

## HDE 143: FIELD STUDIES OF OLDER ADULTS (1\_7\_24)

Winter Quarter 2024

Thursday, 2:10-4:00pm, Wellman 7

**Instructor:** Lisa Miller, PhD  
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Office Hours: Mon & Weds 12-1pm [sign up here](#)

**Internship Coordinator:** Rachael Crotty  
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Mon-Fri 8am-4:30pm: **530-752-1321**

Tues & Wed 9am-4pm: 1303 Hart Hall

*Welcome to HDE 143!* This quarter, we will build upon your earlier adult development and aging coursework by applying theory and research findings to older individuals in your internship setting. 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 from each other about this period of life. Class time will consist mainly of small group discussions focusing on a) research and b) how it relates to your field placement. We will also take this opportunity to learn about the wide-array of careers in aging-related fields.

**ATTENDANCE:** The class meets only 1x per week so it is very important to attend each class. And you can't get participation credit for classes you miss (exception: serious illness or emergency; documentation required).

**PARTICIPATION:** For in-class participation, you will be expected to come to class prepared to discuss the assigned **readings** (see p. 2) in terms of the major theories, findings, and implications of the findings, and how the findings apply to your field placement. Assignments must be completed **by the due date** listed (on p. 2) because we will be discussing them in class on that day. Participation during the last 2 days of class (presentations) is also very important (focus on presenters, ask insightful questions) (230 points total). There is also an asynchronous (online) component of participation in Discussions (Canvas) that focuses on **work-related** issues, for example: work conditions (stressors, rewards) at your internship, physical work environment (comfort, amenities, ample space/crowded), location (safety, parking, public transport, commute time), your supervisor (characteristics, communication style, accessibility), paid staff/co-workers (number, type, how they help/hinder your responsibilities) as well as other work and career-related issues. In addition to posting a comment, please reply to a classmate's post. Each posting should be about 3-4 sentences (minimum of 60-70 words) and both should be posted by **1:30pm** before class (weeks 2 to 9). Each week is worth 10 points (80 points total).

### READING AND WRITING ASSIGNMENTS:

1. Weekly Assignments (120 pts possible, 15 points each for 8 weeks). For each assigned reading, you will write a 1-page, single-spaced assignment 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 Canvas for more details. Assignments must be uploaded to Canvas by **1:30pm** on the due date (2-point deductions for each day/24 hr period past 1:30pm).
2. Integration paper (400 pts possible). Five pages double-spaced (details on Canvas). Due Mar 14; 1/3 grade late-point deduction per 24hr period past due date.

**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 (80 points). Teams, topics, and presentation dates will be assigned in February. PPTs due Mar 7 (4-point deductions/day late) and presentations given on Mar 14 (see Canvas for details).

### CONTRACT AND EVALUATIONS:

- Contract (Work plan) – email to Rachael no later than **January 11<sup>th</sup>**
- Field supervisor's evaluation due by **March 15<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, question #10) – supervisor email completed, then email the signed form to Rachael*)
- Student evaluation of internship placement due **March 15<sup>th</sup>** email to Rachael and upload to Canvas.

**COURSE GRADE:** 1000 total points possible

- IN-PERSON AND ONLINE PARTICIPATION: up to 300 points
- WRITING ASSIGNMENTS (Weekly assignments -120, and integration paper - 400): up to 520 points
- PRESENTATION: up to 80 points
- SUPERVISOR'S EVALUATION of YOUR FIELDWORK: up to 100 points

## OTHER IMPORTANT INFORMATION AND RESOURCES

### DIVERSITY AND INCLUSION

We embrace the diversity of students, faculty, and staff, and we honor the dignity of each individual. We welcome everyone's unique cultural, migratory, and religious experiences, beliefs, and perspectives. As learners, we benefit from a diverse living and learning environment. Sharing differences in ideas, experiences, preferences, and beliefs helps us grow. For more information about our goals, visit the [UC Davis Principles of Community](#).

### HEALTHY LEARNING ENVIRONMENT

**Courtesy and respect** among students, TAs, and instructors are essential for a healthy and productive learning environment. Healthy learning environments thrive when students go out of their way to be helpful to others and are open to - and respectful of - ideas and people. Please let us know if anyone is making you uncomfortable and we'll help.

