

## APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health Date \_\_\_\_\_

Department/Division offering course Gerontology

2. Proposed designation and Bulletin description of this course

a. Prefix and Number GRN 656 b. Title\* Integrative Studies in Gerontology

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

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

e. Studio hours per week 0 f. Credits 3

g. Course description

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

h. Prerequisites (if any)

Completion of gerontology core requirements

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

4. To be cross-listed as

\_\_\_\_\_  
Prefix and Number

\_\_\_\_\_  
Signature, Chairman, cross-listing department

5. Effective Date Fall 2007 (semester and year)

6. Course to be offered  Fall  Spring  Summer

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

8. Why is this course needed?

This seminar is intended to focus on further developing holistic and integrative thinking skills.

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

b. Are facilities for teaching the course now available?  Yes  No  
If not, what plans have been made for providing them?

## APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 10
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11. Will this course serve students in the Department primarily?  Yes  No  
Will it be of service to a significant number of students outside the Department?  
If so, explain.  Yes  No
- 
- Will the course serve as a University Studies Program course?  Yes  No  
If yes, under what Area? \_\_\_\_\_
12. Check the category most applicable to this course
- traditional; offered in corresponding departments elsewhere;
  - relatively new, now being widely established
  - not yet to be found in many (or any) other universities
13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?  Yes  No
14. Is this course part of a proposed new program:  
If yes, which?  Yes  No
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15. Will adding this course change the degree requirements in one or more programs?\*
- If yes, explain the change(s) below  Yes  No
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16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.
17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.  Check here if 100-200.
18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales.  Check here if 400G-500.
19. Within the Department, who should be contacted for further information about the proposed course?
- Name John Watkins Phone Extension 7-1450 x80240

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

20. Signatures to report approvals:

2-20-08  
DATE of Approval by Department Faculty

GRAHAM D. ROWLES / 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 M Anderson  
printed name Reported by Health Care Colleges Council Chair signature

\* DATE of Approval by Senate Council

\_\_\_\_\_  
Reported by Office of the Senate Council

\* DATE of Approval by University Senate

\_\_\_\_\_  
Reported by Office of the Senate Council

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

# GRN 656: INTEGRATIVE SEMINAR IN GERONTOLOGY

Course Director: Dr. John F. Watkins  
Office: Gerontology  
306E Health Sciences Bldg.  
Office: 257-1450, ext. 80240  
Email: [geg173@uky.edu](mailto:geg173@uky.edu)

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## **A. COURSE RATIONALE**

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

## **PREREQUISITES**

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

## **B. COURSE GOALS**

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

## **C. COURSE CONTENT**

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

## **D. INSTRUCTIONAL STRATEGIES**

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

## **E. INSTRUCTIONAL RESOURCES**

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

## **F. ASSESSMENT AND EVALUATION**

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

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

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

### **More About the Statement...**

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

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

### **More About the Mid-term and Final Paper**

As mentioned above, your activities during the first half-ish of the semester will deal with the compilation of a "holistic" bibliography, along with the reading and critical summary of each work listed

in the bibliography. Your search for literature will be guided by your preliminary statement, although you constantly may be refining the listing of alternative perspectives and approaches.

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

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

### **More About the Presentation**

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

### **Seminar Organization, Conduct, and Expectations**

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

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

Regarding expectations, they are in keeping with your status as Ph.D. students.

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

## **Miscellaneous Other Stuff**

- I am available for assistance at virtually any time. Please feel free to contact me as needed for assistance, or to just hash through ideas.
- I strongly encourage you to make immediate contact with your advisor, and maybe even some committee members. Such folks may offer valuable direction as you compose your initial statement, and as you progress through the semester. If you do not yet have an advisor and formal committee, then it should be your goal this semester to identify such faculty.
- Keep in mind that this seminar offers an appropriate venue not only for further developing your dissertation ideas, but for qualifying exam preparation. Although I will offer any assistance I can along these lines, your advisory committee is the central guiding body and should be consulted as needed.

## GRN 656 – Schedule of Events

Week	Agenda/Notes	Date & Time
1	Introductions and administrivia	
2	Open	
3	<u>Preliminary Statements Due;</u> Discussion of statements.	
4	Open	
5	Open	
6	Progress Updates and Discussion	
7	Open	
8	Open	
9	<u>Mid-Term Paper Due by 4:00PM</u> Progress Updates and Discussion	
10	Open	
11	Progress Updates and Discussion	
12	Presentations:	
13	Presentations:	
14	Open	
15	<u>Final Papers Due by 4:00PM</u>	