This class gives you the opportunity to interact with older adults in a variety of settings (e.g., senior centers, assisted living facilities, nursing homes, adult day care) under the supervision of an on-site professional. You will learn to apply research findings and theory on human development to your internship as you consider interactions between ecological settings and aging individuals. You will meet weekly with other interns and your instructor, to explore a number of issues related to your internship and your professional development. Class meetings will consist of informal lectures, group discussion, and activities that focus on linking research and theory with your field placement observations and experiences.

**READINGS:** You are expected to read the assigned articles prior to the class sessions for which they were assigned, and also to apply these readings to your internship by way of the “Application of Readings to Internship (ARI)” mini-papers. Assigned readings should be read by the date they are listed on the class schedule, because we will discuss the reading(s) on the date listed. Moreover, you will be required to do an online post (via a threaded discussion) during the 3-day "window" prior to each class, pertaining to the readings/topics for the upcoming class meeting. Note that your ARI mini-papers are due at the provided date and time, which is always several days after the class in which the relevant readings were discussed; your mini-papers will thus benefit from the class discussion that focused on those readings.

**CLASS ATTENDANCE:** The on-campus portion of the course entails weekly in-class discussion. There will be a penalty (on your grade) if you miss any one of the 10 class meetings, other than due to a documented medical, or other, emergency, situation.

**CLASS PARTICIPATION:** Weekly topics and readings are listed below. You are expected to participate in high-level discussion during class. Thus, you should have done the reading assigned for specific classes prior to those class meetings.

**ONLINE (Threaded Discussion) POSTS (5 total):** Prior to each of 5 (five) class sessions (weeks 2 - 6) you will post a short paragraph (i.e., 3-5 sentences), including thoughtful comments and/or questions, based on the readings and/or experiences (related to the readings) at your internship site. The guidelines (including deadlines & grading rubric) for these postings are available on CANVAS.

**APPLICATION of READINGS to INTERNSHIP (ARI) MINI-PAPERS (5 total):** For the assigned reading(s), for each of 5 (five) total weeks, you will write a two-page paper (double-spaced, 12-point font, one-inch margins) describing how information (i.e., some portion/subset of the information) presented in the required reading(s) applies to your internship setting and experiences. Please remember that the readings & class discussion incorporated into these ARI papers are from the PREVIOUS class meeting (i.e., the class meeting just prior to the due date); thus, your ARI papers can benefit from the in-class review of the readings and the in-class discussion. The guidelines (including deadlines & grading rubric) for these mini-papers are available on CANVAS.

**POWER-POINT PRESENTATION in CLASS & Annotated Bibliography submitted online:** You will create, and present in class, a power-point presentation that links research (on one of the topics we've covered in class) to your internship experiences. A key part of this presentation involves you sharing the methods and findings of one pre-approved, scholarly journal article on the relevant topic. Presentation dates (the last few class sessions) will be assigned by the end of January. Another key part of this assignment is that you will
write a 3-page (double-spaced) annotated bibliography about your pre-approved scholarly article, that will be posted on the class website at least one day prior to your presentation. Details regarding the content of the presentation will be posted on CANVAS, and reviewed in one of the early-February class sessions.

**CONTRACT & EVALUATION DUE DATES:**
1. Contract (work plan) is due, at the latest, on Thursday, **January 9th** (the date of the first class-meeting for HDE 143); it should be turned in to Rachael Crotty.
2. Field supervisor’s evaluation due **March 13th**, the last day of instruction. *(Be sure to have your supervisor state the total number of hours you have completed in the internship setting, on the back of this form.)*
3. Student evaluation of internship placement due **March 13th**, the last day of instruction.

Note: #2 and #3 may be left with Rachael Crotty (HCD Advising Office) or Professor Ober (in person), or in Rachael Crotty’s HCD mailbox, time-stamped, by 5:00pm, Friday, March 13 (HCD, Hart Hall, mailroom closes at 5:00pm; there is a time-stamp machine in HCD mailroom).

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**CLASS GRADING: 100 maximum total points**

- **CLASS ATTENDANCE & CLASS PARTICIPATION:** 20 points (2 pts x 10 class meetings)
- **APPLICATION of READINGS to INTERNSHIP (ARI) MINI-PAPERS** (2 double-spaced pages each): 20 points (4 pts x 5 classes/papers): due (uploaded to CANVAS) on each of the following **SUNDAYS** by 6:00pm: **Jan 19, 26; Feb 2, 9, 16**.
- Online threaded discussion: **5 points** (1 pt x 5 classes/discussions). These online posts are due on **WEDNESDAYS**, by 11:00pm, on the following dates: **January 15, 22, 29; February 5, 12**.
- **FINAL PRESENTATION:** 20 points for in-class PPT presentation *(during one of the last several class sessions)* + 10 points for annotated bibliography (uploaded to CANVAS) on approved scholarly journal article.
- **SUPERVISOR’S EVALUATION of YOUR FIELDWORK:** 20 points (due Friday, **March 13**, by 5:00pm)
- **Student evaluation of internship:** 5 points (due Friday, **March 13**, by 5:00pm)
Reading Assignments and Discussion Questions by Class Week & Date

