APPLICATION FOR NEW COURSE

1. Submitted by the College of Agriculture Date: 1/15/10

   Department/Division proposing course: Family Studies

2. Proposed designation and Bulletin description of this course:

   a. Prefix and Number FAM 661

   b. Title* Health and Financial Issues of Aging Families

   *If title is longer than 24 characters, offer a sensible title of 24 characters or less: Health Finance Aging

   c. Courses must be described by at least one of the categories below. Include number of actual contact hours per week..

   (__) CLINICAL (__) COLLOQUIUM (__) DISCUSSION (__) LABORATORY (x) LECTURE
   (__) INDEPEND. STUDY (__) PRACTICUM (__) RECITATION (__) RESEARCH (__) RESIDENCY
   (__) SEMINAR (__) STUDIO (__) OTHER – Please explain: ______

   d. Please choose a grading system: ☒ Letter (A, B, C, etc.) ☐ Pass/Fail

   e. Number of credit hours: 3

   f. Is this course repeatable? YES ☐ NO ☒ If YES, maximum number of credit hours: ______

   g. Course description:

   This course is designed to discuss health and financial security of older adults and develop empirical research from the perspectives of economics of individual aging and family relations. Emphasis is placed on the following topics: health status of the elderly, economic well-being of older Americans, intergenerational transfers of time and money, family care giving and work, living arrangements, and empirical research for aging and family. Preq: STA 570 or equivalent, OR consent of instructor.

   h. Prerequisite(s), if any:

   STA 570 or equivalent, OR consent of instructor.

   i. Will this course also be offered through Distance Learning? YES ☐ NO ☒

   If YES, please check one of the methods below that reflects how the majority of the course content will be delivered:

   Internet/Web-based ☐ Interactive video ☐ Extended campus ☐

3. Supplementary teaching component: ☒ N/A or ☐ Community-Based Experience ☐ Service Learning ☐ Both

4. To be cross-listed as: ______ ______ / ______

   Prefix and Number printed name Cross-listing Department Chair signature

/

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5. Requested effective date (term/year): FALL / 2010

6. Course to be offered (please check all that apply): ☒ Fall ☐ Spring ☐ Summer

7. Will the course be offered every year? ☐ YES ☒ NO

   If NO, please explain: Will be taught every other fall beginning 2010

8. Why is this course needed?
   This course is part of a curriculum revamp; 1) to provide an opportunity for an understanding of emerging issues in aging families and 2) increase empirical research opportunities with secondary data for graduate students.

9. a. By whom will the course be taught? Dr. Hyungsoo Kim

   b. Are facilities for teaching the course now available? ☒ YES ☐ NO

   If NO, what plans have been made for providing them?

10. What yearly enrollment may be reasonably anticipated?
    Bi-Yearly 10-15

11. a. Will this course serve students primarily within the department? ☒ Yes ☐ No

    b. Will it be of interest to a significant number of students outside the department? ☒ YES ☐ NO
    If YES, please explain.
    This course would be of interest to students in Gerentology, Sociology, Social Work, and Education, among others.

12. Will the course serve as a University Studies Program course†? ☐ YES ☒ NO
    If YES, under what Area?
    †AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR USP.

13. Check the category most applicable to this course:

    ☐ traditional – offered in corresponding departments at universities elsewhere

    ☒ relatively new – now being widely established

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

14. Is this course applicable to the requirements for at least one degree or certificate at UK? ☒ Yes ☐ No

15. Is this course part of a proposed new program? ☐ YES ☒ NO
    If YES, please name:

16. Will adding this course change the degree requirements for ANY program on campus? ☐ YES ☒ NO
    If YES‡, list below the programs that will require this course:

APPLICATION FOR NEW COURSE

‡In order to change the program(s), a program change form(s) must also be submitted.

17. ☒ The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.

18. ☐ Check box if course is 400G or 500. If the course is 400G- or 500-level, *you must include a syllabus showing differentiation* for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*)

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

Name: Donna R. Smith Phone: 257-7733 Email: donnarsmith@uky.edu

20. Signatures to report approvals:

1/15/10	Ronald Werner-Wilson /		
DATE of Approval by Department Faculty	printed name	Reported by Department Chair	signature
March 5, 2010	Larry Grabau /	Larry Grabau	
DATE of Approval by College Faculty	printed name	Reported by College Dean	signature
	/		
* DATE of Approval by Undergraduate Council	printed name	Reported by Undergraduate Council Chair	signature
	/		
* DATE of Approval by Graduate Council	printed name	Reported by Graduate Council Chair	signature
	Jeannine Blackwell /	2010.04.30 10:15:08 -04'00'	
* DATE of Approval by Health Care Colleges Council (HCCC)	printed name	Reported by Health Care Colleges Council Chair	signature
* DATE of Approval by Senate Council		Reported by Office of the Senate Council	
* DATE of Approval by University Senate		Reported by Office of the Senate Council	

