Western Kentucky University
Department: Applied Human Sciences

SYLLABUS GERO-485-700 Seminar in Aging
Fall 2019

Contact Information
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Office Hours: As this is an online course office hours are via phone by appointment and regularly via email. I have no 'university office and we must meet 'virtually.' I will make every effort to accommodate you, the student during normal business hours **Monday** and **Wednesday** between 3 to 5 p.m. by phone.

Emails received during business hours will usually be answered within 1-2 business days (Monday through Friday). Since this course is 100% online, please call if you have an emergency, leave a message. I'll return your call as soon as possible. If you have a critical issue, please indicate the email subject line if you elect that option; however, know the message may not be received as quickly.

STUDENTS <u>PLEASE NOTE IN PLANNING YOUR SEMESTER HOW LATE THANKSGIVING BREAK FALLS IN THE SEMESTER, PLEASE PLAN ACCORDINGLY</u> ☺

A. Course Description, Text, Objectives, and Outcomes
Course Description
GERO 485. SEMINAR IN GERONTOLOGY. (3) Prerequisites: GERO 100, primary GERO electives, and consent of Gerontology coordinator. Students integrate what they have learned in Gerontology with a focus on how those concepts, ideas, theories and practical experiences relate to their personal, professional or higher education goals.

Course Overview
The primary goal of this class is to allow students to integrate what they have learned in gerontology with a focus on how those concepts, ideas, theories, and practical experiences relate to their personal, professional or higher education goals. In other words, in concert with the instructor, you have an *opportunity to choose an area of personal interest* in gerontology and complete an applied research project. This *area of personal interest* should be an area you have been considering, developing, and working towards (formally or informally) these final

semesters. This course is where you prepare your professional portfolio. Your professional portfolio (e-Portfolio) is materials you could to apply for graduate school or to apply for a career position.

Course Objectives
1. Demonstrate an understanding of theoretical perspectives related to the study of aging.
2. Construct a short project that demonstrates and integrates aspects of previous courses in aging when applied to real-world issues through the applied project.
3. Demonstrate an understanding of the older population's vast diversity and demonstrate an appreciation of the impact of rural/urban differences, culture, race, ethnicity, social class, sexual orientation, and gender on aging.
4. Apply professional and ethical perspectives to career planning in the field of aging.

Course Text
The Postmortal by Drew Magary (2011), required. This book is a science fiction novel where the cure for aging now exists, but immortality comes with real issues some applicable to current aging global societies, others raise ethical questions on aging, and then there are the potential matters one might face in the not too distant in the future. Will the cure for aging lead to utopia or dystopia? *The Postmortal* is an unusual text.

'We' will use this *text* on discussion boards to expand on issues in aging and on your issues as you work on your applied project. This book is about $12.00 on Amazon, but used copies are also available. It is available in Kindle and Audio. The Kindle option allows you to begin reading immediately with a downloadable App. I believe the App is a free app.
- **ISBN-10:** 9780143119821
- **ISBN-13:** 978-0143119821

Please get your copy immediately and begin reading.

Grabinski, C. Joanne. (2014), *101+ Careers in Gerontology, Second Edition*, New York: Springer. Recommended, not required. This book is an excellent resource to assist you in thinking more broadly about expanding your career search options.
Available online through WKU Libraries
Identifier: ISBN9780826120083;ISBN0826120083;ISBN9780826120090;ISBN9781322176154

Available on Amazon for purchase with a Kindle option.
ISBN-13: 978-0826120083
ISBN-10: 0826120083

Other Items Required:
- Access to a computer (preferably your own) with a reliable Internet connection and webcam. You should not use iPads, mobile devices, iPhones, etc. for test taking or

       Collaborate or Mediasite assignments. Connections are not stable enough to give consistent success for completion.
- Headset to use with a computer for Collaborate Ultra.
- Microsoft Word or other word processing software that saves files in .doc, .docx, or .rtf file format
- Adobe Acrobat Reader (a free download from Adobe.com)

Evaluation
The grade for this course is based on the following points distribution:

Post Mortal Discussion Board participation	200 Points
E- Portfolio	400 Points
Applied Project	400 Points
Total Points Possible:	**1000 Points***

