

<b>ORIGINATOR'S SECTION:</b>														
<b>1. College:</b> <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	<b>Desired Term and Year of Implementation (e.g., Fall 2008):</b>  Spring 2017													
<b>2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*)</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
<b>3. Course will be a variable-topics (generic) course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
<b>4. Course abbreviation and Number:*</b> HD 304														
<b>5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</b> Human Development in Adulthood														
<b>6. Abbreviated Title for PeopleSoft:</b> (no more than 25 characters, including spaces) Hum Dev in Adulthood														
<b>7. Number of Units:</b> 3														
<b>8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)</b>  Explores healthy adult development from lifespan, interdisciplinary, multicultural and ecological perspectives useful in working with young, middle-aged, and older adults. Will learn to write a full proposal for a community intervention program that will address the needs of those in the adult stage of development using the Precede-Proceed Model. <i>Prerequisites: ANTH 200, HD 101, HD 102, HD 220, HD 230 or HD 231, HD 302, (HD 303; coreq: In addition to other listed prerequisite courses, HD 303 may be taken prerequisite of HD 304 or concurrently as a corequisite of HD304.)</i> <i>Pre/Co-req: HD 303</i>														
<b>9. Why is this course being proposed?</b>  This course will directly contribute to the Programmatic Student Learning Outcome 1 and 5 (PSLO1 & PSLO 5) for the B.A. in Human Development by increasing students' skills to apply for basic understanding of dominant developmental theories for community program planning, implementation, evaluation, and report writing based on the Precede-Proceed Model. By providing a core course that explicitly focuses on understanding and application of dominant developmental theories for a community program proposal, the Human Development Department expects to increase retention, engagement, and competencies for student success in the major, civic engagement, and careers in the field of HD after graduation. This course covers the stage from young adulthood to natural death in normative developmental context (around age 26 and over).														
<b>10. Mode of Instruction*</b> For definitions of the Course Classification Numbers: <a href="http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf">http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf</a>														
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Type of Instruction</th> <th style="text-align: center;">Number of Credit Units</th> <th style="text-align: left;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align: center;">3</td> <td>C2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C2	Activity			Lab		
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Activity														
Lab														
<b>11. Grading Method:*</b> <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment?  Yes  No  
 Faculty  Credential Analyst  Dean  Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once?  Yes  No  
 If yes, how many times? (including first offering)

15. Is Course Crosslisted:  Yes  No  
 If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s):  Yes  No ANTH 200, HD 101, HD 102, HD 220, HD 230 or HD 231, HD 302, HD 303; coreq: In addition to other listed prerequisite courses, HD 303 may be taken prerequisite of HD 304 or concurrently as a corequisite of HD303.

17. Corequisite(s):  Yes  No

18. Documentation attached:  Syllabus  Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\* n/a

20. How often will this course be offered once established?\* 2 semesters per academic year

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**  
*(Mandatory information – all items in this section must be completed.)*

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)?  Yes  No  
 If yes, please specify:  
 A core course for the HD major

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)  Yes  No  
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Psychology Discipline	_____	_____	_____	_____
	Signature	Date	Support	Oppose
Discipline	_____	_____	_____	_____
	Signature	Date	Support	Oppose

**SIGNATURES : (COLLEGE LEVEL) :**  
 Noriko Toyokawa October 9, 2015

1. Originator (please print or type name)	Date
<i>Alia M. L. Sanchez</i>	2/22/16
2. Program Director/Chair	Date
<i>Jimena</i>	2/19/16
3. College Curriculum Committee	Date
<i>Janise Garcia</i>	2/22/16
4. College Dean (or Designee)	Date

**(UNIVERSITY LEVEL)**

5. UCC Committee Chair	Date
6. Vice President for Academic Affairs (or Designee)	Date
7. President (or Designee)	Date



\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

### **HD 304: Human Development: Adulthood**

Meeting Time: 9:00-11:45 p.m., Wednesday (From Spring 2017)

Meeting Place: Kellogg 1111

Instructor: Noriko Toyokawa, Ph.D.

