GERON 5100/6100
Applications of Research in Aging
Math 1070 or approval from instructor
3
3 (3 hrs/wk)
Fall Semester
Kara Dassel, PHD, Associate Professor

COURSE DESCRIPTION:
This course is designed to develop the basic ability of the student as an informed consumer and participant in the process of aging research. Students will collect, analyze, display, and interpret data in order to address issues related to aging populations. Development of a sense of inquiry through understanding and applying the logical steps of the research process are emphasized.

DIDACTIC OBJECTIVES:
The student will:
1. Describe how the conduct and utilization of research support problem-solving in aging services and managing aging populations.
2. Develop basic skills of accessing and evaluating aging research.
3. Interpret the interrelationships of research, practice, and theory development in aging.
4. Explain the role of the baccalaureate or graduate prepared graduate in the conduct and use of aging research.
5. Discuss legal and ethical considerations inherent in research.
6. Collect and analyze data in order to evaluate issues related to aging.
7. Use multiple approaches (tables, graphs, charts) to display data.
8. Recommend changes in policy or service development based on analysis and interpretation of quantitative and qualitative data.

TEACHING METHODS:
Content is presented from a variety of sources including textbook chapters, journal articles, PowerPoint lectures, and websites. Focused study guides for each week are intended to guide learning and preparation for assignments and exams. The assignments will give students practical experience in applying course content. Students taking online courses must demonstrate a high level of initiative, autonomy and ability to work independently. This course is based on a philosophy of self-directed learning and is delivered in an asynchronous format. This means that there are no required days or times that you must be "logged in" for real-time participation. The course requirements are described in this syllabus. You are responsible for completing these requirements according to the defined timelines and deadlines.

COURSE SCHEDULE AND CONTENT:
Each week of the course begins on Monday at 12:00 AM and ends the following Sunday at 11:59 PM. All assigned coursework, projects and class discussions are due Sunday of each week at 11:59 PM. All times listed are Mountain Standard Time (MST). Example: Week 2 begins Monday, August 28th at 12:00 AM and ends on Sunday September 3rd at 11:59 PM Mountain Standard Time.

TOPICAL OUTLINE:
1. Introduction to Aging Research
2. Library Resources: Databases & Journals
3. Literature Reviews
4. Research Problems, Questions, & Hypotheses
5. Legal & Ethical Considerations in Aging Research
6. Introduction to Qualitative Research
7. Research Design
8. Data Collection
9. Reliability & Validity
10. Sampling
11. Data Analysis

REQUIRED COURSEWORK:
Active participation in the course is required. This means that you should log onto our course site at least 3 times per week. You should read all of the items that are posted (both by the instructor and fellow students) each week. (Canvas records each time you log on, as well as how many items you've viewed or posted.)

ASSIGNED READINGS
Weekly readings include your textbook, articles, websites, demonstrations, PowerPoint presentations, etc. These readings are intended to help prepare you to complete the course assignments and meet objectives. Each week you will be provided with a study guide. Use this as you read through your assignments to help you focus on the important topics, and understand what you need to learn for that specific week. You can also earn 20 points by submitting answers to study guide questions; see the study guide for details. Please note that the final exam will be taken directly from study guide questions.

ASSIGNMENTS
Assignment and project deadlines are Sunday of every week by 11:59 PM.

Example: During week 2, the EndNote vs. Annotated Bibliography assignment is due. Week 2 begins on August 28th at 12:00 AM. The assignment due no later than Sunday, September 3rd at 11:59 PM.

In addition, if you are unsatisfied with your grade on a writing assignment, you may rewrite and turn in one assignment for full credit; excluding the final paper of the semester. The assignment that is rewritten must be turned in within two weeks of receiving the original assignment back. Furthermore, the original assignment must be turned in with the rewritten assignment as an email attachment. Please communicate with the instructor prior to rewriting an assignment.

