

## HDE 143: FIELD STUDIES OF OLDER ADULTS (01\_02\_19)

### Winter Quarter 2019

Thursday, 2:10-4:00pm, 261 Olson

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M-F 7:45am-4:45pm (closed 12-1pm)

*Welcome to HDE 143!* This quarter, we will build upon your earlier coursework to apply theory and research findings on adult development and aging to the day-to-day lives of older individuals, drawing heavily on your internship experiences. Students in this class have internships in a variety of settings (e.g., senior centers, nursing homes, adult daycare, meals on wheels program), providing a rich opportunity to learn about this period of life. We will also take this opportunity to learn about the wide-array of careers in aging-related fields. Class time will consist mainly of group discussion focusing on a) theory and research and b) how these relate to your field placement.

**ATTENDANCE:** The class meets only 1x per week so it is very important to attend each class. You will earn 10 points for class you attend (100 points possible) but will not get credit for classes you miss (exception: serious illness or emergency; documentation required).

**PARTICIPATION:** For in-class participation, you will be expected to read and write about assigned articles (see p. 2) and to come to class prepared to discuss the readings in terms of the major theories, findings, and implications broadly, and how the information applies to your field placement. Assignments must be **completed by the date listed** (p. 2) as we will be discussing them in class on that day. Participation during the last 2 days of class (presentations) is important (focus on presenters, ask insightful questions) and is worth double points. There is also an online component of participation that takes place in Discussions (Canvas) and focuses on work-related issues such as work conditions (physical environment, stressors, rewards), supervisor (his/her characteristics, communication style), paid staff/co-workers (number, type, how they help/hinder your responsibilities), clients (the older adults you work with). You will be expected to post two comments (3-4 sentences each) per week (ending at 1:30pm before class for that week) for 8 weeks. See Canvas for more information. (200 points possible)

#### READING AND WRITING ASSIGNMENTS:

1. Weekly Assignments (70 pts possible, 10 points for each of 7 weeks of assignments). For each assigned reading\*, you will be expected to write a 1-page, single-spaced paper in which you briefly describe the article\* in the first paragraph (1/3 page), and apply the information in the article to your internship (2/3 page). See next page for more details. Assignments **must be uploaded to Canvas as a WORD document by 1:30pm on the due date** (2 point deductions for each day/24 hr period past 1:30pm). \*or documentary
2. Integration paper (430 pts possible). Five pages, double-spaced, due Mar 14<sup>th</sup>. Details posted on Canvas.

**PRESENTATION:** On one of the last two days of class, you and your teammates will make a presentation to the class on one of the topics we covered this quarter (60 points). Teams, topics, and presentation dates will be assigned by early February. An individual (not group) written component (40 points; 4 point deductions/day late) of the presentation is due Mar 7. Details posted on Canvas.

#### CONTRACT DUE DATES:

- Contract (Work plan) – To Rachael no later than **January 15<sup>th</sup>**
- Field supervisor's evaluation due by **March 14<sup>th</sup>**. (*Be sure to have your supervisor state the total number of hours you have completed in the internship setting on the back of the form*)
- Student evaluation of internship placement due **March 14<sup>th</sup>** in Rachael's mailbox or by email.

**COURSE GRADE:** 1000 total points possible

- ATTENDANCE AND PARTICIPATION: up to 300 points
- WRITING ASSIGNMENTS (Weekly assignments, 70, and integration paper, 430): up to 500 points
- PRESENTATION: up to 100 points
- SUPERVISOR'S EVALUATION of YOUR FIELDWORK: up to 100 points

## Assignments and Due Dates

**Reading Assignments** are listed below. (Available listed in alphabetical order in Canvas). Suggested readings (optional) are listed below the assigned readings.

**Writing Assignments:** Write a 1-page, single-spaced paper for each assigned reading (usually 2 per week). Each paper should include: 1) the reference of the assigned reading at the top of the page; 2) a brief summary (1/3 page; about 3-4 sentences) in the first paragraph; and 3) a discussion of how the reading applies to your internship in 2-3 paragraphs, using the **Class Discussion Questions** on the syllabus to guide you.