*Online participation will be factored into all grading.
Grades are assigned as such: **Total Points earn**/100 = **Grade Received**
Grade Ranges: (Pluses & minuses are calculated within these ranges.)
A=90-100 pts, B=80-89 pts, C=70-79 pts, D=60-69 pts, F LT 59 pts

Assignments:
The assignments fall into three categories
1. Discussion and application of gerontological constructs to the assigned text
2. Professional Development Module: E-Portfolio
3. Applied Project

B: CRITICAL INFORMATION TO BE SUCCESSFUL IN THIS COURSE

Use of Technology
This is an online course where all required work will be completed online through the use of Blackboard (Bb) and the Internet. Phone conferences may also be held. If you do not know how to use Blackboard, tutorials are available online. All work is due by 11:59 p.m. on the date assigned.

Blackboard Help/WKU IT Help Desk
270-745-7000

Blackboard Student User Training
If you have not used Blackboard much, or if this is your first online class, I recommend you sign up for and completing the Blackboard Student User Training. These are topical modules that even those who have used Blackboard frequently report them to be helpful.

To sign up, go to Blackboard and sign in, and click on the IT TRAINING tab (top right, black with white writing). Look for IT Blackboard Student User Training. You will gain instant access upon signing up.

WKU Distance Learning Student Resource Center
You may also want to visit the WKU Student Resource Center at
https://www.wku.edu/online/services/

ADA Accommodation
Student Accessibility Resource Center (SARC)
In compliance with University policy, students with disabilities who require academic and auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center."

***ALLY* on Blackboard**
ALLY makes course content accessible for students under the Americans with Disabilities Act (ADA). *A tool called ALLY has been enabled within our course site which means that students will have access to different formats of course files such as HTML, readable PDF, electronic braille, ePub, and audio (mp3). Please review the **ALLY for Students in Blackboard Learn video** to learn how to access these alternative formats.*

Title IX/Discrimination & Harassment
Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Extended Campus Library Services
For students taking online courses, this office will copy citation and pull library books, sending them through the mail at no cost to the student. Students must return the library books themselves. They also have a courier service to the extended campuses. For more information

on Extended Campus Library Services go to
www.wku.edu/library/dlps/extended_campus/index.php

Writing Center Assistance
The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions for making online or face-to-face appointments at the Writing Center at www.wku.edu/writingcenter
You also may call (270) 745-5719 during operating hours listed on the website for help scheduling an appointment.

The Learning Center (TLC)
Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, 2141) provides free supplemental education programs for all currently enrolled WKU students. The Learning Center at Downing Student Union offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and a computer lab to complete academic coursework. Please call TLC in the Downing Student Union at (270) 745-5065 for more information or to schedule a tutoring appointment. The Learning Center website is www.wku.edu/tlc

Attendance and Late Policy
Online attendance is monitored in this course WEEKLY. It is the student's responsibility to withdraw from the class if he/she does not wish to continue enrollment. All students are expected to submit assignments, quizzes, and journal entry posts via BlackBoard by 11:59 p.m. of the date due date. **Late work** will be downgraded by a one-half grade each day late, including partial days. For example, if a paper is due March 5th by 11:59 p.m. and the student submits the paper on March 6, the paper will be downgraded (e.g., An 'A' paper would become an 'A-'). **Understand this course takes at least nine dedicated hours weekly to be successful BOTH ON AND OFFLINE.** *HOWEVER, if I note that a student is not online, that student will be contacted about low online attendance which will be factored into the grade at the end.*

HERE ARE ADDITIONAL INFORMATIONAL LINKS YOU SHOULD CHECK OUT AS A STUDENT and incase ISSUES ARISE!

NOTE: At times, emergencies and critical illnesses happen. Please communicate with the instructor *immediately* if there are issues with completing your work in a timely fashion so we can discuss what is occurring. Be prepared and check out these links to KNOW WHAT TO DO AND WHERE TO GO

Student Email and Blackboard Announcements
All students should check their WKU email accounts at least weekly and the Blackboard course Announcements page each time they log in. New announcements will appear at the top of the page, so please continue reading until you reach material you've already read.

