Course Change Applications
UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

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

2. Changes proposed:
   (a) Present prefix & number GRN 612 Proposed prefix & number GRN 612
   (b) Present Title Biology of Aging
       New Title Biology of Aging
   (c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:

   (d) Present credits: 3 Proposed credits: 3
   (e) Current lecture: laboratory ratio 3:0 Proposed: 3:0
   (f) Effective Date of Change: (Semester & Year) Fall, 2007

3. To be Cross-listed as: ANA/BIO/PGY 612.
   Prefix and Number __________________________ Signature: Department Chair __________________________

4. Proposed change in Bulletin description:
   (a) Present description (including prerequisite(s):
       A multidisciplinary discussion of how the process of aging affects biological systems. Coverage will be quite broad and includes topics such as subcellular and cellular aging, genetics, immunology, anatomy and physiology, animal model of aging, etc. Prereq: Enrollment in a graduate program of a biomedical science department or consent of instructor. (Same as ANA/BIO/PGY 612.)
   
   (b) New description:
       A multidisciplinary discussion of how the process of aging affects biological systems. Coverage will be quite broad and includes topics such as subcellular and cellular aging, genetics, immunology, anatomy and physiology, animal model of aging, etc. Prereq: Enrollment in the doctoral program in Gerontology or a biomedical science department or consent of instructor. (Same as ANA/BIO/PGY 612.)

   (c) Prerequisite(s) for course as changed: Enrollment in the doctoral program in Gerontology or a biomedical science department or consent of instructor.

5. What has prompted this proposal?
   Slight modification in prerequisites to reflect course role in Gerontology core requirements

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
   none

7. What other departments could be affected by the proposed change?
   none

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

9. Will changing this course change the degree requirements in one or more programs?*
   If yes, please attach an explanation of the change.*
   ☐ Yes ☒ No

10. Is this course currently included in the University Studies Program?
    If yes, please attach correspondence indicating concurrence of the University Studies Committee.
    ☐ Yes ☒ No

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

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.
UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

12. 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.

12. Is this a minor change? □ Yes □ No
(Note: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?

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

Signatures of Approval:

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 the University Senate

Reported by Department Chair
Graham D. Rowles
Printed name
Signature

Linda A. Alexander
Reported by College Dean
Assoc. Dean for Academic Affairs
Printed name
Signature

Reported by Undergraduate Council Chair
Heidi Anderson
Printed name
Signature

Reported by Graduate Council Chair

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)

*********

Excerpt from University Senate Rules:

SR 3.3.0.G.2: Definition. A request may be considered a minor change if it meets one of the following criteria:

a. change in number within the same hundred series;
b. editorial change in the course title or description which does not imply change in content or emphasis;
c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
e. correction of typographical errors.

Rev 8/07
The Biology of Aging

Global Course Objectives
The general objectives of this course are to: 1) Obtain a knowledge of the salient age related changes in physiological functions of humans from the cellular to the total organism level. This will include pathophysiologic manifestations where applicable. 2) Apply that knowledge toward a holistic understanding of the aging process and relationships within public health.

Course Description
The course will be organized utilizing a systems approach to presentations, class discussions, class readings, and on-line discussions. All in-class presentations will include preparatory readings, and students are expected to play active roles by asking questions and by participating in classroom discussions. This class is primarily focused on the Biology of Aging, but the student will be required to generally recognize and discuss the outcomes of these biological changes in terms of the effects on the individual, particularly in terms of physical function, but also in terms of psychosocial effects all within the context of public health.

In-class instruction will be supplemented through the use of the on-line course management software, Blackboard. The University of Kentucky supports the use of Blackboard, and you can access it at  http://elearning.uky.edu/  Most of you already have an account and should have no trouble getting into the system, but you may need to follow the instructions for obtaining an “account” which results in a user name and password. Then you have to sign into this class, GRN/ANA/PGY 612: Biology of Aging (the section is 001). Utilize Blackboard to access announcements and assignments, participate in on-line discussions, take exams, complete the required tutorial, and retrieve some recommended readings and interesting web site links. You can also access your grades on Blackboard. You should check in on Blackboard at least every other day. It is an easy-to-use system and you should enjoy the additional opportunities it will give you to participate in this class.

Primary Course Instructors

Rodney Guttmann, Ph.D. (course director)
Department of Gerontology and Physiology
305 Sanders-Brown Center on Aging, 0230
phone 257-1412 X 275; email: rodneyg@uky.edu

Anne Harrison, PT, PhD
Department of Rehabilitation Sciences
204 J, Charles T. Wethington Bldg.
900 South Limestone, 0200
phone: 323-1100 X 80596; email: alharr01@uky.edu

Daniel Richardson (course director emeritus), PhD
Department of Physiology
MN 510 UKMC, 0298
e-mail: drichar@uky.edu
Required Text: Digiovanna, AG. 2000, *Human Aging: Biological Perspectives*, McGraw-Hill, Boston. $69.00 Can be purchased at the Medical Center Bookstore on Limestone (next to Dutch Mill).

A CD ROM text supplement, *An Introduction to Human Physiology*, that will provide a basic physiology background in many of the systems being covered. I will loan you with one of these, but a few people may have to share with one another.

Recommended Text: Timiras. Paola. (2002) *Physiological Basis of Aging and Geriatrics*, CRC Press. ISBN: 0849309484, $149.00 (which is why it is recommended rather than required)

Reference Materials: Assigned readings and/or reference materials will be in the form of text chapters, journal articles, multimedia CD, and on-line resources. *Readings and assignments must be completed prior to the class for which they are assigned*. Instructors will cover a lot of ground, and failure to complete the readings will hinder your in-class comprehension abilities. Readings will either be provided, placed on reserve in the UKMC library, given as references for you to access through the library, or will be able to be accessed through the Blackboard software system.

Expectations: This is a professional level course and both students and appropriate instructors will be expected to attend all classes, arrive on time so that we can begin at 9:00, and be prepared to participate in discussions on the topics of the day. Preparation requires completion of assigned readings.

If, for any reason, it is necessary for a student to be absent, it is expected that she/he will inform the instructor ahead of time. Again, since this is a graduate level course, reasons need not be given for being absent, but notification is important and consistent with professional behavior.

Performance Evaluation: Each student’s course grade will be based on a series of take home essay examination questions which may require library research, participation in Blackboard discussions, and completion of tutorials posted on Blackboard. See the following section for further information.

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>36</td>
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<tr>
<td>Test 2</td>
<td>54</td>
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<tr>
<td>Participation (Blackboard and in class discussions)</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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</table>
**Take Home Test Responses**

Students are expected to work individually on Take Home Test responses.

All responses must be typed and submitted in hard copy and, if possible, in an electronic form.

The length of each response will, in part, be determined by the nature of the questions, but, in general, will be in the range of 3-4 pages **for each question**, (double spaced, or 1.5 spaced, typed pages).

The sources of all information should be properly cited using an established reference style from any biomedical or social science journal (e.g., Journal of Gerontology).

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**Books on Reserve in the UKMC Library**


*Geriatric Medicine and Gerontology*. 1998

*Skeletal Muscle Structure and Function* 1992


All assignments listed for each class are to be completed **before that class except class number** 1. **Refer to Blackboard for most class assignments.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24/2006</td>
<td>Biotics of Aging</td>
<td>Guttmann</td>
</tr>
<tr>
<td>8/29/2006</td>
<td>Biotics of Aging</td>
<td>Guttmann</td>
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<tr>
<td>8/31/2006</td>
<td>Cell Senescence</td>
<td>Keller</td>
</tr>
<tr>
<td>9/5/2006</td>
<td>Cell Senescence</td>
<td>Keller</td>
</tr>
<tr>
<td>9/7/2006</td>
<td>Neuroanatomy of Brain Aging</td>
<td>Guttmann</td>
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<tr>
<td>9/12/2006</td>
<td>Neurochemistry of Brain Aging</td>
<td>Guttmann</td>
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<tr>
<td>9/14/2006</td>
<td>Neurodegenerative Diseases in Aging: AD</td>
<td>Guttmann</td>
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<tr>
<td>9/19/2006</td>
<td>Neurodegenerative Diseases in Aging: AD/PD</td>
<td>Guttmann</td>
</tr>
<tr>
<td>9/21/2006</td>
<td>Stem Cells and aging</td>
<td>Guttmann</td>
</tr>
<tr>
<td>9/26/2006</td>
<td>Aging in the Audiological System</td>
<td>S. Guttmann</td>
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<tr>
<td>9/28/2006</td>
<td>Neuropsychological testing</td>
<td>Caban-Holt</td>
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<td>10/3/2006</td>
<td>Discussion/Exam given</td>
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<td>10/5/2006</td>
<td>No class</td>
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<td>10/10/2006</td>
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<td>Harrison</td>
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<tr>
<td>10/12/2006</td>
<td>Aging of the Musculoskeletal System: Arthrology</td>
<td>Harrison</td>
</tr>
<tr>
<td>10/17/2006</td>
<td>Aging of the Musculoskeletal System: Myology</td>
<td>Shaffer</td>
</tr>
<tr>
<td>10/19/2006</td>
<td>Aging of the Somatosensory sytems</td>
<td>Shaffer</td>
</tr>
<tr>
<td>10/24/2006</td>
<td>Aging and Motor Control: CNS</td>
<td>Harrison</td>
</tr>
<tr>
<td>10/26/2006</td>
<td>Aging of the Integumentary System</td>
<td>Richardson</td>
</tr>
<tr>
<td>10/31/2006</td>
<td>Cardiopulmonary Aging</td>
<td>Richardson</td>
</tr>
<tr>
<td>11/2/2006</td>
<td>Cardiopulmonary Aging</td>
<td>Richardson</td>
</tr>
<tr>
<td>11/7/2006</td>
<td>Aging and Exercise</td>
<td>Richardson</td>
</tr>
<tr>
<td>11/9/2006</td>
<td>The Aging Endocrine System: Pituitary, Adrenal, Thyroid</td>
<td>Legan</td>
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<tr>
<td>11/14/2006</td>
<td>The Aging Endocrine System: Reproduction</td>
<td>Legan</td>
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<tr>
<td>11/16/2006</td>
<td>open/discussion</td>
<td>TBA</td>
</tr>
<tr>
<td>11/21/2006</td>
<td>Nutrition in Aging</td>
<td>Boosalis</td>
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<tr>
<td>11/23/2006</td>
<td>Thanksgiving - no class</td>
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<td>11/28/2006</td>
<td>Diabetes</td>
<td>Reynolds</td>
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<td>11/30/2006</td>
<td>The Aging Immune System</td>
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<td>The Aging Immune System/Exam Given</td>
<td>Bondada</td>
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<tr>
<td>12/7/2006</td>
<td>No class</td>
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<tr>
<td>12/12/2006</td>
<td>Exam due on Wednesday</td>
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</tr>
<tr>
<td>12/14/2006</td>
<td>Open Discussion/Panel You're questions answered</td>
<td></td>
</tr>
</tbody>
</table>
READINGS:
Always check blackboard for other recommended/required readings in addition to these below.

