APPLICATION FOR NEW COURSE

1. Submitted by the College of Agriculture

   Department/Division proposing course: Family Studies

   Date: 1/15/10

2. Proposed designation and Bulletin description of this course:
   a. Prefix and Number FAM 661
   b. Title Health and Financial Issues of Aging Families

   *If title is longer than 24 characters, offer a sensible title of 24 characters or less: Health Finance Aging

   c. Courses must be described by at least one of the categories below. Include number of actual contact hours per week.

      ( ) CLINICAL  ( ) COLLOQUIUM  ( ) DISCUSSION  ( ) LABORATORY  ( ) LECTURE
      ( ) INDEPEND. STUDY  ( ) PRACTICUM  ( ) RECITATION  ( ) RESEARCH  ( ) RESIDENCY
      ( ) SEMINAR  ( ) STUDIO  ( ) OTHER — Please explain:

   d. Please choose a grading system:  ☒ Letter (A, B, C, etc.)  ☐ Pass/Fail

   e. Number of credit hours: 3

   f. Is this course repeatable?  YES ☐  NO ☒  If YES, maximum number of credit hours:

   g. Course description:

      This course is designed to discuss health and financial security of older adults and develop empirical research from the perspectives of economics of individual aging and family relations. Emphasis is placed on the following topics: health status of the elderly, economic well-being of older Americans, intergenerational transfers of time and money, family care giving and work, living arrangements, and empirical research for aging and family. Preq: STA 570 or equivalent, OR consent of instructor.

   h. Prerequisite(s), if any:

      STA 570 or equivalent, OR consent of instructor.

   i. Will this course also be offered through Distance Learning?  YES ☐  NO ☒

      If YES, please check one of the methods below that reflects how the majority of the course content will be delivered:

      Internet/Web-based ☐  Interactive video ☐  Extended campus ☐

3. Supplementary teaching component:  ☒ N/A  or  ☐ Community-Based Experience  ☐ Service Learning  ☐ Both

4. To be cross-listed as:

   Prefix and Number

   Printed name  Cross-listing Department Chair

   Signature
APPLICATION FOR NEW COURSE

5. Requested effective date (term/year): FALL / 2010

6. Course to be offered (please check all that apply): ☒ Fall ☐ Spring ☐ Summer

7. Will the course be offered every year? ☐ YES ☒ NO
   If NO, please explain: Will be taught every other fall beginning 2010

8. Why is this course needed?
   This course is part of a curriculum revamp; 1) to provide an opportunity for an understanding of emerging issues in aging families and 2) increase empirical research opportunities with secondary data for graduate students.

9. a. By whom will the course be taught? Dr. Hyungsoo Kim
   b. Are facilities for teaching the course now available? ☒ YES ☐ NO
   If NO, what plans have been made for providing them?

10. What yearly enrollment may be reasonably anticipated?
    Bi-Annually 10-15

11. a. Will this course serve students primarily within the department? ☒ Yes ☐ No
   b. Will it be of interest to a significant number of students outside the department? ☒ YES ☐ NO
      If YES, please explain.
      This course would be of interest to students in Gerontology, Sociology, Social Work, and Education, among others.

12. Will the course serve as a University Studies Program course? ☐ YES ☒ NO
    If YES, under what Area?
    †AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR USP.

13. Check the category most applicable to this course:
    ☐ traditional – offered in corresponding departments at universities elsewhere
    ☒ relatively new – now being widely established
    ☐ not yet to be found in many (or any) other universities

14. Is this course applicable to the requirements for at least one degree or certificate at UK? ☒ Yes ☐ No

15. Is this course part of a proposed new program?
    If YES, please name: ☐ YES ☒ NO

16. Will adding this course change the degree requirements for ANY program on campus? ☐ YES ☒ NO
    If YES, list below the programs that will require this course:
APPLICATION FOR NEW COURSE

In order to change the program(s), a program change form(s) must also be submitted.

17. ☐ The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.