Classroom Environment

Academic Integrity
All students taking this course are expected to have read policies regarding Academic Integrity. To read policies regarding Academic Integrity go to www.wku.edu/handbook/academic-dishonesty.php

The penalty for cheating on assignments is an automatic "0" for the assignment or an "F" in the course. The Academic Integrity policy applies to all assignments including Discussion Board posts.

Plagiarism
All students taking this course are expected to have read policies regarding Plagiarism. To read policies regarding Plagiarism go to www.wku.edu/csa/policies/plagiarism.php

I consider plagiarism one of the most appalling and serious of academic misconducts; thus complete the academic integrity module, demonstrating you are aware of the guidelines for plagiarism. Student work may be checked using plagiarism software. The instructor will make the plagiarism software available for the students through Bb so they may check their work before submission if they wish. The software is named SafeAssign. The penalty for plagiarism may be a zero for the entire assignment.

C: GERO ASSIGNMENT PACKET

Information that applies to all assignments/materials submitted in GERO 485. It seems as if there are a number of guidelines, but once you've got them down, it's a snap.
1. All assignments are downgraded if received with misspellings, grammatical errors, are poorly constructed, lack the author's name, or the electronic document's name does not include the author's name (e.g., Wassel_biopaper.doc). For example, two errors may result in an 'A' paper becoming an 'A-' or even a 'B' paper. This includes Discussion Board papers.
2. Some assignments include several steps; yet, only the final step receives the final grade. At times, students have not submitted all steps, only the piece which is graded. Each step is included in the process to help the student develop a better product; thus, the omission of any submissions will result in the student's final grade for the **entire assignment** being reduced by 50%. For example, if the student were to receive an 85, the final grade for that particular assignment would be 42.5. Read each assignment carefully as there are special policies for some assignments. If you have a question, please email the instructor.

3. The dates due for all the assignments are on the Class Schedule and Calendar. It is the student's responsibility to review the calendar for due dates. Assignments for different projects may overlap.
4. Read all the assignments immediately and contact the instructor immediately with questions.
5. Papers are to be double-spaced with 12-point font size, use page numbering on all documents other than discussions. Include a formal title page when appropriate. Always have your name on your paper and title your work.
6. When emailing work to the professor (me), please save file with ***your name a part of the filename***. For example, Suzie Jones might name her file: S_Jones_assignment1 or SuzieJones_Assignment1
7. Work is to be submitted in APA or MLA format and followed throughout the document. Papers are downgraded for not citing correctly, poor reference pages, etc. If you have questions on formatting, contact the WKU Library

I.   e-Portfolio Assignment

The e-Portfolio is the collection of one's resume, cover letter, personal statement, your CITI Training, informational interviews, and what else you determine to add such as goals and planning for life-long development. In this segment, you'll complete a series of exercises designed to assist you while you prepare to move to the professional world whether it be the first career position or continuing your education. The focus of GERO 485 during the first month will be for you to complete the majority of your e-Portfolio. Be certain you review each exercise, check assignment dates, and then start your journey.   Please note that each item is assigned the total points one may earn on an assignment; however, not completing any portion of the e-Portfolio assignments will result in 0 points for that e-Portfolio assignment. In the past, some students decided to skip critical steps of an assignment due to the low point value assigned a particular part of the project. Missing steps resulted in poor cover letters, resumes, etc. Therefore when the student went on his/her information interview, s/he presented a product that reflected poorly on him/herself, the university, and on the professor. Remember, the class schedule & calendar hold the dates for assignments due.

While you submit your e-Portfolio in pieces to the instructor, a good practice for you, the student, is to create a folder named e-Portfolio (or something such as Professional Development). In this folder, you'll file critical documents you continue to develop over the years so you'll be able to readily find and revise them the moment that new career opportunity arrives.

There are five parts to the E-Portfolio for a total of **400 points.**
1. Intellectual Biography (50 points)
2. Courses completed and/or in progress in gerontology (50 points)
3. CITI Certification (100)
4. Resume and Cover Letter (100 points)

5. Informational Interview (100 points)

❖ **Intellectual Biography**

Almost all graduate or professional programs require a personal statement or "intellectual biography" that explains what brought you to this place in your scholarly/professional life and where you want to go from here. Additionally, it assists you as a job seeker in interviews. Through the development of your personal statement, you'll come to know yourself and quickly tell your professional story. This is frequently referred to as an 'elevator pitch.' This exercise will help me, your instructor and mentor, guide you toward an appropriate topic for your Applied Project experience or assist you in building a business idea/plan.