Lecture #

1/2 Biotheories of Aging

-Digiovanna, chapter 1
- Handbook of the Biology of Aging, Chapter 1,5

The biology of aging; Arking. Chapters 1,2,10,11

Digiovanna, chapter 2

3/4 Cell Senescence

CD: An Introduction to Human Physiology ch 3: Human Cell
Handbook of the Biology of Aging, Ch. 6 in the 6th edition
Arking, Ch 12,13

5-8 Aging Brain

Digiovanna, Ch 2,6 – Lecture notes will contain other readings

9 Stem Cells and Aging

Handbook, ch 4

10 Aging Audiological systems

Digiovanna Ch. 7

11 Neuropsychological testing

Lecture notes; Assigned readings on BB

12 Discussion, Take home exam given

13 no class
Lecture #

14  Aging of the musculoskeletal system: Osteology

Exam Due; Digiovanna, ch. 9 for an introductory overview; chapter 5 in Arking (3rd edition) will go long way in lectures 14-24.

15  Aging of the musculoskeletal system: Arthrology

Assigned readings on BB

16  Aging of the musculoskeletal system: Myology

CD: An Introduction to Human Physiology ch. 5: Muscles
-Digiovanna, ch. 8
Assigned readings on BB

17. Aging and the Somatosensory systems

Assigned readings on BB

18. Aging and Motor Control: CNS

Assigned readings on BB

19. Aging and the Integumentary system

Digiovanna, ch. 3
Assigned readings on BB

20. Cardiopulmonary Aging

CD: An Introduction to Human Physiology, ch. 8, 9: Circulatory System
Assigned readings on BB

21. Cardiopulmonary Aging

CD: An Introduction to Human Physiology, ch. 10: Respiratory System
Assigned readings on BB

22. Aging and Exercise

Assigned readings on BB
Lecture #

23. Aging and the Endocrine system
   CD: An Introduction to Human Physiology, ch. 12: Endocrine system
   Digiovanna, chapter 14;
   Assigned readings on BB

24. Aging and the Endocrine system
   CD: An Introduction to Human Physiology ch. 13: Reproduction
   Digiovanna, ch 13; ch. 21 in 6th edition of The Handbook
   Assigned readings on BB

25. Discussion/open

26. Nutrition
   Digiovanna, ch. 11

27. no class/Thanksgiving

28. Diabetes
   CD: An Introduction to Human Physiology CD, ch. 15: Metabolism
   Assigned readings on BB

29. Aging Immune system
   Digiovanna, ch 15
   Assigned readings on BB

30. Aging Immune system
   Assigned readings on BB/Take home exam given

31. no class

32. no class

33. Take home exam due Wednesday 12/13/2006

34. Final discussion/Panel
UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

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

2. Changes proposed:
(a) Present prefix & number GRN 620 Proposed prefix & number GRN 620
(b) Present Title Human Aging and Adjustment
New Title Human Aging and Adjustment
(c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:
(d) Present credits: 6 Proposed credits: 3
(e) Current lecture: laboratory ratio 6:0 3:0
(f) Effective Date of Change: (Semester & Year) Fall, 2007

3. To be Cross-listed as:
Prefix and Number Signature: Department Chair

4. Proposed change in Bulletin description:
(a) Present description (including prerequisite(s):
The second core course of the Gerontology Ph.D. program is designed to provide students with an holistic examination of human aging and health. Five broad focal themes, combining perspectives from the biomedical and the social and behavioral sciences, will provide the framework for this course. These themes include the historical context of aging, theories of aging, individual experience of aging, aging of societies, and aging and health. Prereq: GRN 600.
(b) New description:
The intent of GRN 620 is to provide continued development (from GRN 600) of critical interdisciplinary skills in studies of the aging process. Students will, as a group, identify a single central issue associated with aging and conduct comprehensive literature reviews and appropriate research to thoroughly address that issue. Prereq: GRN 600.
(c) Prerequisite(s) for course as changed: Admission to the Ph.D. program in gerontology

5. What has prompted this proposal?
Need to reduce credit load and revise the learning objectives

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
Objects now entail greater emphasis on holism and critical thinking skills.

7. What other departments could be affected by the proposed change?
none

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

9. Will changing this course change the degree requirements in one or more programs?*
   ☐ Yes ☒ X ☐ No
   If yes, please attach an explanation of the change.*

10. Is this course currently included in the University Studies Program? ☐ Yes X ☐ No
    If yes, please attach correspondence indicating concurrence of the University Studies Committee.

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

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.
UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

12. 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.

12. Is this a minor change? □ Yes X No

(NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?

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

Signatures of Approval:

2-20-08
DATE of Approval by Department Faculty

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DATE of Approval by College Faculty

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Reported by Department Chair

Reported by College Dean

Reported by Undergraduate Council Chair

Reported by Graduate Council Chair

Reported by Health Care Colleges Council Chair

Reported by Office of the Senate Council

Reported by the Office of the Senate Council

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

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Excerpt from University Senate Rules:

SR 3.3.0.G.2: Definition. A request may be considered a minor change if it meets one of the following criteria:

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c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
e. correction of typographical errors.

Rev 8/07
Human Aging and Adjustment is a 3 credit hour seminar course designed to follow A Study of the Older Person (GRN 600). The intent of GRN 620 is to provide continued development of critical interdisciplinary skills in studies of the aging process while probing deeply into seminal theoretical foundations of gerontology. The diagram below illustrates our approach to the integrative and interactive structure that serves as a framework for our course. Using a model drawn in the geometric form of a “bicone” (appropriately for our program, a geometric form without a single algebraic expression), specific issues and theoretical perspectives in gerontology, situated at the core of the bicone, can be studied from one of many possible thematic orientations (e.g., from the perspective of the body, the mind, environment or relationship) and from either a theoretical or a practical orientation. No matter how the issue is viewed, its various components remain interconnected. In this manner, participants in this seminar will come to understand that particular issues or aspects of gerontology (e.g., Alzheimer’s disease, retirement, reminiscence, disability, loss, and spirituality) cannot be studied adequately without considering the interactive effects of other aspects of the aging process.
Where we have used the biocone model as our visual for capturing the complexity of examining aging issues, Clair and Allman\(^1\) adopt the image of a prism. As the editors of that volume state in their introduction,

*The prism represents a perspective generated from a variety of sources all weaved together [emphasis added], casting light, and drawing light from each other. In academia, gerontological boundaries are usually demarcated, even as we speak of diffusion and generality. Like the color spectrum of a prism, these boundaries should blend and merge with the agenda and concerns of race, ethnicity, gender, socioeconomic status, social support, religion, personal preferences, aspirations, and co-morbid health trajectories. . . . Each person, like the crystal slant, varies in complexity and capacity. . . . Viewing our lives like a prism makes us recognize that we do not exist in a homogeneous world. We have our identities, habits, personal presentations of self, group affiliations, and our special way of living. . . . we cannot continue to perpetuate narrow disciplinary agenda(s) that fail to focus on the breadth and depth of the prism before us (p. iv).*

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**Central Themes:**

This seminar will focus on “adjustments” and “adaptations” associated with individual and population aging. The course will have three components. First, a major focus will be upon carefully reading—and probing in depth—the significance of “seminal” and/or “controversial” books that shaped or are currently shaping the evolution of gerontology. During the weeks when we are working on these books, other students and faculty members within the program will be invited to read those books in which they may have a particular interest and to actively participate in discussions. Second, we will work, over the course of this semester, on one salient and agreed upon “integrative project.” Together, we as a class will better focus the final project to identify themes and determine the exact nature and direction of our attention. Finally the class will be asked to demonstrate tasks that an older adult may have to experience in their everyday life.

**Readings:**


Additional readings will be assigned on an “as needed” basis.
Format

(1) **Seminal and/or Controversial Books**

Each book will be carefully read and discussed over a two week period. The class session following your reading of each volume will be devoted exclusively to discussing its themes, merits, and contribution to the development of gerontological insight and understanding. It is expected that, in addition to carefully reading the volume, members of the class will read reviews of the book and other pertinent commentaries and related writings (critiques, rebuttals, etc.) that help us to understand the context in which it was written and the manner in which it contributed to or is currently contributing to gerontology. For each book, one or two members of the group will be asked to prepare discussion questions and lead the session.

(2) **Integrative Project**

The trajectory of events during the semester, particularly with respect to the integrative project, will be to some extent determined by class participants. With guidance from the instructors, you will be fine-tuning the specifics of your project, determining your project goals and anticipated products, deciding on specific activities to be undertaken and developing a timeline and task completion schedule. You will be deciding on readings in the area of your project, choosing and scheduling appropriate expert resource personnel, and setting agendas for in-class discussion of your evolving project. We, as instructors, will serve predominantly as moderators and resource persons. To this end the general outline of activities that follows is intended to guide your intellectual development during this course. We will, as always, be willing and available to assist at any time.

Your project should generally include a relevant literature review, presentation and analysis of data in tabular and/or graphic form, and the always-necessary introduction and discussion/summary/conclusion sections. Your work should be written in accordance with American Psychological Association (APA) style. You should think carefully about the fundamental *purpose* of the work and the specific *audience* that is being targeted. The project may include ancillary materials, such as brochures, posters, or video tapes that you produce depending on the purpose and the audience. The final project should demonstrate appropriate academic progress, including use of your own gerontological imagination and any and all resources at your disposal.

(3) **Practical Negotiation Demonstration**

The aim of this task is to better understand the aging environment. We will assign tasks that will require attendance and participation in several activities at the University Hospital and Geriatric Clinic, and Sanders-Brown Center on Aging. Opportunities and arrangements will be announced in class. Your experiences will be critically summarized in a brief submitted paper and presented to the class.

a) **Medicare**

Develop a tutorial/presentation to train older adults on how sign up for Medicare and Social Security Benefits. As part of your demonstration make sure to include Medicare/Social Security...
web sites. Put together a list of the services you will receive as part of Medicare, how much you will pay, and what will be covered and estimate how much Social Security you will earn.

*Please also include Medicare A, Medicare B (with costs), Medigap, Prescription coverage, and Widower benefits in your reports.*

Also demonstrate how to estimate procedure costs, such as Hip Replacement.

b) **UK Clinic**

Imagine you are a neighbor of a 75 year-old adult with arthritis, diabetes, and hearing loss that is mobile but uses a walking cane for assistance. They have recently located to the Lexington, KY area to live with their daughter. As part of their relocation they have set up new medical care. They recently found out that you attend school at UK, and were hoping you could show them how to get around in the UK Clinic. Using the list of appointments below, please instruct them on where to park and how to get around.