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

Rev 7/08

UNIVERSITY SENATE ROUTING LOG

Proposal Title: New course proposal, FAM 661—Health and Financial Issues of Aging Families

Contact Person (name, email & phone #): Dr. Donna R. Smith donnarsmith@uky.edu 859-257-7733

Instruction: To facilitate the processing of this proposal please identify the groups or individuals reviewing the proposal, identify a contact person for each entry, provide the consequences of the review (specifically, approval, rejection, no decision and vote outcome, if any) and please attach a copy of any report or memorandum developed with comments on this proposal.

Reviewed by: (Chairs, Directors, Faculty Groups, Faculty Councils, Committees, etc,)	**Contact person Name (phone/email)**	**Consequences of Review:**	**Date of Proposal Review**	**Review Summary Attached? (yes or no)**
Curriculum Committee & Department Faculty- Family Studies	Dr. Donna R. Smith 859-257-7733 donnarsmith@uky.edu	Faculty voted to approve	1/15/10	Yes
Graduate Curriculum Committee, Coll of Ag and Sch of HES	Larry Grabau, 7-1885, lgrabau@email.uky.edu	Approved	3/5/2010	no

FAM 661: Health and Financial Issues of Aging Families

Fall 2010

Instructor:
Dr. Hyungsoo Kim,
Funkhouser Building 321
Phone: 859-257-7742
E-mail: hkim3@uky.edu

Class Times and Classroom:
Tuesday 1:00-3:30

Office Hours: Thursday 3:00-400 and by appointment

Course Description:
This course is designed to discuss health and financial security of older adults and develop an empirical research study from the perspectives of economics of individual aging and family relations. Emphasis is placed on the following topics: health status of the elderly, economic well-being of older Americans, intergenerational transfers of time and money, family care giving and work, living arrangements, and empirical research for aging and family.

Student Learning Outcomes:
By the completion of this course students will be able to:
1. Identify and analyze emerging issues of health and financial security of older adults.
2. Analyze aging issues within interactions among individual elders, their Families, and public policy.
3. Propose and design an empirical research study on the relationship between aging and families using nationally representative survey data of older adults and their families.
4. Demonstrate skills in application of family finances principle and the application of these concepts to aging families.

Suggested Readings :
Binstock, R.H., & George,L. K. (Eds.) (2006). *Handbook of Aging and the Social Sciences, 6th Edition.* San Diego, CA: Academic Press.
Clark, R. L., Burkhauser, R.V., Moon, M, Quinn, J. F., and Smeeding, T.M. (2004). *The Economics of an Aging Society.* Malden, MA: Blackwell Publishing.
Other Assigned Readings

Course Overview:
The initial classes will provide an overview of health and financial security of older adults and will consist of introductory lectures led by the instructor. During the weeks that follow, we will discuss the topics listed below. All students of the class will read the articles listed and will post a reaction paper (described below) to Black Board. This is designed to facilitate a discussion of the central issues in the articles. Each student is expected take at least one turn as discussion leader.

During the semester, you will use secondary data sets and complete an empirical research study.

Course Requirements:

1. Class Participation: Prior to each class, all students are required to be well prepared for the class discussions by 1) reading all assigned materials, 2) writing a reaction paper, and 3) posting it by the preceding day on the Black Board. The reaction paper should include at least two comments for each of that week's readings. Examples of comments might include criticisms of the research and methodology, thoughts on integrating the current week's reading with other materials discussed in class previously, or ideas for future research. In sum, the reaction paper will include notes of thoughts that occur to you as you read the materials and you want to have brought up in class discussion.

Here are some ideas of what high quality comments may include:

- Considering issues addressed in assigned readings and previous class discussions;
- Offering a unique, but relevant, perspective;
- Making a contribution to moving the discussion and analysis forward;
- Providing some feedback to other's comments;
- Making arguments that include some evidence or that rely on broader theoretical positions rather than "I feel..."

2. Discussions and Leading them: You will be assigned to lead a discussion session on a topic from the suggested readings. You will present the topic you have selected and further discussion on the topic will follow by your guidance. Each week, one student will be responsible for leading class discussion. This will entail several responsibilities: 1) you should read the assigned material very carefully, with an eye toward discussion topics you might introduce in the event that class discussion wanes; 2) Second, you should select and then read at least one additional article that is relevant for that week and come to class prepared to describe them to the rest of class. I expect it to be well organized and thorough; 3) Third, combine your notes into a unified summary of the class discussion to be posted to the class Black Board before the next class.