 Personal narratives are often key elements in career path development for students in gerontology and the workplace at large. This first assignment begins building your e-Portfolio, by introducing yourself to all of us. There are 2/two parts to this assignment.

You will introduce yourself to the class and me by telling your "career path story" to this current point. The general concept is not to recount your life story chronologically but to share with us the key points that will help us understand why you have chosen aging as a career path. Remember to include information about your interests, skills, and talents that transcend specific paths and give you strengths to build on for the future. Examples of such strengths could be writing skills, public speaking experience, financial expertise and business acumen. Another way to describe these as the competencies you are demonstrating through your applied project. Also, consider where your interests may have evolved when you began studying gerontology. For example, you may have an interest in family caregiving, but prefer to express that interest through business administration or policy paths rather than direct service path.

 For guidance on how to approach telling your story, you'll need to read the following classic article: Ibarra, H. & Lineback, K. (2005). What's your story? *Harvard Business Review.* January 2005.

In telling *your story,* note the key parts listed on page 67. As the protagonist (you) need to tell how you came to this place where you selected this career path. Your story includes the key parts: the defining struggle (reason) you entered the field, actions you took to get here, the dramatic journey complete with your turning point and finally where you are going now in the gerontology field. The Ibarra & Lineback (2005) article will guide you as you work on your story.

As mentioned above, there are two parts to this assignment.

1. The first is the written "biography" which is to be about 1-2 pages in length and be posted on the discussion board under Discussion Board Intellectual Biography.

2. The second is you are to read and comment on each of the other students "Your Intellectual Biographies." Please don't simply comment and say, "how nice or what a sweet story." Make strong suggestions as how to strengthen the story, or new career ideas for that person. Then after each student has commented on your Intellectual Biography, you are to return to your own Intellectual Biography. Take time to reflect, and reply to each of your peers' comments on your Intellectual Biography. Write a few comments on how your view of your own personal experience may have been enriched.

❖ **Gerontology Course Work Completed, General Project Idea, and Phone Call Times**

List all your gerontology (and aging-related) coursework completed to date and in progress, plus degree/cert. option. **On an MSWord document, please provide the following information to me prior to our phone call:**

Grade in each course, plus credit hours
Expected date of graduation
Your major/your gerontology track
In a short paragraph, provide an idea or two on your proposed Applied Project.
Select two of the date and time options provided by the instructor.
Include your phone number.
Your name
The instructor will schedule your phone conference and get back with you.

❖ **CITI Certification**

All students must either complete or show evidence of successful completion of the CITI ethics certification, basic and Social Science 1 researcher modules. See the Office of Compliance (University Research) for more details. All students who completed GERO 501 should have completed CITI Certification during that course. Evidence of successful completion of CITI certification during that course will be accepted, and the student will only need to upload a copy of the certificate. Students, who have not completed CITI Certification, may find more extensive instructions on this assignment under the e-portfolio tab on the right in Bb.

❖ **Resume and Cover Letter**

For this assignment, you will create a basic resume or a curriculum vitae (CV). You will also write a cover letter targeting either a real job for which you plan to apply OR the position you identify as your dream job. I recommend you spend some time reviewing Grabinski's (2014), *101+ Careers in Gerontology*, that is available from the WKU library online to expand your ideas as to career options. Another great option is to review current job openings and announcements before working on your cover letter or resume. Here are some websites, you should visit before working on your resume to get job/career ideas:

AARP Careers: http://www.aarp.org/about-aarp/careers/ or GSA AgeWorks or USAJobs   Also, visit your state job website, as well as local and county job websites. Gather multiple job announcements as these will assist you in writing your cover letter and resume. Job announcements provide many action verbs and keywords that may be used when writing your resume.

Plus, a few more resources for you to use. I highly suggest you take a look at them if you wish to have a successful, knock-out resume. If you have never written a resume before, here is a link to a good website for help: Sample Resumes and Resume Templates and view the Purdue Owl video on Cover Letters. Also, watch the Purdue Owl video on Resumes. The Purdue Owl videos are closed-captioned.