**Schedule:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Appointment</th>
</tr>
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<tr>
<td>9:00 AM</td>
<td>Primary Care K302</td>
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<tr>
<td>11:00 AM</td>
<td>Cardiovascular Medicine (Gill Heart Institute)</td>
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<td>1:00 PM</td>
<td>Allergy &amp; Immunology L543</td>
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<tr>
<td>3:00 PM</td>
<td>Dentist (Kentucky Clinic North)</td>
</tr>
<tr>
<td>5:00 PM</td>
<td>Neurology Assessment (101A Sander-Brown)</td>
</tr>
</tbody>
</table>

**Performance Requirements:**

(1) **Seminal Books**

Participants will be expected to draft a 1-2 page commentary on each volume (to be submitted on the day that it is discussed in class) that contains (a) key questions raised by the book and (b) critical observation on one specific element or aspect of the book or its context found to be particularly illuminating or problematic.

Students will also be responsible for moderating the discussion for at least one class period where a seminal book has been assigned to be discussed.

3. Rowe, J.W., & Kahn, R.L. (1998)—1 student moderator
4. Scott-Maxwell, F. (1968)—1 student moderator
5. Tornstam, L. (2005)—2 student moderators

(2) **Integrative Research Project**

Grade determination will be based on instructors’ appraisal of:

1. In-progress documentation of progress: 1-page brief reports
2. One final group report: output based on project needs
3. Presentation of final group report: in-class or public 1-hour minimum description/demonstration
4. Self-evaluation: 1-page evaluation of the final product and 1-page evaluation of the overall process
(3) **Practical Negotiation Demonstration**

1. Medicare—each student will independently prepare a 30-minute (maximum) in-class tutorial geared for an audience of older adults and demonstrated to the class. Evaluation will be provided on presentation and handout material.

2. UK Clinic—each student will independently prepare paper-based instructions. These instructions will be carried out during class, by the entire class as a group. Evaluation will be provided on the accuracy of instructions.

**Evaluation of Performance:**

Grade determination will be based on instructors’ appraisal of:

1. **Book Commentaries** (5 @ 20 pts. each) ………………………….. 100 pts.
2. **Class Discussion Leader** …………………………………………. 100 pts.
3. **Practice Negotiation Tasks** (2 @ 50 pts each)…………………. 100 pts.
4. **Learning Progress Reports** (6 @ 20 pts each) ………………… 120 pts.
5. **Learning Project: Presentation of final group report**………….. 50 pts.
6. **Learning Project: Final group report**…………………………… 100 pts.
7. **Learning Project: Self-evaluation** ……………………………….. 30 pts.

**TOTAL POINTS POSSIBLE** 600 PTS.

Scale for assigning final grades:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>540 - 600</td>
<td>A</td>
</tr>
<tr>
<td>480 – 539</td>
<td>B</td>
</tr>
<tr>
<td>420 - 479</td>
<td>C</td>
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</tbody>
</table>

We reserve the right to decrease the number of points required to attain a particular grade. In order to receive a grade, completion of all assignments is required.

**Incompletes are not an option** in this course for any reasons other than serious illness, death in the family or other exigencies judged by the instructors to be sufficiently serious to warrant this action.

Students who wish to receive an “A” for the course must:

1. Turn in work that is complete and on time;
2. Demonstrate improvement in writing;
3. Demonstrate critical thinking, which includes not only critical reading but also appropriate Written critique of what is read
4. Demonstrate the **ability to take an interdisciplinary/integrative perspective** in the development of contributions to final projects

**A Word on Seminar Writing:**

All submitted writing should be typed and double-spaced. A legible font, 12 point, 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—a style consistent with leading gerontological journals. We encourage clear and concise scholarly writing, and hope that all students will strive toward constant improvement of writing skills. We expect all class members to be completely familiar with the tenets of academic honesty and responsibility. Dishonesty,
and particularly plagiarism, cannot be tolerated, and we encourage you to work with us as much as necessary to better understand this important element of scholarly work.

Additional Activities and Expectations

As with our previous semester, we hope to accomplish much in this core graduate course in the doctoral program primarily because we hope to provide students with a thorough exposure to the diverse nature of aging. The seminar also should serve as a valuable foundation upon which to develop meaningful research agendas that demonstrate the integrative nature of gerontological study. We expect you to be attuned to the need to maximize what you obtain from the course. Consequently, we assume that you will complete the following activities as a component of your participation.

- Attend all seminar meetings, and be an active participant in class.
- Conscientiously attend meetings of your group as you work on the project
- Meet appropriately, early and often, with faculty team members (Graham & Faika) for each integrative project.
- Meet when appropriate with core or affiliate faculty or faculty from other departments having demonstrated expertise in areas relating to each phase/element of the integrative project.

Some Final Comments…

- This seminar builds on knowledge and critical skills gained in GRN 600. You may effectively use topical areas from last semester as points of departure for studying the assigned issue.

- 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.

- Diversity is central to the study of gerontology. Similarly, diversity among those studying gerontology should be appreciated and indeed embraced for its benefits. We hope you will enter this seminar with an open mind and will respect the views and opinions of all seminar participants, and all individuals with whom you have contact during the course of your work.

- If, for any reason, you cannot attend a meeting, PLEASE contact an instructor and/or your colleagues sooner rather than later, and as far in advance of the anticipated absence as possible. Keep in mind that you should also make sure that you have covered any missed material by contacting other participants in the seminar.

- You should feel free to talk with us 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 ask that you allow us to help you in any way possible.

- If you are a person with a disability and/or feel that there is anything we need to know that might improve your learning environment in this class, please contact either of us by telephone or in person and we will endeavor to make appropriate accommodation to your needs.
### Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 9</td>
<td>Introduction to Class Format</td>
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<tr>
<td></td>
<td>On Critical Reading</td>
</tr>
<tr>
<td>January 16</td>
<td>Integrative Research Initiative: SWOT Analysis, Plan of Action and Timeline</td>
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<tr>
<td></td>
<td>Progress Report 1</td>
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<tr>
<td>January 30</td>
<td>Integrative Research Initiative Work Session</td>
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<td></td>
<td>Progress Report 2</td>
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<tr>
<td>February 6</td>
<td>Practice Negotiation Task 1</td>
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<tr>
<td>February 20</td>
<td>Integrative Research Initiative Work Session</td>
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<td>Progress Report 3</td>
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<td>February 27</td>
<td>Integrative Research Initiative Work Session</td>
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<td>Progress Report 4</td>
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<td>March 19</td>
<td>Integrative Research Initiative Work Session</td>
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<td></td>
<td>Progress Report 5</td>
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<tr>
<td>April 2</td>
<td>Practice Negotiation Task 2</td>
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<tr>
<td>April 9</td>
<td>Integrative Research Initiative Final Work Session</td>
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<td></td>
<td>Progress Report 6</td>
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<tr>
<td>April 23</td>
<td>(Last day of Classes) Final Project Presentation</td>
</tr>
</tbody>
</table>
Additional Dates of Note

January 15          M.L. King Jr. Day (Academic Holiday)
March 1 – 4         Association for Gerontology in Higher Education Meetings (Baltimore)
March 12 – 17       Spring Break (Academic Holidays)
April 11-14         Southern Gerontological Society Meetings (Atlanta)

Summary of Assignments and Due Dates

<table>
<thead>
<tr>
<th>EXPERIENCE/ASSIGNMENT</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Book Discussion 1:</td>
<td>January 23</td>
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<td>Book Discussion 2:</td>
<td>February 13</td>
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<td>Book Discussion 3:</td>
<td>March 5</td>
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<td>Book Discussion 4:</td>
<td>March 26</td>
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<tr>
<td>Book Discussion 5:</td>
<td>April 16</td>
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<tr>
<td>Negotiation Task 1</td>
<td>February 6</td>
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<tr>
<td>Negotiation Task 2</td>
<td>April 2</td>
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<tr>
<td>Integrative Research Progress Report 1</td>
<td>January 16</td>
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<td>Integrative Research Progress Report 2</td>
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<td>February 27</td>
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<td>Integrative Research Progress Report 5</td>
<td>March 19</td>
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<td>Integrative Research Progress Report 6</td>
<td>April 9</td>
</tr>
<tr>
<td>Integrative Research Project: Presentation of final group report</td>
<td>April 23</td>
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<tr>
<td>Integrative Research Project: Final group report</td>
<td>April 30</td>
</tr>
<tr>
<td>Integrative Research Project: Self-evaluation</td>
<td>April 30</td>
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</tbody>
</table>

(This outline is subject to adjustment as the semester progresses.)

Updated on 1/8/08
1. Submitted by College of  Public Health  Date
Department/Division offering course  Gerontology

2. Changes proposed:
   (a) Present prefix & number  GRN 650  Proposed prefix & number  GRN 650
   (b) Present Title  Research Methods in Gerontology
       New Title  Research Design in Gerontology
   (c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:
       Research Design
   (d) Present credits:  3  Proposed credits:  4
   (e) Current lecture: laboratory ratio  3:0  Proposed:  3:1
   (f) Effective Date of Change: (Semester & Year)  Fall, 2007

3. To be Cross-listed as:  
   Prefix and Number  
   Signature:  Department Chair

4. Proposed change in Bulletin description:
   (a) Present description (including prerequisite(s):
       This course will provide training in research methods appropriate for the study of aging and the aged and will critically assess special considerations involved in studying this population. Topics to be covered will include: data sources for research on aging (including medical informatics and clinical epidemiology sources); the use of animal models in aging research; research designs for the study of aging [reconciling age, period, and cohort effects]: longitudinal research; measurement tools for assessing the elderly [functional assessment, ADLs, life satisfaction scales, etc.]; issues in interviewing older people; qualitative methods in aging research; the ethics of research on aging and the aged. Prereq: STA 570 or equivalent
   (b) New description:
       This course will provide training in research design appropriate for the study of aging and the aged and will critically assess special considerations involved in studying this population. Topics to be covered will include: philosophy of science; data sources for research on aging (including medical informatics and clinical epidemiology sources); the use of animal models in aging research; special design considerations for the study of aging [reconciling age, period, and cohort effects]: longitudinal research; measurement tools for assessing the elderly [functional assessment, ADLs, life satisfaction scales, etc.]; issues in interviewing older people; qualitative methods in aging research; the ethics of research on aging and the aged.

(c) Prerequisite(s) for course as changed:  Admission to Gerontology PhD. Program.

5. What has prompted this proposal?
   Need to focus on elements of research design early in a student’s career, and before specific methods are identified and studied. In addition, there is a need for hands-on demonstration and practice.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
   Refocus on design (instead of methods).

7. What other departments could be affected by the proposed change?
   None

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

9. Will changing this course change the degree requirements in one or more programs?*  □  Yes  X  No
If yes, please attach an explanation of the change.*

10. Is this course currently included in the University Studies Program? □ Yes x No
If yes, please attach correspondence indicating concurrence of the University Studies Committee.

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

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.
12. 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.