18. ☐ If the course is 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

19. Within the department, who should be contacted for further information about the proposed new course?

Name: Donna R. Smith  Phone: 257-7733  Email: donnar smith@uky.edu

20. Signatures to report approvals:

DATE of Approval by Department Faculty
March 5, 2010

DATE of Approval by College Faculty

DATE of Approval by Undergraduate Council

DATE of Approval by Graduate Council

DATE of Approval by Health Care Colleges Council (HCCC)

DATE of Approval by Senate Council

DATE of Approval by University Senate

Ronald Werner-Wilson /  [Signature]
Reported by Department Chair

Larry Grabau /  [Signature]
Reported by College Dean

/  [Signature]
Reported by Undergraduate Council Chair

/  [Signature]
Reported by Graduate Council Chair  2010.04.30 10:15:08 -04'00'

/  [Signature]
Reported by Health Care Colleges Council Chair

Reported by Office of the Senate Council

Reported by Office of the Senate Council

*If applicable, as provided by the University Senate Rules. (http://www.uky.edu/UCS/New/RulesandRegulationsMain.htm)
UNIVERSITY SENATE ROUTING LOG

Proposal Title: New course proposal, FAM 661—Health and Financial Issues of Aging Families

Contact Person (name, email & phone #): Dr. Donna R. Smith donnarsmith@uky.edu 859-257-7733

Instruction: To facilitate the processing of this proposal please identify the groups or individuals reviewing the proposal, identify a contact person for each entry, provide the consequences of the review (specifically, approval, rejection, no decision and vote outcome, if any) and please attach a copy of any report or memorandum developed with comments on this proposal.

<table>
<thead>
<tr>
<th>Reviewed by: (Chairs, Directors, Faculty Groups, Faculty Councils, Committees, etc.)</th>
<th>Contact person Name (phone/email)</th>
<th>Consequences of Review</th>
<th>Date of Proposal Review</th>
<th>Review Summary Attached? (yes or no)</th>
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<tbody>
<tr>
<td>Curriculum Committee &amp; Department Faculty- Family Studies</td>
<td>Dr. Donna R. Smith 859-257-7733 <a href="mailto:donnarsmith@uky.edu">donnarsmith@uky.edu</a></td>
<td>Faculty voted to approve</td>
<td>1/15/10</td>
<td>Yes</td>
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<tr>
<td>Graduate Curriculum Committee, Coll of Ag and Sch of HES</td>
<td>Larry Grabau, 7-1885, <a href="mailto:lgrabau@email.uky.edu">lgrabau@email.uky.edu</a></td>
<td>Approved</td>
<td>3/5/2010</td>
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FAM 661: Health and Financial Issues of Aging Families
Fall 2010

Instructor:
Dr. Hyungsoo Kim,
Funkhouser Building 321
Phone: 859-257-7742
E-mail: hkim3@uky.edu

Class Times and Classroom:
Tuesday 1:00-3:30

Office Hours: Thursday 3:00-400 and by appointment

Course Description:
This course is designed to discuss health and financial security of older adults and develop an empirical research study from the perspectives of economics of individual aging and family relations. Emphasis is placed on the following topics: health status of the elderly, economic well-being of older Americans, intergenerational transfers of time and money, family care giving and work, living arrangements, and empirical research for aging and family.

Student Learning Outcomes:
By the completion of this course students will be able to:
1. Identify and analyze emerging issues of health and financial security of older adults.
2. Analyze aging issues within interactions among individual elders, their families, and public policy.
3. Propose and design an empirical research study on the relationship between aging and families using nationally representative survey data of older adults and their families.
4. Demonstrate skills in application of family finances principle and the application of these concepts to aging families.

Suggested Readings:

Other Assigned Readings

Course Overview:
The initial classes will provide an overview of health and financial security of older adults and will consist of introductory lectures led by the instructor. During the weeks that follow, we will discuss the topics listed below. All students of the class will read the articles listed and will post a reaction paper (described below) to Black Board. This is designed to facilitate a discussion of the central issues in the articles. Each student is expected take at least one turn as discussion leader.
During the semester, you will use secondary data sets and complete an empirical research study.

Course Requirements:
1. Class Participation: Prior to each class, all students are required to be well prepared for the class discussions by 1) reading all assigned materials, 2) writing a reaction paper, and 3) posting it by the preceding day on the Black Board. The reaction paper should include at least two comments for each of that week's readings. Examples of comments might include criticisms of the research and methodology, thoughts on integrating the current week's reading with other materials discussed in class previously, or ideas for future research. In sum, the reaction paper will include notes of thoughts that occur to you as you read the materials and you want to have brought up in class discussion.

Here are some ideas of what high quality comments may include:
- Considering issues addressed in assigned readings and previous class discussions;
- Offering a unique, but relevant, perspective;
- Making a contribution to moving the discussion and analysis forward;
- Providing some feedback to other's comments;
- Making arguments that include some evidence or that rely on broader theoretical positions rather than "I feel..."

