

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 No
If yes, please attach an explanation of the change.*
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.

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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

GRAHAM D. ROWLES / Graham D Rowles
 printed name Reported by Department Chair signature

2-20-08
 DATE of Approval by College Faculty

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

*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

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

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

*DATE of Approval by Senate Council

 Reported by Office of the Senate Council

*DATE of Approval by the University Senate

 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.

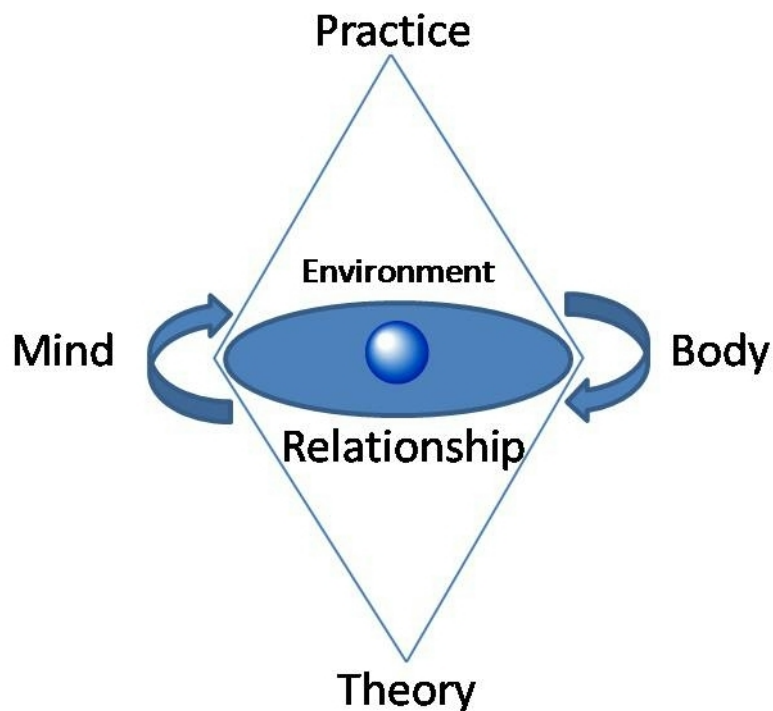
GRN 620: Aging and Adjustment
Constructing Gerontology
Spring 2008

Meeting: Wednesdays: 1:00 p.m. – 4:00 p.m.
Location: Wethington Health Sciences Building, 304E

Instructors: Graham D. Rowles, Ph.D. 303B Wethington Health Sciences Bldg. Telephone (859) 257-1450 x80145 Fax: 859.323.5747 E-mail: growl2@uky.edu	Faika Zanjani, Ph.D. 306B Wethington Health Sciences Bldg. Telephone (859) 257-1450 x80195 Fax: (859) 323-5747 E-mail: f.zanjani@uky.edu
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Introduction:

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 Allman¹ 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).*

1. Clair, J.M., & Allman, R.M. (eds). 2000. The Gerontological Prism: Developing Interdisciplinary Bridges. Amityville, NY: Baywood Publishing.

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:

Cumming, E., & Henry, W. (1961). Growing old: The process of disengagement. New York: Basic Books.

Callahan, D. (1987/1995). Setting limits: Medical goals in an aging society (with response to my critics). Washington, DC: Georgetown University Press.

Rowe, J.W., & Kahn, R.L. (1998). Successful aging. New York: Random House.

Scott-Maxwell, F. (1968). *The measure of my days*. New York: Knopf.

Tornstam, L. (2005). Gerotranscendence: A developmental theory of positive aging. New York: Springer Publishing Company.

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 relocated 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:

9:00 AM	Primary Care K302
11:00 AM	Cardiovascular Medicine (Gill Heart Institute)
LUNCH/Pharmacy	
1:00 PM	Allergy & Immunology L543
3:00PM	Dentist (Kentucky Clinic North)
5:00PM	Neurology Assessment (101A Sander-Brown)

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.

1. Cumming, E., & Henry, W. (1961)--1 student moderator
2. Callahan, D. (1987/1995)--2 student moderators
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:

540 - 600 = A

480 - 539 = B

420 - 479 = C

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

January 9	Introduction to Class Format On Critical Reading
January 16	Integrative Research Initiative: SWOT Analysis, Plan of Action and Timeline Progress Report 1
January 23	<u>Book Discussion 1:</u> Cumming, E. & Henry, W. (1961). <i>Growing Old: The Process of Disengagement</i> . New York: Basic Books.
January 30	Integrative Research Initiative Work Session Progress Report 2
February 6	Practice Negotiation Task 1
February 13	<u>Book Discussion 2:</u> Callahan, D. (1987). <i>Setting Limits: Medical Goals in an Aging Society</i> . Washington, DC: Georgetown University Press.
February 20	Integrative Research Initiative Work Session Progress Report 3
February 27	Integrative Research Initiative Work Session Progress Report 4
March 5	<u>Book Discussion 3:</u> Rowe, J. W. & Kahn, R. L. (1998). <i>Successful Aging</i> . New York: Random House.
SPRING BREAK	
March 19	Integrative Research Initiative Work Session Progress Report 5
March 26	<u>Book Discussion 4:</u> Maxwell, F.S. (1968). <i>The Measure of my Days</i> . New York: Knopf.
April 2	Practice Negotiation Task 2
April 9	Integrative Research Initiative Final Work Session Progress Report 6
April 16	<u>Book Discussion 5:</u> Tornstam, L. (2005). <u>Gerotranscendence: A Developmental Theory of Positive Aging</u> New York: Springer Publishing Company.
April 23	(Last day of Classes) Final Project Presentation

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

EXPERIENCE/ASSIGNMENT	DUE DATE
Book Discussion 1:	January 23
Book Discussion 2:	February 13
Book Discussion 3:	March 5
Book Discussion 4:	March 26
Book Discussion 5:	April 16
Negotiation Task 1	February 6
Negotiation Task 2	April 2
Integrative Research Progress Report 1	January 16
Integrative Research Progress Report 2	January 30
Integrative Research Progress Report 3	February 20
Integrative Research Progress Report 4	February 27
Integrative Research Progress Report 5	March 19
Integrative Research Progress Report 6	April 9
Integrative Research Project: Presentation of final group report	April 23
Integrative Research Project: Final group report	April 30
Integrative Research Project: Self-evaluation	April 30

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

Updated on 1/8/08