15

11. Will this course serve students in the Department primarily?  ☒ Yes  ☐ No

Will it be of service to a significant number of students outside the Department?
If so, explain.

Graduate students within social or behavioral programs campus wide may benefit from the seminar

Will the course serve as a University Studies Program course?  ☐ Yes  ☒ No

If yes, under what Area?

12. Check the category most applicable to this course

☐ traditional; offered in corresponding departments elsewhere;

☒ relatively new, now being widely established

☐ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?  ☒ Yes  ☐ No

14. Is this course part of a proposed new program:

If yes, which?  ☐ Yes  ☒ No

15. Will adding this course change the degree requirements in one or more programs?*

If yes, explain the change(s) below

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.  ☐ Check here if 100-200.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales.  ☐ Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?

Name  John Watkins  Phone Extension  7-1450 x80240

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
Signatures to report approvals:

2-20-08
DATE of Approval by Department Faculty
Graham D. Rowles
printed name
Reported by Department Chair
signature

Linda A. Alexander
printed name
Reported by College Dean
signature
Assoc Dean for Academic Affairs

* DATE of Approval by Undergraduate Council

* DATE of Approval by Graduate Council

2/21/08
* DATE of Approval by Health Care Colleges Council (HCCC)
Heidi Anderson
printed name
Reported by Health Care Colleges Council Chair
signature

* DATE of Approval by Senate Council
Reported by Office of the Senate Council

* DATE of Approval by University Senate
Reported by Office of the Senate Council

*If applicable, as provided by the University Senate Rules. (http://www.uky.edu/USC/New/RulesandRegulationsMain.htm)
SYLLABUS – GRN 772
Aging and the Life Course

Instructors: John F. Watkins, Ph.D.
206E Health Sciences-CTW
Phone: 257-1450, ext. 80240
Email: geg173@uky.edu

Topical Overview

Everyone has a life course, which in the most basic sense is nothing more than a history of an individual’s life from birth through death. Certain elements of this history may be common to everyone. We all, for example, experience natural biological aging as we move from infancy through adolescence, and as our bodies continue to change through late adulthood. Most of us will pass through school at certain ages, and become employed. Most likely we will marry and perhaps have children. And we most certainly will die at some time. The particular experiences within this history, however, vary considerably among individuals, across cultures, and throughout time.

Why examine the life course within a graduate seminar? At one level we might justify this focus by acknowledging the high and growing frequency with which life course, life cycle, or life span variables are applied in research to help explain individual and social behaviors. A great example of this would be assessments of the changing impacts of the Baby Boomers. Common sequencing of schooling, marriage, and employment have been observed and applied to the social impacts experienced over the past half century. Furthermore, anticipated retirement and aging patterns of Baby Boomers are being used to project fiscal pressures and service demands in the future. We would consider such research to be “static” applications of life course concepts; groups of individuals have life trajectories and transitions that are viewed as relatively common and predictable, and the transitions in particular are linked to simultaneous observations of behavior. An employment transition to retirement, for example, is linked to an amenity move, or a physiological transition to disabled, say through a stroke, is linked to nursing home placement. Even a cursory review of the literature would demonstrate a dominance of this sort of life course application.

At a second level we would justify the life course focus with a brief statement: *We are because of what we have been, and we do because of what we have done.* At a blush this appears rather simple, but it implies a dynamic that necessarily complicates the life course in important ways. At the root of this statement are experiences and memories, elements of a person’s life that are ultimately individualized. Our images of self, and our personal and social behaviors, for example, are largely products of a lifetime’s worth of accumulated experiences, the memories of which become modified over time. Think of an elder who detests milk because she spent her youth and early adult years on a dairy farm. Or consider a frail elder who refuses to leave the small flat in which she has spent the vast majority of her life. Or explain why an Alzheimer’s victim and war veteran becomes disturbed when uniformed nurses try to offer assistance.

This seminar will begin by establishing a common foundation of knowledge through examinations of the traditional "life courses" influencing individuals as they age through time. These life courses include: Household and Family (members of a household); Education and Career (schooling and work); and Housing (type and size of residence). Emphasis will be placed on surveys
of existing literature and on integrating the various life courses into a more coherent theoretical framework.

With some foundational knowledge under our belt, we will then start to probe uncharted territory. In particular, we will try to address these central questions:

1. How are life courses expressed over space?
2. How is an individual’s ‘life experience’ acquired, combined with other experiences, and modified through life?
3. How is spatialized cumulative life experience influential in the development of place ties and concepts of home?

As we investigate these concepts we will seek to place individual experience and decisions in the broader context of societal change, which includes relationships with aggregate transitions in economies, culture, social organization, and political structure. In other words, we will try to determine what it is like to age here or there, and perhaps now or then.

**Seminar Objectives**

Seminar participants will gain:

- A fundamental knowledge of existing foundations in life course concepts;
- An appreciation and understanding of the complexities of life course perspectives;
- An ability to critically extend life course concepts and apply derived theory in diverse disciplinary and interdisciplinary research.

**Seminar Organization**

Week 1: Foundations of the Life Course Approach

Tuesday – Preliminary thoughts, behavioral modification, and administrivia.
Wednesday – The life course of households and families
Thursday – The life course of education and employment

Week 2: Moving Toward an Integrated Perspective

Tuesday – What’s in a structure? Housing as venue for the life course
Wednesday – Balancing family and work with “expectations”
Thursday – Methodological considerations in integrated study

Week 3: Spatial Characteristics of the Life Course

Tuesday – Geographies of life and living
Wednesday – The place of experience, and the experience of place
Thursday – Biographies and life stories: Another look at methods

Week 4: The Space-Place-Home Continuum

Tuesday – Defining home and home identities
Wednesday – The power of home in life course perspective
Thursday – Saying goodbye: end of life and the end of class

**Seminar Requirements**

- Active and respectful participation in seminar discussion
- Consistent attendance
- Completing assigned readings on time
• Completing assigned writing on time
• Being responsive to approaches taken outside of the "home" discipline. Participants from any
discipline are welcome. But during this seminar I would like for all disciplinary attachments to be
dropped.

Class Activities and Evaluation

You should fully expect to be short-changed by the end of this seminar. The life course
literature is large and broad, and we cannot possibly cover it all in four weeks. Nor will we have
adequate time to sit and productively stew over certain concepts and ideas, which is a benefit of a full
16-week semester. Finally, there is insufficient time to conduct individualized research topics without
sacrificing critical understanding of the life course. So, what CAN we do?

Reading packets, composed of selected articles, book chapters, and/or reports will be made
available for copying before each week. You should read through the assigned materials before class,
since class activities will be dominated by focused discussions associated with the readings. We have
chosen to include a relatively small number of readings overall, and place greater emphasis on
promoting critical understanding of the things we do read.

There will be four (4) reaction papers required. The assignment sheets for each paper will be
distributed on each Tuesday, and the papers will be due each Thursday. These papers, graded on a
numeric scale, will count for 80% of your final grade.

There will be a number of very brief exercises, often specified within the reading packets or
perhaps during our seminar meetings. These exercises, graded using a +/- system, will count for 20%
of your final grade.

Other Odds-n-Ends

- We encourage—expect, actually—free and uninhibited discussion in this seminar. But we do
  have qualifications. First, we ask that you respect and appreciate the individual life courses of
  all seminar participants. Second, we ask that you all work together to ensure that all
  participants have equal opportunity to express their thoughts. Please avoid excessive
  “Graham-ing” (unintentional domination of discourse) or excessive “John-ing” (intentional
  withdrawal from active engagement).
- We hope to provide a secure environment for learning. If for any reason you feel
  uncomfortable, because of physical conditions of the classroom, topics being discussed, or the
  manner in which participants conduct themselves, PLEASE talk with either of us immediately
  so that the situation can be improved.
- Plan on being in class each day for the full time. If this is not feasible, then we ask that you
  reconsider your registration. If the unexpected happens and you cannot attend a session,
  please try to let us know beforehand.
- Late assignments will not be accepted for credit. And we basically do not believe in assigning
  incompletes. Put more bluntly, the four weeks of this seminar represent a do-or-die mentality
  with regard to grading.
- Writing assignments should conform to academic standards of the English language, and they
  should be typed double-spaced using a legible serif font of 11 or 12 points.
- We encourage you to talk with us at any time, and for virtually any reason. We particularly
  ask that you talk with us if you have any difficulties that might hinder normal progress in the
  seminar so that fair accommodations can be made.
- Finally, we ask that you have fun! And we welcome any efforts to bring enjoyment to the next four weeks so long as we maintain the vision of meeting our scholarly objectives.
APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health Date 1/22/07
   Department/Division offering course Gerontology

2. Proposed designation and Bulletin description of this course
   a. Prefix and Number GRN 773
   b. Title* Ethics and Aging
      *NOTE: If the title is longer than 24 characters (including spaces), write
      A sensible title (not exceeding 24 characters) for use on transcripts
   c. Lecture/Discussion hours per week 3
   d. Laboratory hours per week N/A
   e. Studio hours per week N/A
   f. Credits 3 hours
   g. Course description
      The focus of this class is on applied ethics and aging. We will address the following topics: mid/late life
      reproduction; research with older adults; spirituality/selfhood; legal issues; cultural issues; vulnerable older
      people; caregiving and community-based care; specific issues related to Alzheimer's Disease; issues at the
      end of life, and other timely ethical issues that may arise during the course. The course will make use of
      provocative readings, case studies, supplementary professional articles, a presentation and paper, lively class
      discussion, and outside speakers who will share their expertise with you on a variety of ethical issues related
      to aging.
   h. Prerequisites (if any)
   i. May be repeated to a maximum of N/A (if applicable)

4. To be cross-listed as
   ___________ Prefix and Number __________________________ Signature, Chairman, cross-listing department

5. Effective Date Fall 2007 (semester and year)

6. Course to be offered ☑ Fall ☐ Spring ☐ Summer

7. Will the course be offered each year? Yes ☑ No ☐
   (Explain if not annually)
   Faculty resources only allow offering this every other year

8. Why is this course needed? There is no graduate course that focuses specifically on ethics and aging. There is
   a gap in the curriculum in this area; what information is taught is scattered throughout different courses and is
   incomplete. Student demand was high when taught as an experimental course.

9. a. By whom will the course be taught? Pamela B. Teaster, PhD
   b. Are facilities for teaching the course now available? ☑ Yes ☐ No
      If not, what plans have been made for providing them?
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 5-12

11. Will this course serve students in the Department primarily? □ Yes ☒ No

Will it be of service to a significant number of students outside the Department? Yes □ No

If so, explain.

The course is appropriate for graduate students interested in working with older people and attempting to understand ethics and care for elderly persons.

Will the course serve as a University Studies Program course? □ Yes ☒ No

If yes, under what Area?

