

First-Year Course

Core Faculty

Professor Brian Carpenter, Associate Professor of Psychology, College of Arts & Sciences

Professor Nancy Morrow-Howell, Betty Bofinger Brown Distinguished Professor, School of Social Work

Professor Susy Stark, Assistant Professor of Occupational Therapy, School of Medicine

Title: When I'm Sixty-Four: Transforming Your Future

Description

Whether you know it or not, you're living in the midst of a revolution - a revolution that is going to change your personal and professional lives. You will live into your 80s and 90s, with a 50% chance of seeing your 100th birthday. This demographic revolution is going to change the health care you receive, the house you live in, the car you drive, the jobs you do, and the relationships you have with family and friends. In other words, this revolution will shape every aspect of your life.

This class will give you a competitive edge in understanding how you can harness these forces to shape your career and lifestyle. In this course, you will interact with leaders from many fields, including medicine, engineering, architecture, public health, social work, law, business, art, psychology, and anthropology. These leaders are all focused on issues of an aging society. There will also be opportunities to tailor your interests through events on and off campus, including movies, lectures, performances, field trips, and service learning. Each week, we will gather for lectures and break into small groups for discussion. This course will set you on a path to lead the aging revolution and transform the society of tomorrow.

When I'm Sixty-Four: Transforming Your Future Interdisciplinary Studies 123 Fall 2014

Instructors Brian Carpenter, Psychology (bcarpenter@wustl.edu)
Nancy Morrow-Howell, Social Work (morrow-howell@wustl.edu)
Susy Stark, Occupational Therapy (starks@wusm.wustl.edu)

All-Class Meetings Wednesdays, 2:10-4:00pm, Seigle Hall, Room 304

Discussion Sections All discussion sections are held in the South 40 Private Dining room in the Bears Den

Section	Day & Time	Faculty Facilitator	Teaching Fellow
1	Thursdays 6:10-7:00pm	Cheryl Wingbermuehle School of Social Work cwingber@alz.org	Harry Taylor School of Social Work hotaylor@wustl.edu
2	Mondays 3:10-4:00pm	Geoff Childs Dept. of Anthropology gchilds@wustl.edu	Emily Somerville Occupational Therapy somervillee@wusm.wustl.edu
3	Tuesdays 11:10-12:00pm	Stephanie Herbers Center for Aging sherbes@wustl.edu	Jon Gooblar Dept. of Psychology jgooblar@wustl.edu
4	Tuesdays 6:10-7:00pm	Christine Berg Occupational Therapy cberg@wustl.edu	Robert Little Olin Business School rlittle22@wustl.edu
5	Wednesdays 1:10-2:00pm	Jennifer Harpring Gephardt Institute for Public Service jharpring@wustl.edu	Nicole Berkowitz Law School nberkowitz@wustl.edu

Whether you know it or not, you're living in the midst of a revolution – a revolution that is going to change your personal and professional lives. You'll live into your 80's and 90's, with a 50% chance of seeing your 100th birthday. This demographic revolution is going to change the health care you receive, the house you live in, the car you drive, the jobs you do, and the relationships you have with family and friends. In other words, this revolution will shape every aspect of your life.

This class will give you an edge in understanding how you can harness these forces to shape your career and life. During the semester you'll meet professors from all over the Washington University campus, and you'll hear from professionals all

around St. Louis who are addressing issues related to aging right now. You'll also have an opportunity to get off campus and witness for yourself how businesses, organizations, and the community are getting ready for the change in the city's demographics.

Each week we'll have two meetings. The first will be led by the primary professors, who all specialize in aging in their respective fields (psychology, social work, occupational therapy). During this meeting we will introduce key topics about aging and bring in professors from across the university (e.g., business, law, medicine, public health, architecture) who are working on these issues. The second meeting each week will be led by the Faculty Facilitator and the Teaching Fellow. This small-group discussion will give you the chance to dive deeper into a topic, discuss some of the controversies in the field, and bring your specific interests to the table.

Course Objectives

1. Understand current trends in morbidity, mortality, fertility, and human migration that are determining the new demographic realities.
2. Articulate the primary challenges and opportunities to human society created by aging demographic changes.
3. Appreciate the demand for interdisciplinary problem solving to better shape communities where there are larger older populations.
4. Realize the personal implications of longer life expectancies.
5. Learn about career paths related to issues of an aging society.
6. Become more comfortable talking with older adults and about issues of aging.
7. Change ageist attitudes by increasing understanding of the great heterogeneity among older adults as well as the potential for a "good old age."