Combine both papers into a **single WORD doc** (2 pages long) prior to uploading to Canvas and include your name in the title of the doc (e.g., "Smith\_week 1"). Upload the Word doc before 1:30pm on the due date to avoid a 2-point deduction for each day/24 hr period past 1:30pm.

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### **Week 1      Jan 10      Demographic Changes and *Living with Alzheimer's & Dementia***

#### **Before our first class:**

#### **Watch:**

Living with Alzheimer's and Dementia | Aging Matters | NPT documentary

<https://www.youtube.com/watch?v=q2tplDKQ9JU> (58 min)

16.1 million Americans provide unpaid care for people with Alzheimer's (AD) or other dementias. Between 2000 and 2015 deaths from heart disease decreased 11% while deaths from AD increased 123% (Alzheimer's Association, 2018)

#### **Read:**

Colby, S.L. & Ortman, J.M. (2015). Projections of the Size and Composition of the U.S. Population: 2014 to 2060, Current Population Reports, P25-1143, U.S. Census Bureau, Washington, DC.

#### **Due date for written portion this assignment (documentary, article) is extended till Mon, Jan 14**

Additional Reading (optional):

Alzheimer's Association, 2018. *2018 Alzheimer's Disease Facts and Figures*. Available at Alzheimer's Association website, <https://www.alz.org/media/HomeOffice/Facts%20and%20Figures/facts-and-figures.pdf> and in Canvas.

Antonucci, T. C., Berkman, L., Börsch-Supan, A., Carstensen, L. L., Fried, L. P., Furstenberg, F. F., . . . Zissimopoulos, J. (2016). Chapter 3 - society and the individual at the dawn of the twenty-first century *Handbook of the psychology of aging* (8<sup>th</sup> edition) (pp. 41-62). San Diego: Academic Press.

Lawton, M. P., & Nahemow, L. (1973). Ecology and the aging process *The psychology of adult development and aging*. (pp. 619-674). Washington, DC, US: American Psychological Association.

**Class Discussion Questions:** 1) Think of specific examples (2 or more) of how the information in the NPT documentary can help you interact with older adults at your internship setting, even if you do not work with directly or indirectly with older adults with dementia; 2) Which demographic trends described in the article do you think will impact you most a) personally, and b) professionally (short-term/long-term)?

### **Week 2      Jan 17      Ecological Framework, Healthspan**

Seals, D. R., Justice, J. N., & LaRocca, T. J. (2016). Physiological geroscience: Targeting function to increase healthspan and achieve optimal longevity. *J Physiol*, 594(8), 2001-2024.

Webber, S. C., Porter, M. M., & Menec, V. H. (2010). Mobility in older adults: A comprehensive framework. *Gerontologist*, 50(4), 443-450.

Additional Reading (optional):

Kaeberlein, M. (2018). How healthy is the healthspan concept? *Geroscience*, 40(4), 361-364. doi:

Nikolich-Zugich, J., Goldman, D. P., Cohen, P. R., Cortese, D., Fontana, L., Kennedy, B. K., . . . Fain, M. J. (2016).

Preparing for an aging world: Engaging biogerontologists, geriatricians, and the society. *J Gerontol A Biol Sci Med Sci*, 71(4), 435-444. doi: 10.1093/gerona/glv164

Class Discussion Questions: 1) What aspect(s) of the environment (as defined in the Webber reading) seem most important to the older adults at your internship setting (and why)? 2) Describe the extent to which the notion of healthspan fits with the older adults you work with; where does it fit well and where does it fall short?

### **Week 3      Jan 24      Hearing, Vision, and Cognition**

Erber, J. T. (2005) The senses: a closer look. *Aging and older adulthood*. Belmont, CA: Thomson Wadsworth. (pp. **145-158**).