12. Check the category most applicable to this course

☒ traditional; offered in corresponding departments elsewhere;

☐ relatively new, now being widely established

☐ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? ☒ Yes □ No

14. Is this course part of a proposed new program? Yes □ No

If yes, which?

15. Will adding this course change the degree requirements in one or more programs?* □ Yes ☒ No

If yes, explain the change(s) below

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

18. Within the Department, who should be contacted for further information about the proposed course?

Name Pamela B. Teaster, PhD Phone 859 257-1450 x80196

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
20. Signatures to report approvals:

**DATE of Approval by Department Faculty**

2-20-08

**DATE of Approval by College Faculty**

2-20-08

**DATE of Approval by Undergraduate Council**

**DATE of Approval by Graduate Council**

2/21/08

**DATE of Approval by Health Care Colleges Council (HCCC)**

**DATE of Approval by Senate Council**

**DATE of Approval by University Senate**

*If applicable, as provided by the University Senate Rules. ([http://www.uky.edu/USC/New/RulesandRegulationsMain.htm](http://www.uky.edu/USC/New/RulesandRegulationsMain.htm))

**Reported by Department Chair**

Graham D. Rowles

**Reported by College Dean**

Linda A. Alexander

**Reported by Undergraduate Council Chair**

**Reported by Graduate Council Chair**

Heidi Anderson

**Reported by Office of the Senate Council**

**Reported by Office of the Senate Council**
ETHICS AND AGING
GRN 773

Instructor: Pamela B. Teaster, Ph.D.
Location: 304E Wethington Bldg
Time: Tuesdays, 9:00 –11:45 a.m.
Office Hours: by appointment

Office: 306 Wethington Bldg
Phone: 859.257.1450. x80196
E-mail: pteaster@uky.edu
List Serve: to be created

Required Texts

Course Description
The focus of this class is on applied ethics and aging. We will address the following topics: mid/late life reproduction; research with older adults; spirituality/selfhood; legal issues; cultural issues; vulnerable older people; caregiving and community-based care; specific issues related to Alzheimer's Disease; issues at the end of life, and other timely ethical issues that may arise during the course.

The course will make use of provocative readings, case studies, supplementary professional articles, a presentation and paper, lively class discussion, and outside speakers who will share their expertise with you on a variety of ethical issues related to aging that we will address this semester.

Course Objectives
Upon successful completion of the course, students will be able to:

a) Understand, critique, and apply basic ethical theories;
b) Identify ethical issues surrounding aging and community-based care;
c) Discuss and consider issues specifically related to Alzheimer’s Disease;
d) Explain and analyze ethical organizations and care provision; and
e) Consider the creation and implementation of ethical policies and practices.

Honor System
To ensure fairness, integrity, and the highest academic standards possible, students taking this course will abide strictly by the honor system of the University of Kentucky. Information regarding Student Rights and Responsibilities may be found at
http://www.uky.edu/StudentAffairs/Code/part2.html
under Sections 6.3.0 and following.

Adherence to Due Dates
All assignments, written using the highest standards of writing, are due on the date indicated on this syllabus and will be presented to the instructor as a hard copy document. Assignments one day late will incur a one letter grade penalty. No assignments will be accepted more than one day late.

Class Participation/Presentation
Class members should participate fully in the seminar format of this course. Divergent opinions are welcome and expected, particularly in a course of this nature. It is our privilege to consider ethics and aging in an academic learning environment. Critical to the “life of the mind” is the utmost respect of others and their views.

Article Summaries (September 24, October 29, December 3)
Article Summaries (three total) are the result of outside reading that will supplement your synthesis of aging and the ethical issues it involves. A list of academic journals with a gerontological focus will be provided for you. Please read at least one academic article relevant to ethics and aging and be prepared to contribute it in our discussion.

Summaries should be prepared for the date due and be no more than 2 double-spaced, typed pages that discuss and evaluate the article, book chapter, government document, or electronic media you read. Summaries should include: (a) the citation of the article (strictly APA format), (b) the purpose of the article, summary/results, and (c) your reaction to the article.

Note: You are welcome to re-write Article Summary #1 if you were not pleased with your point allocation. If you choose to re-write Article Summary #1, you must turn it in to the instructor within two weeks of receiving your first grade.

**Case Study Reactions (September 10, October 15, December 17)**

Case Study Reactions (three total), written in APA format, should adhere to the highest quality of work and standards of written English. Papers should be numbered, double spaced, and have a title and title page identifying the author. On the due date, please staple pages together and deliver a hard copy to the instructor. Approximate length of assignments is 1 1/2 - 2 pages.

Note: You are welcome to re-write Case Study Reaction #1 if you were not pleased with your point allocation. If you choose to re-write Case Study Reaction #1, you must turn it in to the instructor within two weeks of receiving your first grade.

**Paper (Due December 10)**

Each student will select an ethical issue of interest and will develop a paper that presents a cogent discussion regarding its resolution. The paper should include the following elements:

- Case example illustrating the issue
- Introduction to the issue, including its historical background and other relevant facts or considerations
- Framework for analysis
- Arguments for and against the issue
- Recommendation regarding resolution

Your paper should be of article length (e.g., approximately 20 pages including references). Your paper should be written using only the highest standards of written English, use American Psychological Association (APA) guidelines and format, and include scholarly sources.

**Presentations to the “Ethics Committee” (December 3, 10, 17)**

Each class member will present his or her ethical issue within a specified time frame (approximately 15 minutes). Presentations should be succinct and to the point. The presentation should include a case example (give to the class November 26th), a suggested framework to use for case resolution, issues to consider in case resolution, and your suggested resolution. Your presentation will be timed, and you will be held to the minutes allocated. Students are encouraged to use a variety of presentation methods.

**Course Evaluation**

The course is offered on an A-E basis. Criteria for passing the course are the following:

- Attendance and active participation in all sessions of class = 30 total points
- 3 article summaries @ 25 each for 75 total points
- 3 case reaction papers @ 25 each for 75 total points
- 1 article-length paper @ 100 total points
- 1 presentation to the Ethics Committee @ 75 total points

Total Points = 355
Thus, the point allocation for the course is as follows:

A= 355-319  B= 318-284  C= 283-248  E= 247 and below

**Invitation for Further Discussion**

You are encouraged to meet with me to discuss any matters raised in class about which you would like further assistance or consideration.

**Schedule Note**

The course outline below is tentative in nature, depending on class discussion as well as timely ethical issues that may arise during the semester. Because I anticipate intellectual engagement and divergence of opinion from class members and invited guests, from time to time, we may need to carry over one or more of the readings from the previous week into the next class period.

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**Course Outline**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>September 3</td>
<td>Introductions and Expectations, Ethical Grounding, and The Case of Jim</td>
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<td></td>
<td>3. Holstein &amp; Mitzen, Elders in the Community, <em>Ethics in Community-Based Elder Care</em>, pp. 3-16.</td>
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<td></td>
<td><strong>Case Study Assignment #1:</strong> In the context of the readings, react to the case study of Hello, I'm Mrs. Ponte (Holstein &amp; Mitzen), pp. 13-14.</td>
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<td>2. Tronto, An Ethic of Care, <em>Ethics in Community-Based Elder Care</em>, pp. 60-68.</td>
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<td></td>
<td><strong>Potential Invited Guest:</strong> Ken Muse, M.D., Obstetrics and Gynecology, UK College of Medicine</td>
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Potential Invited Guest: Lucindia Shouse, Professional Associate, Office of Research Integrity

Article Assignment: Article Summary #1

October 1

Issues Dealing with Older Adults and Vulnerable Adults

Readings:
5. Kane & Levin, Who’s Safe, Who’s Sorry, Ethics in Community-Based Elder Care, pp. 217-233.

October 8

Culture, Selfhood, and Spirituality

Readings:
3. Guinn, Addressing Prejudice, Ethics in Community-Based Elder Care, pp. 234-248.

October 15

Broad Brush Strokes: The Ethical Care of Older Persons

1. Holstein, Bringing Ethics Home, Ethics in Community-Based Elder Care, pp. 31-50.
2. Waymack, The Ethical Importance of Home Care, Ethics in Community-Based Elder Care, pp. 51-59.

Case Assignment #2: React to one of the cases presented in either Holstein (Reading #1) or Back & Pearlman (Reading #2).

October 22

Community-Based Elder Care

Readings:
1. McCurdy, Creating an Ethical Organization, Ethics in Community-Based Elder Care, pp. 79-93.
2. Mitzen, Organizational Ethics in a Nonprofit Agency, Ethics in Community-Based Elder Care, pp. 94-97.
3. Golden & Sonneborn, Ethics in Clinical Practice With Older Adults, Ethics in Community-Based Elder Care, pp. 98-110.
4. Stone & Yamada, Ethics and the Frontline Worker, Ethics in Community-Based Elder Care, pp. 111-121.
October 29

When the Rubber Hits the Road: The Practice of Care Provision

Readings:

Article Assignment: Article Summary #2

November 5

No Class. (Use time to work on reading, presentation, and paper).

November 12

Ethical Issues in Long-Term Care

Readings:

November 19

Dilemmas of Alzheimer’s Disease

Readings:

November 26

Alzheimer’s Disease and Other Illness in Its Final Stages

Readings:

Potential Invited Guest: Thomas Garrity, Ph.D., Behavioral Science, College of Medicine

December 3

End of Life Presentations to the Ethics Committee

Readings:

Aging, pp. 126-149.

**Article Assignment: Article Summary #3**

December 10

**Presentations to the Ethics Committee. Papers Due.**

December: 17

**Ethics and Policy**

**Presentations to the Ethics Committee**

**Readings:**
2. Holstein & Mitzen; Blaser; and Simon-Rusinowitz, Mahoney, & Benjamin, Paid Family Caregiving, *Ethics in Community-Based Elder Care*, pp. 276-296.
3. Noel, Ethics, the State, and Public Policy, *Ethics in Community-Based Elder Care*, pp. 297-310.