Email: ntoyokawa@csusm.edu

Office Hours: Tuesday, Wednesday, Thursday 1:00p.m.-2:00p.m. and by appointment

Office: UH 324

Phone: 760-750-8253

### **Human Development Department Mission Statement**

The mission of the Human Development Department is to promote a holistic and lifespan understanding of human development from multidisciplinary and interdisciplinary perspectives. We:

- Explore the complex interplay of body, mind, culture, and environment that shapes developmental processes and outcomes
- Emphasize the integration of complementary and interdependent disciplines
- Employ the use of multiple perspectives and theoretical frameworks
- Advance evidence-based practices
- Promote social responsibility, civic engagement, and service to the greater community

### **Course Catalog Description**

Explores healthy adult development from lifespan, interdisciplinary, multicultural and ecological perspectives useful in working with young, middle-aged, and older adults. Will learn to write a full proposal for a community intervention program that will address the needs of those in the adult stage of development using the Precede-Proceed Model.

*Prerequisites: ANTH 200, HD 101, HD 102, HD 220, HD 230 or HD 231, HD 302, HD 303; coreq: In addition to other listed prerequisite courses, HD 303 may be taken prerequisite of HD 304 or concurrently as a corequisite of HD304.*

### **Extended Course Description**

This course provides an opportunity to operationalize interdisciplinary knowledge of students of HD major as a community intervention program proposal. Specifically, based on the knowledge of adult development from lifespan, interdisciplinary, and multicultural perspectives, students master their skills to conduct a systematic planning of a community intervention programs for healthy adult development based on the Precede-Proceed Model, which includes community needs assessment, program proposal, planning evaluation methods and report writing to a major funding organization. A sample proposal is on reserve at Kellogg Public Library. This course focuses on theories and issues of human development from young adulthood to late adulthood, including natural death in normative developmental context (around 26 years old and over).

### **Student Learning Outcomes for the Course (CSLOs).**

At the successful completion of the course, the student will be able to:

1. Recognize and use developmental theories to understand healthy adult development after the age of 19 from biopsychosocial cultural and ecological perspectives (contributes to PSLO 1).
2. Diagnose both individual and environmental factors which influence the health and well-being of adults in a particular community utilizing interdisciplinary developmental theories with a particular focus on behavioral and environmental contexts (contributes to PSLO 1 and PSLO 5).
3. Develop a plan for developing, implementing, and evaluating a community health and well-being program for healthy adult development (contributes to PSLO 1 and PSLO 5).
4. Collaborate with peers to assess the delivery of quality community programs and services that impact adult development (contributes to PSLO 5).

### **Relevance to Program Student Learning Outcomes (PSLOs)**

The Human Development (HD) degree has 5 Programmatic Student Learning Outcomes (PSLOs). These are the broad skills that a HD graduate will have (See the HD website for more information [http://www.csusm.edu/human\\_development/learning/index.html](http://www.csusm.edu/human_development/learning/index.html)). This course contributes to primarily to PSLO 1 and some to PSLO 5.

PSLO 1: Demonstrate understanding of developmental theories and how biological, psychological, social, historical and cultural dynamics influence developmental processes, and use theory as a framework to address real-world problems relating to lifespan development in applied settings such as counseling, healthcare, and education.

PSLO 5: Summarize the delivery of social services, including: funding, staffing, assessments, program development and evaluation.

## Course Requirements

### Credit Hour Policy: Study Time Required Outside of Class

Per University policy, you are expected to devote 2 hours of study outside of class for every unit of class. This is a three unit course and so you are expected to devote a minimum of six hours of study time per week. This class will meet the University Credit Hour Policy.

### Readings:

#### 1. Textbooks

Hooyman, N., & Kiyak, H. A. (2010). *Social Gerontology: A Multidisciplinary Perspective* (9th ed.). Needham Heights, MA: Allyn & Bacon.

McKenzie, J.F., Neiger, B.L., Thackeray, R. (2013). *Planning, Implementing, & Evaluating Health Promotion Programs: A Primer* (6<sup>th</sup> Ed.). NY: Pearson

#### 2. Journal articles

Please see the course schedule for assigned articles and the dates of discussion on these articles. A copy of all journal articles are posted to the Cougar Courses during the semester for educational purpose.