Institute of Medicine, 2015. *Characterizing and Assessing Cognitive Aging*, Ch 2, in *Cognitive Aging: Progress in Understanding and Opportunities for Action*. Washington, DC: The National Academies Press. **Read Only:** 1) pages **31-47** and 2) pages **53-57** (Cog Reserve to Functioning in Daily Life).

Additional Reading (optional):

Erickson, K. I., & Liu-Ambrose, T. (2016). Chapter 10 - exercise, cognition, and health *Handbook of the psychology of aging* (eighth edition) (pp. 187-201). San Diego: Academic Press.

Tseng, Y. C., Liu, S. H., Lou, M. F., & Huang, G. S. (2018). Quality of life in older adults with sensory impairments: A systematic review. *Qual Life Res*, 27(8), 1957-1971.

Wahl, H.-W., Heyl, V., Drapaniotis, P. M., Hörmann, K., Jonas, J. B., Plinkert, P. K., & Rohrschneider, K. (2013). Severe vision and hearing impairment and successful aging: A multidimensional view. *The Gerontologist*, 53(6), 950-962.

Wettstein, M., Wahl, H. W., & Heyl, V. (2018). Assimilative and accommodative coping in older adults with and without sensory impairment: Four-year change and prospective relations with affective well-being. *Aging Ment Health*, 1-8.

Class Discussion Questions: 1) How do age-related declines in a) vision and b) hearing impact how you interact with older adults at your internship? 2) What are some ways to minimize the impact of these sensory declines on your interactions? 3) Describe specific examples of older adults in your setting who demonstrated learning something new; 4) Identify specific examples of older adults in your setting who a) had comprehension problems, and b) had memory problems and c) how do you know whether the problem was comprehension or memory?

### **Week 4      Jan 31      Functional Health and Mobility – Guest Instructor: Dr. Henricson**

Ek, S., Rizzuto, D., Fratiglioni, L., Calderon-Larranaga, A., Johnell, K., Sjoberg, L., . . . Welmer, A. K. (2018). Risk factors for injurious falls in older adults: The role of sex and length of follow-up. *J Am Geriatr Soc*. doi: 10.1111/jgs.15657

Middleton, A., & Fritz, S. L. (2013). Assessment of gait, balance, and mobility in older adults: Considerations for clinicians. *Current Translational Geriatrics and Experimental Gerontology Reports*, 2(4), 205-214.

Additional Reading (optional):

Khanuja, K., Joki, J., Bachmann, G., & Cuccurullo, S. (2018). Gait and balance in the aging population: Fall prevention using innovation and technology. *Maturitas*, 110, 51-56.

Lomas-Vega, R., Obrero-Gaitan, E., Molina-Ortega, F. J., & Del-Pino-Casado, R. (2017). Tai chi for risk of falls. A meta-analysis. *J Am Geriatr Soc*, 65(9), 2037-2043.

Espy, D. D., Yang, F., Bhatt, T., & Pai, Y. C. (2010). Independent influence of gait speed and step length on stability and fall risk. *Gait Posture*, 32(3), 378-382.

Class Discussion Questions: 1) Think of a time you observed an older adult at your field site who had trouble walking (with or without assistance) and, using the information in the readings, describe specific characteristics that they demonstrated; 2) Identify two specific situations where you observed how a physical mobility limitation negatively impacted the well-being of an older adults at your setting; describe the limitation, the context (where it happened, what was going on), and the area of well-being impacted.

### **Week 5      Feb 7      Aging in Place and Ecological Framework Revisited**

Greenfield, E. A. (2012). Using ecological frameworks to advance a field of research, practice, and policy on aging-in-place initiatives. *Gerontologist*, 52(1), 1-12. doi: 10.1093/geront/gnr108

Kasper, J. D., Wolff, J. L., & Skehan, M. (2018). Care arrangements of older adults: What they prefer, what they have, and implications for quality of life. *Gerontologist*. doi: 10.1093/geront/gny127

Additional Reading (optional):

Canham, S. L., Fang, M. L., Battersby, L., Woolrych, R., Sixsmith, J., Ren, T. H., & Sixsmith, A. (2018). Contextual factors for aging well: Creating socially engaging spaces through the use of deliberative dialogues. *Gerontologist*, 58(1), 140-148.