### TECHNOLOGY

We will be using Canvas this quarter. Please refer to these websites and experts if you are having difficulty with technology: [Canvas Help](#) (left side of your Canvas screen) or visit: [IT Service Catalog](#).

### ACCOMMODATIONS

Students registered with the Student Disability Center (SDC) should reach out to me by email at the beginning of the quarter to confirm 1) your need for SDC-specified accommodations and 2) I have received your Letter of Accommodation from the SDC. Please contact the SDC at (530) 752-3184 if you have questions about the process.

### ACADEMIC INTEGRITY

As students enrolled in higher education at UC Davis, you are expected to act in a courteous and professional manner while interacting with one another and with the instructional team and to follow the Code of Academic Conduct administered by [Student Judicial Affairs](#). Thus, the work you do in this course and others should reflect your work and your work alone.

## RESOURCES

### **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 food and access to additional resources. <https://aggiecompass.ucdavis.edu/>

For 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, Dutton Hall: <https://tutoring.ucdavis.edu/writing>

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

### **Land Acknowledgement**

Land acknowledgement statements are written to formally recognize and pay respect to the indigenous people who once lived where institutions stand today. They are often intended to raise awareness regarding the enduring relationship between indigenous people and the land and to acknowledge that an institution's land was founded upon exclusions and erasures of many Indigenous peoples. Below is the statement acknowledging the land on which the Davis campus of UCD resides.

*We should take a moment to acknowledge the land on which we are gathered. For thousands of years, this land has been the home of Patwin people. Today, there are three federally recognized Patwin tribes: Cachil DeHe Band of Wintun Indians of the Colusa Indian Community, Kletsel Dehe Wintun Nation, and Yocha Dehe Wintun Nation.*

*The Patwin people have remained committed to the stewardship of this land over many centuries. It has been cherished and protected, as elders have instructed the young through generations. We are honored and grateful to be here today on their traditional lands.*

<https://diversity.ucdavis.edu/land-acknowledgement-statement>

Pronunciation of indigenous names:

Patwin [PUTT-win]

Cachil Dehe [CATCH-ill DEE-HEE]

Kletsel Dehe [KLET-SELL DEE-HEE]

Yocha Dehe [YO-chuh DEE-HEE]

Wintun [WIN- tune]

## Assignments and Due Dates *(subject to revision)*

**Week 1      Jan 11      Demographic Changes** for *this week only*, summarize each assigned reading in ½ page, single-spaced (focus on national health trends rather than info for states); late points will not be applied till 1/13/24, 11:59pm (see assignment in Canvas for next week's instructions).

Administration for Community Living (ACL). (2022). 2021 Profile of Older Americans.

United Health Foundation. (2023). America's Health Rankings, Senior Report Exec Brief.

Optional Reading:

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.

Vespa, J., Medina, L., & Armstrong, D. (2020). Demographic Turning Points for the United States: Population Projections for 2020 to 2060 (Current Population Reports No. P25-1144).

Class Discussion Questions: Which (national) demographic trends described in the article do you think will impact you most a) personally, and b) professionally (short-term and long-term)?

**Week 2      Jan 18      Health and Functional Mobility**

Anton, S. D., Cruz-Almeida, Y., Singh, A., Alpert, J., Bensadon, B., . . . Pahor, M. (2020). Innovations in Geroscience to enhance mobility in older adults. *Experimental Gerontology*, 142, 111-123.

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.

Optional Reading:

Lomas-Vega, R., Obrero-Gaitan, E., Molina-Ortega, F. J., & Del-Pino-Casado, R. (2017). Tai Chi for Risk of Falls. A Meta-analysis. *Journal of the American Geriatrics Society*, 65(9), 2037-2043.

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.

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

Class Discussion Questions: 1) What aspects of the environment at your internship serve to facilitate older adults' mobility and which ones act as barriers? 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 25      Changes in 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).

Optional Reading:

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.

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      Feb 1    Ecological Framework and Aging in Place**

LaFave, S. E., Szanton, S. L., & Gitlin, L. N. (2021). Chapter 21—Innovations for aging in place. In K. F. Ferraro & D. Carr (Eds.), *Handbook of Aging and the Social Sciences* (Ninth Edition) (pp. 337–354). Academic Press.

