

Interdisciplinary Certificate in Aging

Approved Courses

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Introduction

This booklet lists the courses that have been designated “approved courses” for the Interdisciplinary Certificate in Aging Program. Courses other than those listed may also be approved; see the Electives section for more information.

The availability of the courses listed here is subject to change. Please refer to the published Online Directory of Classes (available online at <http://www.ais.unc.edu/sis/clsched/csbhome.html>) for the most current information.

For details about the requirements of the Interdisciplinary Certificate in Aging Program, visit the web site at <http://www.aging.unc.edu/certificate/>.

Health

<u>Course Title</u>	Aging and Health
<u>Course Number(s)</u>	EPID 604; FMME 280, 480; HMSC 604, MEDI 435; NURS 604, PHCY 604I, PSYC 604, SOCI 604, SOWO 604
<u>Credits</u>	3
<u>Offered</u>	Fall semesters
<u>Instructor(s)</u>	Sheryl Zimmerman, Philip Sloane, Leigh Callahan
<u>Restrictions/ Prerequisites</u>	None
<u>Description</u>	Aging and Health is an interdisciplinary course sponsored by UNC's Institute on Aging. It provides students in all disciplines with a general background in aging and the problems of older persons. Its objectives are to introduce students to the basic concepts relevant to living and working with older persons and to present an overview of normal aging phenomena and experiences, theories of aging, effects of aging on body systems, mental health and aging, and aspects of the health care system relevant to older persons. Web site: http://www.aging.unc.edu/courses/aginghealth/

<u>Course Title</u>	Current Topics in Geriatric Health Care
<u>Course Number(s)</u>	DECO 486, AHSC 786, HMSC 311
<u>Credits</u>	1 or 3
<u>Offered</u>	Fall and Spring semesters; Wednesdays, 12:30 pm - 1:30 pm
<u>Instructor(s)</u>	Jan Busby-Whitehead; Program on Aging Contact Person: Meri-Li Douglas
<u>Restrictions/ Prerequisites</u>	Offered to graduate students of health and human service disciplines or with permission of the instructor. Credit depends upon depth and breadth of project selected by student. Students may take this course for more than one semester as often as they wish as lectures are not replicated. However, Certificate students must register for three credits.
<u>Description</u>	This elective provides an introduction to, and updates on, current topics in geriatric medicine from a multidisciplinary perspective. At the end of the course, students should be able to demonstrate an interdisciplinary working knowledge of geriatric health care in the following areas: 1) health maintenance, disease prevention, and disabilities among older adults; 2) management of diseases and syndromes prevalent with older adults; 3) interactive dynamics of social, economic, legal, and ethical factors impacting health care delivery to older adults; and 4) functional assessment and interventions.

Human Behavior

<u>Course Title</u>	Aging
<u>Course Number(s)</u>	SOCI 131
<u>Credits</u>	3
<u>Offered</u>	Spring and fall semesters
<u>Instructor(s)</u>	TBA
<u>Restrictions/ Prerequisites</u>	None
<u>Description</u>	Aging is, to a large extent, socially constructed. This course begins by briefly examining aging from a number of perspectives – demographic, historical, biological, psychological, and social. Then we look at how social institutions shape the process of aging in contemporary American society. How do work and educational institutions influence the meaning of old age and the behavior of older people? How do social policies help define old age? Finally, we consider the end of life – dying and death – and the prospects for future changes in aging.

<u>Course Title</u>	Atypical Personality and Groups
<u>Course Number(s)</u>	PSYC 152
<u>Credits</u>	3
<u>Offered</u>	Fall and/or spring semesters (irregular)
<u>Instructor(s)</u>	Ann Louise Barrick
<u>Restrictions/ Prerequisites</u>	Open to graduate students from any program. Prerequisite: Psychology 80. This course is only aging related when Barrick teaches it. Sections taught by others are not aging related.
<u>Description</u>	Addresses methods to assess, treat, and rehabilitate adults or elderly with serious mental disorders. Includes volunteering in a mental health agency serving people with schizophrenia, psychosis, or dementia.