Freedman, V. A., & Spillman, B. C. (2014). The residential continuum from home to nursing home: Size, characteristics and unmet needs of older adults. *J Gerontol B Psychol Sci Soc Sci*, 69 S1, S42-50.

Greenfield, E. A., Oberlink, M., Scharlach, A. E., Neal, M. B., & Stafford, P. B. (2015). Age-friendly community initiatives: Conceptual issues and key questions. *Gerontologist*, 55(2), 191-198.

Lehning, A. J., Smith, R. J., & Dunkle, R. E. (2015). Do age-friendly characteristics influence the expectation to age in place? A comparison of low-income and higher income detroit elders. *Journal of applied gerontology : the official journal of the Southern Gerontological Society*, 34(2), 158-180.

Class Discussion Questions: 1) List several pros and cons from the assigned readings on the notion of *aging in place*; indicate whether you find the *pros* or the *cons* more persuasive (explain); 2) Thinking about your field setting, how do the ecological frameworks fit with/do not fit with your internship (to what extent do the frameworks appear to apply to the older adults you work with)?

## **Week 6      Feb 14      Social Isolation and Loneliness**

Gardiner, C., Geldenhuys, G., & Gott, M. (2018). Interventions to reduce social isolation and loneliness among older people: An integrative review. *Health Soc Care Community*, 26(2), 147-157.

Shankar, A., McMunn, A., Demakakos, P., Hamer, M., & Steptoe, A. (2017). Social isolation and loneliness: Prospective associations with functional status in older adults. *Health Psychol*, 36(2), 179-187.

Additional Reading (optional):

Ayalon, L. (2016). Profiles of loneliness in the caregiving unit. *The Gerontologist*, 56(2), 201-214. doi: 10.1093/geront/gnu046

Cudjoe, T. K. M., Roth, D. L., Szanton, S. L., Wolff, J. L., Boyd, C. M., & Thorpe, R. J., Jr. (2018). The epidemiology of social isolation: National health & aging trends study. *J Gerontol B Psychol Sci Soc Sci*. doi: 10.1093/geronb/gby037

Hawkey, L. C., & Capitanio, J. P. (2015). Perceived social isolation, evolutionary fitness and health outcomes: A lifespan approach. *Philos Trans R Soc Lond B Biol Sci*, 370(1669).

Class Discussion Questions: 1) Do you see evidence of either social isolation or loneliness among older adults in your setting and, based on the definitions in the readings, how do you distinguish between someone who is socially isolated versus lonely? 2) Based on the literature, what seems to be a relatively more effective approach to helping those who may be socially isolated or lonely, and are these approaches possible where you intern (explain)?

## **Week 7      Feb 21      Caregiving**

Teri, L., McKenzie, G., & Coulter, C. A. (2016). Chapter 23 - psychosocial interventions for older adults with dementia and their caregivers *Handbook of the psychology of aging* (eighth edition) (pp. 447-474). San Diego: Academic Press.

Wolff, J. L., Spillman, B. C., Freedman, V. A., & Kasper, J. D. (2016). A national profile of family and unpaid caregivers who assist older adults with health care activities. *JAMA Intern Med*, 176(3), 372-379.

Additional Reading (optional):

Liew, T. M., Tai, B. C., Yap, P., & Koh, G. C. (2018). Contrasting the risk factors of grief and burden in caregivers of persons with dementia: Multivariate analysis. *Int J Geriatr Psychiatry*. doi: 10.1002/gps.5014

Turner, M., King, C., Milligan, C., Thomas, C., Brearley, S. G., Seamark, D., . . . Payne, S. (2016). Caring for a dying spouse at the end of life: 'It's one of the things you volunteer for when you get married': A qualitative study of the oldest carers' experiences. *Age and Ageing*, 45(3), 421-426.