**Potential Invited Guest:** Harry Moody, Ph.D., Director of the Institute for Human Values in Aging, affiliated with the Brookdale Center on Aging of Hunter College

**Case Assignment #3:** From an ethical framework of your choice, identify and critique a previously proposed or presently proposed policy or piece of legislation at the state or national level, OR, write a letter to a legislator that helps guide him or her in ethical legislative decision making/voting.
APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health Date 1/22/07

Department/Division offering course Gerontology

2. Proposed designation and Bulletin description of this course
   a. Prefix and Number GRN 774
   b. Title* Public Policy and Aging
      *NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts
   c. Lecture/Discussion hours per week 3
   d. Laboratory hours per week 0
   e. Studio hours per week 3:0
   f. Credits 3
   g. Course description
      This course reviews major issues and trends in the economics of aging and social policy and aging. The course emphasizes health, economic, and welfare policies and considers their implications on federal, state, and local levels. Special consideration is given to dynamics that shape past, current, and future policy in the area of aging.
   h. Prerequisites (if any)
      Graduate standing
   i. May be repeated to a maximum of 0

4. To be cross-listed as

   Prefix and Number
   Signature, Chairman, cross-listing department

5. Effective Date Spring 2008 (semester and year)

6. Course to be offered
   □ Fall  □ Spring  □ Summer

7. Will the course be offered each year? Yes  X  No
   (Explain if not annually)
   Faculty resources only support offering this course every other year

8. Why is this course needed? There is no graduate course that focuses specifically on public policy and aging. There is a gap in the curriculum in this area; what information is taught is scattered throughout different courses and is incomplete. Student demand has generally been high when taught as an experimental course.

9. a. By whom will the course be taught? Pamela B. Teaster, PhD
   b. Are facilities for teaching the course now available? Yes  X  No
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated?  5-12

11. Will this course serve students in the Department primarily?  ☑ Yes  ☐ No

Will it be of service to a significant number of students outside the Department?  ☑ Yes  ☐ No

The course is appropriate for graduate students interested in working with older people and attempting to understand policy, such as those in nursing, communication, and social work.

Will the course serve as a University Studies Program course?  ☐ Yes  ☑ No

If yes, under what Area?

12. Check the category most applicable to this course

☑ traditional; offered in corresponding departments elsewhere;

☐ relatively new, now being widely established

☐ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?  ☑ Yes  ☐ No

14. Is this course part of a proposed new program:

If yes, which?  ☐ Yes  ☑ No

15. Will adding this course change the degree requirements in one or more programs?*

If yes, explain the change(s) below

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

18. Within the Department, who should be contacted for further information about the proposed course?

Name  Pamela B. Teaster, PhD  Phone  859 257-1450 x80196

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
20. Signatures to report approvals:

**DATE of Approval by Department Faculty**

2-20-08

Graham D. Rowles

Private name

Reported by Department Chair

signature

**DATE of Approval by College Faculty**

2-20-08

Linda A. Alexander

Private name

Reported by College Dean

signature

**DATE of Approval by Undergraduate Council**

*

Private name

Reported by Undergraduate Council Chair

signature

**DATE of Approval by Graduate Council**

2/21/08

Heidi Anderson

Private name

Reported by Graduate Council Chair

signature

**DATE of Approval by Health Care Colleges Council (HCCC)**

*

Private name

Reported by Health Care Colleges Council Chair

signature

**DATE of Approval by Senate Council**

*

Private name

Reported by Office of the Senate Council

signature

**DATE of Approval by University Senate**

*

Private name

Reported by Office of the Senate Council

signature

*If applicable, as provided by the University Senate Rules. ([http://www.uky.edu/USC/New/RulesandRegulationsMain.html](http://www.uky.edu/USC/New/RulesandRegulationsMain.html))
Instructor: Pamela B. Teaster, Ph.D.  
Office: 306C Health Sciences Building  
Location: Conference Room 304E  
Time: Wednesday, 9:00 p.m. - 12:00 p.m.

Phone: 859/257-1450 x80196  
E-mail: pteaster@uky.edu

Office Hours: By appointment

Required Textbooks


Course Description

This course reviews major issues and trends in the economics of aging and social policy and aging. The course emphasizes health, economic, and welfare policies and considers their implications on federal, state, and local levels. Where and when applicable, special consideration is given to dynamics that shape past, current, and future policy in the area of aging.

Course Objectives

Upon successful completion of the course, students will be able to:

a) Evaluate existing public policy for meeting the needs of present and future cohorts of older citizens
b) Identify ethical and equity issues surrounding allocation of resources for older persons
c) Identify mechanisms for policy formulation and implementation for older adults
d) Specify major public policy issues in economics and health care regarding older adults

Honor System

To ensure fairness, integrity, and the highest academic standards possible, students taking this course will abide strictly by the honor system of the University of Kentucky. Information regarding Student Rights and Responsibilities may be found at

http://www.uky.edu/StudentAffairs/Code/part2.html

under Sections 6.3.0 and following.

Adherence to Due Dates

All assignments, written using the highest standards of writing, are due on the date indicated on this syllabus and will be presented to the instructor as a hard copy document. Assignments one day late will incur a one letter grade penalty. No assignments will be accepted more than one day late.

Class Participation/Presentation

Class members are encouraged to participate fully in the seminar format of this course. Divergent opinions are welcome and expected in a course of this nature. Ours is an academic learning environment and, as a result, developing the “life of the mind” demands the utmost respect of others and their views. Class participation is evaluated on an overall course basis, in terms of quality as well as quantity. Unexcused absence from class will result in reduction of credit for this component.
Reading Reaction Memoranda (10)
The Memoranda (ten total) are the result of your class reading and any other readings that synthesize aging policy issues and class discussion. Be prepared to use points raised in your Reading Reaction Memoranda in our class discussion. Your paper should be prepared for the week due and be approximately 3 double-spaced, typed pages that discuss and evaluate the articles or book chapters that are the week’s reading. Your papers will be evaluated on perceptiveness and writing quality and should include the following: (a) the purpose of the chapter/article, (b) summary, (c) relation to other readings in the course, class discussion, any outside readings, and (d) your reaction to the article.

Policy Paper (Due April 23)
Each student will select a policy initiative having to do with older adults at either the state or the national level and will develop a paper that presents a cogent argument for or against the policy. You should select a position on the topic and develop your argument convincingly. The purpose of this assignment is to grasp the various perspectives that can be taken on major policy issues. Policy is highly political and crafted with an understanding of the stakes and stakeholders.

Include the following elements in your paper:

- Introduction to the issue/topic (e.g., bill number and subject, patrons and background, historical background, statement of the problem that the legislation is addressing)
- Summary of the legislation
- Analysis of the strengths and weaknesses of the current policy
- Recommendations for the policy, including creation of any new policy to address any shortcomings of the present policy
- Known outcomes or resolution as of the writing of the paper
- Synthesis/application of course readings to the policy

Include a one page Executive Summary of your paper. (I will provide you an example). The body of your paper should be approximately 10 well-crafted pages that present the full position and supporting arguments. Such an argument will, of course, include scholarly sources to support your position. As any good policy person knows, you should include graphs, tables, and case studies to support your position (these should be in the appendix of your paper). Use APA guidelines and format. The Executive Summary should be provided to all class members one week prior to the presentation of your position.

Presentations (April 23 & April 30)
Each class member will present his or her policy position within a specified time frame. Oral presentations should be succinct and to the point (you are presenting expert testimony to a Special Committee). Your presentation will be timed, and you will be held to the minutes allocated. The presentation will be followed by a timed question and answer period.

Students are encouraged to use a variety of presentation methods.

Course Evaluation
The final evaluation in the course is based on each student’s grades on the Reading Reaction Memoranda, class discussion, policy paper and presentation, and final examination.

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<thead>
<tr>
<th>Point Allotment</th>
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<tbody>
<tr>
<td>Reading Reaction Memoria</td>
<td>200</td>
</tr>
<tr>
<td>class (10 @ 20 points each)</td>
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<tr>
<td>Class Discussion</td>
<td>100</td>
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<tr>
<td>Position Paper</td>
<td>100</td>
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<tr>
<td>Presentation</td>
<td>100</td>
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<td>600</td>
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</table>
Thus, the following point accumulation determines your grade for the course:

A = 600-540;  B = 539-480;  C = 479-420;  E= 419 and below

**Invitation for Further Discussion**
I invite you to discuss with me your progress in the class at any time during the semester, and I encourage you to discuss any matters raised in lectures, assignments, or readings for which you would like further consideration or that may prove difficult for you. I am more than happy to read and critique a draft of your policy paper if you give it to me a week in advance of when you would like feedback.

**Supportive Learning**
Should you be a person with a disability and/or feel that there is anything that I should know in order to improve your learning environment in this course, please contact me by telephone or in person.

---

**Course Outline**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>January 15</td>
<td><strong>Introduction, Requirements, Expectations</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Differences Among Ethics, Equity, and Equality</strong></td>
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<tr>
<td>January 22</td>
<td><strong>Context of Aging Policy</strong></td>
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<tr>
<td></td>
<td>Readings:</td>
</tr>
<tr>
<td></td>
<td>1. Schactman &amp; Altman, Chapters 1, 2</td>
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<tr>
<td></td>
<td>2. Koff &amp; Park, Chapters 1, 2</td>
</tr>
<tr>
<td>January 29</td>
<td><strong>The Older Americans Act (No Reading Reaction Memoranda for This Week)</strong></td>
</tr>
<tr>
<td></td>
<td>Readings:</td>
</tr>
<tr>
<td></td>
<td>1. <em>The Older Americans Act of 2000</em>, print from Web, instructions regarding printing provided</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.aoa.dhhs.gov/default.htm">http://www.aoa.dhhs.gov/default.htm</a></td>
</tr>
<tr>
<td></td>
<td>2. Koff &amp; Park, Chapters 3, 4, 5</td>
</tr>
<tr>
<td>February 5</td>
<td><strong>Theoretical Framework as Applied to Aging Policy</strong></td>
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<td></td>
<td>Readings:</td>
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<tr>
<td></td>
<td>Estes and Associates, Chapters 1, 2, 3, 4</td>
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<tr>
<td>February 12</td>
<td><strong>Major Public Policies for Older People</strong></td>
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<tr>
<td></td>
<td>Readings:</td>
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<tr>
<td></td>
<td>1. Koff &amp; Park, Chapter 6, 7, 8</td>
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<tr>
<td></td>
<td>2. Estes and Associates, Chapter 5</td>
</tr>
<tr>
<td>February 19</td>
<td><strong>More Major Public Policies</strong></td>
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<td></td>
<td>Readings:</td>
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<tr>
<td></td>
<td>1. Koff &amp; Park, Chapter 9, 10</td>
</tr>
<tr>
<td></td>
<td>2. Estes and Associates, Chapters 6, 7</td>
</tr>
<tr>
<td>February 26</td>
<td><strong>A Political Economy View of Health and Health Care for Older People</strong></td>
</tr>
<tr>
<td></td>
<td>Readings:</td>
</tr>
<tr>
<td></td>
<td>Estes and Associates, Chapters 8, 9, 10, 11</td>
</tr>
</tbody>
</table>
March 5    **And Now from the Right, It's the Economy…**
Readings:
1. Schactman & Altman, Chapters 3, 4, 5, 6, 7

March 12  **Alternatives to the “What Is”**
Readings:
Altman and Schactman, Chapters 8, 9, 10, 11

March 19  **Spring Break--Enjoy!**

March 26  **More Alternatives to the “What Is”**
Readings:
Altman and Schactman, Chapters 12, 13, 14

April 2    **Through the Looking Glass**
Readings:
Altman and Schactman, Chapters 15, 16, and 17

April 9    **No Class.** (Use time for papers and presentation)

April 16  **Other Views from the Bridge**
1. Estes et al., *Concluding Observations on Social Policy, Social Theory, and Research* (pp. 231-237)
2. Koff & Park, Chapter 11

**Possible Invited Speakers:**
William F. Benson, Former Acting Principal Deputy Assistant Secretary for Aging (1997); Benson and Associates.
Bob Blancato, Executive Director, 1995 White House Conference on Aging; President, National Committee for the Prevention of Elder Abuse; Matz, Shea, and Blancato.