## Course Requirements and Evaluation

There are a total of **500 points** in this course reflecting the work in active learning engagement (**reading notes & discussion leading**), mastery of the material (**exams**) and mastery of the skills to develop a full community intervention program proposal (**program proposal**) based on the Precede-Proceed Model. Course grades will be based on the total number of points you accumulate throughout the semester. I will provide periodic updates to you so that you may see how you are doing in the course and each student is welcome to check on his/her grade at any time. However, it is up to each student to keep track of his/her performance in the course. Please keep a list of all of the in-class activity numbers that you complete and be sure to check that your activity points have been updated within a week of completing each activity.

### 1. Reading notes

All students are expected to read the articles before they come to class. Everyone read the assigned readings (i.e., text chapters and journal articles), fill in the form of reading record each time through the Cougar Courses by noon of the assigned day. The ratio of submission of reading notes is multiplied by the maximum points of the score of this item. For example, if a student submitted 90% of reading notes during the semester, the student's final score for reading score will be 50 points x .9 =45 points. Students who submitted poor quality reading papers may not earn any scores. Students are encouraged to bring a copy of their reading note to class or bring a laptop to read your reading notes for class discussion.

### 2. Discussion leading

All students are expected to sign up for leading a class discussion either no a journal article or a chapter of the textbook by McKenzie, Neiger, and Thackeray (2013). The role of discussion leaders is **NOT** providing a **SUMMARY** of the assigned article. Each group **LEADS DISCUSSION** based on the questions in the reading note form. The group which leads the class discussion also should **add at least 3 discussion topics** for the assigned article. The instructor demonstrate how to lead a discussion on the second day of the course. Each group has 10 minutes to lead and conclude the discussion. This assignment is graded by the total score of the instructor evaluation (60%) and peer evaluation (40%). The instructor grades this assignment based on the group members' understanding of the content of assigned articles, the quality of the discussion topics, and leadership in discussion. Group members evaluate with each other's performance based members' contribution to the task, collaboration with others, and supportiveness to other group members.

### 3. Exams

There will be 3 exams in this course. The time and date of each are presented in the course schedule (p. 7). All exams should be taken through the Cougar Courses by 11:59 pm of the dates assigned in the course schedule. If student have a technical problems during an exam (e.g., an internet trouble), E-mail to the instructor immediately after the problem happens. The time when student sent the Email is taken as the evidence to support the needs of a make-up opportunity. Students cannot discuss technological problems that affected their exam performance, if they did not make contact with the instructor unless they E-mailed to the instructor within an hour from the occurrence of the problem.

### 4. Program Development Proposal Project

Students form groups of 3 and select an intervention program to enhance well-being of adults to propose. The projects include, but not limited to, work-family stress management for young couples, retirement education for a company employees, reminisce and autobiography workshop for retirees or a social program for widowed older adults. Each group proposes a preventive/educational (not therapeutic) program for adults/older adults in a specific context based on the Precede-Proceed Model (McKenzie, Neiger, &, Thackeray (2013), submits a 30 page program proposal, and presents the proposal in class. The Precede stage of the model explains the means of problem diagnosis from five different aspects. Diagnoses of the problem from five phases are reviewed in this course, but in the program proposal, students are expected to conduct only behavioral/environmental diagnosis in order to demonstrate their progress in mastering the skill of a proposal writing based on the Precede-Proceed Model.

The phase of Precede Model should be concluded with the statement of problems, mission statement, goals and objectives of the proposed program. The phase of Proceed Model (i.e., the latter 4 phases) explains a method of implementation and evaluation of the program, and a plan for an official report to a major funding organization. Each group is expected to present a rational for the process of the program implementation and the means of summative, impact, and outcome evaluation methods based on the Proceed stage of the model. The required components and structure of the proposal are presented below.

