I. COURSE DESCRIPTION

This gerontology course focuses on understanding and evaluating the physical and social environments of the aging population. Gerontology is a multidisciplinary field that studies the biological, psychological, and social aspects of aging, and this class is primarily focused on two sub-fields within gerontology: Environmental Gerontology (i.e., study of relationship between aging persons and their physical and social environment) & Social Gerontology (i.e., study of the social aspects of aging with an emphasis on optimizing quality of life).

II. COURSE OBJECTIVES

This class incorporates these learning outcomes:

1. Utilize the ecological perspective (i.e., social ecological model, person-environment fit model) for assessing environments, behaviors and issues of older adults
2. Apply theories and concepts of environmental and social gerontology within real world contexts
3. Assess physical environments (such as private residences, long-term care settings, or public spaces) and the influences of these environments on the lives of older adults and their families
4. Teach older adults about the use of technology and evaluate personal and societal contribution of civic engagement participation

III. IDEA OBJECTIVES RELATED TO THE COURSE

This class works to address the following IDEA learning objectives:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

IV. GENERAL EDUCATION OUTCOMES

This course fully covers the general education outcomes for Civic Knowledge and Responsibility and Social and Behavioral Science.

V. REQUIRED READINGS

* All required readings will be posted on Sakai.
VI. ASSIGNMENTS

There are several assignments for this class. Most of the details are included here; however, all assignments will also be discussed in class, which will include tips and in-depth expectations. **If you miss class, check with a classmate.** With all assignments, make sure to follow APA style, including a cover page, double-spacing, 1” margins, headings, a Reference page, and proper in-text citations.

In addition, 2 ½ hours of online class time was built into the semester to account for (some of) the online activities required for the course.

A. Theory Assignments (Choose One)

In these various applied activities, you will incorporate information about theories and/or concepts discussed or read about in class. **In doing this, it is expected that you cite information from the textbook and other journal article readings. In particular, you are expected to utilize (& cite) the ecological perspective resources in putting together your assignments.** The written portions of these assignments should be 3-4 pages in length.

1. **Favorite Places**

Write down 1-2 of your favorite places (e.g., restaurant, grocery store) in Rhode Island. Then, choose a case posted on Sakai (each case has a description of an older adult, including information about chronic health conditions, physical capabilities, social issues, etc.) and imagine yourself as that person. Write a reflection about going to your favorite place as this older adult might experience it. Discuss environmental strengths (e.g., what makes it work?) as well as limitations (e.g., what is difficult?). Do research as needed to gain in-depth understanding of the chronic health conditions or social issues and any adaptations/supports needed to make it possible to enjoy your outing. You may want to consult with older adults who experience any of these issues.

2. **Use of Public Transportation**

Choose one of the cases posted on Sakai, and plan a trip from Kingston to Providence (or vice versa) using the RIPTA busses. Make sure you have a start place (such as URI) & an end place that might be suggested to an older person (such as a specialty doctor’s office). While taking this trip, write about what it would be like for this older adult. Discuss environmental strengths (e.g., what makes it work?) as well as limitations (e.g., what is difficult?). Do research as needed to gain in-depth understanding of your chronic health conditions or social issues and any adaptations/supports needed to make it possible to enjoy your outing. You may want to consult with older adults who experience any of these issues.

3. **Elder-Friendliness of Your Community**

Evaluate your community or neighborhood for its elder-friendliness. You could choose your community in Rhode Island or your hometown. Using the World Health Organizations guidelines for Age-Friendly Cities, write about the various aspects that make a community elder-friendly & whether or not the community meets the guidelines. Please include strengths and weaknesses of the community as they relate to the guidelines. In your evaluation, you must discuss various buildings, businesses, services available for older adults, social activities, shopping, transportation, as well demographic and health-related information that would impact quality of life.
4. Older Adult Interview

Interview an older adult about their physical and social environments. Come up with a brief interview guide prior to the interview and conduct the interview. Then, write a reflection that addresses issues related to his/her physical and social environment. These types of questions could be asked: Tell me about where you live. What do you like about where you live? What do you dislike about where you live? Where is your favorite place to be? What about the place do you enjoy? What about the environment of your favorite place works? How do they get there? Do they feel as if they are treated respectfully when doing activities in the community? What did they do to receive assistance if needed? What types of places do they go most often? Do they volunteer, and if so, where? What do they do for leisure activities? Are there places they would like to go but are unable?