April 23  **Presentations (Paper Due)**
April 30  **Presentations**

**Possible, Invited Speakers:**
Jerry Whitley, Executive Director, Office of Aging Services, Frankfort, KY
Representative Susan Westrom, Kentucky House of Representatives, House District 79

**Other Events This Semester:**
- *Ph.D. Program in Gerontology Friday Discussions*
- *Sanders-Brown Center on Aging Seminar Series*
- *Visit to the Kentucky General Assembly (TBA, Encouraged)*
APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health Date 1/22/08

Department/Division offering course Gerontology

2. Proposed designation and Bulletin description of this course

   a. Prefix and Number GRN 775
   b. Title* Clinical Geriatrics

   *NOTE: If the title is longer than 24 characters (including spaces), write
   A sensible title (not exceeding 24 characters) for use on transcripts

   c. Lecture/Discussion hours per week 3
   d. Laboratory hours per week 0
   e. Studio hours per week 0
   f. Credits 3

   g. Course description

   This course provides a perspective of clinical geriatrics. Basic concepts of geriatric care are presented, along with
   concepts of gerontology as it applies to geriatric medicine. This course is designed for both clinicians and non-clinicians.

   h. Prerequisites (if any)

   none

   i. May be repeated to a maximum of 1 (if applicable)

4. To be cross-listed as


Prefix and Number Signature, Chairman, cross-listing department

5. Effective Date fall, 2007 (semester and year)

6. Course to be offered Fall Spring Summer

7. Will the course be offered each year? Yes No

8. Why is this course needed?

   No course at UK that provides an overview/perspective of clinical geriatrics.

9. a. By whom will the course be taught? Nancy Stiles, MD

   b. Are facilities for teaching the course now available?

   If not, what plans have been made for providing them? Yes No
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated?

11. Will this course serve students in the Department primarily?  
   ☒ Yes  ☐ No
   Will it be of service to a significant number of students outside the Department?  
   ☒ Yes  ☐ No
   With aging of our society, various other disciplines will find an overview of geriatric clinical care pertinent.

12. Check the category most applicable to this course
   ☐ traditional; offered in corresponding departments elsewhere;
   ☐ relatively new, now being widely established
   ☒ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?  
   ☒ Yes  ☐ No

14. Is this course part of a proposed new program:  
   ☐ Yes  ☒ No
   If yes, which?

15. Will adding this course change the degree requirements in one or more programs?*  
   ☐ Yes  ☒ No
   If yes, explain the change(s) below

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.  ☐ Check here if 100-200.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales.  ☐ Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?
   Name  John F. Watkins  Phone Extension  7-1450, x80240

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
20. Signatures to report approvals:

**DATE of Approval by Department Faculty**

2-20-08

GRAHAM D. ROWLES
printed name
Reported by Department Chair
signature

Linda A. Alexander
printed name
Reported by College Dean
signature

*DATE of Approval by Undergraduate Council*

*DATE of Approval by Graduate Council*

2/21/08

Heidi Anderson
printed name
Reported by Graduate Council Chair
signature

*DATE of Approval by Health Care Colleges Council (HCCC)*

*DATE of Approval by Senate Council*

*DATE of Approval by University Senate*

Reported by Office of the Senate Council

Reported by Office of the Senate Council

*If applicable, as provided by the University Senate Rules. (http://www.uky.edu/USC/New/RulesandRegulationsMain.htm)*
APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health ________________________ Date ____________________
   Department/Division offering course Gerontology ________________________

2. Proposed designation and Bulletin description of this course
   a. Prefix and Number GRN 778
   b. Title* Current Topics in Brain Aging
      *NOTE: If the title is longer than 24 characters (including spaces), write
      A sensible title (not exceeding 24 characters) for use on transcripts ________________________
   c. Lecture/Discussion hours per week 3
   d. Laboratory hours per week 0
   e. Studio hours per week 0
   f. Credits 3
   g. Course description
      Students will learn cellular and molecular changes that occur in the brain through AD progression in addition to the impact of these changes on individual lifestyle and on society
   h. Prerequisites (if any)
      None
   i. May be repeated to a maximum of 1

4. To be cross-listed as
   Prefix and Number ________________________
   Signature, Chairman, cross-listing department ________________________

5. Effective Date Fall 2007 (semester and year)

6. Course to be offered ☒ Fall ☐ Spring ☐ Summer

7. Will the course be offered each year? ☒ Yes ☐ No
   (Explain if not annually)

8. Why is this course needed?
   This course will provide students necessary background for and critical exposure to contemporary studies of brain aging, with emphasis on casting the topic in broader societal perspective.

9. a. By whom will the course be taught? Dr. Rodney Guttmann
   b. Are facilities for teaching the course now available?
      If not, what plans have been made for providing them? ☒ Yes ☐ No
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 10

11. Will this course serve students in the Department primarily? ☒ Yes ☐ No
   Will it be of service to a significant number of students outside the Department? ☒ Yes ☐ No

   Students in biological sciences would also be expected to participate and benefit from this focused course.

12. Check the category most applicable to this course
   ☒ traditional; offered in corresponding departments elsewhere;
   ☐ relatively new, now being widely established
   ☐ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? ☒ Yes ☐ No

14. Is this course part of a proposed new program: ☐ Yes ☒ No
   If yes, which?

15. Will adding this course change the degree requirements in one or more programs?* ☐ Yes ☒ No
   If yes, explain the change(s) below

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. ☐ Check here if 100-200.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. ☐ Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?
   Name  John Watkins                        Phone Extension   7-1450 x80240

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
20. Signatures to report approvals:

2-20-08
DATE of Approval by Department Faculty

GRAHAM D. ROWLES
printed name
Reported by Department Chair
signature

2-20-08
DATE of Approval by College Faculty

Linda A. Alexander
Assoc Dean for Academic Affairs
Reported by College Dean
signature

* DATE of Approval by Undergraduate Council

* DATE of Approval by Graduate Council

2/21/08
* DATE of Approval by Health Care Colleges Council (HCCC)

Heidi Anderson
Reported by Graduate Council Chair
signature

* DATE of Approval by Senate Council

Reported by Office of the Senate Council

* DATE of Approval by University Senate

Reported by Office of the Senate Council

*If applicable, as provided by the University Senate Rules. (http://www.uky.edu/USC/New/RulesandRegulationsMain.htm)
SYLLABUS – Current Topics in Brain Aging
GRN 778

INSTRUCTOR: Rodney Guttmann, Ph.D.
University of Kentucky
Center on Aging
800 S Limestone Street
Room 305 Sanders-Brown
Lexington KY 40536

(phone) 859-257-1412 x275
(fax) 859-257-9479
(email) rodneyg@uky.edu

REQUIRED TEXT: All text materials will be provided by the instructor during class.

When and Where: W 10:00A – 12:45, CTW 304E

Instructor: Rodney P. Guttmann, Ph.D.
305 Sanders-Brown Bldg.
Phone: 257-1412, ext. 275
Email: rodneyg@uky.edu

Topical Overview
The goal of this advanced seminar course is to engage students in discussion of recent advances in our knowledge relevant to age-related changes in the CNS. To accomplish this goal, students will primarily discuss but also have the opportunity to present recent work associated with: 1) new technological changes applicable to the study of the aging CNS, 2) newly published studies of high impact in the area of normal or pathological CNS changes, 3) relevant articles of high importance to the class 4) novel hypotheses regarding neurodegenerative diseases, and 5) current and future impact of current trends on human health and society. Discussion topics will include but are not limited to: current hypotheses of Alzheimer’s, Parkinson’s; Transmissible Spongiform Encephalopathies and other age-related neurodegenerative diseases; stem cells and aging; ‘successful’ aged populations; and new therapeutic advances and the future of research in the treatment/prevention of age-related declines in CNS function.

Requirements

• Active and respectful participation in seminar discussion
• Consistent attendance
• Completing assigned readings on time
• Completing assigned writing on time
• Being responsive to approaches taken outside of the "home" discipline.

Class Activities and Evaluation
Reading packets, composed of selected articles, book chapters, and/or reports will be made available each week. You should read through the assigned materials before class, since class activities will be dominated by focused discussions associated with the readings. We have chosen to include a relatively small number of readings overall, and place greater emphasis on promoting critical understanding.

Attendance and participation will constitute 60% of your grade. One excused absence (24 hours notice) is acceptable. There will be 2 papers required (mid-term and final). These papers, graded on a numeric scale, will count equally for 40% of your final grade. 90=A, 80=B, 70=C.

Other Odds-n-Ends

- This course relies on free and uninhibited discussion in this seminar. But we do have qualifications. First, we ask that you respect and appreciate the individual perspectives of all seminar participants. Second, we ask that you work together to ensure that all participants have equal opportunity to express their thoughts.
- We hope to provide a secure environment for learning. If for any reason you feel uncomfortable, because of physical conditions of the classroom, topics being discussed, or the manner in which participants conduct themselves, you should let the instructor know immediately so that the situation can be improved.
- Plan on being in class each day for the full time. If this is not feasible, then we ask that you reconsider your registration. If the unexpected happens and you cannot attend a session, let us know beforehand.
- Late assignments will not be accepted for credit.
- Writing assignments should conform to academic standards of the English language, and they should be typed double-spaced using a legible serif font of 11 points.
- We encourage you to talk with us at any time, and for virtually any reason. We particularly ask that you talk with us if you have any difficulties that might hinder normal progress in the seminar so that fair accommodations can be made.
- Finally, we ask that you have fun and welcome any efforts to bring enjoyment to the discussions as we maintain the vision of meeting our scholarly objectives.
PUBLIC HEALTH AND AGING

Co-Instructor: Pamela B. Teaster, Ph.D.  
Office: 306C Wethington Health Sciences Bldg.  
Phone: 859.257.1450 x80196  
E-mail: pteaster@uky.edu

Co-Instructor: Linda A. Alexander, Ed.D.  
Office: 110C College of Public Health Building  
Phone: 859.257.5678 x82092  
E-mail: ljournidi@uky.edu

Location: Conference Room 304E  
Office Hours: by appointment

Course #: GRN 770-003  
Call #: 02964

Time: Thursdays, 1:00 p.m. – 3:45 p.m.  
Semester: Fall 2006

Required Textbook

Other Readings
Generally, readings from other sources will be assigned and provided for you no less than one week prior to class discussion.