Course Calendar

**** Discussion Sections will start after the first lecture on August 27th. ****

Date	Week	Lecture Topic	Discussion Group Topic
August 27	1	Your World	Helping you imagine your future self.
September 3	2	Your Body	A taste of what it's like to live with chronic conditions. Discuss community assignment and form teams.
September 10	3	Your Community	Explore go-along audits to examine the physical and social receptivity of environments.

September 17	4	Your Job	Explore workplaces and work audits.
September 24	5	Review Community Assessment	Organized by your Teaching Fellow & Faculty Facilitator
October 1	6	Your Home	How would you advise your parents to plan for downsizing?
October 8	7	Your Creativity	What's creative and what's not?
October 15	8	Your Family & Friends	How well do you really know your parents?
October 22	9	Your Government	How are current political issues related to aging?
October 29	10	Your Health	What does longevity mean for your health?
November 5	11	Your Money	How much money will you need for retirement?
November 12	12	Your Mind	Breaking some really bad news.
November 19	13	Your Transportation	The great transportation debate *If you miss this week because of break, make up on 12/1 or 12/2
November 26		No lecture - Thanksgiving	No discussion section
December 3	14	Your Future Poster session	No discussion section

Course Requirements

Readings

All readings will be posted to Blackboard. Please complete them before the class to which they apply. In class we'll highlight important concepts from the readings and expand on the material, and in order to follow the discussion it will be important for you to be familiar with the readings that have been assigned.

Clickers

In this class we'll be using i>clicker technology during every Wednesday lecture to expand opportunities for your participation. We'll also use clickers to administer quiz questions throughout the lectures. It's important that you bring your clicker to every class. If you forget to bring your clicker to a lecture, and there are quiz questions that appear during that lecture, you will not be able to make up those quiz questions.

You'll need to check out an i>clicker from Olin Library before lecture on Wednesday, September 3rd at the Olin Library Help or Circulation desks. These devices are available for checkout only for students registered in specific courses, so be prepared to tell the circulation staff that you're registered for this course. Return your i>clicker to the library after classes end and before December 19th. If you don't return your i>clicker at the end of the semester you'll be charged for the device.

The Teaching Center is evaluating how new learning technologies, such as clickers, enhance student engagement and success. They are conducting online surveys among students who are in classes that use clickers. If you complete the Teaching Center's surveys this semester we'll add 1 point toward your final grade. You must complete all surveys to earn this point.

Quiz Questions

As mentioned above, throughout the semester, during the Wednesday lecture, you may see quiz questions appear during a presentation. (Quiz questions will not be part of the small-group discussion sections.) The quiz questions will cover lecture material from the previous lecture or reading for the previous topic. Note that quiz questions will assume you are familiar with material from the reading even if we have not reviewed it explicitly in class. The format of the quiz questions may vary, but most will be multiple choice questions and an occasional short-answer. In total you'll get 50 quiz questions during the course of the semester.

Discussion Group Contribution

You'll get much more out of this class if you contribute actively in both the lectures and discussion sections. We encourage you to ask questions, offer opinions, and debate (constructively) with us and your colleagues. Share personal stories and experiences when they're relevant to the class discussion. The Faculty Facilitator and Teaching Fellow will assign you points each week for your participation. These points will be part of your final grade and are based on the rubric below.

Points	Criteria
2	Good · arrive prepared, with knowledge of material from readings

	<ul style="list-style-type: none"> · played an active or moderate role in discussion · comments contributed to the discussion in a meaningful way · student enhanced the group dynamic in a supportive way
1	<p>Adequate</p> <ul style="list-style-type: none"> · participated when called upon but not proactively or superficially · made relevant comments based on assigned material alone · group dynamic and level of discussion were not significantly affected by the student's presence
0	<p>Inadequate</p> <ul style="list-style-type: none"> · student is absent from the class without a documented excuse · group dynamic and level of discussion are harmed by the student's presence

Community Project

As you've read, the aging of the American population will necessitate changes in almost every facet of society -- housing, transportation, health care, employment, leisure opportunities, etc. Are our organizations ready? You'll go out into the St. Louis community to find out.

In this project you'll be part of a small team (4-5 people from your discussion section) that will investigate how one St. Louis institution is preparing for the aging of the population. We've arranged for teams to visit local civic, educational, and business organizations. Over the semester you'll visit the organization on two occasions to speak with leaders at the organization and, in some cases, older adult stakeholder, to see how they are thinking about demographic changes and steps they've taken (if any) to prepare. You'll work together with your team to develop interview questions specific for your organization. After your visits, you'll work with your team to prepare a written report and a large poster describing your findings for presentation on the last day of class. You'll receive more details in the project early in the semester.