5. Aging Simulation

Choose 1-2 of the materials from the aging simulation kit. Using the materials, go somewhere in the community and do an activity that takes you at least 2 hours (e.g., shopping at a grocery store, eating at a restaurant, going to a gym). The idea is for this activity to help you to better grasp some of the sensory changes that older adults may experience and how the changes impact daily function. Describe what you did & write a reflection about the experience.

B. Civic Engagement Assignment

For this assignment, you will participate as a student mentor for the URI Engaging Generations Program: Cyber-Seniors. The focus of this program is to bring together URI students and older adults in the community to help the older adults learn to use technological devices (e.g., Ipads, smartphones) and to help URI students gain experience and perspective into working with older adults and skills in teaching and communicating. You must take part in the training on January 3rd to participate in this assignment.

Our class will meet at Brightview Commons (Independent & Assisted Living) during the class sessions (see class schedule), and you will meet with older adults who live there. You will get to know one another, and you will consult with him/her on the use of technological devices and apps/programs in order to help them expand their social environment. For the assignment, you are expected to plan for your meetings, keep a log of your activities and learning using the class google form, complete online pre/post evaluations, and write a final paper about the civic engagement experience.

C. Environmental Concept Assignment (Group Activity)

With an assigned partner or group of 3, you are to pick one type of older adult environmental concept (concept that is currently being implemented) designed to assist older adults as they age and possibility need long term services and supports. Some examples include: retirement communities, independent living communities, assisted living, nursing homes, Village Model, NORCs, Green House Models, PACE, low income senior apartments, and shared housing. You must consult with Professor Leedahl about the concept you choose to ensure it works for this assignment, and you must not choose the same concept as another group. This assignment includes two components:

Part 1) Write a paper about the idea, the theory behind it, how the environment works, how it relates to the ecological model, what services are provided, how services are paid for, what health and social issues are being addressed (e.g., isolation, nutrition), who is included and excluded (e.g., due to income, geographic location), and/or what health and social problems are of particular concern (e.g., dementia, falls). You must cite at least 4 reputable resources in this paper (at least two peer-reviewed journal articles). I also encourage you to use websites and some popular press (e.g., newspapers) in your paper, but this cannot be used as a primary source of information.
Then, you are to choose 1 specific program where this idea is being implemented. In your paper, describe the program (where it is located geographically, how it is situated in the community, any unique features). Interview someone who lives there or works there and if possible, tour the place. In your paper, write a reflection about this experience. Questions to address in your reflection include: Was it what you imagined after learning about the concept? What was similar? What was different? What did you learn from the person you talked to/place you visited? Which groups of older adults do you think this type of environment/service is best suited for? How does income influence access or service availability? What might you tell clients, family, or friends of the environment? The written portion of the entire Part 1 paper should be approximately 6-8 pages.

Part 2) Using your information from your Part 1 paper, make a creative presentation that includes audio/visual recordings. The presentation should include the definition of your concept and a description/visual representation of the one example program. Tell the audience about the concept and what services are provided/available at the program. Your presentation should provide viewers with a good sense of what would it be like to live there and who the environment is designed to serve. You can use Microsoft Powerpoint, but only include pictures on your slides (possibly with a few words per slide). Your presentation should be 10 minutes long, and it will be shown during the last week of class.

D. Readings Worksheets & Quizzes

Each day, you will receive worksheets associated with the assigned readings. You are expected to come to class with these worksheets started (meaning drafted), and we will discuss them in class to supplement your answers. The worksheets will help target your reading and ensure preparedness for class discussion and activities. You will be required to turn in a hard copy of these worksheets each day of class. Two of your worksheet grades will be dropped to calculate your final grade.

In addition, there will be occasional, pre-announced quizzes given in this class (approximately 1-2 total). These quizzes will require you to reflect on class experiences and readings and demonstrate an understanding of course concepts and critical analysis skills. These will involve mostly open-ended questions and possibly some multiple choice questions.