12. Is this a minor change? □ Yes X No
   (NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?
   Name: John F. Watkins          Phone Extension: 7-1450, ext. 80240

Signatures of Approval:

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 the 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)

*********

Excerpt from University Senate Rules:

SR 3.3.0.G.2: Definition. A request may be considered a minor change if it meets one of the following criteria:

a. change in number within the same hundred series;

b. editorial change in the course title or description which does not imply change in content or emphasis;

c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);

d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;

e. correction of typographical errors.
GRN 650: RESEARCH DESIGN IN GERONTOLOGY

Fall 2006

Class Meetings: Tuesdays 1:00-4:00 (Gerontology 304E, Conference Room)

Lab Meetings: Thursday 11:30-12:30 (Gerontology 304E, Conference Room)

Instructors: Joy M. Jacobs-Lawson, Ph.D.
John Watkins, Ph.D.

Offices: Jacobs-Lawson: 306A Health Sciences Building
Tel: 257-1450 Ext.80194
FAX: 323-5747
E-Mail: jjaco4@email.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, or just stop by when the door is open).

Watkins: 306B Health Sciences Building
Tel: 257-1450 Ext. 80240
FAX: 323-5747
E-Mail: TBA
Office Hours TBA

Introduction

Emergence of gerontology as an interdisciplinary subject for scientific study has been accompanied by the development of diverse designs for research on the aging process and elders that take into account unique issues in conducting research with this population. These issues include: concerns in reconciling biomedical and behavioral research cultures; debate regarding the use of animal models for human aging; problems in distinguishing among age, period, and cohort effects; difficulties with human aging population research ranging from problems in subject recruitment to high drop out rates (both voluntary and involuntary); special considerations in interacting with frail elders (e.g. hearing impairment, fatigue, developing rapport, etc.); and ethical concerns in the conduct and use of both biomedical and social/behavioral research. In this course, each of these issues is considered in the context of an attempt to: (1) reveal and nurture each participant's own unique style of research; (2) place alternative contemporary research approaches within the broader framework of gerontology and the progress of science; and (3) provide practical hands-on experience in the development and critique of alternative approaches to research.

Prerequisites

Admission to the doctoral program in gerontology or approval from the course instructors.
Course Objectives

The objectives of this course are:

1. To develop familiarity with different paradigms of research in gerontology;
2. To gain experience with the process of research critique;
3. To gain experience in research design and the development of a research proposal;
4. To gain insight into selected methodological issues specific to the design and conduct of research on aging and the aged; and
5. To enhance awareness and develop sensitivity to major ethical issues conducting gerontology research.

Course Themes

Research Design in Gerontology will encompass the following themes:

1. Personal, social, and intellectual research paradigms; "What are we trying to do?"
2. Logical empiricism, scientific method and experimental approaches to quantitatively oriented aging research.
3. Animal models and biomedical research design.
4. Qualitative research in gerontology.
5. Mixed method research: Gerontology as integrative science.
6. Ethical issues in aging research.

Required Course Texts


Recommended Text

As our program follows APA style format, you may want to purchase a copy of American Psychological Association (2001). Publication manual of the American Psychological Association (5th Ed.). Washington, DC: American Psychological Association. (Exceptions to this will be made with approval of the dissertation committee if the style of writing proposed is more widely accepted in the students’ primary area of study. However, for this course, all documents are expected to be formatted according to APA guidelines.)

Readings

The course will entail a significant amount of reading. In addition to readings from the required texts, a list of readings, comprising chapters and articles from a wide range of sources, will be provided for each topical area. Required sources will be made available in 306, Health Sciences Building. Additional
recommended readings will also be made available in 306, Health Sciences Building. These are readings you may find of interest but are not necessarily required. Course participants will be expected to have read, at a minimum, the required readings prior to each class session.

Guest Speakers

<table>
<thead>
<tr>
<th>Name</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Dr. Glenn Telling</td>
<td>Prions &amp; Paradigm Shifts</td>
</tr>
<tr>
<td>Dr. Rodney Guttmann</td>
<td>Biomedical Methods: Animal Models</td>
</tr>
<tr>
<td>Dr. Graham Rowles</td>
<td>Qualitative Research Methods, Data Collection and Analysis</td>
</tr>
<tr>
<td>Dr. Heidi Ewen</td>
<td>Mixed Methods in Aging Research</td>
</tr>
<tr>
<td>Dr. Amy Hosier</td>
<td>Qualitative Data Collection and Analyses</td>
</tr>
</tbody>
</table>

Class Expectations

As this is a core graduate course in the doctoral program, the expectations of participants are high. We presume that you are attuned to the need to maximize what you obtain from the course. Consequently, it is assumed that participants will, at a minimum, complete the following activities as a component of their participation:

1. Attend and fully participate in class and lab sessions (failure to attend 3 class/lab sessions may result in an incomplete for the course);
2. Complete all assignments in timely manner;
3. Develop an “identity” as a researcher;
4. Assist colleagues in the class by providing “peer review” of their work including their research proposal.

Grading and Assignments

Evaluated activities through the semester will account for specific percentages of the course total as summarized below. Final grades will be assigned by achievement towards three categories: A = 90-100%; B = 80-89%; and C = 70-79%. A more detailed description can be found at the end of the syllabus. For each assignment you will need to turn in two copies (one for each instructor).

1. NIH R03 Grant Application (35% of grade)

   Each student will develop an R03 research proposal on a topic of their choice using a National Institutes of Health (NIH) PHS 398 format.

2. Critical Analysis of an NIH Research Proposal (15%)

   Each student will develop a concise critique and appraisal of existing proposals using NIH Study Section criteria and procedures.

3. Research Critiques (30% of grade)

   Each student will critique three research articles that coincide with material discussed in the course. Each critique is worth 10% of the grade.
(4) **Protecting Study Volunteers Examination** (0% of grade)

If you have not already completed the IRB training course required by the University, you are **required** to complete the modules required for both the Social/Behavioral Sciences and Medical Sciences. This must be completed by November 30, 2006. Although you will not receive course credit for completing this assignment, failure to complete it will result in an “I” for the course. To complete the modules visit: [http://www.rgs.uky.edu/ori/humansubjects.html#Anchor-EducReq](http://www.rgs.uky.edu/ori/humansubjects.html#Anchor-EducReq).

Select the CITI Course option and follow the instructions provided.

(5) **Other Assignments** (15% of grade)

Each of these projects will entail preparation of material (usually no more than one or two pages) that will be used and discussed during individual class sessions. Each exercise is worth 5% of your grade.

(a) Independent/Dependent Variables (IV/DV) Exercise (5%)
(b) Age, Cohort & Time: Disentangling the ACT (5%)
(c) Send in the Clones: Ethical Considerations in a Brave New World (5%)

(6) **Class Participation** (5% of grade)

**Late Assignments:** It is expected that all assignments will be completed and given to the instructions on the date that they are due. Late assignments will be penalized up to 10% for each day after the assigned due date. With respect to the NIH Grant Proposal, all draft must be submitted on time; failure to do so will result in a reduction on the final grade on the grant proposal.

**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/](http://www.uky.edu/StudentAffairs/Code/)

**Format of Class Sessions**

The format of this course will be diverse. In-class activities will include lectures, guest speakers, topical presentations by class members, discussion of readings and specific research design issues, in-class processing of materials generated for class-related assignments, and Socratic problem presentation.

**Format of Laboratory Sessions**

Lab sessions will also vary in format. Lab activities will include discussion of the components of the grant, frequent "clinical" consulting and feedback sessions on grant preparation. It will also include discussions of how to conduct literature reviews, critique research articles, employ appropriate statistics, and
how to develop effective research designs. Labs are developed to facilitate application of concepts and materials presented and discussed in class.

Please Note:
If you are disabled in any way, and/or feel that there is anything we need to know that might improve your learning environment in this class, please contact one of us by telephone or in person.

Course Schedule

PART I: FUNDAMENTALS OF RESEARCH

WEEK 1

CLASS SESSION (August 29) Introduction: What are we trying to do? *
   (1) Introductions
   (2) On the Purpose of Research: Individual Perspective
   (3) Course Outline, Assignments, and Instructor Expectations.
   (4) On the Role of Research
   (5) What Kind of Researcher Are You?

LAB SESSION (August 31) Introduction to writing grants
   (1) What are grants and what are contracts?
   (2) What are the sections of grants; what does each section contain? [PHS 398 Form Handouts]
   (3) Discussion of Grant Writing (R03 guidelines).
   (4) Discussion of Biographical Sketches and Preliminary Studies (Assignment for next week’s lab).

WEEK 2

CLASS SESSION (September 5) Philosophy of Research
   (1) Scientific Revolutions and the Progress of Science (Kuhn’s perspective).
   (2) Case Study: Prions and Paradigm Shifts (Guest: Dr. Glenn Telling).
   (3) Critique, Questions and Issues.

LAB SESSION (September 7) Professional Resumes and Biosketches
   (1) What should appear on professional resumes?
      i. Bring copy of biosketch on overhead for discussion.
   (2) Writing a “Specific Aims Section.”
   (3) Distribution of research proposals for NIH Study Section.

Assignment due: Biosketch and Preliminary Studies

WEEK 3

CLASS SESSION (September 12) Translating Philosophy into Action
   (1) Wrap up of Kuhn
   (2) Historical and Conceptual Foundations of Logical Empiricism.
   (3) The Structure and Process of Scientific Method: Inductive and deductive pathways and
their interrelationship.

(4) Objectivity and Subjectivity: Perspectives on Truth.

LAB SESSION (September 14) Conducting a Literature Review
(1) Where and how to find information?
(2) What to include and what not to include?
(3) What are the best sources of information?
(4) Writing the “Background and Significance Section.”

WEEK 4

CLASS SESSION (September 19) Posing and Finding the Right Question
(1) Where do research ideas come from?
(2) What makes a good question?
(3) How to ask the right question.

LAB SESSION (September 21) Specific Aims Workshop
Discussion and Critique of Specific Aims.

Assignment due: Specific Aims (bring copy on overhead for discussion)

PART II: RESEARCH DESIGN

WEEK 5

CLASS SESSION (September 26) Quantitative Approaches to Aging Research
(1) Experimentation Research Design
(2) Non-Experimental Designs
(3) Reliability, Validity, & Generalizability

LAB SESSION (September 28) How to Critique Research
(1) What to look for
(2) How to write up critique
(3) What not to do and say

Assignment Due: Independent/Dependent Variables (IV/DV) Exercise

WEEK 6

CLASS SESSION (October 3) Designs for Disentangling Age, Period and Cohort Effects
(1) Threats to non-experimental designs.
(2) Distinguishing Age, Period and Cohort Effects.
(3) Cross-Sequential Designs.

Assignment Due: R03 Background and Significance

LAB SESSION (October 5) Experimental and Non-experimental Lab
(1) Identifying independent and dependent variables.
(2) Designing a study.
(3) How to avoid major pitfalls.
Assignment due: ACT exercise

WEEK 7

CLASS SESSION (October 10) Biomedical Research Designs

Guest Faculty Member: Dr. Rodney Guttmann

Assignment due: Article Critique: Quantitative Method

LAB SESSION (October 12) Biomedical Lab Tour

WEEK 8

CLASS SESSION (October 17) Qualitative Methods

Guest Faculty Member: Dr. Graham Rowles

(1) What is qualitative research?
(2) Philosophical Foundations of Qualitative Research.
(3) Methodological Implications.
(4) Life Course Research.

