

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 771 b. Title* Aging in Rural Environments

*NOTE: If the title is longer than 24 characters (including spaces), write

A sensible title (not exceeding 24 characters) for use on transcripts Rural Aging

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

e. Studio hours per week 0 f. Credits 3

g. Course description

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

h. Prerequisites (if any)

None

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

4. To be cross-listed as

Prefix and Number

Signature, Chairman, cross-listing department

5. Effective Date Fall 2005 (semester and year)

6. Course to be offered Fall Spring Summer

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

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

8. Why is this course needed?

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

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

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

APPLICATION FOR NEW COURSE

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

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

Will it be of service to a significant number of students outside the Department? Yes No
If so, explain.

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

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

If yes, under what Area? _____

12. Check the category most applicable to this course

traditional; offered in corresponding departments elsewhere;

relatively new, now being widely established

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

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

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

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

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

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

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

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

Name Graham D. Rowles Phone Extension 7-1450 x80145

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

20. Signatures to report approvals:

2-20-08
DATE of Approval by Department Faculty

GRAHAM D. ROWLES / 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 University Senate

Reported by Office of the Senate Council

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

AGING IN RURAL ENVIRONMENTS
GERONTOLOGY (GRN 771)

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

Instructor: Graham D. Rowles

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

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

COURSE OUTLINE

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

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

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

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

elaborated through in-depth consideration of the health of rural elders and their access to health care.

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

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

LEARNING OBJECTIVES

Participants in this course will:

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

PREREQUISITES

Graduate Standing.

GUEST SPEAKERS

1. Professor John Van Willigen (Anthropology/Gerontology)
2. Professor Nancy E. Schoenberg (Behavioral Science/Gerontology)

REQUIREMENTS, EXPECTATIONS, AND GRADING

1. Critical Review Essay (25% of grade)

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

2. Rural Elder Profile (65% of grade)

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

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

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

This report should document the story of the elder's life, placing particular emphasis on attempting to identify specific turning points or life events that

shaped the pathway that led to his or her current circumstances as an elder. To what extent is this elder's life dominated by a particular "horizon of meaning" such as their family, work, faith or health? Use this portion of the assignment to establish rapport and develop a sense of your subject's identity. Who is this person?

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

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

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

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

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

In the final portion of this assignment you are required to blend your initial mini-projects into a comprehensive, integrative, and fully illustrated report that will provide a holistic profile of the elder with whom you have worked* As a prelude to and in association with the development and submission of this report,

the final two sessions of the course will comprise working sessions in which each member of the class will profile his or her elder. We will compare and contrast these profiles with a view to developing a degree of consensus on the experience of growing old in a rural setting.

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

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

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

4. Class Participation (5% of grade)

SUMMARY OF DATES AND DEADLINES

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

READINGS

1. A preliminary reading list is incorporated within this outline. These readings are **MANDATORY**. Additional readings will also be assigned during the semester to align with the evolving foci of the seminar. Finally, I am available to provide you with further sources to enable you to delve more deeply into topics you find of particular interest or relevance to your rural elder profile project.
2. Required readings for the course are available at Johnny Print (547 South Limestone Street, TEL: 254-6139, parking in the rear).

SCHEDULE OF TOPICS

PART I CONTEXT

January 24 Introduction

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

January 31 A Diverse and Changing Context

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

Readings

Rowles, G. D. (1988). What's rural about rural aging? Journal of Rural Studies, 4(2), 115-124.

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

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

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

Readings

Rogers, C.C. (2002). The older population in 21st century rural America. Rural America 17(3), 2-10.

McLaughlin, D.K. & Jensen, L. (1998). The rural elderly: A demographic portrait. In R.T. Coward and J.A. Krout (Eds.) Aging in Rural Settings: Life Circumstances and Distinctive Features. (pp.15-43). New York: Springer.

Rowles, G.D. & Watkins, J.F. (1993). Elderly migration and development in small communities. Growth and Change, 24(4), 509-538.

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

Readings

Schoenberg, N.E. (June, 2000). The art and science of in-depth interviewing. Presented in session 'Gathering Data from Older Rural Adults: Techniques that Work.' Presented at First International Conference on Rural Aging, Charleston, West Virginia.

Powell County, Kentucky Community Profile.

February 21 The Social Ecology of Rural Aging

Guest: Professor John Van Willigen

Readings

Van Willigen, J. (1989) Chapter 2 The social ecology of Ridge County, Kentucky (pp.29-55) in Gettin' Some Age on Me Lexington, KY: University Press of Kentucky.

Van Willigen, J. (1989). Chapter 7 Old friends and perfect strangers (pp.136-162) from Gettin' Some Age on Me Lexington, KY: University Press of Kentucky.

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

PART II OBJECTIVE CIRCUMSTANCES

February 28 Life Circumstances of Rural Elders

(1) Economic Circumstances

Readings

Dorfman, L.T. (1998). Economic status, work, and retirement among the rural elderly. In R.T. Coward and J.A. Krout (Eds.) Aging in Rural Settings: Life Circumstances and Distinctive Features. (pp.47-66). New York: Springer.