Please note: Make-up quizzes will only be given under the most serious circumstances (e.g., severe health problems). Students with legitimate reasons for missing quizzes must contact me before the quiz to obtain permission.

E. Professionalism

Professionalism will be graded randomly throughout the semester. Regular class attendance and active participation in class discussions is expected & will be rewarded! Professionalism in this class includes coming to class, arriving at class on time and prepared, staying for the whole class, communicating with the professor and each other in a professional manner, leaving cell phones and other technology out of the classroom, and fully participating in class discussion and group activities. Failure to act professionally (as defined above) will result in zero points for the day’s professionalism grade. Students may miss one class without penalty as long as the absence has been discussed with the instructor. For students who need to miss class for an extended period of time due to health concerns or other matters, please discuss the situation with the instructor.

VII. GRADING

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DUE DATE</th>
<th>% of Grade</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Theory Assignments (TA)</td>
<td>TA#1- Monday, January 8</td>
<td>10%</td>
<td>20 points</td>
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</tbody>
</table>
### URI Engaging Generations Program: Cyber-Seniors Participation

<table>
<thead>
<tr>
<th>Logs (3 total) (5 pts each)</th>
<th>Logs (1 from each session)</th>
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</thead>
<tbody>
<tr>
<td>Surveys (5 points, Pre &amp; 8 points, Post)</td>
<td>Thursday, Jan. 4, 11, 18</td>
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<tr>
<td>Civic Engagement Paper (20 pts)</td>
<td>Pre-Survey Wednesday Jan. 3</td>
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<td></td>
<td>Post-Survey Thursday, Jan. 18</td>
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<td>Paper Thur, Jan. 18</td>
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**Civic Engagement Paper (20 pts)**

- Pre-Survey: Wednesday Jan 3
- Post-Survey: Thursday, Jan 18

**Environmental Concept Assignment**

1. Paper + Interview (40 pts)
2. Interactive Presentation (20 pts)

- Wednesday, January 17th

**Readings Worksheets & Quizzes**

- 9 worksheets with 2 drops (4 pts. each)
- Quizzes (10 pts. each)

- Worksheets due daily
- Quiz 1 Monday, January 8
- Quiz 2 Wednesday, January 10

**Professionalism (3 pts each day)**

- Every day through attendance & participation

**TOTAL:**

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<th>%</th>
<th>Points</th>
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<tr>
<td>24%</td>
<td>48</td>
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<td>30%</td>
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<td>12%</td>
<td>24</td>
</tr>
<tr>
<td>100%</td>
<td>200</td>
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### A = Exceptional or outstanding work: This grade will be assigned to work in which all aspects of assignments are completed exceptionally well (e.g., work that shows extensive use of the literature); and are organized, meaningful, and coherent.

### B = Satisfactory work: This grade will be assigned to work that fully meets expectations, in which all aspects of assignments are completed satisfactorily.

### C = Unsatisfactory work: This grade will be assigned to work that does not meet expectations and is below standards, although all aspects of assignments are completed.

### D = Unsatisfactory work: This grade will be assigned to work that is below standards, with aspects of the assignment not completed.

### F = Failure: This grade will be assigned when overall quality of work is unsatisfactory, with major aspects of assignments not completed.

### How Final Grades Will Be Determined:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>48</td>
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<tr>
<td>A-</td>
<td>90-92.5%</td>
<td>48</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.5%</td>
<td>48</td>
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<tr>
<td>B</td>
<td>83-86.5%</td>
<td>48</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.5%</td>
<td>48</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.5%</td>
<td>48</td>
</tr>
<tr>
<td>C</td>
<td>73-76.5%</td>
<td>48</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.5%</td>
<td>48</td>
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<tr>
<td>D+</td>
<td>67-69.5%</td>
<td>48</td>
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<tr>
<td>D</td>
<td>60-66.5%</td>
<td>48</td>
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<tr>
<td>F</td>
<td>59.5% and below</td>
<td>0</td>
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### A. Grading for Written Work

All written work is expected to meet basic standards of writing proficiency. You are expected to use people-first language and to avoid sexist or culturally insensitive language. Written work will be graded for thoroughness and completeness of content, clarity and logic of presentation (e.g. headings), and evidence of critical thought. In addition, papers will be graded for grammar, syntax, and spelling. All written assignments must follow APA guidelines regarding formatting of the paper, proper citations, etc., unless instructed otherwise. All assignments must be typed and have a cover page. For assistance, schedule an appointment with the URI Writing Center (http://www.uri.edu/writingcenter/) by email uri.wcenter@gmail.com or phone (401) 874-2367.