3. Research Project

Description: The project is to be brief empirical research on any aging related topics. I encourage you to be exposed to topics that challenge your current thinking. For the research brief you should: 1) choose an interesting topic that is suitable for empirical research; 2) use a data set that I will provide or you may obtain; 3) design and carry out an analysis of the data set; and 4) write up a research brief. More detail on each of these elements is as follows.

A. **Topics**. Any topic related to aging is acceptable for the project.
B. **Data Sets**: The best data sets for many purposes come from two longitudinal surveys (now combined into one) funded by National Institute on Aging: The Health and Retirement Survey (HRS). I will introduce a data set from the 2006

HRS, which is the latest of this survey, and provide detailed information on how to access and use it.

C. **Analysis**: The style and sophistication of the analysis will depend on the student's background. Anything from simple (but well-chosen and illuminating) cross tabulations and charts to statistical analysis including regressions will be acceptable.

D. **Research Brief**: I envision about 7 pages of text (double spaced), plus charts, tables or other forms of data presentation. Papers can be longer if students choose. The brief should address the problem to be investigated and place it in a conceptual (theoretical) framework, briefly mention existing literature, describe the method employed and briefly describe the data set, and most importantly present and interpret the results and draw conclusions and implications.

E. **Schedule and Due Dates**: Whatever the topics are, I expect the student and I will

develop a plan to accomplish the project in the following ways.

1) You should discuss your topic with me first, either in person or by email, no later than **Sep. 23**.
2) A one page proposal that includes research questions, a concise review of the literature, hypotheses, variables needed, and methods (**Oc.t 7**). A 10 minute-summary will be presented by each student on **Oct. 7.**
3) A final 7-page paper (double spaced) including findings, conclusions, and implications, but excluding references and tables, should be turned in by **Dec. 16**. Every student will present /discuss a summary of the paper for 15-20 minutes on **Dec 16**.

Evaluation:

Points		**Grades**	
Reaction paper	**100**	90%- 10%	A
Class Participation	**50**	80%-89%	B
Discussion Leader	**50**	70%-79%	C
Research brief	**250**		
Proposal	100		
Final paper	150		
Total	**450**		

Course Policies

Cheating and plagiarism: Cheating and plagiarism continues to be a significant problem on campus (and nationally). All research projects are to be your original work for the project assigned. You may build on a body of research or topical research area; however, you are **not to "reuse"** papers from previous courses, assignments, theses, or other scholarly projects, or turn in the same paper for two courses you are taking simultaneously. To do so constitutes cheating. Any of these violations will result in zero points in this class.

Course Schedule and Readings

Sep. 2 Introduction and Data for Research on Aging and Family

National Institute on Aging (2007). Growing Older in America : The Health and Retirement Study. Retrieved from http://www.nia.nih.gov/NR/rdonlyres/D164FE6C-C6E0-4E78-B27F-7E8D8C0FFEE5/0/HRS_Text_WEB.pdf

Leacock,C.P. (2006). Getting Started with the Health and Retirement Study Includes Stata and HRS-RAND data set tutorial. Retrieved from http://hrsonline.isr.umich.edu/ docs/dmgt/IntroUserGuide.pdf

Servais, M.A.(2007). Overview of HRS Public Data Files for Cross-sectional and Longitudinal Analysis. Retrieved from http://hrsonline.isr.umich.edu/docs/dmgt/OverviewofHRSPublicData.pdf

University of Michigan (2008). Heath and Retirement Study .Retrieved from http://hrsonline.isr.umich.edu/index.html

Sep. 9 Research on Aging and Family

Herzog, A. R., Willis, R., & Weir, D. (2004). Research on Aging. In J. S. House, F. T. Juster, R. L. Kahn, H. Schuman & E. Singer (Eds.), *A Telescope on Society: Survey Research and Social Science at the University of Michigan and Beyond* (pp. 330-354). Ann Arbor University of Michigan Press.

Lundberg, S., & Pollak, R. A. (2007). The American Family and Family Economics. *Journal of Economic Perspectives, 21*(2), 3-26.

Waite, L. J. (2004). Introduction: The Demographic Faces of the Elderly. *Population and Development Review, 30*, 13-16 of 3-16.

Binstock et al.(2006). Chapter 2. Modeling the Effects of Time Integrating Demographic and Developmental Perspectives.

Sep. 16 Theoretical Perspectives on Aging and Family I

Mankiw, N. G. (2006). Consumption in Macroeconomics, 5th. New York: Worth Publishers. pp. 432-460.