The program development proposal project is graded from the two aspects: (1) the quality of the proposal and 2) individuals' contribution to the proposal as a group product. The instructor grades the quality of the proposal based on the rubric presented on page 10 of the course syllabus. All group members receive a same score for their proposal as their group product (80%). Individual students' contribution to the proposal as a group product is assessed by students' group members' peer evaluation based on the rubric presented on page 11 (20%). If a student has an issue of his/her group, s/she is expected to make contact with the instructor with a rational for her/his appeal by the end of the finals' week. If the student appeal has the clear evidence to support the appeal, the instructor will consider the score of the student's group work.

## Grading

### Grading Breakdown Percent of Total Points

Reading notes	50 (10%)	A	93-100	D+	67-69
Discussion Leading					
Instructor's evaluation	30 (6%)	A-	90-92	D	63-66
Peer evaluation	20 (4%)	B+	87-89	D-	60-62
Exams		B	83-86	F	59 and below
Exam 1	50 (10%)	B-	80-82		
Exam 2	50 (10%)	C+	77-79		
Final Exam	100 (20%)	C	73-76		
Program Development		C-	70-72		
Instructor's evaluation	160 (80%)				
Peer evaluation	40 (20%)				
<hr/>					
Total Points	500 (100%)				

### Course Format

The course is in a combined mode of traditional face-to-face lecture instruction and student-led learning with the use of Cougar Courses for submission of assignments, exam taking, and for receiving additional instructions. The content of the textbook in Hooyman & Kiyak (2010) is introduced in the traditional lecture mode. The review of the textbook in McKenzie, Neiger, & Thackeray (2013) and journal discussion are offered in student-lead learning mode.

### Student Collaboration Policy

Students will be expected to work in small groups to accomplish the "program development/proposal project" assignment. These small groups will consist of a three students. The group will come to an agreement on the focus of the project, whether the focus will be program or proposal development. Each student will contribute equal portions or 10 written pages each of the final report. Grading will be made on the overall report and on their individual parts.

### Class Participation and Discussion

Everyone is expected to participate in class discussion. This includes asking questions and participating in answering questions the instructor and guest presenters pose to students.

## **Writing Requirement**

In accordance with the University's "All-University Writing Requirement", students in this class will have a writing assignment, which will meet or surpass the minimum of 10 page or 2,500 word University requirement. In this course the requirement will be achieved through the community intervention program paper, to which an individual group member is expected to contribute to 10 pages without counting the pages for references and any appendices. This writing assignment will cover the minimum writing requirement of 10 pages or 2,500 words.

## **Required Materials and Technological Competency Requirements**

As a student you will need to have access to a computer, to be competent in typing and be able to utilize the internet to gain access to Cougar Courses, which will be used for submitting completed assignments and to receive any further additional class instructions. Students may contact the CSUSM Help Desk for assistance. You can contact them by email at [sth@csusm.edu](mailto:sth@csusm.edu) or by phone at 760-6505 or you can stop by for help at the Student Technology Helpdesk on the second floor of Kellogg Library.

## **Late Submissions of Assignments or Missing Exams**

Late submissions of assignments will lead to a 25% reduction in points allocated to the assignment. Points will be lost for exams if not taken, unless valid excuse is provided. In which case, the instructor will work with the student to administer the exam as appropriate.

## **Attendance Policy, Arriving Late to Class Policy and Being Dropped from the Class Administratively**

Not attending the first week of class will result in you being administratively dropped from the class, unless you have provided a valid reason (e.g., illness). You are expected to attend all class meetings. It is too disruptive to have people arriving late or leaving early so please arrive on time and leave when the class is over. A short break will be given in each class. Therefore, please limit bathroom visits during the class. Each unexcused absence will result in a reduction in 50 points and late arrivals or early departures will result in 25 point loss. Missing over 25% of the class sessions will lead to failing the class.



### **Use of Cell Phones, Computers and Laptops in During Class, and E-mail Communication**

1. Please make your cell phone silent mode as soon as you arrive. You can receive texts during the class but cannot text back. If you have to respond to an emergency text from your family, please leave the classroom quietly without bothering others and manage the case.
2. Computers are only allowed only for course notes taking in class. Emailing or reading personal messages is forbidden and will lead to being asked to leave class immediately.
3. Students are required to use a computer for the course outside of class. We will use Cougar Courses for posting all class materials including the syllabus, as well as for submitting all course assignments. You will use optical scanning forms for exams, which you are required to purchase and bring to class (green optical scanning form).
4. Please use the professional language when you communicate with the instructor through Email. Focus on the fact without emotions. When you send the Email to the instructor, please add HD 304 to the subject line. For instance, HD 304 Ralph Safeway.