Wahl, H., & Gerstorf, D. (2020). Person–Environment Resources for Aging Well: Environmental Docility and Life Space as Conceptual Pillars for Future Contextual Gerontology. *Gerontologist*, 60(3), 368–375.

##### Optional Reading:

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.

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 5      Feb 8      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.

##### Optional Reading:

Ayalon, L. (2016). Profiles of loneliness in the caregiving unit. *The Gerontologist*, 56(2), 201-214.

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:

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).

Luhmann, M., & Hawkey, L. C. (2016). Age differences in loneliness from late adolescence to oldest old age. *Dev Psychol*, 52(6), 943–959.

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 6      Feb 15      Engagement**

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.

Stine-Morrow, E. A. L., Payne, B. R., Roberts, B. W., Kramer, A. F., Morrow, D. G., Payne, L., Hill, P. L., Jackson, J. J., Gao, X., Noh, S. R., Janke, M. C., & Parisi, J. M. (2015). Training versus engagement as paths to cognitive enrichment with aging. *Psychology and Aging*, 29(4), 891–906

##### Optional Reading:

Franke, T., Sims-Gould, J., Chaudhury, H., Winters, M., & McKay, H. (2019). 'It makes your life worthwhile. It gives you a purpose in living': Mobility experiences among active older adults with low income. *Ageing and Society*, 39(8), 1639–1666.

Roberts, A. R., & Adams, K. B. (2018). Quality of Life Trajectories of Older Adults Living in Senior Housing. *Research on Aging*, 40(6), 511–534.

Class Discussion Questions: 1) What role does engagement play in your own lives and do you expect this to change when you're older (if so how)? 2) Identify and describe examples (2 or more) of engagement opportunities for older adults at your field setting; these can be formal programs (organized by the facility) or informal interactions that happen organically.

**Week 7      Feb 22      Housing and Neighborhood**

Gonyea, J. G. (2021). Chapter 20—Housing older Americans: The challenges of accessibility, affordability, and quality. In K. F. Ferraro & D. Carr (Eds.), *Handbook of Aging and the Social Sciences* (Ninth Edition) (pp. 321–336).

Portacolone, E., Perissinotto, C., Yeh, J. C., & Greysen, S. R. (2018). "I feel trapped": The tension between personal and structural factors of social isolation and the desire for social integration among older residents of a high-crime neighborhood. *The Gerontologist*, 58(1), 79–88.

Optional Reading:

Li, Z., & Dalaker, J. (2021). *Poverty Among the Population Aged 65 and Older* (No. R45791). Congressional Research Service (CRS).

Toohy, A. M., & Krahn, T. M. (2018). "Simply to be let in": Opening the doors to lower-income older adults and their companion animals. *Journal of Public Health*, 40(3), 661–665.

Class Discussion Questions: 1) Think of older adults you've seen in your neighborhood (or in a neighborhood that you've traveled through) and describe a situation that seems less than optimal for those older adults. 2) What would have made it easier for the older adults in those situations? 3) How might the neighborhood of your internship setting affect the older adults who live or visit there?

**Week 8      Feb 29      Dementia and Family Caregiving**

Galbraith, B., Larkin, H., Moorhouse, A., & Oomen, T. (2015). Intergenerational programs for persons with dementia: A scoping review. *Journal of Gerontological Social Work*, 58(4), 357–378.

Teri, L., McKenzie, G., & Coulter, C. A. (2016). Chapter 23—Psychosocial Interventions for Older Adults with Dementia and Their Caregivers. In *Handbook of the Psychology of Aging* (Eighth Edition) (pp. 447–474). Academic Press.

Optional Reading:

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.

Class Discussion Questions: 1) Think of specific examples (2 or more) of how the programs in the Galbraith paper may (or do) benefit older adults at your internship setting, even if you do not work with older persons with dementia (PWD). 2) For the Teri et al., paper, would caregiver training be useful at your internship site? Why or why not- try to answer this even if you don't work with PWD.

**Week 9      Mar 7      In-class workday** (ppt presentations due by 11:59pm)

**Week 10      Mar 14      Group Presentations** (integration paper due by 11:59pm)