<u>Course Title</u>	Human Behavior of Aging
<u>Course Number(s)</u>	SOWO 803
<u>Credits</u>	3
<u>Offered</u>	Fall semesters
<u>Instructor(s)</u>	Kerri Patrick
<u>Restrictions/ Prerequisites</u>	Prerequisite: SOWO 500 or permission of instructor.
<u>Description</u>	A presentation of the major biological, psychological and sociological theories used to understand the normal aging process. The course also surveys pathologies and functional disorders associated with aging. Special emphasis on disadvantaged populations.

<u>Course Title</u>	Occupational and Environmental Transformations I: Adulthood and Aging
<u>Course Number(s)</u>	OCCT 826
<u>Credits</u>	3
<u>Offered</u>	Fall semesters
<u>Instructor(s)</u>	Humphry
<u>Restrictions/ Prerequisites</u>	Open only to students in the occupational science program.
<u>Description</u>	Continuity and changes in pattern, function and meaning of occupations from early adulthood through old age. Sources of individual differences in occupation within family, socioeconomic status and cultural contexts examined.

<u>Course Title</u>	Psychology of Adulthood and Aging
<u>Course Number(s)</u>	PSYC 141
<u>Credits</u>	3
<u>Offered</u>	Fall and spring semesters
<u>Instructor(s)</u>	Laura Clark; Ann Louise Barrick
<u>Restrictions/ Prerequisites</u>	Open to graduate students from any program with the permission of the instructor. Prerequisite: Psych 24
<u>Description</u>	A developmental approach to the study of adulthood, from young adulthood through death. Topics include adult issues in personality, family dynamics, work, leisure and retirement, biological and intellectual aspects of aging, dying, and bereavement.

<u>Course Title</u>	Psychosocial Aspects of Aging
<u>Course Number(s)</u>	HBHE 190, PHNU 190, HPAA 190
<u>Credits</u>	3
<u>Offered</u>	Spring
<u>Instructor(s)</u>	TBA
<u>Restrictions/ Prerequisites</u>	Prerequisite: Graduate standing or permission of the instructor.
<u>Description</u>	A presentation of the psychosocial aspects of the aging process and of old age. Students explore the interface between informal support from the family and formal support from agencies. Policy issues as well as potential interventions are discussed.

<u>Course Title</u>	Seminar in Clinical Geropsychology
<u>Course Number(s)</u>	PSYC 326
<u>Credits</u>	3
<u>Offered</u>	Approximately every two years
<u>Instructor(s)</u>	Laura Clark
<u>Restrictions/ Prerequisites</u>	Open to graduate students from any program with the permission of the instructor. Only some sections of Psych 326 are on Clinical Geropsychology. Sections on other areas of Clinical Psychology do not count toward the certificate.
<u>Description</u>	This course is intended for graduate students in psychology and others who have an interest in mental health in aging, geropsychiatry, or gerontology. It is intended to familiarize the student with issues in clinical geropsychology, including normal and abnormal aging, developmental context such as cognition and personality in aging, epidemiology of mental illness in later life, course of various types of mental illness over the adult life span; psychotic and affective disorders in later life, dementias, neuropsychiatric symptoms in dementia; psychotherapy with older adults; service provision in long-term care settings; and caregiver issues. Students will gain exposure to commonly used geriatric assessment instruments and rating scales for assessment of cognitive function, adaptive function (ADLs and IADLs), depression, psychotic symptoms, behavioral disturbances, caregiver burden, etc.

<u>Course Title</u>	Seminar in Cognitive Psychology: Cognitive Aging
<u>Course Number(s)</u>	PSYC 336
<u>Credits</u>	3
<u>Offered</u>	Approximately every two years
<u>Instructor(s)</u>	TBA
<u>Restrictions/ Prerequisites</u>	Open to graduate students from any program. Prerequisite: Psych 20 (or permission of instructor). Only some sections of Psych 336 are on Cognitive Aging. Sections on other areas of Cognitive Psychology do not count toward the certificate.
<u>Description</u>	We will discuss current theories of human cognitive aging (cognitive slowing, limited resources, lack of inhibition, contextual deficit) and how these theories try to explain age-group differences as well as individual differences in various domains of adult cognitive functioning (such as episodic memory, source memory, language and text processing, social cognition, psychomotor functioning). We will also discuss implications of theories and empirical findings for clinical issues and applied issues of cognitive aging. Readings will consist of primary-source research articles from scholarly journals, and comprehensive review articles. The course has a seminar format and will center around discussions of the major themes, concepts, and empirical findings in the readings.