Recommended Textbooks


Prerequisite
You may take this course if you are admitted to or enrolled in a graduate program at the University of Kentucky.

E-mail Communication
E-mail communication will be used throughout the semester to provide information to students regarding the course as well as to provide additional opportunities to understand public policy and aging.

Philosophical Statement for College of Public Health Courses
There are some themes we consider so central to our mission that they are thoroughly integrated into every course. These themes are the following: a) the “fact” of health disparities and how they should influence our practice of public health, b) the “fact” of health literacy limitations in many populations and how they influence the encoding, decoding, and application of health promotion and behavior change messages, and c) the need for communication from public health practitioners to be direct, clear, and compelling in health promotion and behavior change activities and efforts intended to improve health and health care in Kentucky, the nation, and around the world.

Course Description
Public Health and Aging is an elective course in the Graduate Center for Gerontology and Department of Health Behavior and is offered to students on the graduate level. The focus of the course is to help students identify a public health framework and a paradigm for addressing the issues of social, emotional, physical, and mental health in older adults, as well as a keen understanding and awareness of chronic disease prevention, mortality, and quality of life issues that are germane to aging in the United States.
The course will make use of provocative readings, case studies, supplementary professional and newspaper articles, an issue presentation and paper, lively class discussion, and outside speakers who will share their expertise with you on a variety of policy issues related to aging.

**Course Objectives**
Upon successful completion of the course, students will be able to:

a) define public health and its nexus with issues of an aging society,
b) identify the appropriate framework for articulating public health related issues in aging populations,
c) examine risk factors associated with quality of life, disease, and barriers to wellness in older adults, and
d) understand major public policy issues related to public health care and older adults.

**Honor System**
To ensure fairness, integrity, and the highest academic standards possible, students taking this course will abide strictly by the University Regulations. The following is pertinent information on plagiarism:

6.3.1

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows idea, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else’s work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student’s assignment involves research in outside sources or information the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

**Students with Disabilities**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Resource Center, Room 2, Alumni Gym, 859.257.2754. Should you be a person with a disability and/or feel that there is anything that I should know in order to improve your learning environment in this course, please contact me by e-mail, telephone, or in person.

**Course Requirements**
1. Readings in *Public Health and Aging* and as otherwise specified. Directions regarding approaches to the readings will be distributed to students the week prior to the date assignments are due.

2. University class attendance requirements apply; non-preparation will be considered nonattendance for grading purposes. More than two unexcused absences can make it difficult for credit to be awarded.

3. Class preparation and participation are assumed and expected.
4. Persons who aspire to be imminently knowledgeable about public health and aging should keep up to date on emerging issues and potential problems. We recommend that students consider joining or subscribing to one or more of the following:

- *Journal of Aging and Health*, [www.sagepub.co.uk](http://www.sagepub.co.uk)
- *AARP: Policy and Research Information for Professionals in Aging*, [www.aarp.org/research](http://www.aarp.org/research)

**Adherence to Due Dates**
All assignments, written using the highest standards of writing, are due on the date indicated on this syllabus and will be presented to the instructor as a hard copy document. **NOTE:** Assignments one day late will incur a one letter grade penalty. No assignments will be accepted more than one day late.

**Class Participation/Presentation**
Class members are encouraged to participate fully in the seminar format of this course. Divergent opinions are welcome and totally expected. Ours is an academic learning environment and, as a result, developing the “life of the mind” demands the utmost preparation and respect of others and their views.

**Additional Readings:**
The class will entail a significant amount of reading. Copies of readings from sources other than the required text, comprising chapters and articles from a wide range of sources, will be made available to you. A reading list will be provided for each class. Each reading list will include some sources listed as required, as well as sources listed as recommended. Course participants will be expected to have read, at a minimum, the required readings prior to each class meeting. The reading lists may be accompanied by certain questions or tasks, which may include issues to focus your thinking while you are reading, information/data to collect, or reading reaction memoranda to be written. These must be addressed prior to the class meeting.

**Course Evaluation**
The final evaluation in the course is based on each student’s grades on the Reading Reaction Memoranda (8), presentation, and final issue paper. The components of the course are explained in greater detail below.

**Reading Reaction Memoranda** (8 total)
The Reading Reaction Memoranda are the result of your class reading, other reading, experience, and class discussion that synthesize public policy and aging issues. Be prepared to use points raised in your Reading Reaction Memoranda in our class discussion. Your Memorandum should be prepared for the week due and be no more than 3 double-spaced, typed pages that discuss and evaluate the articles or book chapters that are the week's reading. Your papers will be evaluated on perceptiveness and writing quality and, organized around a theme, should include the following components (including a title), though not with these headings:

(a) purpose of the chapter/article/experience,
(b) brief summary,
(c) relation to other readings in the course, class discussion, any outside readings, life experience, and
(d) your discussion/reaction.

**Issue Paper** (Due December 7)
Each student will select a public health and aging issue on the community, the state, or the national level and will develop an issue paper that presents a fully researched discussion of the topic. The purpose is to explain the importance of the issue for public health and an aging population and the various perspectives that can be taken. As you will come to realize, public health initiatives for older adults are crafted with a nuanced understanding and a well-articulated plan
for implementation. Throughout the paper, synthesize and apply course readings, presentations, and class discussion to the issue paper.

Please include the following elements in your paper:

- Introduction to the issue/topic (e.g., historical background, statement of the problem)
- Summary of the issue
- Proposed solution(s)
- Analysis of the solution(s)’ strengths and weaknesses
- Recommendations for the issue, including creation of any new policies or protocols
- Potential outcomes or resolution

Your paper should include a 1-2 page Executive Summary. (We will provide an example). The body of your paper should be approximately 10-12 well-crafted pages that present the issue. Such a document will, of course, include scholarly sources. In an appendix, you may want to include graphs, tables, and case studies in support of your issue. Use APA guidelines and format. The Executive Summary should be provided to all class members one week prior to your presentation.

Please identify your topic no later than October 19th, and make a date to meet with one of us to discuss your paper. Send/Bring a tentative outline of the paper prior to/to the meeting.

Presentations (December 7)
Each class member will present his or her public health and aging issue within a specified time frame. Oral presentations should be succinct and to the point. Your presentation will be timed, and you will be held to the minutes allocated. The presentation will be followed by a timed question and answer period. Students are encouraged to use a variety of presentation methods.

Course Evaluation
The final evaluation in the course is based on each student’s grades on Reading Reaction Memoranda, class discussion, debate presentation, and policy paper.

<table>
<thead>
<tr>
<th></th>
<th>Point Allotment</th>
</tr>
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<tbody>
<tr>
<td>Reading Reaction Memoranda (8 @ 25 points each)</td>
<td>200</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>75</td>
</tr>
<tr>
<td>Issue Paper</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td>375</td>
</tr>
</tbody>
</table>

Thus, the following point accumulation determines your grade for the course:

\[ A = 375-336; \quad B = 335-300; \quad C = 299-261; \quad E = 260 \text{ and below} \]

Invitation for Further Discussion
We welcome you to discuss your progress in the class with us at any time during the semester, and we encourage you to discuss any matters raised in lectures, assignments, or readings for which you would like further consideration or that may prove of interest to you or difficult for you. We are more than happy to read and critique a draft of your issue paper if you give it to us a week in advance of when you would like feedback.

Schedule Note
The course outline below is tentative in nature, and dependent on unforeseen circumstances, class discussion, and timely issues that may arise during the semester. Because we anticipate intellectual engagement and divergence of opinion, from time to time, we may need to carry over one or more of the readings/discussions from the previous week into the next class period.
### SCHEDULE OF ASSIGNMENTS

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24</td>
<td>Introduction, Requirements, Expectations, Current Issues</td>
<td>Teaster/Alexander</td>
</tr>
<tr>
<td></td>
<td>Discussion of What Distinguishes “Public” Health</td>
<td></td>
</tr>
<tr>
<td>August 31**</td>
<td>The Intersection of Public Health and Aging</td>
<td>Teaster/Alexander</td>
</tr>
<tr>
<td>September 7**</td>
<td>Aging and Demography</td>
<td>Alexander</td>
</tr>
<tr>
<td>September 14</td>
<td>NO CLASS</td>
<td>G. Rowles</td>
</tr>
<tr>
<td>September 21**</td>
<td>The Successful Aging Paradigm</td>
<td>Teaster/Alexander</td>
</tr>
<tr>
<td>September 28**</td>
<td>Public Health and the Disabled Older Adult</td>
<td>Teaster/Alexander</td>
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<tr>
<td></td>
<td><em>(The Older Caregiver)</em></td>
<td>Harold Kleinert</td>
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<td></td>
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<td>Mike Smith</td>
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<tr>
<td>October 5**</td>
<td>Public Health and Dementia</td>
<td>Teaster/Alexander</td>
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<tr>
<td></td>
<td><em>(Palliative Care)</em></td>
<td>A. Carter and</td>
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<td></td>
<td>K. Botiggi</td>
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<tr>
<td>October 12**</td>
<td>Quality of Life and End of Life</td>
<td>Teaster/Alexander</td>
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<tr>
<td></td>
<td><em>(Palliative Care)</em></td>
<td>K. Mueggenberg</td>
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<td>October 19**</td>
<td>Racial and Ethnic Differences in Health in Late Life</td>
<td>Alexander</td>
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<tr>
<td>October 26</td>
<td>The Intersection of Aging and Injury Prevention</td>
<td>Teaster</td>
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<tr>
<td></td>
<td><em>(Elder Abuse)</em></td>
<td>TBD</td>
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<tr>
<td>November 2**</td>
<td>The Intersection of Aging and Injury Prevention</td>
<td>Alexander</td>
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<tr>
<td></td>
<td><em>(Disaster Preparedness)</em></td>
<td>H. Stevens</td>
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<tr>
<td></td>
<td><em>(Older Farmers)</em></td>
<td>D. Reed</td>
</tr>
<tr>
<td>November 9</td>
<td>Issues in Health Services Management</td>
<td>Teaster</td>
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<tr>
<td></td>
<td><em>(Medicare Part D)</em></td>
<td>J. Costich</td>
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<td>November 16</td>
<td>Intersection of Aging, Public Health, and Epidemiology</td>
<td>Alexander/Teaster</td>
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<td></td>
<td><em>(HIV/AIDS—STDS)</em></td>
<td>TBD</td>
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<tr>
<td>November 23</td>
<td>THANKSGIVING DAY <em>(No Class, of Course)</em></td>
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<tr>
<td>November 30</td>
<td>Intersection of Aging and Health Behavior</td>
<td>Alexander/Teaster</td>
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<tr>
<td></td>
<td><em>(HIV/AIDS—STDS)</em></td>
<td>R. Crosby</td>
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<td>December 7</td>
<td>Class Presentation/Issue Paper</td>
<td>Teaster/Alexander</td>
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<tr>
<td>December 14</td>
<td>Towards a Future Nexus of Aging and Public Health</td>
<td>Teaster/Alexander</td>
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<tr>
<td></td>
<td>*(Panel Discussion)/Conclusion</td>
<td>TBD</td>
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** Reading Reaction Memorandum Due.  
*(This outline is subject to adjustment as the semester progresses.)*
Summary of Due Dates/Activities