This link describes the differences between a resume and a CV: Resume vs. CV   Most of you will find a resume more appropriate for your situation.
If you have never written a cover letter, check out this for help with that: Cover Letter Guidelines

Most importantly, are you aware that WKU has a great resource available? The WKU Career Center! At the WKU Career Center, there is an entire section devoted to helping students prepare for the job seeking adventure. https://www.wku.edu/career/

Assignment: Gather your information and materials that defining your academic, work, and volunteer efforts. Locate a job announcement for which you'll draft your cover letter. Draft your resume and cover letter. As you write your cover letter, write it for one of the job announcement you located (take the job announcement with you when you visit the WKU Career Center. It may assist those helping you in any rewriting or restructuring that might happen) Review your resume and cover letter carefully, edit it, once, twice, and after you've done that schedule an appointment with the WKU Career Center https://www.wku.edu/career/ You may schedule an appointment with the WKU Career Center either online or have an in-person interview. The purpose of this visit is to have an objective review of your resume and cover letter. The WKU Career Center will provide suggestions after which, you revise both items again before submitting them to me. Please request documentation of your visit to the WKU Career Center. An email to me at Janice.wassel@wku.edu, the WKU Career Center, will suffice that says you came for assistance with your resume and cover letter.

Remember, after your WKU Career Center visit rewrite your resume and cover letter before submitting the edited resume and cover letter to me through the link "Resume & Cover Letter."

There are a number of steps to this assignment:
1. Start by reviewing current jobs announcements
2. Draft a cover letter and resume, edit and re-edit both

3. Schedule an appointment with the WKU Career Center to have both reviewed. Remember to get documentation of your visit
4. Revise both documents after your visit to the WKU Career Center, before submitting to your instructor, then submit both items to your instructor.

❖ **Informational Interview**

The purpose of the Informational Interview assignment is to:
- Help you gain practical insight into the steps required to be successful in your field of interest;
- Acquire knowledge of the day-to-day responsibilities of the position you are interested in;
- Provide an opportunity for you to examine leadership styles first-hand;
- Help you develop confidence in interacting with accomplished professionals;
- Provide opportunities for you to develop professional contacts in your field of interest.
- Students (and often alumni) report this assignment is/was the most critical and important assignment in their entire college career.

Assignment: One of the most effective ways to learn about careers and job/internship opportunities is by talking with people working in the field. Even so, it is one of the most under-utilized ways of gathering information about careers. For this assignment, you will begin to develop your network and get job search tips for the career area you are considering. The assignment has two parts:

Part 1 of Assignment: Networking

Identify three professionals (not students) who work in career areas you are considering that you could speak to for informational interviews or job networking. None of these people can be family, friends or current students! They need to be new people you have identified through family, friends, cold calls, professors, mentors, professional websites, LinkedIn, etc. These informational interviews may be local, regional, at the state or in another state, national or even international level.

Be brave and think broadly. Type up the information for these three individuals including all of the following information for each person: Name, Title, Organization, City/State, Phone and Email, and how you identified this contact person.

Prepare: Take a look at these articles, so you are both prepared and also get the most out of your informational interview: http://www.levo.com/articles/career-advice/how-to-get-the-mostout-of-an-informational-interview and
ttp://www.careerchoiceguide.com/informationalinterview-questions.html
Plus go to the Career Services Center for information on information interviews.

Part 2: Informational Interview

Select at least one person from your networking list to conduct the informational interview. Use the informational interviewing video as a guide for setting up the informational interview and for ideas on what questions to ask. https://www.youtube.com/watch?v=ZI9M-mFNA7w Also look up the individuals on Linkedin before the meeting to see if they have an account and to learn more about their background. The individual may wish to see your resume before the informational interview; regardless, take at least two clean copies of your resume with you. There are a few questions I would like you to ask during the meeting:

1) The person's educational background and the day-to-day tasks of their job.

2) Job search advice. "I am going to be graduating soon and looking for a job. Do you have suggestions for me on the best way to find openings in my field?"