Browning, M., & Crossley, T. F. (2001). The Life-Cycle Model of Consumption and Saving. *Journal of Economic Perspectives, 15*(3), 3-21.

Haider, S., Hurd, M., Reardon, E., & Williamson, S. (2000). Patterns of Dissaving in Retirement. *AARP Public Policy Institute.*

Sep. 23 Theoretical Perspectives on Aging and Family II

Binstock et al.(2006). Chapter 10. Intergenerational Family Transfer in Social Context

Kotlikoff, L. J. (1988). Intergenerational Transfers and Savings. *Journal of Economic Perspectives,* 2(2), 41-58.

Allen, K. R., Blieszner, R., & Roberto, K. A. (2000). Families in the Middle and Later Years: A Review and Critique of Research in the 1990s. *Journal of Marriage & Family, 62*(4), 911-926.

Sep. 30 Two Perspectives of Aging: Population and Individual

Clark et al.(2004). Chapter 2. The Graying of America and the World
Weil, D. N. (2006). Population Aging. *NBER Working Papers: 12147.*
Hurd, M. D. (1997). The Economics of Individual Aging. In M. R. Rosenzweig & O. Stark (Eds.), *Handbook of population and family economics* (Vol. 1B, pp. 891-966). Amsterdam: Elsevier Science.

Oct. 7 Presentation of Research Proposal

Oct. 14 Economic Well-being of Older Americans

Clark et al.(2004). Chapter 3. The Economic Well-being of Older Americans
Binstock et al.(2006). Chapter 13. Economic Status of the Elderly
Deaton, A. (2007). Income, Aging, Health and Wellbeing Around the World: Evidence from the Gallup World Poll. *National Bureau of Economic Research Working Paper Series, No. 13317.*
Lahey, K. E., & Doseong, K. (2001). Longitudinal changes in net worth by household income and demographic characteristics for the first three waves of the HRS. *Financial Services Review, 10*(1), 55-73.
National Institute on Aging((2007). Growing Older in America: The Health and Retirement Study, pp.55-72.

Oct. 21 Health Status of Older Americans

Fogel, R. W. (2004). Changes in the Process of Aging during the Twentieth Century: Findings and Procedures of the Early Indicators Project. *Population and Development Review, 30*, 19-47.
Binstock et al.(2006). Chapter 14. Health and Aging
National Institute on Aging (2007). Growing Older in America: The Health and Retirement Study, pp.19-38.

Oct. 28 Health and Economic Security of Older Americans

Binstock et al.(2006). Chapter 21. Organization and Financing of Health Care
Smith, J. P. (1999). Healthy Bodies and Thick Wallets: The Dual Relation between Health and Economic Status. *Journal of Economic Perspectives, 13*(2), 145-166.
Berry, B. (2007). Does money buy better health? Unpacking the income to health association after midlife. *Health: An Interdisciplinary Journal for the Social Study of Health, Illness & Medicine, 11*(2), 199-226.

Pollack, C. E., Chideya, S., Cubbin, C., Williams, B., Dekker, M., & Braveman, P. (2007). Should Health Studies Measure Wealth?: A Systematic Review. *American Journal of Preventive Medicine, 33*(3), 250-264.

Kim, H., & Lee, J. (2006). The Impact of co-morbidity on wealth changes in later life. *Journal of Gerontology: Social Sciences 61*(6), S307-S314.

Kim, H. (2006). Older Women's Health and Its Impact on Wealth. *Journal of Women & Aging, 18*(1), 75-91.

Nov. 4 Family and Intergeneration Supports

National Institute on Aging (2007). Growing Older in America: The Health and Retirement Study, pp.73-84.

Soldo, B. J., & Hill, M. S.,(1995). Family Structure and Transfer Measures in the Health and Retirement Study: Background and Overview. *The Journal of Human Resources, 30*(0), S108-S137.

Cao, H. (2006). Time and Financial Transfers within and beyond the Family. *Journal of Family and Economic Issues, 27*(2), 375-400.

Sloan, F. A., Zhang, H. H., & Wang, J. (2002). Upstream Intergenerational Transfers. *Southern Economic Journal, 69*(2), 363-380.

Mancini, J. A., & Blieszner, R. (1989). Aging Parents and Adult Children: Research Themes in Intergenerational Relations. *Journal of Marriage & Family, 51*(2), 275-290.

White Means, S. I., & Hong, G. S. (2001). Giving Incentives of Adult Children Who Care for Disabled Parents. *Journal of Consumer Affairs, 35*(2), 364-389.