**August 31**  
Reading Reaction Memorandum #1

**September 7**  
Reading Reaction Memorandum #2

**September 21**  
Reading Reaction Memorandum #3

**September 28**  
Reading Reaction Memorandum #4

**October 5**  
Reading Reaction Memorandum #5

**October 12**  
Reading Reaction Memorandum #6

**October 19**  
Reading Reaction Memorandum #7

**October 19**  
Scheduled Meeting with Teaster or Alexander on Issue Paper and Presentation

**November 2**  
Reading Reaction Memorandum #8

**December 7**  
Final Debate Presentation

**December 7**  
Final Policy Paper

Opportunities to Learn More About Public Health and Aging

**Fridays @ noon**  
Sanders-Brown Friday Brown Bag Series, First Floor Sanders-Brown Library

**2nd Fridays**  
Public Health Grand Rounds

**October 8**  
Alzheimer’s Walk (Joint Project with Student Public Health Association and Sigma Phi Omega)

**October 20**  
College of Public Health Research Day

**Nov. 5 - 8**  
American Public Health Association Meeting, Boston, MA

**Nov. 16 - 20**  
Meeting of the Gerontological Society of America
APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health Date 1/22/07
   Department/Division offering course Gerontology

2. Proposed designation and Bulletin description of this course
   a. Prefix and Number GRN 783 b. Title* Public Health and Aging
      *NOTE: If the title is longer than 24 characters (including spaces), write
      A sensible title (not exceeding 24 characters) for use on transcripts
   c. Lecture/Discussion hours per week 3 d. Laboratory hours per week 0
   e. Studio hours per week 0 f. Credits 3
   g. Course description
      Public Health and Aging is an elective course in the Graduate Center for Gerontology and Department of Health Behavior
      and is offered to students on the graduate level. The focus of the course is to help students identify a public health
      framework and a paradigm for addressing the issues of social, emotional, physical, and mental health in older adults, as
      well as a keen understanding and awareness of chronic disease prevention, mortality, and quality of life issues that are
      germane to aging in the United States.
   h. Prerequisites (if any)
      Graduate standing
   i. May be repeated to a maximum of 0 (if applicable)

4. To be cross-listed as
   Prefix and Number __________________________ Signature, Chairman, cross-listing department

5. Effective Date Spring 2007 (semester and year)

6. Course to be offered
   ☑ Fall ☐ Spring ☐ Summer

7. Will the course be offered each year? ☐ Yes ☑ No
   (Explain if not annually)
   The course has only been offered one time (fall 2006), but given faculty commitments to teach other courses and to provide
   balanced course offerings related to gerontology and pertinent to student need, teaching this course once every other year seems
   appropriate.

8. Why is this course needed?
   Gerontology is a focus of public health and a department in the College of Public Health, but no course focuses on the
   intersection of public health and aging. Student demand was high when taught in the fall of 2006.

9. a. By whom will the course be taught? Pamela B. Teaster, Ph.D.
   b. Are facilities for teaching the course now available? ☑ Yes ☐ No
If not, what plans have been made for providing them?
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 8-12

11. Will this course serve students in the Department primarily? ☑ Yes ☐ No
   Will it be of service to a significant number of students outside the Department? ☑ Yes ☐ No
   This course should be of interest to graduate students in a variety of units associated with public health, health services, and health sciences.

12. Will the course serve as a University Studies Program course? ☐ Yes ☑ No
    If yes, under what Area?

12. Check the category most applicable to this course
   ☐ traditional; offered in corresponding departments elsewhere;
   ☐ relatively new, now being widely established
   ☑ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? ☑ Yes ☐ No

14. Is this course part of a proposed new program:
    ☐ Yes ☐ No
    If yes, which?

15. Will adding this course change the degree requirements in one or more programs?* ☑ Yes ☐ No
    If yes, explain the change(s) below

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. ☑ Check here if 100-200.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. ☑ Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?
   Name    Pamela B. Teaster, Ph.D. Phone Extension 859.257.1450 x80196

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
20. Signatures to report approvals:

- **2-20-08**
  - DATE of Approval by Department Faculty
  - Graham D. Rowles
  - Reported by Department Chair

- **2-20-08**
  - DATE of Approval by College Faculty
  - Linda A. Alexander
  - Reported by College Dean
  - Assoc Dean for Academic Affairs

* DATE of Approval by Undergraduate Council

* DATE of Approval by Graduate Council

* DATE of Approval by Health Care Colleges Council (HCCC)

* DATE of Approval by Senate Council

* DATE of Approval by University Senate

Reported by Office of the Senate Council

*If applicable, as provided by the University Senate Rules. ([http://www.uky.edu/USC/New/RulesandRegulationsMain.htm](http://www.uky.edu/USC/New/RulesandRegulationsMain.htm))
APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health
   Date
   Department/Division offering course Gerontology

2. Proposed designation and Bulletin description of this course
   a. Prefix and Number GRN 786
   b. Title* Independent Readings in Gerontology
      *NOTE: If the title is longer than 24 characters (including spaces), write
      A sensible title (not exceeding 24 characters) for use on transcripts

   c. Lecture/Discussion hours per week NA
   d. Laboratory hours per week 0
   e. Studio hours per week 0
   f. Credits Variable 1-6

3. Course description
   Open to doctoral students who have the necessary training and ability to work independently at an advanced level. Students will work under the supervision of a gerontology faculty member to identify readings appropriate for the student's chosen topic, establish timelines for completion, and determine grading criteria. May be repeated to a maximum of 9 credits. Approval of the Director of Graduate Studies required.
   h. Prerequisites (if any)
      None

   i. May be repeated to a maximum of 9 credit (if applicable)

4. To be cross-listed as
   Prefix and Number
   Signature, Chairman, cross-listing department

5. Effective Date Fall 2007 (semester and year)

6. Course to be offered ☒ Fall ☒ Spring ☒ Summer

7. Will the course be offered each year? ☒ Yes ☐ No
   (Explain if not annually)

8. Why is this course needed?
   To provide students a formal opportunity to pursue advanced readings in their chosen area of interest.

9. a. By whom will the course be taught? Gerontology faculty will serve as supervisors. DGS in the central contact.
   b. Are facilities for teaching the course now available? ☒ Yes ☐ No
      If not, what plans have been made for providing them?
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated?  Up to 15 per semester

11. Will this course serve students in the Department primarily?  Yes  No
    Will it be of service to a significant number of students outside the Department?  Yes  No

12. Check the category most applicable to this course
    ☑  traditional; offered in corresponding departments elsewhere;
    ☐  relatively new, now being widely established
    ☐  not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?  Yes  No

14. Is this course part of a proposed new program:  Yes  No
    If yes, which?

15. Will adding this course change the degree requirements in one or more programs?*  Yes  No
    If yes, explain the change(s) below

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.  ☐ Check here if 100-200.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales.  ☐ Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?
    Name  John Watkins  Phone Extension  7-1450 x80240

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
20. Signatures to report approvals:

2-20-08
DATE of Approval by Department Faculty

2-20-08
DATE of Approval by College Faculty

* DATE of Approval by Undergraduate Council

* DATE of Approval by Graduate Council

2/21/08
* DATE of Approval by Health Care Colleges Council (HCCC)

* DATE of Approval by Senate Council

* DATE of Approval by University Senate

*If applicable, as provided by the University Senate Rules. (http://www.uky.edu/USC/New/RulesandRegulationsMain.htm)
APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health

   Date August 10, 2007

   Department/Division offering course

2. Proposed designation and Bulletin description of this course

   a. Prefix and Number CPH 701

   b. Title* Current Issues in Public Health

   *NOTE: If the title is longer than 24 characters (including spaces), write
   A sensible title (not exceeding 24 characters) for use on transcripts

   c. Lecture/Discussion hours per week 1

   d. Laboratory hours per week 0

   e. Studio hours per week 0

   f. Credits 1

   g. Course description

       This seminar course will introduce MS and PhD students to the critical role of public health in protecting, maintaining, and improving the health of the population. Specific emphasis will be directed to the “Ten Essential Functions of Public Health” through weekly lectures, readings, and writing assignments. While all five core areas of public health will be introduced.

   h. Prerequisites (if any)

       Admission to College of Public Health MS or PhD program.

   i. May be repeated to a maximum of One time

3. To be cross-listed as

   N/A

   Prefix and Number

4. Signature, Chairman, cross-listing department

5. Effective Date Spring 2008

6. Course to be offered

   ☑ Summer

   ☐ Fall

   ☐ Spring

7. Will the course be offered each year?

   ☑ Yes ☐ No

   (Explain if not annually)

8. Why is this course needed?

   To provide a broad overview of public health systems and roles/responsibilities to students enrolled in CPH graduate academic (MS and PhD) programs.

9. a. By whom will the course be taught? Stephen W. Wyatt, DMD, MPH

   b. Are facilities for teaching the course now available?

   ☑ Yes ☐ No

   If not, what plans have been made for providing them?
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 12-15 students

11. Will this course serve students in the Department primarily?  
   ☒ Yes  ☐ No
   Will it be of service to a significant number of students outside the Department?  
   ☐ Yes  ☒ No
   If so, explain.

Will the course serve as a University Studies Program course?  
☐ Yes  ☒ No
If yes, under what Area?  

12. Check the category most applicable to this course
   ☒ traditional; offered in corresponding departments elsewhere;
   ☐ relatively new, now being widely established
   ☐ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?  
   ☒ Yes  ☐ No

14. Is this course part of a proposed new program:  
   If yes, which?  
   ☒ MS in Clinical Research Skills
   ☐ PhD in Epidemiology/Biostatistics
   ☐ MS in Biostatistics

15. Will adding this course change the degree requirements in one or more programs?  
   If yes, explain the change(s) below (NOTE – If “yes,” a program change form must also be submitted.)  
   ☐ Yes  ☒ No

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales.  ☒ Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?