### **CSUSM Academic Honesty Policy**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

### **ADA Statement**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

### **Code of Conduct**

Students are expected to conduct themselves in a manner appropriate for class and comply with the rules of student conduct. The rules of student conduct are included in the California Code of Regulations, Title 5, and beginning at Section 41301. A student who violates university policies or regulations is subject to disciplinary action, which can result in a warning, reprimand, probation, suspension, or

expulsion. The Chancellor of the California State University specifies procedures under which the university may take disciplinary action against a student. These procedures are on file in the Office of the Dean of Students, Craven Hall, Room 5306.

Course Schedule

**Theories and Methods of Planning, Implementing, & Evaluation a Community Program**

<b>Days</b>	<b>Topics</b>	<b>Readings</b>
1/25	Overview of Class	Carefully read the syllabus
2/1	Gerontology from HD perspective	Chapter 1 The Growth of Social Gerontology Chapter 2 Aging in Other Countries and across Cultures in the United States McKenzie et al., Phase 1
2/8	The Precede-Proceed Model 1 The Biological and Physiological Context of Social Aging	Chapter 3 The Social Consequences of Physical Chapter 4 Managing Chronic Diseases and Promoting Well-Being in Old Age McKenzie et al., Phase 2
2/15	The Precede-Proceed Model 2 Part III The Psychological Context of Social Aging – part 1	Chapter 5 Cognitive Changes with Aging Chapter 6 Personality and Mental Health in Old Age McAdams, D. P., & Guo, J. (2014). How shall I live? Constructing a life story in the college years. <i>New directions for higher education</i> , 2014(166), 15-23.
2/22	The Precede-Proceed Model 3 Part III The Psychological Context of Social Aging – part 2	McKenzie et al., Phase 3 Chapter 7 Love, Intimacy, and Sexuality in Old Age Allen, K.R., & Roberto, K. A. (2016). Family relationships of older LGBT adults, in D.A. Harley and Teaster, P. B. (Eds.). <i>Handbook of LGBT elders: An interdisciplinary approach to principles, practice, and policies.</i> (pp.43-64). NY: Springer International Publishing
3/1	The Precede-Proceed Model 4 Part IV The Social Context of Aging- part 1	Banker, J. E., Kaestle, C. E., & Allen, K. R. (2010). Dating is hard work: A narrative approach to understanding sexual and romantic relationships in young adulthood. <i>Contemporary Family Therapy</i> , 32(2), 173-191. McKenzie et al., Phase 4 Chapter 8 Social Theories of Aging Chapter 9 The Importance of Social Supports: Family, Friends, Neighbors, and Communities Wrzus, C., Hänel, M., Wagner, J., & Neyer, F. J. (2013). Social network changes and life events across the life span: A meta-analysis. <i>Psychological Bulletin</i> , 139(1), 53.
		<b>Exam 1 (Due by 11:59 pm)</b>