### B. Academic Honesty
Students are expected to be honest in all academic work. A student’s name on any written work, quiz, or exam shall be regarded as assurance that the work is the result of the student’s own independent thought and study. Work should be stated in the student’s own words, properly attributed to its source. **Students have an obligation to know how to quote, paraphrase, summarize, cite, and reference the work of others with integrity.** The following are examples of academic dishonesty:

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation
- Claiming disproportionate credit for work not done independently; Unauthorized possession or access to exams
- Unauthorized communication during exams
- Unauthorized use of another’s work or preparing work for another student
- Taking an exam for another student
- Altering or attempting to alter grades
- The use of notes or electronic devices to gain an unauthorized advantage during exams
- Fabricating or falsifying facts, data or references
- Facilitating or aiding another’s academic dishonesty
- Submitting the same paper for more than one course without prior approval from the instructors

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. Be aware that papers may be checked against web pages and databases of existing papers. Although students may never have engaged in intentional plagiarism, many students do incorporate sources without proper citation, which is a violation. Please see me if you are uncertain about how to appropriately cite sources.

A grade of “F” (0 points of the assignment) will be earned if a student is found to engage in academic dishonesty (including all listed above). The instructor will file a Report of Cheating or Plagiarism with the Dean’s Office. Depending on the severity of the dishonesty, students may be assigned a grade of “F” for the course.

**C. Late Assignments**

Students are responsible for turning in all assignments on the due dates. The grade for an assignment will be reduced 2 points for each day it is late, including Saturday and Sunday. If a student has a conflict with due dates or test dates, it is the student’s responsibility to see the instructor at least one day in advance to make alternative arrangements. In the event of serious illness, accident, personal tragedy, or holy days, the student should contact the instructor prior to the due date to discuss plans for turning in work.

**D. Questions about Grades**

If a student has questions or concerns about an assignment that has been graded, the instructor will address these concerns only if they are put in writing. Technical questions (e.g., grade entered incorrectly) can be addressed solely through email. If a student is debating a grade given on an assignment, students should thoroughly read my comments and the rubrics sheet, fill out the rubrics sheet as he/she thinks it should be graded, and schedule an appointment with me to discuss the assignment. You have one week after your grade is posted on Sakai to contact the instructor. As an instructor, I recognize the amount of time and effort each student puts into assignments and their overall education. Therefore, I value providing feedback and fair, critical evaluation on each assignment.

**VII. STUDENT & INSTRUCTOR EXPECTATIONS**

*What do I expect of you?* Preparation and participation on the topic area for each class is an important piece of the total plan for the course. Each student is expected to read assignments and complete...
assignments before class. Furthermore, students are expected to frequently access the class Sakai site and check their email for any class announcements.

All students are required to switch off their cell phone during class. As such, phone calls, text messaging, or web browsing are not allowed during class. Students may take notes on a laptop or other related device (e.g., Ipad) in class with prior approval from the instructor. Any other activity (e.g., facebook, email) on the computer device during class is not permitted. The instructor has the right to ask the student to show what he or she is doing on the computer device at any time. Violation of these rules will affect the student’s final grade.

Each student is expected to be open to constructive feedback from me and classmates. Students are expected to ask questions and question positions taken by classmates or me in a constructive, professional manner. It is very important to keep up with the work in the course as it goes along. If students are having difficulty with the course or any part of the subject matter, please see me as soon as possible.

What can you expect of me? I strive to be a fair and approachable professor who holds high expectations for students and for myself. I will come to each class session prepared to teach and facilitate learning activities. I will return assignments with evaluative comments (usually within 2-3 weeks). I will respond to email or phone messages promptly. Finally, I will work to respond to the needs of most class members to the extent possible. As such, I will ask for formal feedback at mid-term.

Unfortunately, there is not enough time to review and/or discuss all topics in depth. I will prioritize how class time will be spent based on the required learning outcomes for the course and my assessment of students’ mastery of the topics. Please let me know if you have questions about any topics or would like to see class time devoted to a particular issue.