<u>Course Title</u>	Social Gerontology
<u>Course Number(s)</u>	SOCI 263
<u>Credits</u>	3
<u>Offered</u>	Alternate years
<u>Instructor(s)</u>	Peter Uhlenberg
<u>Restrictions/ Prerequisites</u>	None
<u>Description</u>	This graduate level seminar on aging focuses on several issues currently of central importance in gerontology. Throughout the semester, we will explore the ways in which social forces shape the experience of aging in later life. In discussing substantive issues, a good deal of attention will be directed toward theoretical perspectives and sources of data. Debating and critically examining controversial issues will be encouraged. We will not assume that we share the same political and ideological perspective.

<u>Course Title</u>	Sociological Theories of Aging
<u>Course Number(s)</u>	SOCI 280
<u>Credits</u>	3
<u>Offered</u>	Spring semesters
<u>Instructor(s)</u>	Victor Marshall
<u>Restrictions/ Prerequisites</u>	Meet with instructor prior to enrollment.
<u>Description</u>	This graduate level seminar will acquaint students with the major current theoretical approaches in the sociology of aging and the adult life course. It will foster an understanding of the historical development of theorizing in the sociology of aging and the adult life course and, more broadly, other social science approaches to theory in this area. Students will develop a knowledge of the potential applicability of several central sociological approaches to theory to the area of aging and the life course, and will be made increasingly aware of the nature of sociological theory and theorizing, with a substantive focus on aging and the life course.

Policy

<u>Course Title</u>	Aging and Public Policy
<u>Course Number(s)</u>	SOWO 607, DENT 607, FMME 435, HPAA 607, MEDI 297, MEDI 435, NURS 607, HMSC 607, PHCY 607I
<u>Credits</u>	3
<u>Offered</u>	Spring semesters
<u>Instructor(s)</u>	Susan Fletcher
<u>Restrictions/ Prerequisites</u>	Open to graduate students from any discipline with permission of instructor.
<u>Description</u>	Course is an advanced policy curriculum. Students will analyze public policy issues resulting from the growth of the older adult population including an indepth analysis of emerging issues and controversies.

Electives

Courses other than those listed as "Approved Courses" may be approved as electives, including courses from the NC Gerontology Consortium.

<u>Course Title</u>	Advanced Care of the Elderly Patient (Clinical Geriatrics)
<u>Course Number(s)</u>	FMME 442, MEDI 442
<u>Credits</u>	3-6
<u>Offered</u>	Fall and spring semesters, occasionally summer. Usually conducted as a month-long block, but other schedules can be negotiated.
<u>Instructor(s)</u>	Geriatricians and internal medicine faculty. Faculty vary based on selected time period.
<u>Restrictions/ Prerequisites</u>	Offered to medical students only.
<u>Description</u>	The student will develop skills in (a) communicating with elderly patients and their families; (b) evaluating their physical, emotional, social, and economic abilities to cope with the normal activities and stresses of daily living; (c) making subtle and precise observations; (d) assessing the causes of common problems including delirium, dementia, falls, depression, incontinence; and (e) working with patients, families, health professionals, and community agencies to develop rehabilitation goals and implement appropriate care plans. Selected patients are evaluated and followed in the clinics and wards of the UNC Hospitals and in local long-term care settings.

<u>Course Title</u>	Ageing, Family and Long Term Care
<u>Course Number(s)</u>	HPAA 140
<u>Credits</u>	3
<u>Offered</u>	Spring semesters
<u>Instructor(s)</u>	Peggye Dilworth-Anderson
<u>Restrictions/ Prerequisites</u>	None
<u>Description</u>	The purpose of this course is to provide students with in-depth information on current issues pertaining to health and well-being of older Americans. The course will emphasize the role of culture, race, ethnicity, and gender in influencing the health and well being of dependent elders within the context of family and institutional care. The course will also emphasize if, and how, family and institutional care are linked within the context of culture, race, ethnicity, and gender. A major expectation of the course is that students can better understand, explain, and conceptualize, the contextual influences of long-term care, in both families and institutions. Another major expectation is that students further develop critical theoretical and conceptual views about the connections among aging, family and long term care for dependent elders.