3/8	Part IV The Social Context of Aging- part 2	Chapter 10 Opportunities and Challenges of Informal Caregiving Chapter 11 Living Arrangements and Social Interactions Mendez-Luck, C. A., & Anthony, K. P. (2015). Marianismo and Caregiving Role Beliefs Among US-Born and Immigrant Mexican Women. <i>The Journals of Gerontology Series B: Psychological Sciences and Social Sciences</i> , gbv083. McKenzie et al., Phase 5
3/15	The Precede-Proceed Model 5 Part IV The Social Context of Aging- part 3	Chapter 12 Productive Aging: Paid and Nonpaid Roles and Activities Chapter 13 Death, Dying, Bereavement, and Widowhood Lachman, M. E., Teshale, S., & Agrigoroaei, S. (2015). Midlife as a pivotal period in the life course Balancing growth and decline at the crossroads of youth and old age. <i>International journal of behavioral development</i> , 39(1), 20-31.
3/22	The Precede-Proceed Model 6	McKenzie et al., Phase 6 <b>Spring break</b>
3/29	Part IV The Social Context of Aging- part 4	Chapter 14 The Resilience of Elders of Color Chapter 15 The Resilience of Older Women Gooding, P. A., Hurst, A., Johnson, J., & Tarrier, N. (2012). Psychological resilience in young and older adults. <i>International journal of geriatric psychiatry</i> , 27(3), 262-270.
	The Precede-Proceed Model 7 & 8	Van Hove, G., & Lootens, H. (2013). Coping with unemployment: Personality, role demands, and time structure. <i>Journal of Vocational Behavior</i> , 82(2), 85-95. McKenzie et al., Phase 7 & 8
4/5	Part V The Societal Context of Aging	Chapter 16 Social Policies to Address Social Problems Chapter 17 Health and Long-Term Care Policy and Programs Taylor, Z. E., & Conger, R. D. (2014). Risk and resilience processes in single-mother families: An interactionist perspective. In <i>Defining prevention science</i> (pp. 195-217). Springer US. <b>Exam 2 (due by 11:59 pm)</b>

4/12	Aging together: Family as a unit for services	<p>Derksen, B. J., Duff, M. C., Weldon, K., Zhang, J., Zamba, K. D., Tranel, D., &amp; Denburg, N. L. (2015). Older adults catch up to younger adults on a learning and memory task that involves collaborative social interaction. <i>Memory, 23</i>(4), 612-624.</p> <p>Gigliotti, C., Morris, M., Smock, S., Jarrott, S. E., &amp; Graham, B. (2005). An intergenerational summer program involving persons with dementia and preschool children. <i>Educational Gerontology, 31</i>(6), 425-441.</p> <p>Franks, M. M., Lucas, T., Stephens, M. A. P., Rook, K. S., &amp; Gonzalez, R. (2010). Diabetes distress and depressive symptoms: A dyadic investigation of older patients and their spouses. <i>Family Relations, 59</i>(5), 599-610.</p> <p>Woodman, A. C. (2014). Trajectories of stress among parents of children with disabilities: A dyadic analysis. <i>Family Relations, 63</i>(1), 39-54.</p> <p>Fingerman, K. L., Hay, E. L., Dush, C. M. K., Cichy, K. E., &amp; Hosterman, S. J. (2007). Parents' and Offspring's Perceptions of Change and Continuity when Parents Experience the Transition to Old Age. <i>Advances in life course research, 12</i>, 275-306.</p> <p>Cichy, K. E., Stawski, R. S., &amp; Almeida, D. M. (2014). A Double-Edged Sword Race, Daily Family Support Exchanges, and Daily Well-Being. <i>Journal of family issues, 35</i>(13), 1824-1845.</p>
4/19	Wrap up lifespan development	<p>Mersky, J. P., Topitzes, J., &amp; Reynolds, A. J. (2013). Impacts of adverse childhood experiences on health, mental health, and substance use in early adulthood: A cohort study of an urban, minority sample in the US. <i>Child abuse &amp; neglect, 37</i>(11), 917-925.</p> <p>Warburton, J. (2014). Intergenerational Programs and the Promotion of Generativity. <i>Journal of Intergenerational Relationships, 12</i>(2), 213-216.</p>
4/26	Project working day	All students are expected to come to class to work on a proposal
5/3	Presentation of a community intervention program	
5/10	Presentation of a community intervention program	
5/17	<b>Final Exam (During the time assigned for this class in academic schedule in Spring 2017)</b>	