Assignment Due: Article Critique: Biomedical Methods

LAB SESSION (October 19) Qualitative Methods

Qualitative Field Exercise

WEEK 9

CLASS SESSION (October 24) Mixed Method Designs:

Guest Lecture: Heidi Ewen, PhD

(1) What are mixed methods?
(2) The Role of Mixed Methods in Aging Research.
(3) Issues in Mixed Method Research

Assignment Due: Article Critique: Qualitative Methods

LAB SESSION (October 26) Conducting and Designing Mixed Method Research and Interdisciplinary Research

(1) How to design a mixed method study?
(2) Determine who will do what?
(3) How to select the team?
(4) Issues in Interdisciplinary Research.
WEEK 10:

**CLASS SESSION** (October 31). NIA Study Section

Assignment Due: NIA Study Section Reviews Due

**LAB SESSION** (November 2). NIA Study Section: Outcomes and Discussion

**PART III: INTO THE FIELD**

WEEK 11

**CLASS SESSION** (November 7) Sampling and Generalizability

1. Statistical Sampling
2. Biomedical Sampling (Rodney Guttmann)
3. Sampling in Qualitative Research (Graham Rowles)

**LAB SESSION** (November 9) Statistics Lab I: Power Analysis

1. How to conduct power analysis?
2. What does design have to do with power?
3. How can I increase power without “breaking the rules”?

Assignment Due: R03 Design and Methodology

WEEK 12

**CLASS SESSION** (November 14) Answering the Question: Data Collection

1. How do we collect data?
2. What design do we select?

**LAB SESSION** (November 16) NO LAB GSA

WEEK 13

TBA: JMJL
Assignment due: Abstracts (bring on an overhead to discuss)

WEEK 14

**CLASS SESSION** (November 28) Answering the Questions: Analysis of Quantitative and Qualitative Data

Guest Faculty Member: Amy Hosier

1. How do I analyze data?
2. Preparing and Coding the data
3. What programs can I use?
(4) Do I need help?

**LAB SESSION (November 30) Statistics Lab II**

(1) Picking the right analysis exercise
(2) Problems and things to look for

**Assignment Due:** IRB Training for both Social and Biomedical Sciences must be completed by this date.

**WEEK 15**

**CLASS SESSION (December 5) Ethical obligations of being a scientist**

(1) Basic Ethical Principles.
(2) Ethical Issues and Research Participants.
   i. The Ethics of Intervention.
   ii. Informed consent (issues of cognitive impairment, the use of proxies)
(3) Protecting the Innocent (and the guilty?): Ethical Guidelines and Institutional Review Boards.
(4) **Course Wrap Up: How good were the stories we told?**
(5) **What kinds of research identities have we developed?**

**LAB SESSION (December 7) Ethical Dilemmas in the Conduct and Publication of Research**

(1) On Being a Scientist: Responsible Conduct of Research.
(2) Intellectual and Personal Integrity.
(3) Publication and Use of Findings.
(4) Authorship.

**Assignment Due:** Send in the Clones

**PLEASE BE ADVISED THAT THE CONTENT OF THIS COURSE AND SEQUENCE OF CLASSES IS SUBJECT TO MODIFICATION AS THE COURSE PROCEEDS**

**R03 PROPOSAL SUBMISSION: FRIDAY, DECEMBER 8, 5:00 PM**

**NO EXTENSIONS!**
The major assignment in this course is the development of a NIH R03 grant application for submission to the National Institute on Aging. This will take considerable time and effort but we anticipate that the exercise will provide you with an invaluable learning experience.

An R03 application is a standard NIH application for a pilot research project. Detailed instructions on the development and submission of grants to NIH, including the special requirements for R03 applications, are available on the NIH web site. You will need to complete an application that conforms to these guidelines (follow the guidelines to the letter). We will not accept a submission that does not conform precisely to the guidelines.*

This assignment is designed as a semester long project. It is not a project that can be deferred to the end of the semester. The assignment will require you to develop your own research project and may provide an opportunity to do some work in an area that could become the domain of your dissertation research. Throughout the semester we will hold sessions within the class schedule to discuss elements of proposal development as you build toward completion of this assignment. For example, early in the semester we will discuss the development of Specific Aims. We will also conduct a simulation of an NIH Study Section in which you will be introduced to the review process for federal grants and will learn about some of the criteria for developing a well designed, well presented, and fundable project. In addition, we will be available throughout the semester to answer specific questions and provide ongoing feedback. Please be advised that this is your project. It is our expectation that you will define the content of the project. We have decided to avoid giving you lengthy additional instructions at this point. Materials will be handed out during the first laboratory session. We expect you to grapple with and solve the various problems and issues that arise during the development of a proposal.

The due date for final submission of your R03 application is Monday December 12, 2005, by the close of the business day (5:00 p.m.). No extensions are possible--this is a firm deadline. Please submit two copies of the final proposal.

Grading: This assignment will comprise 35% of the grade for the course.

* The following modifications of the guidelines are in effect:
  1. It is not necessary to provide a Resources and Environment section.
  2. Preparation of a project budget is not necessary.
  3. A modified version of the Preliminary Studies section is required. This will be based on material generated in a class assignment that will focus on your presentation of self as a researcher.
  4. It is not necessary to prepare a Protection of Human Subjects section.
GRN 650: RESEARCH METHODS IN GERONTOLOGY

R03 ASSIGNMENT (1)

Biographical Sketch and Preliminary Studies

Obtaining funding to conduct research requires that we are able to convince possible sponsors that we have the experience and the qualifications to complete the projects we are proposing. This entails telling our professional story in a manner that presents our history and credentials in the best possible light. In this assignment (which is linked to your NIH R03 application assignment) you are asked to undertake two tasks.

(1) Complete a NIH Biographical Sketch (using the appropriate form). This is essentially a resume that is restricted to a maximum of four pages. Be sure to follow the specific guidelines given on the form.

(2) Complete the biographical component of the “Preliminary Studies” section of your NIH proposal. In this component of an NIH research proposal you are given the opportunity to describe your credentials and the experience you have obtained that makes you qualified to undertake your project. Essentially, this is where you are selling yourself to the sponsor. It is important to emphasize any previous work you have completed that makes you especially qualified to complete the study proposed in this research application. The intent is to convince the reviewers that funding your project would be a good investment because of your ability to complete the research.

Grade: Ungraded—part of Major Assignment I Due: September 7
The most important component of developing any research project is the concise statement of the problem to be addressed. Indeed, some would argue that the most important question in any research is “What is the question?” Acknowledging this truism, the National Institutes of Health have developed a standardized protocol that includes a requirement within all applications for the investigator to clearly state the “specific aims” of the project on the first page. Consequently, the first page of most NIH proposals customarily includes a paragraph or two that outlines the context of the problem to be addressed followed by a numbered listing of three (3) to five (5) specific aims.

Your task in this assignment is to prepare this Specific Aims page for your R03 application (Major Assignment I). Your submission should be no more than a single page (single spaced). It should include both an introductory context-setting paragraph and concisely stated specific aims. In addition to your written submission, you are required to make an overhead of this material that may be used in class discussion during the lab session in Week 4.

**Grading:** Ungraded—part of Major Assignment I  
**Due:** September 21
GRN 650: RESEARCH METHODS IN GERONTOLOGY
R03 ASSIGNMENT (3)

Background and Significance

A key component of any research proposal is presentation of a concise comprehensive review of pertinent literature that sets a context for the proposed research, provides a rationale for the specific research questions to be addressed, and explains the significance of the project.

Your task in this assignment is to prepare this component of the proposal for your R03 application (Major Assignment I). Your submission should include three components. First, it should include a carefully crafted summary of the literature in the domain of your study that is constructed in such a way that clear justification is provided for your proposed inquiry. Here is where you demonstrate how your proposal arises out of what has already been accomplished. Thus, your review might focus on gaps in the literature or identify new areas of exploration that you posit will enrich the field. A common error in such literature reviews is to make them overly repetitive, boring to read, and unfocused. This is not the place where you provide a summary of every article you have ever read on the topic! The purpose is not only to convey to the reviewers of the proposal that you are familiar with the literature in the field. Beyond this, it is to convey the impression that you have carefully synthesized this literature, that you have thought about it, and that you have integrated it in a manner that naturally leads to the study you are proposing.

A second component of this section of your proposal should be a clear statement of the research questions you plan to address. These specific questions should flow naturally from your literature review which provides an underlying rationale. The questions should also be seen as relating directly to the achievement of the Specific Aims you have identified at the outset.

Finally, this segment of the proposal should provide information on the significance and innovativeness of the proposed study. What gap will it fill? Will it lead to a specific theoretical advance? Will it help address a major economic or social problem? Will it provide methodological innovation? Here is where you emphasize the importance of the study. Remember, two of the key criteria involved in the evaluation of proposals are “significance” and “innovation.” Indeed, to directly quote two of NIH’s five criteria for the review of proposals:

**Significance:** Does this study address an important problem? If the aims of the application are achieved, how will scientific knowledge be advanced? What will be the effect of these studies on the concepts or methods that drive this field?

**Innovation:** Does the project employ novel concepts, approaches or method? Are the aims original and innovative? Does the project challenge existing paradigms or develop new methodologies or technologies?

**Grading:** Ungraded—part of Major Assignment I  
**Due:** October 3
Your task in this assignment is to develop the Design and Methods component of your proposal and to integrate this with an up-to-date revised version of the material you have already prepared in a first draft of the overall proposal. The Design and Methods section of a proposal is where you provide detailed explanation of how you will conduct the research. The format of this section is likely to vary considerably depending on the nature of your project.

It is customary to begin this section with a brief summary paragraph outlining the design of the research and the general characteristics of the methodology you will be employing. This may be followed by sections on specific hypotheses to be tested, study site/s, sample/s or animal populations to be employed, measures/tests/experiments to be conducted, procedures to be followed in collecting data, means of storing and coding information, procedures for analysis (including examples of how specific analyses will be employed in answering your research questions), a chart/timetable showing the flow of each of the activities to be undertaken in the research, and explanation of the potential limitations of the study and problems that may be encountered.

In developing your Design and Methods section, it is important to:

(1) Make sure that your research design and analyses relate specifically to the Specific Aims of your study. A useful device here is to list each specific aim and to explain how it will be addressed.

(2) Make sure that your proposed analysis is as comprehensive as is possible. A common flaw in many otherwise good proposals is failure to provide sufficient information on analysis. “Data will be analyzed using appropriate statistics” is not sufficient; you need to go into detail regarding the manner in which you will process your data. It is sometimes helpful to include a chart showing the research questions, measures to be employed for gathering information on each question, and analytical methods (statistical procedures) to be employed in answering each question.