The Alzheimer's Project: Caregivers, <https://www.hbo.com/documentaries/the-alzheimers-project-caregivers> an HBO documentary

Class Discussion Questions: 1) What does (nonfamily) caregiver burden look like among the volunteers or paid workers in your field setting (give a couple specific examples)?” 2) In thinking about family members of an older adult at your setting (either from observing or imagining them), what types of specific caregiving tasks were/are performed by the family members in order to help this older adult? (This could be prior to the older adult moving into assisted living, ongoing help to assist the older adult regularly or during visits, or other situations.)

**Week 8          Feb 28          Ageism, Intergenerational Relations**

Gruenewald, T. L., Tanner, E. K., Fried, L. P., Carlson, M. C., Xue, Q.-L., Parisi, J. M., . . . Seeman, T. E. (2016). The Baltimore experience corps trial: Enhancing generativity via intergenerational activity engagement in later life. *J Gerontol B Psychol Sci Soc Sci*, 71(4), 661-670.

Levy, B. R., Slade, M. D., Chang, E. S., Kanno, S., & Wang, S. Y. (2018). Ageism amplifies cost and prevalence of health conditions. *Gerontologist*. doi: 10.1093/geront/gny131

Additional Reading (optional):

Galbraith, B., Larkin, H., Moorhouse, A., & Oomen, T. (2015). Intergenerational programs for persons with dementia: A scoping review. *J Gerontol Soc Work*, 58(4), 357-378.

Stephoe, A., & Wardle, J. (2017). Life skills, wealth, health, and wellbeing in later life. *Proc Natl Acad Sci U S A*, 114(17), 4354-4359.

Wiles, J. L., & Jayasinha, R. (2013). Care for place: The contributions older people make to their communities. *J Aging Stud*, 27(2), 93-101. doi: 10.1016/j.jaging.2012.12.001.

Wurm, S., Diehl, M., Kornadt, A. E., Westerhof, G. J., & Wahl, H.-W. (2017). How do views on aging affect health outcomes in adulthood and late life? Explanations for an established connection. *Developmental Review*, 46, 27-43.

Class Discussion Questions: 1) What would you say to help a friend who tells you that being around older adults makes him/her uncomfortable? 2) Identify and describe examples (2 or more) of intergenerational activities in your field setting; these can be formal programs (organized by the facility) or informal interactions that happen organically.

**Week 9          Mar 7          Student Presentations (written part due for all students)**

**Week 10        Mar 14        Student Presentations (integration paper due)**

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**INFORMATION AND RESOURCES FOR YOU**

**Basic Needs:** Eating enough nutritious food energizes your brain and body. Without it, your academics, physical health and mental well-being may suffer. If you are skipping or stretching meals, concerned about spending money on food and/or having difficulties accessing food, visit the Aggie Compass Basic Needs Center located on the first floor of the MU, next to the UC Davis Market, for immediate food and access to additional resources.

<https://aggiecompass.ucdavis.edu/> This link has additional information and resources:

<https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/>

**Health and Wellness:**

Student Health and Counseling Services <https://shcs.ucdavis.edu/>

Activities and Recreation Center (ARC) (no extra cost for students) <https://cru.ucdavis.edu/arc/>

**Academic Support:**

Success Coaching and Learning Strategies <https://opportunity.ucdavis.edu/services/scls>

Academic Assistance and Tutoring Centers, and Writing Support <https://tutoring.ucdavis.edu/writing>

Student Life <https://studentlife.ucdavis.edu/getting-help/academics/where-to-get-assistance>

**ACADEMIC PARTICIPATION VERIFICATION**

Each term, all students are required to acknowledge the Code of Academic Conduct for each registered course. Beginning on the first day of instruction my.ucdavis.edu will notify students online and through email to participate in keeping UC Davis a fair and honest community. Please remember to complete your Academic Participation verification no later than the quarter add deadline at [participate.ucdavis.edu](https://studentlife.ucdavis.edu)

**CODE OF ACADEMIC CONDUCT: Honesty, Fairness, Integrity**