2. Discussions and Leading them: You will be assigned to lead a discussion session on a topic from the suggested readings. You will present the topic you have selected and further discussion on the topic will follow by your guidance. Each week, one student will be responsible for leading class discussion. This will entail several responsibilities: 1) you should read the assigned material very carefully, with an eye toward discussion topics you might introduce in the event that class discussion wanes; 2) Second, you should select and then read at least one additional article that is relevant for that week and come to class prepared to describe them to the rest of class. I expect it to be well organized and thorough; 3) Third, combine your notes into a unified summary of the class discussion to be posted to the class Black Board before the next class.

3. Research Project
Description: The project is to be brief empirical research on any aging related topics. I encourage you to be exposed to topics that challenge your current thinking. For the research brief you should: 1) choose an interesting topic that is suitable for empirical research; 2) use a data set that I will provide or you may obtain; 3) design and carry out an analysis of the data set; and 4) write up a research brief. More detail on each of these elements is as follows.
A. Topics. Any topic related to aging is acceptable for the project.
B. Data Sets: The best data sets for many purposes come from two longitudinal surveys (now combined into one) funded by National Institute on Aging: The Health and Retirement Survey (HRS). I will introduce a data set from the 2006
HRS, which is the latest of this survey, and provide detailed information on how to access and use it.

C. Analysis: The style and sophistication of the analysis will depend on the student's background. Anything from simple (but well-chosen and illuminating) cross tabulations and charts to statistical analysis including regressions will be acceptable.

D. Research Brief: I envision about 7 pages of text (double spaced), plus charts, tables or other forms of data presentation. Papers can be longer if students choose. The brief should address the problem to be investigated and place it in a conceptual (theoretical) framework, briefly mention existing literature, describe the method employed and briefly describe the data set, and most importantly present and interpret the results and draw conclusions and implications.

E. Schedule and Due Dates: Whatever the topics are, I expect the student and I will develop a plan to accomplish the project in the following ways.

1) You should discuss your topic with me first, either in person or by email, no later than Sep. 23.

2) A one page proposal that includes research questions, a concise review of the literature, hypotheses, variables needed, and methods (Oct. 7). A 10 minute-summary will be presented by each student on Oct. 7.

3) A final 7-page paper (double spaced) including findings, conclusions, and implications, but excluding references and tables, should be turned in by Dec. 16. Every student will present and discuss a summary of the paper for 15-20 minutes on Dec 16.

Evaluation:

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<tr>
<th>Points</th>
<th>Grades</th>
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<tbody>
<tr>
<td>Reaction paper</td>
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<tr>
<td>Class Participation</td>
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<tr>
<td>Discussion Leader</td>
<td>50</td>
</tr>
<tr>
<td>Research brief</td>
<td>250</td>
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<tr>
<td>Proposal</td>
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<tr>
<td>Final paper</td>
<td>150</td>
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<td>Total</td>
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Course Policies

Cheating and plagiarism: Cheating and plagiarism continues to be a significant problem on campus (and nationally). All research projects are to be your original work for the project assigned. You may build on a body of research or topical research area; however, you are not to “reuse” papers from previous courses, assignments, theses, or other scholarly projects, or turn in the same paper for two courses you are taking simultaneously. To do so constitutes cheating. Any of these violations will result in zero points in this class.
Course Schedule and Readings

Sep. 2 Introduction and Data for Research on Aging and Family


Sep. 9 Research on Aging and Family


Sep. 16 Theoretical Perspectives on Aging and Family I


Sep. 23 Theoretical Perspectives on Aging and Family II


**Sep. 30 Two Perspectives of Aging: Population and Individual**

Clark et al. (2004). Chapter 2. The Graying of America and the World

**Oct. 7 Presentation of Research Proposal**

**Oct. 14 Economic Well-being of Older Americans**

Clark et al. (2004). Chapter 3. The Economic Well-being of Older Americans

**Oct. 21 Health Status of Older Americans**


**Oct. 28 Health and Economic Security of Older Americans**


**Nov. 4 Family and Intergeneration Supports**


**Nov. 11 Family Caregiving Cost**

Binstock et al. (2006). Chapter 22. Emerging issues in Long Term Care


Nov. 18 Balancing between Family Care and Work


Nov. 25 No class (Thanksgiving)

Dec. 2 Family and Living Arrangements of Older Americans


Dec. 9 Grandparents' Care of Grandchildren


Dec 16 Presentation of Final Papers
NOTE: It is subject to change. Any changes will be announced in class.