<u>Course Title</u>	Ambulatory Care
<u>Course Number(s)</u>	DPET 803
<u>Credits</u>	3
<u>Offered</u>	Spring
<u>Instructor(s)</u>	Philip Rodgers, Wendy Cox
<u>Restrictions/ Prerequisites</u>	Offered to Pharmacy students only, PY3 status
<u>Description</u>	Following two introductory sessions, student partners research and deliver presentations on one of 11 common ambulatory care topics, emphasizing drug therapy issues. Expert faculty facilitation is available for each topic.

<u>Course Title</u>	Basic Care of the Elderly Patient
<u>Course Number(s)</u>	MEDI 474
<u>Credits</u>	3-6
<u>Offered</u>	Fall and spring semesters. Not available as a month-long block. Schedule varies widely and is negotiated with faculty and students.
<u>Instructor(s)</u>	Geriatricians and internal medicine faculty. Faculty vary based on selected time period.
<u>Restrictions/ Prerequisites</u>	Offered to medical students only.
<u>Description</u>	This elective offers a basic introduction to approaching the geriatric patient. Nicknamed Geriaction, the course offers direct hands-on experience with older patients while emphasizing the importance of observation, application of basic physiology to patients' problems, and clinical deductive reasoning. In addition to working with geriatric patients in the acute hospital and ambulatory settings, students may follow nursing home residents for the semester.

<u>Course Title</u>	Care of the Dying and Bereaved
<u>Course Number(s)</u>	NURS 185, SOWO 856
<u>Credits</u>	3
<u>Offered</u>	Spring semesters
<u>Instructor(s)</u>	Barbara Germino; Beth Black
<u>Restrictions/ Prerequisites</u>	None
<u>Description</u>	This interdisciplinary clinical course addresses issues and practice models related to terminal illness and bereavement faced throughout the life span. Co-taught by nursing school and social work faculty.

<u>Course Title</u>	Clinical Geriatric Dentistry
<u>Course Number(s)</u>	DECO 231 A,C,D
<u>Credits</u>	2
<u>Offered</u>	Fall or spring, 5 afternoons during one week (20 hours of classtime)
<u>Instructor(s)</u>	Allen Samuelson; Alison Lohman
<u>Restrictions/ Prerequisites</u>	Offered to fourth year dental students.
<u>Description</u>	This course focuses on clinical dental care of medically-compromised older adults. Its format is seminar and case presentation.

<u>Course Title</u>	Developmental Motor Control
<u>Course Number(s)</u>	HMSC 387
<u>Credits</u>	3
<u>Offered</u>	First summer session
<u>Instructor(s)</u>	Carol Giuliani, Debbie Thorpe
<u>Restrictions/ Prerequisites</u>	Permission of the instructor. Limited enrollment for class size. Prerequisite: Graduate level standing or equivalent
<u>Description</u>	In this graduate seminar course students will read and discuss the current evidence on the role of attention in the control of movement. We will explore current theoretical frameworks, critiquing methods of testing to detect problems, and the role of attention for planning interventions. A major emphasis will be on the role of attention on mobility and function in older adults. We will read the literature from several disciplines including psychology, motor control, and motor learning.

<u>Course Title</u>	Direct Practice with Aging Populations
<u>Course Number(s)</u>	SOWO 843
<u>Credits</u>	3
<u>Offered</u>	Fall semesters
<u>Instructor(s)</u>	Kerry Patrick
<u>Restrictions/ Prerequisites</u>	Open to graduate students from any discipline with permission of instructor.
<u>Description</u>	A course addressing clinical practice with the elderly in areas of individual and family treatment, group work, case management, supervision, consultation and training, and beginning skills in program planning and administration. Interdisciplinary collaboration will be emphasized.

<u>Course Title</u>	Geriatric Dentistry
<u>Course Number(s)</u>	DENT 318
<u>Credits</u>	1
<u>Offered</u>	Fall semesters
<u>Instructor(s)</u>	Allen Samuelson
<u>Restrictions/ Prerequisites</u>	Open to third year dental students
<u>Description</u>	This multidisciplinary and interdisciplinary course focuses on the oral diagnosis and treatment planning for the older adult. It prepares the student with the essentials of how to evaluate the geriatric patient including the physical, mental, pharmacological, and socioeconomic aspects of assessment. Oral assessment, enhanced by actual case studies, is presented so that the student will have an understanding of various therapies necessary to appropriately accomplish the delivery of dental care to the older adult. Ethical issues in geriatric health care will also be discussed.