## RUBRIC for Community Project: Adults/Older Adults.

Component	Exceeds Standards (92% or higher)	Meets Standards (82% or higher)	Does Not Meet Standards (82% or lower)
Introduction	Provides a clear preview of the proposal, including the goals of the proposal, the explanation of each component and relations among each component.	A preview of the proposal is provided but some components of the proposal are missing or the connections among each component are not very clear.	Clarity of the review of the proposal is minimal to the reader.
Behavioral and Environmental Diagnosis	Lifestyles, behavior and environmental factors that pertain to and explain the concern of the community about improving the health and well-being of adults in the community are organized and clearly described. Specific changes in basic delivery services are described and explained.	Lifestyles, behavior, environmental factors to improve the health and well-being of adults in the community. Descriptions are present, but not clear enough to be thoroughly understandable. Changes to basic delivery services are suggested with few explanations.	Lifestyles, behavior and environmental factors that affect the health and well-being of adults are mentioned but not explained. No attention given to necessary changes in basic services.
Problem, mission, goals, & objectives	The report of the diagnosis is clearly connected with each statement, goals, and objectives of the proposal The problem statement, mission, goals and objectives are developed based on the definition.	The report of the diagnosis is overall connected with statements, goals, and objectives A few statements do not match the definition of the statements, goals, or objectives.	The report of the diagnosis is too weak to support the statements, goals, and objectives. Understanding of the definition of the problem, mission, goals, and objectives are not reflected on each statement.
The Intervention	The intervention itself is clearly explained with a rationale for that specific intervention. The process for implementation (stakeholders, providers, timeline and quality of delivery of services) is clearly described. A rationale is given for each step of the intervention.	The intervention is described, but many details that help the reader understand who, what, where, when, and how of the intervention are missing. The reader does not fully understand the entirety of the intervention.	The intervention is partly described. The reader finds it impossible to understand the intervention, how it will be implemented, and why it is necessary to implement to improve the quality of life of adults.
Evaluation	Evaluation of the intervention (how it should be implemented based on clear planning) is made clear to the reader. The reader understands how the model is used as a framework to plan change and therefore can also be used to evaluate the intervention for change.	Evaluation of the intervention is described (how it will be done, the instruments used, the people involved). Reference to the model as a guiding framework is referred to but not explained.	The process of evaluation is barely explained. No relationship is made to the model as a guiding framework.
Impact Evaluation	The project includes a section that predicts the impact of the intervention that was developed. The project also analyzes the intervention and suggests areas of need as well as strength with appropriate explanations.	The project provides an evaluation of the interventions. Strengths are described and areas of need suggested but not clearly explained.	The project ends with no attention paid to the impact the evaluation of the intervention will have on adults.
Outcome Evaluation	The expected outcomes of the intervention on the community and the quality of life (health and well-being) of adults are clearly explained.	The expected outcomes of the intervention on the community and the quality of life of adults is not clearly explained.	No explanation exists for the outcome evaluation of the intervention.
Conclusion	The need of the program is strongly appealed with an emphasis on the seriousness of the problem. The strengths of the program (e.g., professional staff, strategies to involve stakeholders) are appealed. The benefits of the program for the target group and the future of aging society are emphasized.	The need of the program is statement but the evidence to support the need is not convincing The strengths of the program are stated but not appealing enough. The benefits of the program of the target group is stated but is not connected with the future of society.	Appeal on the need of the program is minimal and is not derived from the diagnoses Appeal on the strengths of the program is minimal Appeal on the benefits of the program for the target group and the future of society are not minimal

This rubric is based on the language of PSL0 5 and the model of precede-proceed as a framework to understand and explain basic delivery of services for problems (health and well-being) of adults in community applied settings.