3. How did you continue to develop your understanding and expertise in the areas of knowledge that were central to your goals and dreams?

4) Ask at least three more unique questions that would be helpful to you. (Ideas: resume feedback, types of jobs you could pursue with your major, portfolio tips, interview tips, ideas for additional people to meet with, etc.)

You will need to write up a summary of the interview (1-2 page) including at a minimum the following:

• Who you interviewed, their job title, their educational background and what they do on a daily basis. Did you look up the individual on Linked In…did they have an account? If so, what did you learn?

• What job search advice did this person have for you?

• What three unique questions did you ask the person and what did you learn from their responses?

Submit your 1-2 page write up on your informational interview experience via Blackboard link.

II.   *The PostMortal*

Across the semester, there will be three open discussion boards on *The PostMortal,* the required 'text.' I will initiate each discussion by posting a question/thought. Each student will reply and follow-up, extend or add a new idea/question/thought to the discussion board. Since there will be only three discussions, each student must post original comments at least three times and respond to their peers' posts at least twice. I'm hoping this will get an informed discussion movement.

Total points for *The PostMortal* Discussion =100 points

Discussion 1 = 33.3

Discussion 2 = 33.3

Discussion 3 = 33.4

However, missing a single discussion will result in a 50% reduction of the final *PostMortal discussion grade.*

Although it is easy for one to express an opinion, this isn't the objective of the discussion. It helps to think of your discussion post as a short paper without a cover page. And after having read several years of discussion boards, I recommend you spend some time reviewing the materials provided on Bb on how to respond to discussion boards. The discussions on *The PostMortal* are to demonstrate how policy, constructs, theories, etc. in aging may be applied to events in this novel. Thus, students are graded on their critical and objective discussion of the events in this novel and its application to aging, not how one feels.

Additionally, students are graded on grammar and spelling. It is highly recommended you write your posts in a Word document before posting. At times one may wish to express their own opinion, that is acceptable when supported by documentation and cited appropriately, and one using proper debate format. One needs to cite one's sources both in-text and in your references section.

Review the course calendar for discussion due dates.

III.   Applied Project & Presentation.

There are <u>three parts </u>to the Applied Project & Presentation for a total of **400 points.**
1. Applied Project (250 points)
2. Trial Mediasite presentation (50 points)
3. Final Mediasite presentation (100)
However, missing the trial presentation will result in a 50% reduction of the final *total Applied Project Grade for your presentation*

Often I've heard students wonder what the Applied Project is and heard the concern in their voice as they approach the topic. While the Applied Project may seem daunting or frustrating, once completed it often becomes a rewarding and valuable experience in their academic career.

The Applied Project is to be a project (paper) exploring a topic of interest that has emerged from your program of study over your time at WKU. It also represents new work and ideas providing you the opportunity to demonstrate the knowledge and skills you've gained here. For example, if you were highly interested in ageism and making people aware of ageism, you could produce a literature review on the history of ageism to develop a marketing program to disrupt ageism. Then you might test the marketing program you propose.

In your Applied Project, you'll integrate theory and practical experience while exploring solutions/ideas to an issue in aging. Consider that not all issues related to aging are negative. Some, such as the economic growth that has come in certain areas such as tourism, are positive. If you are considering conducting your research, there are many steps, and you'll need to start immediately. However, if you plan to delve deep into an area of significance to you, a

'systematic literature review' of, the process may be the route, less stressful, and perhaps you'd wish to present your findings to a WKU group or other setting rather than the required Mediasite presentation. These are simply two ideas of many options to be discussed with the student.

Assignment: Read carefully

Regardless of the student's choice, the Applied Project's Final Paper and the Presentation are to be sophisticated, well-constructed and well-written products.

Thus, in concert with the professor, the student selects a topic in an area of aging that is of particular interest to the students and examines it from a multidisciplinary perspective, e.g., biological, health, psychological, sociological, anthropological, etc. By the second week of classes, the student provides the instructor with a research statement on the student proposes for an Applied Project (this research statement often takes some discussion prior and after to reach a workable project).