<u>Course Title</u>	Health Sciences Environment
<u>Course Number(s)</u>	INLS 216
<u>Credits</u>	3
<u>Offered</u>	
<u>Instructor(s)</u>	Claudia Gollop
<u>Restrictions/ Prerequisites</u>	Prerequisite: INLS 111 and INLS 131 or permission of instructor.
<u>Description</u>	Trends in health care delivery, biomedical research and health sciences education with emphasis on the impact and use of information. Includes observation of clinical and research settings.

<u>Course Title</u>	Health Sciences Information
<u>Course Number(s)</u>	INLS 225
<u>Credits</u>	3
<u>Offered</u>	
<u>Instructor(s)</u>	Claudia Gollop
<u>Restrictions/ Prerequisites</u>	Prerequisite: INLS 111 or permission of instructor.
<u>Description</u>	A survey of information used in the health sciences disciplines and professions: the organization of sources, current techniques, and tools for its control, including online databases.

<u>Course Title</u>	Hubbard Program
<u>Course Number(s)</u>	PHCY 609i
<u>Credits</u>	3
<u>Offered</u>	Fall and spring.
<u>Instructor(s)</u>	Cherie Rosemond, Jan Busby-Whitehead, Susan Coppola, Jena Ivey
<u>Restrictions/ Prerequisites</u>	Participation in the Certificate In Aging Program and Permission of Instructor.
<u>Description</u>	This interdisciplinary course for health professions students in medicine, allied health, nursing, public health, pharmacy, dentistry, and social work trains students to practice collaboratively in the care of their older patients, fostering an appreciation of the patient's community, family, and home as a context for care decisions. Activities include the team convening every Thursday afternoon for four hours, where a home visit is made and a care plan is formulated for the patient and family. Note: for pharmacy students, this course can count as either the practicum or as an elective requirement.

<u>Course Title</u>	Information Services & Specific Populations
<u>Course Number(s)</u>	INLS 218
<u>Credits</u>	3
<u>Offered</u>	
<u>Instructor(s)</u>	Claudia Gollop
<u>Restrictions/ Prerequisites</u>	Prerequisite: INLS 111 or permission of instructor.
<u>Description</u>	Service, professional and administrative issues related to information access by non-traditional information service users (e.g., older adults). Examines trends, public policy, ethical issues, and evaluation of services.

<u>Course Title</u>	Introduction to Aging -Behavior Management
<u>Course Number(s)</u>	DENT 221
<u>Credits</u>	1
<u>Offered</u>	Spring semester
<u>Instructor(s)</u>	Allen Samuelson; Sally Mauriello
<u>Restrictions/ Prerequisites</u>	Open to to second year dental students. This course is ultimately meant to complement the Geriatrics 318 course taught in spring semester of the third year in the dental curriculum.
<u>Description</u>	Behavior Management 221 is part of the behavioral sciences curriculum at the UNC School of Dentistry and represents the final course in a series of behavior management courses. The course deals primarily with issues related to the normal aging processes encountered by older adults and their families.

<u>Course Title</u>	Issues in Gerontological Research
<u>Course Number(s)</u>	NURS 960.2
<u>Credits</u>	3
<u>Offered</u>	Spring semester
<u>Instructor(s)</u>	Mary H. Palmer
<u>Restrictions/ Prerequisites</u>	None
<u>Description</u>	This elective is designed to enhance the student's knowledge of relevant issues researchers face when planning, designing, and implementing research with an older adult population. Selected research issues will be examined and related to gerontological populations. Theoretical underpinning to current research methodologies used with older adult populations will be explored. A combination of lecture, focused discussion, and student led presentations will be used in the context of required readings.