Rubric for Individual's Contribution to the Proposal as a Group Work

	Exceed Standards (92% or higher)	Meet Standards (83% or higher)	Do Not Meet the Standards(82% or lower)
Achievement of individually assigned tasks (7 pts)	<p>The understanding of the task is clear.</p> <p>Obtaining and following a clear and realistic strategy to complete the task in timely manner. Flexibly responding to emerging issues.</p> <p>Presented a draft work in advance for feedback. The feedback was well integrated to the final manuscript.</p>	<p>Insufficient levels of understanding of the task affected other group members less than two times in the early stage of the group work</p> <p>Having an intention to follow a strategy to complete the task in timely manner is apparent. The skills to flexibly respond to immersing issues can be improved.</p> <p>A satisfactory work was submitted in timely manner. A few insufficient work or incomplete responses to group members' feedback were pointed out by group members on the due date agreed by the group.</p>	<p>Understanding of the task was minimal or less than expected. Insufficient understanding of the task affected group members more than two times throughout the project</p> <p>Creating and following a strategy to complete the task in timely manner was minimal.</p> <p>The work submitted was less than expected. No feedback was considered in the process of the project.</p>
Cooperation with other group members (7 pts)	<p>Communication focused on the facts and problem solving. Communication was constantly positive and constructive.</p> <p>Awareness of diversity in the group and efforts to be inclusive to all group members were apparent.</p> <p>Actively led and participated in discussions.</p>	<p>Communication focused on the facts and problem solving. Communication was constantly positive but not constructive enough to enhance other group members' quality of work.</p> <p>Having a positive attitude to create an inclusive work environment with some space to strengthen the skills to be aware of different needs of other group members and/or to work with group members who have different backgrounds.</p> <p>Actively participated in discussions but rarely despite the awareness of the issues to be discussed.</p>	<p>Communication involved emotions instead of the facts and problem solving</p> <p>Expressions of a positive attitude to create an inclusive environment was minimal.</p> <p>Participation in group discussion was minimal or less than group agreement.</p>
Engagement in integration of everyone's work (6 pts)	<p>Provided ideas to generate a higher level conclusion through integrating all members' work</p> <p>Contributed (e.g., ideas, labors, or both) to complete writing the final manuscript of the proposal</p>	<p>Provided ideas to satisfactory connect all members work.</p> <p>Contributed to complete writing the final manuscript of the proposal</p>	<p>Provision of ideas to integrate all members work was minimal.</p> <p>Contribution of writing the final manuscript was minimal.</p>

This rubric is developed to assess students' strategic skills to work as a team for successful delivery of services (partially corresponding to PSL O 5)

## The Structure of the Program Proposal

### **The Precede Model (23-25 pages)**

#### 1. Introduction

- (1) Statement of the general purpose of the program (ex. This is a proposal to provide a monthly educational program for a year to enhance employees' readiness for retirement).
- (2) Statement of the target group of adults (e.g., employees who are planning to retire within a year, widows who are struggling to restructure their lives as single individuals, parents who suffer work-family stress spillover)
- (3) Statement of the target behavior or the environmental factor
- (4) Explanation of the behavioral/environmental factor which influences the health and well-being of the target group
- (5) Description of the proposed intervention program
- (6) Explanation of the process and expected effects of an intervention program
- (7) Presentation of the components and structure of the rest of the proposal

#### 2. Behavioral/environmental diagnosis

At least one dominant developmental theory should be used for the diagnosis

At least 5 peer reviewed journal articles should be used for the diagnosis

- (1) Statement of the problem
- (2) Mission statement of the proposed program
- (3) Goals of the program
- (4) Objectives of the program

### **The Proceed Model (23-25 pages)**

#### 1. Rational of program implementation (The following components must be included)

- (1) Strategy of findings of the stakeholders
- (2) List of stakeholders with their roles in the program (e.g., funding sources, staff, and informants)
- (3) Content of the program
- (4) Delivery of staff
- (5) Delivery of fund
- (6) Timeline

#### 2. Rational of program evaluation

- (1) Summative evaluation method
- (2) Impact evaluation method
- (3) Outcome evaluation method

#### 3. Conclusion

The general purpose of the program, the brief summary of behavioral/environmental diagnosis of the target group of adults, the need for the proposed intervention program. The benefits of the expected outcomes for the target group of adults, and their families, and the future of the society.

Note: <sup>a</sup> Examples of peer reviewed journals

The Journal of Gerontology: Series A (biological & medical sciences)  
 The Journal of Gerontology: Series B (psychological & social sciences)  
 The Gerontologists  
 Journal of Aging and Health  
 Journal of Aging Research  
 Journal of Aging Sciences  
 AGING  
 International Journal of Human Development and Aging

Journal of Family Psychology  
 Journal of Family Issues  
 Journal of Family Relations  
 Journal of Marriage and Family  
 Journal of Black Psychology  
 Hispanic Journal of Psychology  
 Journal of Asian American Psychology  
 Cultural Diversity & Ethnic Minority Psychology