Glasgow, N. & Brown, D. (1998). Older, rural and poor. In R.T. Coward and J.A. Krout (Eds.) Aging in Rural Settings: Life Circumstances and Distinctive Features. (pp.187-207). New York: Springer.

McInnis-Dittrich, K. (2000). Too little: Too late. In E.W. Markson & L.A. Hollis-Sawyer (Eds). Intersections of Aging: Readings in Social Gerontology. (pp.237-246). Los Angeles, CA: Roxbury Publishing Company.

(2) Family Circumstances

Readings

Stoller, E.P. (1998). Families of elderly rural Americans. In R.T. Coward & J.A. Krout (Eds.) Aging in Rural Settings: Life Circumstances and Distinctive Features. (pp.127-146). New York: Springer.

Scott, J.P. (1998). Family relationships of older rural women: Stability and change. In B.J. McCulloch (Ed.). Old, Female and Rural. (pp.67-80). New York: Haworth Press.

(3) Minority Status

Readings

Coward, R.T., Netzer, J.K. & Peek, C.W. (1998). Older rural African Americans. In R.T. Coward and J.A. Krout (Eds.) Aging in Rural Settings: Life Circumstances and Distinctive Features. (pp.167-185). New York: Springer.

McAuley, W.J. (2000). History, race and attachment to place. In In E.W. Markson & L.A. Hollis-Sawyer (Eds). Intersections of Aging: Readings in Social Gerontology. (pp.142-156). Los Angeles, CA: Roxbury Publishing Company.

(4) Nutritional Status

Readings

Quandt, S.A., Vitolins, M.Z., DeWalt, K.M. & Roos, G.M. (1997). Meal patterns of older adults in rural communities: Life course analysis and implications for under nutrition. Journal of Applied Gerontology. 16(2), 152-171.

Schoenberg, N.E. (2000). Patterns, factors and pathways contributing to nutritional risk among African-American elders. Human Organization 59(2), 234-244.

PART III
SUBJECTIVE EXPERIENCE

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

Readings

Rowles, G.D. Geographical dimensions of social support in rural Appalachia. In G.D. Rowles & R.J. Ohta (Eds.). Aging and Milieu: Environmental Perspectives on Growing Old (pp.111-130). New York, NY: Academic Press.

Rowles, G.D. (1983). Place and personal identity in old age: Observations from Appalachia. Journal of Environmental Psychology 3, 299-313.

March 14 SPRING BREAK

March 21 Comparative Perspectives on Rural Aging, Place and Meaning

Readings

Rowles, G.D. (1998). Community and the local environment. In R.T. Coward & J.A. Krout (Eds.) Aging in Rural Settings: Life Circumstances and Distinctive Features. (pp.105-125). New York: Springer.

To be assigned

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

Guest: Professor Nancy E. Schoenberg

Readings

Wallace R.E. & Wallace, R.B. (1998). Rural-Urban contrasts in elder health status: Methodological issues and findings. . In R.T. Coward & J.A. Krout (Eds.) Aging in Rural Settings: Life Circumstances and Distinctive Features. (pp.67-83). New York: Springer.

Scheidt, R.J. (1998). Mental health of the elderly in rural environments. In R.T. Coward & J.A. Krout (Eds.) Aging in Rural Settings: Life Circumstances and Distinctive Features. (pp.85-103). New York: Springer.

Schoenberg, N.E., Amey, C.H. & Coward, R.T. (1998). Stories of meaning: Lay perspectives on the origin and management of non-insulin dependent Diabetes Mellitus among older women in the United States with Diabetes, Social Science and Medicine 47 (12), 2113-2125.

Schoenberg, N.E., Peter, J., Drew, E.M. (2003) Unraveling the mysteries of timing: Emically-derived explanations for time to treatment for women with cardiac symptoms. Social Science and Medicine. 56: 271-284.

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

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

Reading

Rowles, G.D., Concotelli, J.A. & High, D.M. (1996). Community integration of a rural nursing home, Journal of Applied Gerontology 15:2, 188-201.

April 11 **Long-Term Care for the Rural Elderly**

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

Readings

Coward, R.T., Netzer, J.K. & Peek, C.W. (1996). Obstacles to creating high quality long-term care services for rural elders. In G.D. Rowles, J.E. Beaulieu & W.W. Myers (Eds.) Long-Term Care for the Rural Elderly (pp. 10-34). New York, NY: Springer Publishing Company.

Rowles, G.D., Beaulieu, J.E. & Myers, W.W. (1995). Contemporary Directions in Long-Term Care for the Elderly (Conference Position Statement) Lexington, KY: Sanders-Brown Center on Aging, 9p.

April 25 **Participant Presentations: Case Studies**
Synthesis, Integration and Reflection

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

Readings

Redford, L.J. (1998). Public policy and the rural elderly. In R.T. Coward & J.A. Krout (Eds.) Aging in Rural Settings: Life Circumstances and Distinctive Features. (pp.267-286). New York: Springer.

THIS OUTLINE IS SUBJECT TO ADJUSTMENT

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