   Name  Stephen W. Wyatt, DMD, MPH  ☐  Phone Extension  7-5678 ext 82095
20. Signatures to report approvals:

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<th>Reported by</th>
<th>Signature</th>
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<tr>
<td>2-20-08</td>
<td>Graham D. Rowles</td>
<td>Department Chair</td>
<td>signature</td>
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<td></td>
<td>Linda A. Alexander</td>
<td>College Dean</td>
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<td>Assoc Dean for Academic Affairs</td>
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<td>Undergraduate Council Chair</td>
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<td>Graduate Council Chair</td>
<td>signature</td>
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<tr>
<td>2/21/08</td>
<td>Heidi Anderson</td>
<td>Health Care Colleges Council Chair</td>
<td>signature</td>
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<td>Office of the Senate Council</td>
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*If applicable, as provided by the University Senate Rules. ([http://www.uky.edu/USC/New/RegulationsMain.htm](http://www.uky.edu/USC/New/RegulationsMain.htm))
Date of the Week
Time of Class
Location of Class

Course Instructor: Stephen W. Wyatt, DMD, MPH
College of Public Health
121 Washington Avenue
Suite 112
Lexington, KY 40506
(859) 257-5678 ext 82014 (changing)
Office hours: By appointment only

Course Requirements

Research Paper 400 points
Class Attendance/Participation 100 points

A schedule for the weekly seminars will be provided at the beginning of the semesters. Papers not completed according to class schedule will be subject to point reductions for each day they are late. To encourage class attendance/participation a subjective class participation grade will be assigned.

Course Text

Essentials of Public Health
Bernard Turnock, MD
Jones and Bartlett Publishers
ISBN: 978-0-7637-4525-7
Text Location: UK Medical Bookstore

Course Description

A survey seminar course for students in M.S. and PhD programs in the College of Public Health. The course introduces broad concepts on the role, responsibilities, structure, funding etc of public health. While all core areas of public health will be introduced special attention will be given to health behavior/behavioral health, environmental health and health policy/management.

Course Objectives

To provide a broad introduction to public health to non-MPH or DrPH students enrolled in graduate academic programs.
Specific Competencies

This course addresses the following competencies (Knowledgeable):

1. Identify the main component and issues of the organization, financing and delivery of health services and public health systems in the U.S. (K)
2. Describe the legal and ethical bases for public health. (K)
3. Identify the cases of social and behavioral factors that affect the health of individuals and populations. (K)
4. Describe the merits of social and behavioral science interventions and policies. (K)
5. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served. (K)
6. Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents. (K)

Academic Dishonesty

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person’s work has been responsibly and honorably prepared, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from a grade “E” to expulsion from the University. Both cheating and plagiarism are considered academic dishonesty. Cheating refers to any unauthorized assistance during examination questions to/from other student(s). Plagiarism is academic “theft”, and includes not properly crediting another author for his/her work or idea. Any paraphrase or direct quotation from a published or unpublished work should be properly cited with a footnote or reference. Students must be particularly careful not to engage in plagiarism, even inadvertently, since computers and Internet web-browsing seem to facilitate this process.
Week 1  Course Overview  
History of Public Health  
Introduction to Roles and Responsibilities

Week 2  International, National, State and Local Public Health Systems  
What are they, how do they function and how are they funded?  
*Guest Speaker: F. Douglas Scutchfield, MD*

Week 3  The Centers for Disease Control and Prevention; America’s Public Health Agency. How is it organized what are the responsibilities, how does it function?  
*Guest Speaker: CDC Staff*

Week 4  State Public Health Systems; different models and how do they function

Week 5  Kentucky’s Public Health System  
*Guest Speaker: State Health Officer*

Week 6  Local Public Health Systems; how are they different, how are they organized and what do they do?  
*Guest Speaker: Melinda Rowe, MD, MPH, MBA*

Week 7  Disease Surveillance in Kentucky  
*Guest Speaker: State Epidemiologist*

Week 8  Behavioral Surveillance in Kentucky  
*Guest Speaker: Robin Vanderpool, DrPH*

Week 9  Public Health’s role in protecting the environment

Week 10  Public Health Law  
*Guest Speaker: Julia Costich, JD, PhD*

Week 11  Theoretical Constructs of Human Behavior Change  
*Guest Speaker: Linda Alexander, EdD*

Week 12  Disease Prevention/Intervention Programs Guided by Public Health Practice in Kentucky  
*Guest Speaker:*

Week 13  Continuation of Week 12

Week 14  Politics and Public Health

Week 15  Integrative Paper Due and Reports
CPH 701
Current Issues in Public Health:
Public Health’s Role and Responsibilities
in Maintaining and Improving Health

Course Instructor: Stephen W. Wyatt, DMD, MPH
College of Public Health
121 Washington Avenue
Suite 112
Lexington, KY 40506
(859) 257-5678 ext 82014 (changing)
Office hours: By appointment only

Course Requirements

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<tr>
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<th>Points</th>
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<td>Integrative Paper</td>
<td>400</td>
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<tr>
<td>Class Attendance/Participation</td>
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Week 1  
**Course Overview**  
History of Public Health  
Introduction to Roles and Responsibilities

Week 2  
**International, National, State and Local Public Health Systems**  
What are they, how do they function and how are they funded?  
*Guest Speaker: Douglas Scutchfield, MD*

Week 3  
**The Centers for Disease Control and Prevention; America’s Public Health Agency**  
How is it organized what are the responsibilities, how does it function?  
*Guest Speaker: CDC Staff*

Week 4  
**State Public Health Systems; different models and how do they function**

Week 5  
**Kentucky’s Public Health System**  
*Guest Speaker: State Health Officer*

Week 6  
**Local Public Health Systems; how are they different, how are they organized and what do they do?**  
*Guest Speaker: Melinda Rowe, MD, MPH, MBA*

Week 7  
**Disease Surveillance in Kentucky**  
*Guest Speaker: State Epidemiologist*

Week 8  
**Behavioral Surveillance in Kentucky**  
*Guest Speaker: Robin Vanderpool, DrPH*

Week 9  
**Public Health’s role in protecting the environment**

Week 10  
**Public Health Law**  
*Guest Speaker: Julia Costich, JD, PhD*

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**Theoretical Constructs of Human Behavior Change**  
*Guest Speaker: Linda Alexander, EdD*

Week 12  
**Disease Prevention/Intervention Programs Guided by Public Health Practice in Kentucky**  
*Guest Speaker:*

Week 13  
**Continuation of Week 12**

Week 14  
**Politics and Public Health**

Week 15  
**Integrative Paper Due and Reports**
Introduction

An increasing elderly population during this century has created a variety of pressing social issues. For example, the age imbalance of the population has prompted concerns about the future of Social Security. Higher propensities among elders to rely on pharmaceuticals and health and social services, have brought to light questions of affordability from both societal and personal perspectives. Extended life expectancies and concomitant social change have increased pressures on families to provide care and institutions to provide places for care. Underscoring such issues is a long-standing cultural view of elders as a homogenous group of people who are “different” from younger labor force participants, a view that has resulted in pervasive “ageism” - the collection of attitudes and practices that may reflect discrimination against elders.

A properly informed public is necessary to combat ageism and establish sound economic, social, cultural and health care policies that successfully encompass all ages of society. In particular, persons in occupations that directly or indirectly affect elders (e.g., health professionals, public and private agency administrators) must be sensitive to the special needs and preferences of elders as individuals and aware of how needs and preferences evolve over time and in the context of a broader and more complex society. Simply stated, Gerontology is a field of study designed to provide knowledge and a sound data base for dealing with present and future issues of aging and the older population, especially within the realm of public health.

Given that aging is a complex and multifaceted process, addressing it optimally necessitates an application of many different approaches. Accordingly, by its very nature, the field of gerontology is multidisciplinary. However, most gerontology programs are focused on separate pieces of the puzzle, not the “big picture” of the puzzle itself. The Graduate Center for Gerontology at the University of Kentucky encompasses and integrates biomedical and social and behavioral aspects of aging and the aged within the rubric of an overall focus on aging and health. Toward this end, A Study of the Older Person (GRN 600) has been designed to give students pursuing a Ph.D. in gerontology a broad, yet comprehensive, graduate level introduction to the field and to the experience of an older individual that will provide a solid foundation for subsequent courses and, more importantly, personal scholarly development in the program.

Be forewarned…. We cannot possibly cover all disciplinary and subdisciplinary elements of gerontology in a single semester. To even attempt to do so would be folly. Rather, we have tried to choose an array of topics and themes to adequately represent the multidisciplinary nature of gerontology. Through critical examination of such topics and themes we hope to provide a conceptual foundation for developing effective skills in interdisciplinary inquiry.

Prerequisites

Admission to the doctoral program in the Graduate Center for Gerontology.

Course Themes

A Study of the Older Person will encompass the following themes:
• The emergence of gerontology as a field of study;
• Problematizing the concepts of ‘Aging’ and the aged;
• Critically assessing disciplinary perspectives of aging and old people;
• Situating the aging phenomenon within broader issues of public health;
• Multi-scale notions of diversity and the aging experience;
• The relationship between theory and practice;
• The relationship between multiple dimensions of aging.

During the course of the semester, you will be exposed, both conceptually and practically, to a variety of personal, social, and health care environments of older persons. This exposure will emerge through the following activities:

• Interactions and discussions with Gerontology faculty;
• Lectures and group discussion of selected topics;
• Attendance at clinical/research/service presentations outside of class;
• Ongoing engagement with an older individual who will serve as your mentor;
• Assignments designed to enhance scholarly development and appreciation of the aging experience and situations of the older person.

Required Course Texts:


All are available through an on-line book store near you....

Additional Readings:

This seminar will entail a significant amount of reading. Copies of readings from sources other than the required texts, comprising chapters and articles from a wide range of sources in addition to the required texts, will be made available to you. A reading list will be provided for each topical area. Each reading list will include some sources listed as required and possibly sources listed as recommended. Course participants will be expected to have read, at a minimum, the required readings prior to each seminar meeting. On occasion the reading lists may be accompanied by certain questions or tasks, which may include issues to focus on while reading, information/data to collect, or brief reaction statements to be written. These too should be addressed prior to the seminar meeting.
Formal Evaluation of Performance

Grade determination will be based on:

1. Three descriptive, mentor-focused papers (25 pts. each) .............. 75 pts;
2. An integrative concept/theory paper ........................................... 100 pts;
3. A formal in-class presentation of #2 ........................................... 50 pts;
4. Reaction papers (class/readings-based, 3 best @ 25 pts each) ........... 75 pts;
5. Clinical/Research/Service Experience paper ................................. 25 pts;
6. Class participation and discussion.

TOTAL POINTS POSSIBLE 325 PTS.

Tentative scale for assigning final grades:

292 - 325 = A
258 – 291 = B
225 - 257 = C

Students who perform in these ranges will be guaranteed to receive the indicated grades. Depending on the performances of the class as a whole, some adjustments (curving) may take place on the final cumulative semester grade.