VIII. ADDITIONAL CONSIDERATIONS

A. Instructor Availability
I am usually available by email (skyeleedahl@uri.edu). I am also available to meet with students in my office. Please contact me to schedule an appointment.

B. Technical Logistics
- To be in this class, you must have access to the class Sakai site. You must ensure the email address you check regularly is connected to the Sakai site. Please use Google Docs or Microsoft Word to submit class assignments. Please discuss this with the instructor if you have concerns.
- To access the free full text of journal articles at URI, students can log in to the URI library network and use databases, and/or they can also adjust Google Scholar Settings to connect to the URI library using the number on the bottom of their student ID. This ID needs to be activated at the circulation desk annually in order to access the full content. Technical difficulties can be addressed by contacting the reference desk at the URI library.
- General questions about computing or using Sakai can be answered by the helpdesk at 401-874-HELP or by contacting the McGraw-Hill Connect resources using the McGraw-Hill resources provided. The library reference desk staff can answer questions about using Refworks, PsychINFO, Helin, or the libraries.

C. Health and Wellness
- The nation often experiences widespread influenza-like illness. If any of us develop flu-like symptoms, we are being advised to stay home until the fever has subsided for 24 hours. So, if you exhibit such symptoms, please do not come to class. Notify me at 874-4567 or skyeleedahl@uri.edu of your status, and we will communicate through the medium we have established for the class. We will work together to ensure that course instruction and work is completed for the semester.
- The Centers for Disease Control and Prevention have posted simple methods to avoid transmission of illness. These include: covering your mouth and nose with tissue when coughing or sneezing; frequent
washing or sanitizing your hands; avoiding touching your eyes, nose, and mouth; and staying home when you are sick. For more information please view www.cdc.gov/flu or flu.gov. URI Health Services web page, www.health.uri.edu, will carry advice and local updates.

D. Student Supports

- Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Disability Services for Students Office at 330 Memorial Union, 401-874-2098 (http://www.uri.edu/disability/dss/).
- Are you or someone you know experiencing a hardship, such as at risk for going hungry or no place to live? If so, URI has resources to provide confidential help. Rhody Outpost provides URI students who are food insecure with emergency food services and resources. Rhody Outpost is housed at St. Augustine’s Episcopal Church on 15 Lower College Road. Contact them at rhodyoutpost@gmail.com, or 401-874-2568. Please contact the Office of Vice President for Student Affairs at 401-874-2427 for help with emergency housing.
- This is a challenging course. Success requires that students keep pace with the work, understand course concepts, and study effectively. The Academic Enhancement Center (www.uri.edu/aec) is a great place to do this. At the AEC, students can work alone or in groups, and tutors and professional learning specialists are available to help each person learn, manage time and work, and study well. They are open Monday through Thursday from 10 a.m. to 9 p.m. and Fridays until 1 p.m. All services are free (the coffee is free as well!), and no appointment is needed. You can call them for complete information at 874-2367, or stop by the center on the fourth floor of Roosevelt Hall.
- If your success in this course is being impacted by stress, mental health, personal or family issues, our department offers counseling services for students and the community at The URI Couple and Family Therapy Clinic (http://web.uri.edu/cftclinic/). The Couple and Family Therapy Clinic books appointments Monday through Friday 8 a.m. until 7 p.m. You can call for complete information at 401 874-5956. The CFTC in Kingston is located downstairs in the Transition Center and in Providence in room 239 in the Shepard Building.