GROUP DISCUSSION
There is a total of 5 class discussions this semester. Discussion boards will open at 12:00 AM for the Monday beginning the week and close the following Sunday at 11:59 PM.

Discussion posts are worth a total of 30 points for the entire semester. Each discussion is worth 7 points. Both quality and quantity of posts will be taken into account when evaluating discussions. In order to receive the complete amount of points for the posting, a student must post at least twice while also demonstrating a willingness to post more often as the discussion calls for it. Postings must be substantial, in-depth responses that demonstrate an understanding of the material and a willingness to ask questions as well as respond to other students.

Please post at least once early in the week (by Thursday) so that other students can reflect upon and respond to your comments. The weeks when a discussion is not assigned you are encouraged to post questions and comments regarding that particular week's assignments to the discussion board.

LATE ASSIGNMENTS
In order to give you timely feedback on your assignments, no late work will be accepted. The exceptions to this are if you notify me in advance or if you have an unexpected event such as a family emergency or illness. Each situation will be examined separately and exceptions may be made with advanced notice from the student and for personal emergencies or extenuating circumstances.

Due to the online nature of this course, it is your responsibility to maintain your computer and other equipment needed to participate in online forums in a manner that enhances your experience. Equipment failures will not be an acceptable excuse for late or absent assignments, no exceptions.
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FINAL EXAM

The Final Exam is open book, open notes, and will include a time limit that will minimize your ability to search for every answer. The final exam covers the entire semester of coursework. All questions will be taken directly from the study guide.

EVALUATION:
*Dismissal from a course and/or the college can result from unprofessional behavior.

There is a total of 550 points in this course which is comprised of discussions, study guide completion, assignments, presentation, and the final exam. Please see details below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Distribution</th>
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<tbody>
<tr>
<td>Group Discussion</td>
<td>35 (5 x 7 points each)</td>
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<tr>
<td>Study Guide</td>
<td>20</td>
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<tr>
<td>Remote Access</td>
<td>15</td>
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<tr>
<td>EndNote vs. Annotated Bibliography</td>
<td>75</td>
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<tr>
<td>Qualitative Article Review</td>
<td>75</td>
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<tr>
<td>Mountain Vista QA Project – Part I</td>
<td>70</td>
</tr>
<tr>
<td>Mountain Vista QA Project – Part II</td>
<td>70</td>
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<tr>
<td>Research in the Real-World Presentation</td>
<td>50</td>
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<tr>
<td>Mountain Vista QA Project – Part III</td>
<td>70</td>
</tr>
<tr>
<td>Final Exam</td>
<td>70</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>550</strong></td>
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GRADING SCALE:

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<tr>
<th>Grade</th>
<th>Minimum Score</th>
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<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>63-66</td>
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<td>D-</td>
<td>60-62</td>
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<td>0-59</td>
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REQUIRED & RECOMMENDED TEXTBOOKS:


PLAGIARISM POLICY:
Refer to UNIVERSITY REGULATIONS- Chapter X - CODE OF STUDENT RIGHTS AND RESPONSIBILITIES ("STUDENT CODE") Section I.B.2. “Plagiarism” means the intentional unacknowledged use or incorporation of any other person’s work in, or as the basis for, one’s own work offered for academic consideration or credit, or for public presentation. Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. While students may not realize they are plagiarizing, the consequences may be significant and may affect program progression. The complete University of Utah Code of Student Rights can be found on the University web site, at http://regulations.utah.edu/academics/6-400.php. The complete College of Nursing Handbook can be found on the College of Nursing website, at http://nursing.utah.edu/pdfs/dnphanndbook.pdf. It is the student’s responsibility to be familiar with these documents.

SYLLABUS CHANGES:
This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced and posted on Canvas under Announcements.

ONLINE GUIDELINES:
There are unique responsibilities that come with taking an online course.

Electronic or equipment failure: It is your responsibility to maintain your computer and other equipment needed to participate in online forums. Equipment failures are not an acceptable excuse for late or absent assignments, quizzes, or exams.