Grading: Ungraded—part of Major Assignment I Due: November 9
Abstract

The saying that “One never has a second chance to make a first impression,” is nowhere more valid than in the case of submitting a research proposal. Remember, the people who review proposals are your peers. They will do all they can to be fair and impartial. However, they are human. Often, they are confronted with the need to review multiple proposals in preparation for a Study Section. The first thing they will read about your project will be your abstract. This is a crucial part of the proposal. An informative, clearly written abstract will serve to generate the sympathy and support of a reviewer whereas an ambiguous poorly written one is likely to generate a level of irritation and provoke a more critical response. Too often, the abstract is the final component of a proposal to be written. Sometimes, a lack of time means that it is thrown together at the last minute, almost as an afterthought. This can be the proverbial kiss of death.

The purpose of this assignment is to provide you with feedback and critique on the abstract you prepare for your R03 application. You are required to bring a draft of your abstract to class on December 2 (please be sure to follow NIH Guidelines). In addition to your written submission, you are required to make an overhead of this abstract that can be used in class discussion.

Grading: Ungraded—part of Major Assignment I

Due: November 17
August 31, 2004

Dear Colleague:

Your name and scientific expertise has surfaced several times in conversation with colleagues about peerless candidates for the review of grant applications related to Gerontology. Proposals have been referred to a new R03 Study Section dealing with pilot projects having an integrative focus on social/behavioral and biomedical aspects of Gerontology. I am writing to ask if you are able to attend the November, 2004, meeting of the Gerontology Study Section. We will meet at the Gerontology Ph.D. Program Offices at the University of Kentucky in Room 304E. At this time you will be expected to have reviewed, written a critique, and be prepared to discuss one application as primary reviewer and one application as secondary reviewer. The honorarium has been raised slightly to $200.00 per day and of course the NIH will cover your expenses. We have been extremely fortunate to be able to recruit Dr. Graham Rowles, a respected research Gerontologist from the University of Kentucky to serve as the Chairman of this Study Section.

I realize how very busy you are. However I would be delighted if you would consider joining us for this fall meeting.

Thank you for your consideration.

Sincerely,

Joy M. Jacobs-Lawson

Joy M. Jacobs-Lawson, Ph.D.,SRA
Instructions for Reviewers

Reviewers will be instructed to

(a) Address the five review criteria below and  
(b) Assign a single, global score for each scored application.

The score should reflect the overall impact that the project could have on the field based on consideration of the five criteria, with the emphasis on each criterion varying from one application to another, depending on the nature of the application and its relative strengths.

The goals of NIH-supported research are to advance our understanding of biological systems, improve the control of disease, and enhance health. In the written comments reviewers will be asked to discuss the following aspects of the application in order to judge the likelihood that the proposed research will have a substantial impact on the pursuit of these goals. Each of these criteria will be addressed and considered in assigning the overall score, weighting them as appropriate for each application. Note that the application does not need to be strong in all categories to be judged likely to have major scientific impact and thus deserve a high priority score. For example, an investigator may propose to carry out important work that by its nature is not innovative but is essential to move a field forward.

(1) **Significance**: Does this study address an important problem? If the aims of the application are achieved, how will scientific knowledge be advanced? What will be the effect of these studies on the concepts or methods that drive this field?

(2) **Approach**: Are the conceptual framework, design, methods, and analyses adequately developed, well-integrated, and appropriate to the aims of the project? Does the applicant acknowledge potential problem areas and consider alternative tactics?

(3) **Innovation**: Does the project employ novel concepts, approaches or method? Are the aims original and innovative? Does the project challenge existing paradigms or develop new methodologies or technologies?

(4) **Investigator**: Is the investigator appropriately trained and well suited to carry out this work? Is the work proposed appropriate to the experience level of the principal investigator and other researchers (if any)?

(5) **Environment**: Does the scientific environment in which the work will be done contribute to the probability of success? Do the proposed experiments take advantage of unique features of the scientific environment or employ useful collaborative arrangements? Is there evidence of institutional support?

In addition to the above criteria, in accordance with NIH policy, all applications will also be reviewed with respect to the following:

- The adequacy of plans to include both genders, minorities, and their subgroups as appropriate for the scientific goals of the research. Plans for the recruitment and retention of subjects will also be evaluated.
- The reasonableness of the proposed budget and duration in relation to the proposed research
- The adequacy of the proposed protection for humans, animals or the environment, to the extent they may be adversely affected by the project proposed in the application.
SUGGESTED VOTING SCALE FOR RO3 APPLICATIONS

<table>
<thead>
<tr>
<th>Priority Score</th>
<th>Percentile</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>1.0</td>
<td>Absolute best</td>
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<td>5\textsuperscript{th} percentile</td>
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<td>1.2</td>
<td>10\textsuperscript{th} percentile (top tenth)</td>
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<tr>
<td>1.3</td>
<td>Outstanding</td>
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<td>1.4</td>
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<td>1.7</td>
<td>25\textsuperscript{th} percentile (top quarter)</td>
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<td>2.0</td>
<td>Excellent</td>
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<td>2.1</td>
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<td>2.3</td>
<td>Good</td>
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<td>2.4</td>
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<td>2.6</td>
<td>50\textsuperscript{th} percentile MEDIAN – use as anchor for “average” application</td>
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</tbody>
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Below average applications (usually UNSCORED)

3.1 to 5.0

Grading: This assignment will comprise 15% of the grade for the course. Due: October 31
"There are many natural social settings in which the research person can introduce something like experimental design into his or her scheduling of data collection procedures (e.g., the when and to whom of measurement), even though he or she lacks the full control over the scheduling of experimental stimuli (the when and to whom of exposure and the ability to randomize exposures) which makes a true experiment possible. Collectively, such situations can be regarded as quasi-experimental designs. ... But just because full experimental control is lacking, it becomes imperative that the researcher be thoroughly aware of which specific variables his particular design fails to control.” Donald T. Campbell & Julian C. Stanley (1963). Experimental and quasi-experimental designs for research, Boston: Houghton Mifflin.

1. Read the 10 abstracts provided with this assignment.

2. Determine whether the design is experimental, non-experimental (or neither).

3. Identify the independent variable(s) and ascertain whether they have been experimentally manipulated or whether the researcher(s) lacks full control.

4. Identify the dependent variable(s).

5. If the variable has not been experimentally controlled, delineate some of the weaknesses of the quasi-experimental design and comment on the strengths of the researcher’s choice.

Materials

10 abstracts

Grading: This assignment will comprise 5% of the grade for the course. Due: September 28
Age, Cohort & Time: Disentangling the ACT

For this assignment, you will use the different designs used to examine developmental data that you have been exposed to in class. For the assignment, you are to use your grant idea or another research topic that you find interesting and describe how you would explore the topic using each of the following designs: (a) cross-sectional, (b) longitudinal, (c) time lagged, (d) cross-sequential, (e) cohort-sequential.

For each of the designs be sure to include specific details as to when “measurements” will be made. To supplement this material, you may want to draw a picture of design. In addition, you also need to include the strengths and weaknesses of each of designs. Finally, once you have described all the design options and discussed the strength and weakness, you will need to select the design that you think is best and justify its use.

**Grading:** This assignment will comprise 5% of the grade for the course. Due: October 5
Send in the Clones – Ethical Considerations in a Brave New World

During the past 25 years molecular biology has transformed basic research and revolutionized the pharmaceutical and agricultural industries. The cloning of livestock and other animals is now a reality and human cloning is potentially well within the capability of even the most basic research facility. The sequence of the human genome is close to completion promising the eradication life-threatening illnesses. Diseased cells will be treated by gene therapies and diseased organs will be replaced with robust tissues grown in the laboratory. While it would be hard to overstate the relevance of this new technology to Gerontology, these scientific advances raise fundamental ethical and moral issues. In preparation for Lab Session 15 we would like you to:

Draft a two page statement identifying and stating your position on ethical issues pertaining to the conduct of research using animal models raised by the following scenario: You are the head of a research team at the University of Kentucky studying an inherited neurological disorder of older people. While the disease is rare, the syndrome shares features with other more common neurodegenerative conditions such as Alzheimer’s disease (AD). Like AD, this disease is fatal and there is currently no cure. Certain forms of the disorder are caused by mutations in a gene that your team has recently discovered and cloned, paving the way for genetic testing. Cloning of the gene opens the possibility of generating an animal model for this disease that may help to determine the mechanism of pathogenesis and ultimately lead to a cure for this fatal disease.

The following web resources may be useful starting points:

http://altweb.jhsph.edu/
http://www.nhgri.nih.gov/HGP/
http://genome.wellcome.ac.uk/

Grading: This assignment will comprise 5% of the grade for the course. Due: December 6
GRN 650: RESEARCH METHODS IN GERONTOLOGY
RESEARCH ARTICLE CRITIQUE (1)
Quantitative Article Critique

For this assignment you will need to prepare a 2-4 page single spaced critique of the article (Yes, we know that APA style is double spaced but humor us with this one. The reason for asking for single space is because when reviewers review manuscripts they submit their review in single spaced format). You should be critical in your evaluation but also be positive when you like something about it or see something that is well written, or has a good design. In this assignment it is important to justify your comments. Simply saying, yes the theories are appropriate is not sufficient. You need explain why they are or why they are not. At a minimum, you should 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?
- Is 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 is this? What design is used? Is this the best way to conduct the study?
- What variables are investigated? You should identify the independent (subject variables/grouping variables that you cannot manipulate like age, sex…) and dependent variables.
- Who are the participants? How generalizable are the findings of the study? Are there details about the sample that are not included that are important for understanding the study?
- How did the experimenters collect their data? Is this the best way? Are there issues/concerns that relate to how the data were collected? Are there concerns about the measures used? Have the researchers provided sufficient information to permit replication of the study?
- Is the treatment of the participants ethical? Can you see any problems?
- What are the results of the study; are the statistics appropriate?
- Is the discussion of the findings appropriate? Do the findings support the hypotheses?
- What, if any, are some potential confounds in the study? Do the authors address these?
- What are your thoughts on the strengths and weaknesses of the study? Do the authors adequately address the limitations?
- Are there sections in the manuscript that could be 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 need to answer these questions in this order. It may be best to reorganize them in a manner that gives a flow and coherence to your critique.