E. Recording and Sharing Recordings of Lectures.

- Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Note: The course syllabus is a general plan for the course. Modifications in the course may be made based on the needs of the instructor and the interests of the class. Each session delineates readings to read before class that week and assignments due at that class.
### IX. CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Key Questions &amp; Concepts</th>
<th>Assignments Due</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td><strong>IX. CLASS SCHEDULE</strong></td>
<td><strong>What Terminology &amp; Theory will be used in this class?</strong></td>
<td><strong>What types of living arrangements for older adults constitute living at “Home”? What factors and services influence aging-in-place?</strong></td>
<td><strong>Class Meeting at Brightview Commons, 57 Grandeville Court, Wakefield, RI 02879</strong>&lt;br&gt;9:30-10:30 Brightview Orientation with Hollie Moone;&lt;br&gt;10:00-11:30 Time with Partners&lt;br&gt;11:30-12:30 Discussion of Class Materials</td>
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<tr>
<td>1 / T, 1/2</td>
<td>• Course Overview &amp; Introductions&lt;br&gt;• Introduce Key Concepts: Older adults, Aging, Environmental Gerontology, Social Gerontology, Meaning of Place &amp; Home, Theory (Ecological Perspective, Environmental Press, Social Ecological Model)&lt;br&gt;• Private vs. Public Space&lt;br&gt;• Age-Friendly Communities&lt;br&gt;• Global Aging &amp; Modernization Theory</td>
<td>Pre-Survey Due Online</td>
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<td>2 / W, 1/3</td>
<td>• Neighborhoods, including walkability, neighborhood design&lt;br&gt;• Policies, including Medicare, Medicaid, Social Security, Older Americans Act&lt;br&gt;• Normal Aging&lt;br&gt;• Long-Term Services and Supports, including ADLs &amp; IADLs (from C. Readings)&lt;br&gt;• Aging Simulation, including age-related declines, resiliency, widowhood, social networks &amp; informal support, family dynamics &amp; expectations (from C. Readings)&lt;br&gt;• Cyber-Seniors Training</td>
<td>Log Due Online</td>
<td></td>
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<tr>
<td>3 / Th, 1/4</td>
<td><strong>Class Meeting at Brightview Commons, 57 Grandeville Court, Wakefield, RI 02879</strong>&lt;br&gt;9:30-10:30 Brightview Orientation with Hollie Moone;&lt;br&gt;10:00-11:30 Time with Partners&lt;br&gt;11:30-12:30 Discussion of Class Materials&lt;br&gt;• Aging-in-Place, including agency &amp; belonging, Naturally Occurring Retirement Communities, “Village” Model, retirement communities, social capital</td>
<td>Quiz #1(in-class)&lt;br&gt;• Productive Aging, including civic engagement, choice or obligation question, Social Security&lt;br&gt;• Intergenerational Programs&lt;br&gt;• Lifelong Learning Programs&lt;br&gt;• Encore Careers</td>
<td>TA#1 Due Online</td>
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<td>4 / M, 1/8</td>
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<td>5 / T, 1/9</td>
<td>• Low-Income Senior Housing, including community garden, immigrants, decision-making&lt;br&gt;• Adult Day Care, including PACE</td>
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<td>Date</td>
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<tr>
<td>6 / W, 1/10</td>
<td>What types of facility environments do older adults live in, and what services are provided? What influences quality of life in these settings?</td>
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<tr>
<td>7 / Th, 1/11</td>
<td>Assisted Living, including relocation process &amp; choice Hoarding Continuing Care Retirement Communities Hoarding Class Meeting at Brightview Commons, 57 Grandeville Court, Wakefield, RI 02879 9:30-10:00 Discussion of Class Materials 10:00-11:30 Time with Partners 11:30-12:30 Discussion of Class Materials A. through I. Readings</td>
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<tr>
<td>8 / T, 1/16</td>
<td>How can spaces &amp; places better accommodate older adults? How do various programs and decisions influence the health and well-being of older adults? Hospitals &amp; Medical Facilities Universal Design &amp; Fall Prevention Special Care Units (dementia) A. through I. Readings</td>
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<tr>
<td>9 / W, 1/17</td>
<td>Hospice &amp; Palliative Care Technology &amp; Smart Homes Assistive Technology Senior Centers &amp; Meals Programs, including hunger A. through I. Readings</td>
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<tr>
<td>10 / Th, 1/18</td>
<td>Class Meeting at Brightview Commons, 57 Grandeville Court, Wakefield, RI 02879 9:30-10:00 Discussion of Class Materials 10:00-11:30 Time with Partners 11:30-12:30 Lunch with Partners Civic Engagement Final Reflection Due A. through I. Readings</td>
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X. READINGS LIST

A. Readings


Syllabus

B. Readings


C. Readings


**D. Readings**


**E. Readings**


F. Readings


G. Readings


H. Readings


I. Readings