Nov. 11 Family Caregiving Cost

Binstock et al.(2006). Chapter 22. Emerging issues in Long Term Care

Fast, J. E., Williamson, D. L., & Keating, N. C. (1999). The Hidden Costs of Informal Elder Care. *Journal of Family and Economic Issues, 20*(3), 301-326.

Wakabayashi, C., & Donato, K. M. (2006). Does Caregiving Increase Poverty among Women in Later Life? Evidence from the Health and Retirement Survey. *Journal of Health & Social Behavior, 47*(3), 258-274.

Lo Sasso, A. T., & Johnson, R. W. (2002). Does Informal Care from Adult Children Reduce Nursing Home Admissions for the Elderly? *Inquiry, 39*(3), 279-297.

Langa, K. M., Chernew, M. E., Kabeto, M. U., Regula Herzog, A., Beth Ofstedal, M., Willis, R. J., et al. (2001). National Estimates of the Quantity and Cost of Informal Caregiving for the Elderly with Dementia. *Journal of General Internal Medicine, 16*(11), 770-778.

van den Berg, B., Brouwer, W. B. F., & Koopmanschap, M. A. (2004). Economic Valuation of Informal Care: An Overview of Methods and Applications. *European Journal of Health Economics, 5* (1), 36-45.

Nov. 18 Balancing between Family Care and Work

Johnson, R. W., & Lo Sasso, A. T. (2006). The Impact of Elder Care on Women's Labor Supply. *Inquiry, 43*(3), 195-210.

Lee, J. A., Walker, M., & Shoup, R. (2001). Balancing Elder Care Responsibilities and Work: The impact on Emotional Health *Journal of Business & Psychology, 16*(2), 277-291.

Carmichael, F., & Charles, S. (2003). The Opportunity Costs of Informal Care: Does Gender Matter? *Journal of Health Economics, 22*(5), 781-803.

Anetzberger, G. J. (2000). Caregiving: Primary Cause of Elder Abuse? *Generations, 24*(2), 46.

Nov. 25 No class (Thanksgiving)

Dec. 2 Family and Living Arrangements of Older Americans

Choi, N. G. (2003). Coresidence Between Unmarried Aging Parents and Their Adult Children : Who Moved in with Whom and Why? *Research on Aging, 25*(4), 384-404.

Liang, J., Brown, J. W., Krause, N. M., Ofstedal, M. B., & Bennett, J. (2005). Health and Living Arrangements of Older Americans. *Journal of Aging & Health, 17*(3), 305-335.

Rendall, M. S., & Speare, A. (1995). Elderly Poverty Alleviation through Living with Family. *Journal of Population Economics, 8*(4), 383-405.

Fisher, J. D., Johnson, D. S., Marchand, J. T., Smeeding, T. M., & Torrey, B. B. (2007). No Place Like Home: Older Adults and Their Housing. *Journal of Gerontology: Social Sciences, 62*(2), S120-128.

Rasmussen, D. W., Megbolugbe, I. F., & Morgan, B. A. (1997). The Reverse Mortgage as an Asset Management Tool. *Housing Policy Debate, 8*(1), 173-194.

Morgan, B. A., & Megbolugbe, I. F. (1996). Reverse mortgages and the economic status of elderly women. *Gerontologist, 36*(3), 400-405.

Brown, S. L., Lee, G. R., & Bulanda, J. R. (2006). Cohabitation Among Older Adults: A National Portrait. *Journals of Gerontology Series B: Psychological Sciences & Social Sciences, 61B*(2), 71-79.

Dec 9 Grandparents' Care of Grandchildren

Fuller-Thomson, E., & Minkler, M. (2001). American Grandparents Providing Extensive Child Care to Their Grandchildren: Prevalence and Profile. *Gerontologist, 41*(2), 201-209.

Johnson, R. W., & Favreault, M. M. (2004). Economic Status in Later Life Among Women Who Raised Children Outside of Marriage. *Journals of Gerontology Series B: Psychological Sciences & Social Sciences, 59B*(6), S315-S323.

Hughes, M. E., Waite, L. J., LaPierre, T. A., & Luo, Y. (2007). All in the Family: The Impact of Caring for Grandchildren on Grandparents' Health. *Journals of Gerontology Series B: Psychological Sciences & Social Sciences, 62B*(2), S108-S119.

Szinovacz, M. E., & Davey, A. (2006). Effectcs of Retirement and Grandchild Care on Depressive Symptoms. *International Journal of Aging & Human Development, 62*(1), 1-20.

Dec 16 Presentation of Final Papers

NOTE: **It is subject to change. Any changes will be announced in class.**