The student provides regular bi-weekly updates on your progress with the instructor. And the instructor provides feedback to the student. Students will provide a bi-weekly update on their progress to the instructor via email on the Mondays noted on the Calendar/Class Schedule. The instructor will respond by the Friday of the same week

The final paper ranges from 12-15 pages following the appropriate APA or MLA style guidelines. It is to include an abstract (not to be counted in the page number), appropriate headings and subheadings, citations, references, footnotes if required, tables, and figures. The theoretical section will compare and contract at least two theoretical perspectives applicable to the subject.   The literature reviewed will be no more than 50% of the paper, the discussion of the project design (method, steps, resources, etc.), discussion of the findings/results, implications, conclusions, what one might do differently in future research, what might be next research steps make the other 50% of the paper.

Reference pages are not included in the 12-15 pages. At least 15 references are required of which 75% must come from the approved list of gerontology journals (SEE GERO LIBRARY LINK ON Bb). These need to be current, meaning published in the last six years, unless the article is salient. Other materials used must be appropriate and not come from .com etc. sources; thus .gov and some .org sources might be appropriate. Some sources may come from places such as Congressional Records, thinktank reports, and white papers.

 If you have a question, feel free to run the source past the WKU librarian listed on the library link or contact me.

Samples of any collateral materials you developed, e.g., posters, brochures, information flyers, etc. can count as one page of your total number of required report pages and should be attached to your final paper as an Appendix.

If you wish, you may submit your paper for a pre-read at any time up until the date noted on the calendar. I'll provide feedback. Please note, there are times the feedback while it may help your paper, it won't make it an 'A' paper.

Topic ideas:

 Here are some areas to get the brain fog out as you think about your Applied Project:

Cognitive Aging including an understanding of age-related cognitive changes on memory, language, attention, and decision making using perhaps behavioral measures

What daily experiences are there in aging that might interest you that impact older adults? Shopping? Driving? Walking? Crosswalks? Or Health behaviors in areas of exercise, diet, the well-being in earlier adulthood related to older adulthood.

What about older worker issues and family well-being? Are there intergenerational or multi-generational issues? Caregiving issues, stress going on in the family that might need an evaluation? Or post-retirement for the older adult, living longer and its impact.

Does the climate impact older adults? How does long-term disability now that older adults are living longer impact insurance rates? How about football and brain health? Or does anyone know the secret to a longer life? Can we get beyond the barriers to productive aging? How do global aging and the long-term care network fit in a modern society? What is the impact of migration that is happening, not only here, but in the EU on aging? Or is there a relationship between sleep and dementia?

Presentation using Mediasite
Students will a short presentation using Mediasite, a Blackboard product, on their Applied Project, at the end of the semester. Near the end of the semester, the student will first give a test presentation. The instructor will provide feedback. The student will provide a final presentation using the constructive comments provided. The details are outlined for the presentation on Bb.

However, missing the trial presentation will result in a 50% reduction of the final *total Applied Project Grade for your presentation*

 CLASS SCHEDULE Fall 2019 (08/26 – 12/13)

GERO-485-700

Unless otherwise noted, all due dates midnight Central Time on the date noted. Bi-weekly reports on Applied Projects due are not on this schedule. A Bb announcement will provide information on the date this will begin and the dates due students have begun projects.

Last Date Assignment Accepted

First day of class	August 26
September	
30-minute conference with Instructor	9/6, 9/9, or 9/10
Intellectual Biography (all posts completed)	Sept. 03
Courses Completed in/related to Aging due	Sept. 03
Applied Project Research Statement emailed to Dr. W	Sept. 11
CITI certifications submitted	Sept. 24
Cover Letter & Resume, Career Center Visit due	Sept. 24
Discussion 1: *The PostMortal*	Sept. 24-Oct. 4
October	
Fall Break	Oct. 10-11
Discussion 2: *The PostMortal*	Oct. 07-Oct.18
Submission of Informational Interview	Oct. 18
Discussion 3: *The PostMortal*	Oct. 21-Nov.15
November	
Applied Projects Optional Pre-Read Deadline	Nov. 1
Final date to submit Mediasite presentation trial	Nov. 15
Thanksgiving Break	Nov. 27-29
December	
Final date to submit final Applied Project Paper & Presentation	Dec. 10
Finals Week	Dec. 9-13
Commencement	Dec. 14