Grading: This article critique will comprise 10% of the grade for the course. Due: October 10
GRN 650: RESEARCH METHODS IN GERONTOLOGY
RESEARCH ARTICLE CRITIQUE (2)
Qualitative Article Critique

For this assignment prepare a 2-4 page single-spaced critique of the article. Whereas quantitative research seeks replicability and generalizability, qualitative inquiry tends to be more concerned with detailed description of context and data collection and with transferability. Where quantitative research is assessed in relation to universally shared protocols and conventions (often statistical) for acceptance of findings, qualitative research is assessed in terms of a detailed recounting of the “natural history” of the research—what happened—and assessment in terms of face validity. It is recommended that you commence with a description of the strengths of the article, follow this with your critical comments, finish your critique with some summary positive comments and conclude with your overall assessment. At a minimum, you should address the following issues:

- What is the underlying philosophical rationale for the article?
- What is the research topic of the article and why do the authors think it is important to study?
- Is the question posed significant and does it need to be addressed using a qualitative approach? Why?
- Do the authors provide sufficient information on the context of the study?
- In what way is theory involved in this study? Is the focus on generating theory or critiquing theory?
- Who are the participants? How transferable are the findings of the study? Are there additional details about the participants that are necessary for full understanding of the study?
- How were the data collected? Was this the best way? What limitations arise from the manner of data collection? Have the researchers provided sufficient information on the data collection to allow for adequate appraisal of the findings?
- Was the data appropriately coded and interpreted? What procedures did the authors use?
- Was the treatment of the participants ethical? Was entry and departure from the field handled appropriately?
- What are the primary findings of the study? Is there adequate discussion and interpretation of the findings?
- Do the authors address biases and limitations in the study and the influence of their own involvement?
- What are the overall strengths and weaknesses of the study?
- Are there sections in the manuscript that should be shortened or merit further elaboration?
- Are the sections of the manuscript well connected?
- Is this article well written and is it sufficiently evocative and informative?
- 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 need to answer these questions in this order. It may be best to reorganize them in a manner that gives a flow and coherence to your critique.


Grading: This article critique will comprise 10% of the grade for the course. Due: October 24
IN PREPARATION: Guidelines will be provided prior to assignment of the article.

Grading: This article critique will comprise 10% of the grade for the course. Due: October 19
UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

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

2. Changes proposed:
   (a) Present prefix & number GRN 710 Proposed prefix & number GRN 710
   (b) Present Title Aging of the Nervous System
       New Title ____________________________________________________________
   (c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:
       ____________________________________________________________
   (d) Present credits: 3 Proposed credits: 3
   (e) Current lecture: laboratory ratio 3:0 Proposed: 3:0
   (f) Effective Date of Change: (Semester & Year) Fall, 2007

3. To be Cross-listed as:
   Prefix and Number __________________________ Signature: Department Chair __________________________

4. Proposed change in Bulletin description:
   (a) Present description (including prerequisite(s):
       This course will examine the alterations in the brain that occur with aging and in neurodegenerative disorders such as Alzheimer’s disease. The emphasis will be on human aging although the relevance of animal models to studies of human aging will be a recurrent theme. The course will examine aging at several levels, including molecular, cellular, organismic, and behavioral. Prereq: GRN 620. A strong background in the basic sciences. (Same as ANA/PGY/PHA 710.)
   (b) New description:
       This course will examine the alterations in the brain that occur with aging and in neurodegenerative disorders such as Alzheimer’s disease. The emphasis will be on human aging although the relevance of animal models to studies of human aging will be a recurrent theme. The course will examine aging at several levels, including molecular, cellular, organismic, and behavioral. A strong background in the basic sciences is encouraged. (Same as ANA/PGY/PHA 710.)
   (c) Prerequisite(s) for course as changed: None

5. What has prompted this proposal?
   Need to drop the prerequisite of GRN 620, which is no longer needed in preparation for this course.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
   None

7. What other departments could be affected by the proposed change? None

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

9. Will changing this course change the degree requirements in one or more programs?*
   ☐ Yes X No
   If yes, please attach an explanation of the change.*

10. Is this course currently included in the University Studies Program? ☐ Yes X No
    If yes, please attach correspondence indicating concurrence of the University Studies Committee.

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

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.
UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

12. 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.

12. Is this a minor change? ☐ Yes X No
(NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?
Name: John F. Watkins Phone Extension: 7-1450, ext. 80240

Signatures of Approval:

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 the University Senate

Reported by Department Chair

Reported by College Dean

Reported by Undergraduate Council Chair

Reported by Graduate Council Chair

Reported by Health Care Colleges Council Chair

Reported by Office of the Senate Council

Reported by the Office of the Senate Council

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

*********

Excerpt from University Senate Rules:

SR 3.3.0.G.2: Definition. A request may be considered a minor change if it meets one of the following criteria:

a. change in number within the same hundred series;
b. editorial change in the course title or description which does not imply change in content or emphasis;
c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
e. correction of typographical errors.

Rev 8/07
UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

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

2. Changes proposed:
   (a) Present prefix & number GRN 715 Proposed prefix & number GRN 715
   (b) Present Title Health Policy and Aging
       New Title Health Policy and Aging
   (c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:
   (d) Present credits: 3 Proposed credits: 3
   (e) Current lecture: laboratory ratio 3:0 Proposed: 3:0
   (f) Effective Date of Change: (Semester & Year) Fall, 2007

3. To be Cross-listed as: HA 715

4. Proposed change in Bulletin description:
   (a) Present description (including prerequisite(s):

   This course will present an overview of health policy in the United States as it affects the older population. It will provide an overview of the health care system, allocation of health services across the population and projected impact of the increase in the aging population on health care delivery. Various health policy proposals will be analyzed with a focus on their impact on the older population. Prereq: GRN 600 and GRN 620. (Same as HA 715.)

   (b) New description:

   This course will present an overview of health policy in the United States as it affects the older population. It will provide an overview of the health care system, allocation of health services across the population and projected impact of the increase in the aging population on health care delivery. Various health policy proposals will be analyzed with a focus on their impact on the older population. (Same as HA 715.)

   (c) Prerequisite(s) for course as changed: No prerequisites in changed course

5. What has prompted this proposal? Need to drop prerequisite

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
   None

7. What other departments could be affected by the proposed change? None

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

9. Will changing this course change the degree requirements in one or more programs?*
   If yes, please attach an explanation of the change.*
   Yes __ No __

10. Is this course currently included in the University Studies Program? Yes __ No __
    If yes, please attach correspondence indicating concurrence of the University Studies Committee.

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

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.
UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

12. 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.

12. Is this a minor change? □ Yes □ No
   (NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?
   Name: John F. Watkins                      Phone Extension: 7-1450, ext. 80240

Signatures of Approval:

2-20-08
DATE of Approval by Department Faculty

2-20-08
DATE of Approval by College Faculty

2-20-08
DATE of Approval by Undergraduate Council

2-20-08
DATE of Approval by Graduate Council

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

2/21/08
DATE of Approval by Senate Council

2/21/08
DATE of Approval by the University Senate

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

**********

Excerpt from University Senate Rules:

SR 3.3.0.G.2: Definition. A request may be considered a minor change if it meets one of the following criteria:

a. change in number within the same hundred series;
b. editorial change in the course title or description which does not imply change in content or emphasis;
c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
e. correction of typographical errors.

Rev 8/07
UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

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

2. Changes proposed:
   (a) Present prefix & number GRN 720 Proposed prefix & number GRN 720
   (b) Present Title Gerontology/Geriatric Dentistry New Title Gerontology/Geriatric Dentistry
   (c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:
   (d) Present credits: 1 Proposed credits: 1
   (e) Current lecture: laboratory ratio 1:0 Proposed: 1:0
   (f) Effective Date of Change: (Semester & Year) Fall 2007

3. To be Cross-listed as: CDS 822
   Prefix and Number ____________________________ Signature: Department Chair ____________________________

4. Proposed change in Bulletin description:
   (a) Present description (including prerequisite(s):
   This course is designed to help students gain an appreciation for the significant opportunities as well as challenges the aging population will bring to their oral health practices. This course will provide students basic knowledge and information in gerontology/geriatric dentistry. Lecture, 16 hours. May be repeated to a maximum of two credits. Prereq: Admission to the College of Dentistry or discretion of course director. (Same as CDS 822.)
   (b) New description:
   This course is designed to help students gain an appreciation for the significant opportunities as well as challenges the aging population will bring to their oral health practices. This course will provide students basic knowledge and information in gerontology/geriatric dentistry. Lecture, 16 hours. May be repeated to a maximum of two credits. Prereq: Permission of course director. (Same as CDS 822.)
   (c) Prerequisite(s) for course as changed: Permission of course director

5. What has prompted this proposal?
   Need to drop admission to College of Dentistry as a prerequisite

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
   None

7. What other departments could be affected by the proposed change? none

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

9. Will changing this course change the degree requirements in one or more programs?*
   □ Yes X No
   *If yes, please attach an explanation of the change.*

10. Is this course currently included in the University Studies Program? □ Yes X No
    *If yes, please attach correspondence indicating concurrence of the University Studies Committee.

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

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.
UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

12. 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.

□ Yes  □ No

12. Is this a minor change?

(Note: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?

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

Signatures of Approval:

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 the University Senate

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b. editorial change in the course title or description which does not imply change in content or emphasis;

c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination of significant alteration of the prerequisite(s);

d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;

e. correction of typographical errors.

Rev 8/07
UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

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

2. Changes proposed:                      
   (a) Present prefix & number   GRN 780                      Proposed prefix & number   GRN 780                     
   (b) Present Title   Applied Research Practicum I                      New Title   Applied Gerontology Practicum                     
   (c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts: 
   (d) Present credits:   1                      Proposed credits:   Variable 1-3                     
   (e) Current lecture: laboratory ratio   1:0                      Proposed:   NA                     
   (f) Effective Date of Change: (Semester & Year)   Fall 2007                     

3. To be Cross-listed as:                      
   Prefix and Number                     Signature: Department Chair                     

4. Proposed change in Bulletin description:                      
   (a) Present description (including prerequisite(s)): This course is designed to provide students an opportunity to serve as an intern within a clinic, service agency or organization which provides services to older persons. The student will gain in-depth experience in the organization and an introduction to problems in applied research. The course will be taken in conjunction with GRN 790. Prereq: GRN 600, GRN 620, GRN 650.                     
   (b) New description: This course is designed to provide students the opportunity to experience the practical application of gerontology in such domains as government, administration and clinical environments. In addition, the student will gain in-depth experience with the organization and an introduction to problems in applied research. Students will work under the supervision of a gerontology faculty member to coordinate efforts, establish timelines for completion, and determine grading criteria. May be repeated to a maximum of 6 credits. Approval of the Director of Graduate Studies required.                     
   (c) Prerequisite(s) for course as changed:   none                     

5. What has prompted this proposal?                      
   This course can now be repeated for up to 6 credits and no longer requires conjunction with 790 to allow greater flexibility for students who wish to take this course.                     

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes: Content has not changed.                     

7. What other departments could be affected by the proposed change? None                     

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

9. Will changing this course change the degree requirements in one or more programs?*                      
   If yes, please attach an explanation of the change.*                      
   Yes X No                     

10. Is this course currently included in the University Studies Program?                      
    If yes, please attach correspondence indicating concurrence of the University Studies Committee.                      
   Yes X No                     

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

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.
UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

12. 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.

□ Yes □ No

(Note: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?