<u>Course Title</u>	Longitudinal Medicine
<u>Course Number(s)</u>	MEDI 477
<u>Credits</u>	3-6
<u>Offered</u>	Fall and spring semesters, occasionally summer. Dates and times are negotiated between faculty preceptors and students. This course is usually conducted on specific weekdays throughout most of a year with exceptions for block-rotation electives in other courses.
<u>Instructor(s)</u>	Geriatricians and internal medicine faculty. Faculty vary based on selected time period.
<u>Restrictions/ Prerequisites</u>	Offered to medical students only.
<u>Description</u>	The student can experience the longitudinal care of older adults. Possible settings for following patients as an acting intern with direct faculty supervision include the Geriatric Evaluation Clinic at UNC's Ambulatory Care Center, the Continence Clinic at UNC's Medical Center at Fearington Village, Carol Woods and Carolina Meadows life care communities, Chapel Hill Rehabilitation and Healthcare Center, and home visits with patients. Other activities include working with the Geriatric Consult Service and clinical research, depending on student interest. Students can arrange with preceptors of other electives to work with assigned patients.

<u>Course Title</u>	Movement and Balance in Aging
<u>Course Number(s)</u>	HMSC 811
<u>Credits</u>	3
<u>Offered</u>	Spring semesters
<u>Instructor(s)</u>	Carol Guiliani
<u>Restrictions/ Prerequisites</u>	Interdisciplinary course. Permission of instructor required.
<u>Description</u>	This graduate seminar focuses on the changes in aging associated with balance, movement ability and disability. Using a systems approach, we explore how changes in musculoskeletal and cognitive systems, nutrition, and exercise may affect movement, balance control, and falls in older . mmon impairment and functional measurements will be presented in laboratory format.

<u>Course Title</u>	Occupations, Adaptations and Technology for Older Adults
<u>Course Number(s)</u>	OCCT 751
<u>Credits</u>	3
<u>Offered</u>	Spring semesters
<u>Instructor(s)</u>	Sue Coppola
<u>Restrictions/ Prerequisites</u>	Open to Occupational Science students only
<u>Description</u>	The Occupational Therapy Practice Framework: Domain and Process is used as a framework for occupational therapy evaluation and intervention of older adults. The course emphasizes client-centered and occupation centered approaches, the importance of context, top down evaluation, interdisciplinary teamwork and outcomes that affect quality of life.

<u>Course Title</u>	Physical Therapy for Older Adults
<u>Course Number(s)</u>	PHYT 236
<u>Credits</u>	2
<u>Offered</u>	Spring semesters
<u>Instructor(s)</u>	Bernadette Williams
<u>Restrictions/ Prerequisites</u>	Open only to students in the physical therapy program.
<u>Description</u>	An overview of clinical geriatrics for physical therapists. Assessment methods to identify physical therapy related problems and the need for referral to other professionals. Basic physiological, psychological, and social aspects of aging and common conditions affecting older adults. The role of dementia, depression, resources, and bereavement on PT outcomes.

Practicum

<u>Course Title</u>	Practicum, Field Instruction or Research
<u>Course Number(s)</u>	Varies
<u>Credits</u>	3 credits/150 hours
<u>Offered</u>	Any semester
<u>Instructor(s)</u>	Varies
<u>Restrictions/ Prerequisites</u>	Students must fill out a form to get approval for their approach to fulfilling this requirement. At the completion of the experience, the student's supervisor must complete an evaluation. (forms available on the CIA web site www.aging.unc.edu/certificate/)
<u>Description</u>	A departmentally-approved aging residency, field practicum, or supervised research is required. Current offerings as part of degree programs may apply, including theses or dissertations and the Hubbard Program. Community professionals may meet this requirement through approved work experience. Students can go to the Certificate in Aging web site (www.aging.unc.edu/certificate/) to see examples of specific practicum opportunities.

Seminar

<u>Course Title</u>	Seminar In Aging
<u>Course Number(s)</u>	None
<u>Credits</u>	0
<u>Offered</u>	Fall and spring semesters; students must take 2 consecutive semesters of the seminar.
<u>Instructor(s)</u>	Certificate faculty
<u>Restrictions/ Prerequisites</u>	Two consecutive semesters of this aging seminar is required of all students in the Certificate Program and participation is limited to enrolled students.
<u>Description</u>	The purpose of this seminar is to provide participants an interdisciplinary forum for exploring current issues in aging. Topic areas will vary each meeting and will reflect the background and interests of students in the certificate program. The seminar will meet 3-4 times per semester (once a month) during fall and spring semester for two hours each meeting and will be guided by faculty in the Certificate in Aging Program.