Reading assignments (available in Resources/Readings folder of CANVAS) will be discussed on the day they are listed below; therefore, they must be read by the date listed. (Note that the articles in the Resources/Readings folder appear in alphabetical order, by first author.)

**Week 1 - January 9: Introductory Concepts and Theories, Demographic Changes**


**Discussion:** What do you want to get out of your internship experience? Think of several goals and their relative priority. How do these goals relate to the concepts/issues presented in the readings?

[There is NO ARI paper based on this week's readings & discussion.]

**Week 2 - January 16: Living Old: Healthcare and Chronic Illness**


Hafner, K. (2014). Bracing for the falls of an aging nation. *New York Times*, Nov 2 & 3, 2014. There are two parts to this article; each is in a separate PDF on CANVAS (in the required readings folder), labeled “hafner_falls_in_elderly_NYTimes_part_1.pdf” and “hafner_falls_in_elderly_NYTimes_part_2.pdf”

Watch PBS documentary: Living Old (many/most of you have already watched this for HDE 100C) [www.pbs.org/wgbh/pages/frontline/livingold/](http://www.pbs.org/wgbh/pages/frontline/livingold/); the first 30 minutes are most relevant to the topic of today’s class.

[For your ARI paper based on the above sources (due several days after class session) you are welcome to reference the “Living Old” video, in your ARI paper, but you are not required to do so.]

**Discussion:** What issues from the film and/or from the readings (be sure to cite at least 2 of the readings), are applicable/relevant to your internship? How would you deal with these issues if you were in charge of the facility?

**Week 3 - January 23: Physical Activity in Older Adulthood**


Recommended (i.e., *not* required; this is a "classic" article):

**Discussion:** Which aspects of brain structure and/or function seem to benefit from physical activity? Which types of physical activity seem to improve cognitive function? Which specific types of cognition (i.e., which types of memory, attention, executive function, etc.) seem to be improved? What are the implications of these findings for exercise programs for older adults, including at your internship site?

**Week 4 - January 30: Cognitive Activity in Older Adulthood**


Recommended (i.e., *not* required; this is a very thorough review paper):

**Discussion:** What are the controversies regarding "brain training" programs? Which types of cognitive activity seem to show the most promise for transfer of training to untrained (and more general) cognitive abilities? What would you recommend for cognitive activities in an assisted-living facility? Why? How would these activities need to be "customized" for those with impaired cognitive functioning?

**Week 5 - February 6: Social Engagement & Helping Behaviors**

**GUEST LECTURER - Dr. Meng Huo**


**Discussion:** Part I: (a) Have you noticed what seem to be examples of positive-emotion bias in the older adults in your setting? What might be going on here (e.g., in terms of mechanisms, potential benefits, etc.)? (b) What might be the direct and indirect mechanisms for social engagement having an impact on mental health, brain function, and/or cognitive function? Part II: (a) What do you think are the most interesting aspects of the research concerning helping behaviors being provided by older adults to middle-aged children? (b) What is the significance of the data on these daily support exchanges to health & well-being of the older adults?

**Week 6 - February 13: Stress & Aging; Aging-Related Stereotypes**


[For your ARI paper based on these readings, you may choose any 2 out of 3 readings to incorporate/cite in your paper.]

**Discussion: Part 1** - Describe examples of where you suspect that attitudes of the older adults in your setting might be contributing to positive or negative outcomes. In the case of negative outcomes, how do think the context could be changed to result in more positive outcomes for the older adult clients? **Part 2** - Can you think of some ways to encourage healthy behaviors leading to increased physical and/or mental well-being in your internship setting? How would you implement these ideas, if you were responsible for programming at your internship setting?

**Week 7 - February 20:** Student Presentations - Part I

**Week 8 - February 27:** Student Presentations - Part II

**Week 9 - March 5:** Careers in Assisted Living: Panel of Professionals, led by Jan Trifiro (Vice President of Workforce & Professional Development, California Assisted Living Association)

**Week 10 - March 12:** Student Presentations - Part III

[NOTE: Panel Presentation and Student Presentation Dates are subject to change.]

**MARCH 13 Friday (last day of instruction), 5:00 pm:** Supervisor & Student Evaluations Due