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

Signatures of Approval:

2-20-08
DATE of Approval by Department Faculty

2-20-08
DATE of Approval by College Faculty

2/21/08
*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 the University Senate

*DATE of Approval by the Office of the Senate Council

Excerpt from University Senate Rules:

SR 3.3.0.G.2: Definition. A request may be considered a minor change if it meets one of the following criteria:

a. change in number within the same hundred series;

b. editorial change in the course title or description which does not imply change in content or emphasis;

c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);

d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;

e. correction of typographical errors.

Rev 8/07
1. Submitted by College of  Public Health  Date
Department/Division offering course  Gerontology

2. Changes proposed:
   (a) Present prefix & number  GRN 781  Proposed prefix & number  GRN 781
   (b) Present Title  Applied Research Practicum II
                   New Title  Student Development Practicum
   (c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:
                   
   (d) Present credits:  1  Proposed credits:  1
   (e) Current lecture: laboratory ratio  1:0  Proposed:  1:0
   (f) Effective Date of Change: (Semester & Year)  Fall, 2007

3. To be Cross-listed as:
   Prefix and Number  
   Signature:  Department Chair

4. Proposed change in Bulletin description:
   (a) Present description (including prerequisite(s):
       The course provides an opportunity for students to serve as an intern in a clinic, service agency or organization which provides services to older persons. Students will identify a research problem within the organization and complete a research project. The course will be taken in conjunction with GRN 791. Preq: GRN 780.
   (b) New description:
       This practicum provides an opportunity for students to present and discuss their research findings in a venue that promotes skill development in the areas of preparation and delivery of research presentations. Students are required to enroll in GRN 781 during each of the first 5 semesters in residence.
   (c) Prerequisite(s) for course as changed:  Admission to Gerontology Ph.D. program

5. What has prompted this proposal?
The need to provide practical supervised experience in composing and delivering research presentations. The former rendition did not allow such an opportunity.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
   Refocus on development of communication skills

7. What other departments could be affected by the proposed change? None

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

9. Will changing this course change the degree requirements in one or more programs?*
   If yes, please attach an explanation of the change.*  Yes  No

10. Is this course currently included in the University Studies Program?  Yes  No
    If yes, please attach correspondence indicating concurrence of the University Studies Committee.

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

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.
UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

12. 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.

12. Is this a minor change? ☐ Yes ☐ No
(NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?

Name: John F. Watkins

Phone Extension: 7-1450, ext. 80240

Signatures of Approval:

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 the University Senate

Reported by Department Chair

Reported by College Dean

Reported by Undergraduate Council Chair

Reported by Graduate Council Chair

Reported by Health Care Colleges Council Chair

Reported by Office of the Senate Council

Reported by the Office of the Senate Council

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

*********

Excerpt from University Senate Rules:

SR 3.3.0.G.2: Definition. A request may be considered a minor change if it meets one of the following criteria:

a. change in number within the same hundred series;

b. editorial change in the course title or description which does not imply change in content or emphasis;

c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);

d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;

e. correction of typographical errors.

Rev 8/07
1. Submitted by College of Public Health Date
   Department/Division offering course Gerontology

2. Changes proposed:
   (a) Present prefix & number GRN 785 Proposed prefix & number GRN 785
   (b) Present Title Independent Research in Gerontology New Title Independent Research in Gerontology
   (c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:
   (d) Present credits: 3 Proposed credits: Variable 1-6
   (e) Current lecture: laboratory ratio 3:0 Proposed: NA
   (f) Effective Date of Change: (Semester & Year) Fall 2007

3. To be Cross-listed as:
   Prefix and Number
   Signature: Department Chair

4. Proposed change in Bulletin description:
   (a) Present description (including prerequisite(s):
       Independent research involving completion of a major research project resulting in a manuscript of publishable quality. Under the supervision of a Gerontology Program faculty member, this will involve review of appropriate literature, problem formulation, research design, data collection, data analysis and report writing on a topic in gerontology. Prereq: GRN 600 and GRN 620.
   (b) New description:
       Open to doctoral students who have the necessary training and ability to conduct research at an advanced level. Students will work under the supervision of a gerontology faculty member to coordinate research efforts, 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.
   (c) Prerequisite(s) for course as changed: None

5. What has prompted this proposal?
   The need for a formal independent research course. The course number already exists, and a course change is preferred over submitting both a “drop course” and “add course” forms to avoid confusion.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
   Student outcomes in terms of products have been relaxed to embrace diverse research possibilities.

7. What other departments could be affected by the proposed change? None

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

9. Will changing this course change the degree requirements in one or more programs?*
   If yes, please attach an explanation of the change.*
   □ Yes X No

10. Is this course currently included in the University Studies Program? □ Yes X No
UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

12. 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.

12. Is this a minor change? □ Yes X No
(NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?
Name: John F. Watkins Phone Extension: 7-1450, ext. 80240

Signatures of Approval:

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 the University Senate

Reported by Department Chair

Reported by College Dean

Assoc Dean for Academic Affairs

Reported by Undergraduate Council Chair

Reported by Graduate Council Chair

Reported by Health Care Colleges Council Chair

Reported by Office of the Senate Council

Reported by the Office of the Senate Council

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

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b. editorial change in the course title or description which does not imply change in content or emphasis;

c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);

d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;

e. correction of typographical errors.

Rev 8/07
UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

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

2. Changes proposed:
   (a) Present prefix & number GRN 790 Proposed prefix & number GRN 790
   (b) Present Title Integrative Research Seminar I
   New Title Professional Development in Gerontology
   (c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:
      Professional Development
   (d) Present credits: 1 Proposed credits: 1
   (e) Current lecture: laboratory ratio 1:0 Proposed: 1:0
   (f) Effective Date of Change: (Semester & Year) Fall: 2007

3. To be Cross-listed as:
   Prefix and Number _____________________________ Signature: Department Chair

4. Proposed change in Bulletin description:
   (a) Present description (including prerequisite(s):
      This seminar will involve students and gerontology program faculty in in-depth exploration of major health and aging-related issues. The substantive focus will be a series of specific topical problems, such as health care access, housing, long-term care, preventive health care, etc. The problem areas will be explored from a variety of disciplinary research perspectives. Prereq: Extensive research methods background.
   (b) New description:
      This seminar will cover elements of professional development in the areas of research, teaching and service as students are prepared for obtaining positions and developing careers in gerontology. Emphasis will be placed on means of documenting progress and accomplishment (e.g., CV building, teaching portfolio development, evaluation), effective strategies for searching for and securing jobs (e.g., interview skills), and strategies for promoting quality performance and professional success in gerontology-related professions.
   (c) Prerequisite(s) for course as changed: Admission to the Gerontology Ph.D. program

5. What has prompted this proposal?
   Need to provide gerontology-specific professional development skills

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
   Research objectives are dropped, with new (exclusive) emphasis on professional development.

7. What other departments could be affected by the proposed change? None

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

9. Will changing this course change the degree requirements in one or more programs?*
   If yes, please attach an explanation of the change.*
   ☐ Yes X No

10. Is this course currently included in the University Studies Program? ☐ Yes X No
If yes, please attach correspondence indicating concurrence of the University Studies Committee.

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

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.
UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

12. 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.

12. Is this a minor change? □ Yes X No
(NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?
Name: John F. Watkins Phone Extension: 7-1450, ext. 80240

Signatures of Approval:

2 - 20 - 08
DATE of Approval by Department Faculty

2 - 20 - 08
DATE of Approval by College Faculty

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b. editorial change in the course title or description which does not imply change in content or emphasis;
c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
e. correction of typographical errors.

Rev 8/07
PROFESSIONAL DEVELOPMENT IN GERONTOLOGY  
GRN 790

Class Meetings: Individual sessions may be held at different times and on different dates, particularly on those occasions that involve utilization of a T1 extended campus line or conference call.

Instructor: Graham D. Rowles, Ph.D.

Office: 303B Wethington Health Sciences Building  
Tel: 257-1450 ext. 80145  
FAX: 323-5747  
E-Mail: growl2@uky.edu

Introduction

While most doctoral level programs do a passable job in providing substantive training in their discipline of focus, few adequately prepare students to succeed in the post-qualifying examination phase of their program or in the contemporary academic or professional world they will enter following completion of the dissertation. This 1 credit seminar seeks to address this problem. The course focuses on several aspects of professional development through a weekly seminar that addresses the following topics:

Research program development
1. Getting it done: working with doctoral committees, writing strategies and scheduling for timely dissertation completion
2. Identifying and nurturing long-term research and professional agendas
3. Pitfalls and potentials of collaborative research
4. Understanding Institutional Review Boards and contemporary research ethics

Developing writing and publication skills
5. Lessons from qualifying examinations
6. Preparing journal articles (selecting outlets and understanding the submission and review process) including an ex-editor’s perspective
7. Reviewing manuscripts for journals (the other side of the publishing fence)

Obtaining that first job
8. Job seeking strategies and options (post-doctoral research?)
9. Preparing an effective curriculum vitae and application letter
10. Preparing a teaching portfolio
11. Preparing for an interview (what to do and not to do)

Succeeding in the first year
12. Some dos and don’ts in a first job.
13. Setting reasonable targets and developing a plan for professional success
Other topics may be added or substituted depending upon the expertise and interests of seminar participants. An overall objective is to provide each seminar participant with skills that will facilitate their professional success following the completion of their doctoral degree as they seek and assume research, public or private sector, or faculty positions and as their professional career develops.

**Prerequisites**

Completion of GRN 600, GRN 620, GRN 650, GRN 785 or instructor’s consent.

**Requirements**

**Class Design and Leadership**

Working with the instructor, each participant will be responsible for two sessions of the seminar during the semester. Responsibilities and assignments will be allocated at the initial meeting of the seminar. In their sessions, the student will lead or coordinate a discussion, in collaboration with the instructor and/or invited guests, on one of the listed professional development topics. Participants are expected (1) prepare and distribute a brief reading list at least one week prior to the session and (2) arrange for the distribution of samples or other appropriate materials at the session (e.g. examples of curriculum vitae, guidelines for the development of research agendas, tips for job interviewing etc.)(50% of grade).

**Manuscript Review**

Each student will provide fellow participants with a draft of a manuscript they have prepared that is suitable for submission to a professional journal. A paper prepared by the participant in another context is acceptable so long as the manuscript is primarily his or her own work. This draft will be provided to fellow participants at least 7 days before the scheduled meeting. During this class session, each participant will offer his or her critique of the draft and provide feedback to the author. Such feedback will be provided both orally and in the format of comments written on the text. During the semester, participants must select one of these manuscripts and prepare a formal journal review or critique highlighting major issues, concerns and suggestions for refinement of the manuscript (guidelines available from the instructor) (40% of the grade).

Given the integrative and collaborative focus of the seminar, participants will share and discuss issues and problems that are arising in the ongoing conduct of their dissertation work and professional development. It is anticipated that this will be a regular feature at the beginning of each class.

**Class Participation** (10% of grade)