Computer literacy: You will need to gain access to a computer and to the Internet at least three (3) times per week, as well as to MS Word®, & PowerPoint®. It is assumed that you have a basic knowledge of computers, including but not limited to how to navigate the Internet, attach a document to an email and send the email with the attachment, and use basic software packages (e.g. MS Word®).

Assignment archiving: To prevent problems involving corrupt or lost files, each assignment should be saved in at least two places (e.g. on hard and flash drive; and on drive or as attachment to an email message you send to yourself). Each student is responsible for making sure assignments (including attachments) are submitted before the deadline, via the Assignment Dropbox, using the requested software in the required version, with the required extension. This generally means a MS Word® (.doc or .docx) or MS PowerPoint® (.ppt or .pptx) files.

Classroom equivalency: Discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior within those environments shall conform to the Student Code. Specifically:

- Posting photos or comments that would be off-topic in a classroom are still off-topic in a discussion thread.
- Off-color language is never appropriate.
- Using angry or abusive language is called "flaming", is not acceptable, and will be dealt with according to the Student Code.
- Do not use ALL CAPS, except for titles, since it is the equivalent of shouting online, as is overuse of certain punctuation marks such as exclamation points !!!! and question marks ?????.
- E-mail, e-journals, and other online communications in the course are part of the classroom and as such, are University property and subject to GRAMA regulations and the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.

EMAIL CORRESPONDENCE:

- Email communication is the official communication medium of the University. Faculty will respond to your email correspondence within 3 business days (i.e. Monday through Friday) and expect that students will respond to faculty email correspondence in the same time frame. Please re-send your email and/or contact faculty by phone if you do receive a response to your email within these parameters.
- Faculty expects that students will check their Canvas email at least three (3) times per week.
- Students can email faculty through our Canvas email.
• Electronic communication etiquette includes respectfully addressing the recipient of the email and use of appropriate font (use of all caps, all bolded, or all italicized font is equivalent to yelling or ‘flaming’ and is unacceptable). Please write out all words. The use of acronyms may lead to misinterpretation. If you are uncertain of your electronic communication, please speak directly with us.

FACULTY RESPONSIBILITIES:

• Treat students with respect
• Inform students at beginning of class of general content, course activities, evaluation methods, grading, and schedule
• Convene scheduled classes unless valid reason and notice are given to students
• Respond to email correspondence and phone calls in a timely manner*
• Perform high quality, constructive evaluations of written work and exams
• Return evaluations in a timely manner
• Make every effort to ensure an environment that is conducive to learning
• Enforce student code

ADA – Nondiscrimination and Disability Access Statement:
The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. Reasonable prior notice is needed to arrange accommodations. Evidence of practices not consistent with these policies should be reported to the University’s ADA/Section 504 Coordinator: Director, Office of Equal Opportunity and Affirmative Action, 201 S. Presidents Cr., Rm 135, Salt Lake City, UT. 84112. (801)581-8365 (V/TDD).

Faculty and Student Responsibilities:
“All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and failing grade. Students have the right to appeal such action to the Student Behavior Committee.”
“Faculty…must strive in the classroom to maintain a climate conducive to thinking and learning.” PPM 8-12.3, B.
“Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning.” PPM 8-10, II. A.

Wellness Statement:
Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776.

Veteran’s Statement:
If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: http://veteranscenter.utah.edu/. Please also let me know if you need any additional support in this class for any reason.

LGBT Resource Center:
If you are a member of the LGBTQ community, I want you to know that my classroom is a safe zone. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: http://lgbt.utah.edu/. Please also let me know if there is any additional support you need in this class.
Sexual Misconduct:
Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776.

Learners of English as a Second Language:
If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics EAS Program (http://linguistics.utah.edu/eas-program/); the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.

Student Names & Personal Pronouns:
Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.