Self-Directed Learning Assignments

These assignments give you a chance to tailor your learning to your interests this semester. There's a list of assignments available on Blackboard. For example, you can watch an aging-related film and write a paper on it; attend lectures on campus and write a reaction paper; interview an older adult about their life history. Take a look at this list of options now so you can see what's coming up on the calendar; start working on these early in the semester so you don't get crunched at the end of the semester. You'll complete one of these assignments by October 15th, and the other assignment by the last day of class on December 3.

Grades

Grades are assigned based on the number of points you accumulate during the semester. It's important that you concentrate on all of the assignments and activities throughout the semester, particularly your class contribution and community assessment. If you have questions about your progress in class please speak to us right away.

Discussion group contribution	25 points
Quiz questions (50 throughout the semester)	25 points
Self-directed learning assignments	20 points
Community assessment	30 points
Total	100 points
Clicker evaluation surveys (extra credit)	1 point

Letter grades will be based on the number of points you've earned, as follows:

A+	97-100	B+	87-89	C+	77-79	D+	67-69
A	94-96	B	84-86	C	73-76	D	63-66
A-	90-93	B-	80-83	C-	70-72	D-	60-62
						F	<60

Additional Details

Course Evaluation

The course evaluation you can complete at the end of the semester is an important way for us to learn how to improve the class for future students. We encourage you to complete the evaluation and give us your feedback. The website for evaluations is <http://evals.wustl.edu>

Religious Holidays

We respect your right to participate in religious celebrations. If the class schedule presents problems for you with any assignment or activity, contact Professor Carpenter (bcarpenter@wustl.edu) at least one week prior so accommodations can be made.

Student Educational Services

Wash U provides academic resources for students at Cornerstone: The Center for Advanced Learning. Located on the South 40 at Gregg Hall, the Center offers academic resources such as study groups, peer mentors, academic mentoring, help desks, and course workshops. The Center also offers technological resources such as programs for web design and learning style assessments.

Students seeking disability information should contact Disability Resources at 935-5970 or link to Disability Resources from the Cornerstone website. Contact information for Cornerstone is 935-5970 or <http://cornerstone.wustl.edu> Please let Professor Carpenter know in advance of any learning accommodations that have been suggested by the Disability Resources office.

Class Etiquette

This course is based on a simple principle of mutual respect and politeness. Just as it is important for us to act in a courteous and respectful way toward you, it is equally important for you to extend the same courtesy to your fellow students and instructors. Empirical research shows that many of the following behaviors are judged to be equally disruptive to students and instructors.

Students talking with their neighbor after the instructor has begun lecturing. When surveyed, students rate this as extremely annoying because it interferes with their ability to take notes. It is also distracting to instructors. We will not repeat portions of the lecture because of others talking or because of other similar disruptions. Thus, when you talk to your neighbor you may well be hurting the grades of others around you (and your grade, too). Thus, once we start class please stop talking.

Use of laptops/tablets in class. Laptop/tablets use are not permitted in class. Several research studies have found that (a) students report laptop use by their peers, as well as their own laptop use, as the most distracting aspects of class; and (b) there is a negative relationship between laptop use and course grade, student attentiveness, lecture clarity, and understanding of course material.

Ringling/using cell phones. Please turn off or silence all phones before class begins.

Coming in late. Class starts promptly 10 minutes after the hour. If you come to class late, please select a seat in the back; do not clamber over other students to find your usual favorite seat.

Audio/video/photo recording of class. Please get our permission if you would like to record any portion of a lecture.

In order to make the classroom experience enjoyable for all, you're expected to comply with the above commonsense guidelines. If you have an learning accommodation that conflicts with these guidelines, please bring a faculty member documentation from Disability Resources.

A Note on Academic Integrity

As a member of the Wash U academic community you are bound by honor regarding your academic work. Academic dishonesty includes, but is not limited to, cheating on tests, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of or distributing examinations or examination questions, submitting work of another person or work previously used as your own, or tampering with the academic work of other students.

Plagiarism is another unacceptable practice. Plagiarism occurs when an individual uses the thoughts or words of another person as if they were their own. In your written work, you must provide adequate citation of other people's work. Identify where your ideas have come from when they are not your own. On examinations, answer questions for yourself rather than relying on information from other students.

Academic dishonesty on any assignment will result in written notification of the charge, a score of 0 on the assignment, and referral to the Dean. If you have questions about what might constitute academic dishonesty, please talk with one of the instructors or an administrator at the University. Additional information can be found in the University Student Judicial Code or from the Academic Integrity Committee of the College of Arts and Sciences , https://acadinfo.wustl.edu/WUCRSLFrontMatter/WebWUCRSLInfo_AcadIntegrity.htm