More on the mentor-focused papers. Each student is teamed up with an “Elder Mentor” within the first few weeks of entry to the program. Students are expected to meet regularly with their mentors for the duration of study in the program, both socially and for academic purposes. During the first semester of study there will be several specific activities that must be completed with the mentor, and some of these activities require brief (3-5 page) write-ups. A central purpose of these initial activities is to help establish a comfortable relationship between mentor and student and to enhance the student’s general understanding and appreciation of aging and being old. More detailed instructions for each activity will be distributed in class.

More on the integrative critical concept/theory paper. The “final” paper entails probing in more scholarly depth a selection of three theories and concepts commonly employed in gerontological research. The particular collection of concepts/theories for each person will be assigned. The paper’s central purpose is to describe and critically assess the assigned concepts/theories, with an eye to how they have been used in research. There are no set page limits for this paper, but students are expected to be concise in their writing. Additional information pertaining to this paper, and the formal presentation, are separately provided.

More on the formal presentation. Student teams are expected to give a 20-minute-ish presentation on one assigned concept/theory derived from the final paper. We will assume a formal instructional format in these presentations. Legible overhead transparencies, slides, or Powerpoint® should be prepared along with a summary hand-out that includes a bibliography. Each presentation will be followed by about 10-15 minutes of guided questions and discussion. Evaluation will be based on the clarity and quality (i.e., effectiveness) of oral communication, scholarly quality of preparation, and instructional usefulness of the handouts.

More on the Clinical/Research/Service Experience Paper. The holistic nature of gerontology requires scholarly appreciation, familiarity, and even some degree of comfort with a broad array of “ways of doing” gerontology. Part of your growth in this program comes from experiences beyond the classroom. This particular paper is intended to help develop a habit of collecting and assessing such experiences. During the course of the semester you will need to attend at least 6 activities (presentations, colloquia, workshops, teleconferences, grand rounds, etc.), with 2 of the 6 oriented toward each of the clinical, research, and service themes. For each of the six experiences you will need to provide the title and name(s) of the presenter(s), the date and place of the experience, and a descriptive summary of at least 250 words (about a page). After all 6
experiences have been summarized, you should compose a critical and an integrative assessment that seeks to “make sense” of the cumulative experiences within your own scholarly development.

**More on additional writing tasks.** Besides the papers discussed immediately above, students will be completing several additional writing tasks, such as various reaction papers based on class discussions or readings. Some, but not all, of these written materials will be submitted. Of the reaction papers, the best three scores will count toward your final grade. Although some will end up not counting directly in grade assessment, our purpose is to provide our reviews and comments as a means of further developing your critical thinking and writing skills. ALL reactions papers must be submitted in order to gain any credit for the three best papers.

**A final word on seminar writing.** All submitted writing should be typed and double-spaced. A legible 12 pt. serif font (e.g., Times Roman or Garamond) should be used, and margins should be no more than one (1) inch on all sides. Writing should be appropriately and fully referenced using APA style consistent with professional journals. We encourage clear and concise writing, and hope that all students will strive towards constant improvement of writing skills. Two (2) hard copies of all written materials should be submitted. **PLEASE TURN ALL ASSIGNMENTS IN BY THE SPECIFIED DEADLINE.** Late papers will be deducted 10% of the total possible score during the first week beyond deadline and will receive no score beyond one week.

**Some Final Comments…**

- We fully expect all students to attend all seminar meetings and to be active (but not dominating) participants.

- We encourage the open expression of thoughts and ideas, but we also appreciate that some folks more easily express themselves in class than others. Please guard against any unintended tendencies to dominate discussion, and please assist us in ensuring that all seminar members have equitable opportunities to contribute. Remember, the ability to listen well is as important a communication skill as the ability to speak. And also consider that one indicator of effective scholarly performance is the ability to promote the intellectual and professional development of colleagues.

- Diversity is central to the study of gerontology. Similarly, diversity among those studying Gerontology should be appreciated. We hope you will enter this seminar with an open mind and will respect the views and opinions of all seminar participants. All individuals have biases. We encourage you to actively work toward identifying your own and strive to ensure that, through such recognition, you prevent them from becoming a barrier to the intellectual growth of yourself and others.

- We will assume that all class participants know and understand the concepts of academic ethics and honesty. The official University of Kentucky definitions and policies can be found at the web address [http://www.uky.edu/StudentAffairs/Code/](http://www.uky.edu/StudentAffairs/Code/). In particular, note the following excerpt:

  6.3.0 ACADEMIC OFFENSES AND PROCEDURES Students shall not plagiarize, cheat, or falsify or misuse academic records. (US: 3/7/88; 3/20/89)

  6.3.1 PLAGIARISM All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.
When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

6.3.2 CHEATING Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. Any question of definition shall be referred to the University Appeals Board.

- If, for any reason, you cannot attend a meeting, PLEASE contact an instructor sooner than later and as far in advance of the anticipated absence as possible.

- We will not assign “Incomplete” final grades except under circumstances of personal or familial medical emergencies, and only if the instructors are notified in a timely manner. All incompletes, if assigned, must be accompanied by a written agreement between student and instructors that details what and when appropriate work must be completed.

- You should feel free to talk with any instructor at any time, and about any ideas, questions, or concerns you may have. We want to ensure that you have the best possible experience this semester and we ask that you allow us to help you in any way possible.

- If you have any sort of disability, and/or feel that there is anything we need to know that might improve your learning environment in this class, please contact either or both of us and we will endeavor to make appropriate accommodation to your needs.
## Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Session Leader(s)</th>
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<tbody>
<tr>
<td><strong>Section I: Central Themes in Gerontology</strong></td>
<td></td>
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<tr>
<td>Week 1</td>
<td>Introduction: Defining Gerontology</td>
<td>Watkins/Teaster</td>
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<tr>
<td>Week 2</td>
<td>Aging as a Population Phenomenon: Public Health and the Demographic Imperative</td>
<td>Watkins</td>
</tr>
<tr>
<td>Week 3</td>
<td>Historical Perspectives on Aging and Health (I)</td>
<td>Teaster/Watkins</td>
</tr>
<tr>
<td>Week 4</td>
<td>Historical Perspectives on Aging and Health (II)</td>
<td>Teaster/Watkins</td>
</tr>
<tr>
<td>Week 5</td>
<td>Successful Aging: Ponce de Leon to Rowe &amp; Kahn:</td>
<td>Watkins/Teaster</td>
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<tr>
<td>Week 6</td>
<td>Theory and Gerontology</td>
<td>Teaster/Watkins</td>
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<tr>
<td><strong>Section II: Disciplinary Perspectives</strong></td>
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<tr>
<td>Week 7</td>
<td>Psychological Perspectives I: Cognition and Memory</td>
<td>Jacobs-Lawson</td>
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<tr>
<td>Week 8</td>
<td>Psychological Perspectives II: Lifespan in Context</td>
<td>Ewen</td>
</tr>
<tr>
<td>Week 9</td>
<td>Living Arrangements and Caregiving</td>
<td>Anderson/Hosier</td>
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<tr>
<td>Week 10</td>
<td>Anthropological Perspectives</td>
<td>Watkins</td>
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<tr>
<td>Week 11</td>
<td>Sociological Perspectives</td>
<td>Teaster</td>
</tr>
<tr>
<td>Week 12</td>
<td>Public Health and Aging</td>
<td>Teaster/Watkins</td>
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<tr>
<td>Week 13</td>
<td>Public Policy and Aging</td>
<td>Teaster</td>
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<tr>
<td><strong>Section III: Toward Interdisciplinarity</strong></td>
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<tr>
<td>Week 14</td>
<td>GSA - Thanksgiving Holiday, No Class</td>
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<tr>
<td>Week 15</td>
<td>Social Roles and Transitions</td>
<td>Teaster/Watkins</td>
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<tr>
<td>Week 16</td>
<td>Life Course as a Concept</td>
<td>Watkins/Teaster</td>
</tr>
<tr>
<td>Week 17</td>
<td>Presentations</td>
<td>Students</td>
</tr>
</tbody>
</table>

(This outline is subject to adjustment as the semester progresses.)
Appendix 1
Gerontology Core Examination

All students must sit for a ‘Gerontology Core Examination’ at the completion of all required coursework, and before scheduling the qualifying examination. The purpose of this examination is to ensure that students are capable of articulating and synthesizing central and fundamental aspects of gerontology along the spectrum from cell to society.

Core exams will be scheduled twice a year (December and May) during finals week, although students may petition to schedule the examination at another time in the event of extenuating circumstances.

The examination will be oral in format, and will be administered by an examination panel comprised of a minimum of 4 members, all of whom will be gerontology faculty and the majority of whom will be core faculty. An individual exam will last approximately 90 minutes, with the outcome being recorded as Satisfactory (S), Unsatisfactory (U), or Incomplete. A student who has not demonstrated proficiency during her/his first attempt at the exam will receive an Incomplete. Remediation to remove the incomplete must occur within 12 months, and may include: (a) written follow-up by the student addressing deficiencies; and/or (b) sitting for a second oral core examination. Lack of demonstrated proficiency at a second oral examination will be recorded as unsatisfactory. A third examination is not allowed.

Notes:

1. Having a majority of members being from the core allows not only clinical representation (e.g., Nancy) but an affiliate faculty who might have been instrumental in core class instruction (e.g., Anne).
INDEPENDENT STUDY INFORMATION SHEET
(To be completed by student and faculty/staff supervisor)

Course Number and Section ________________

Student Name: ___________________________ SS#: _____________________

Faculty/Staff Supervisor: _______________________________

Descriptive Title of Independent Study

_____________________________________________________________________

Summarize below: (1) the central theme(s) of the study; (2) learning goals and/or expected outcomes of the study; (3) means of evaluating student progress and learning. Include where appropriate scheduled student/supervisor meeting dates, evaluation dates, and deadlines.

_____________________________________________________________________

_____________________________________________________________________

Student Signature ___________________________ Date __________

Supervisor Signature ___________________________ Date __________

The student and supervisor should maintain a copy of this form, with the original submitted to The Director of Graduate Studies.
Request to Schedule Oral Assessment
Graduate Center for Gerontology

Name: ___________________________   SID#: _______________________

Address: ___________________________________________________________

Email: ___________________________   Phone: _______________________

Advisor Name(printed): _______________   Advisor Signature: _____________

Submission Date: ___________________

Requested date of assessment: _______________   Time: ________________

Location: _________________________________________________________

Instructions: This form must be submitted to the Director of Graduate Studies (Gerontology) no later than two weeks prior to the requested assessment date in either December or May. Requests to schedule an assessment during an alternative time should be explained below.

DGS Signature: _________________________   Date: ___________________