

# Gerontology (GTY)

## **GTY 101. ScrippsAVID: Connecting Generations Through Art. (0; maximum 0)**

ScrippsAVID - Arts-based, Virtual, Intergenerational, Dementia-friendly is a video-chat platform that connects older adults, including those living with dementia and their care partners, with Miami University students to build intergenerational relationships through sharing art, music, poetry, and stories. The program matches users from different generations based on mutual availability and primary language, then offers a selection of 70+ creative prompts for pairs to choose from while they engage socially. No art background is required. In these weekly interactions, students have the opportunity express their creativity and develop their communication skills by connecting with older people outside their usual circles of family and friends.

## **GTY 110. Opening Minds through Art (OMA) Volunteer Experience. (1; maximum 3)**

OMA is an intergenerational visual art program for people with dementia. It is grounded in the belief that people with dementia are capable of expressing themselves creatively. Its approach is to capitalize on what people with dementia can still do. OMA currently offers its program at multiple sites that serve people with dementia in long-term care facilities, adult day centers and those living at home. OMA has four primary goals: 1) to promote the social engagement, autonomy, and dignity of people with dementia by providing creative self-expression opportunities; 2) to provide staff and volunteers with opportunities to build close relationships with people with dementia; 3) to show the public the creative self-expression capacities of people with dementia through exhibitions of their artwork; and 4) to contribute to the scholarly literature on dementia care and the arts. In this Service-Learning course you will volunteer weekly in the OMA program. IC. PA-4B.

## **GTY 154. Aging in American Society. (3)**

This course provides an overview of the processes of aging, with an emphasis on real world questions such as why the shift to an aging society matters, how we study aging, why people age in different ways, the diverse work and living conditions of people age 65 and older, and how formal and informal programs influence age-based challenges and opportunities. The course is applicable to one's professional life, as everyone experiences aging and aging will affect every aspect of work and life (e.g., products, workers, services, family and social relationships). IIC. PA-2A, PA-4A, SI-02, SI-05. CAS-C.

## **GTY 177. Independent Studies. (0-6)**

### **GTY 244. Pre-Internship in Gerontology. (2)**

In this course students develop their gerontological voice and prepare for their capstone internship. Topics include networking and careers in the aging network, development of short- and long-term professional goals, preparing a resume and cover letter, marketing one's self as a gerontologist, and professional and practice ethics. Prerequisite: GTY 154.

### **GTY 254. Global Aging. (3)**

This course serves as an introduction to the phenomenon of global aging. Topics include demographic trends in population aging, cultural views on aging, cross-national similarities and differences in health and disease, long-term care, social relationships, pensions and retirement. The course also considers how country- and individual-level wealth, race/ethnicity, gender, attitudes and other intersectionalities affect the experience of growing old. In this course you will learn and practice civic-mindedness and social engagement through group projects and self reflection. You will systematically research complex issues by collecting and analyzing evidence and forming sound conclusions and judgments. You will explore and utilize technological resources, evaluate the credibility of sources and demonstrate creative thinking, expression and communication skills. The group projects give you the opportunity to develop effective team work skills, adaptability, creativity, entrepreneurship, leadership and technology literacy. IC. PA-4B, SI-01, SI-05. CAS-C.

### **GTY 277. Independent Studies. (0-6)**

### **GTY 310. Opening Minds through Art (OMA) Leadership Experience. (2; maximum 6)**

OMA is an intergenerational visual art program for people with dementia. It is grounded in the belief that people with dementia are capable of expressing themselves creatively. Its approach is to capitalize on what people with dementia can still do. OMA currently offers its program at multiple sites that serve people with dementia in long-term care facilities, adult day centers and those living at home. OMA has four primary goals: 1) to promote the social engagement, autonomy, and dignity of people with dementia by providing creative self-expression opportunities; 2) to provide staff and volunteers with opportunities to build close relationships with people with dementia; 3) to show the public the creative self-expression capacities of people with dementia through exhibitions of their artwork; and 4) to contribute to the scholarly literature on dementia care and the arts. In this Service-Learning course you will have a leadership role in OMA. EL, IC. PA-4B.

Prerequisite: GTY 110.

### **GTY 318. Social Forces and Aging. (3)**

Examines the social forces that shape the diverse experiences of aging for individuals and the social structures in which they live. Particular emphasis is given to sociological issues such as age stratification, the life course, demographic change and its effects, and societal aging as a force in social change. IC. SI-02, SI-05. CAS-C. Cross-listed with SOC 318.

### **GTY 340. Internship. (0-20)**

### **GTY 354. Issues & Controversies in Aging. (3)**

In this course, students learn and apply concepts from gerontology to current controversies and issues in aging. The course is applicable to one's professional life as students learn to research and critically and respectfully argue in support or opposition to contemporary issues affecting aging societies. ADVW. PA-1C, SI-02, SI-03. CAS-W.

### **GTY 357. Medical Sociology. (3)**

Sociological study of illness, patients, medical professionals, and problems inherent in the delivery of health care services. Prerequisite: SOC 151, SOC 153 or GTY 154. Cross-listed with SOC 357.

**GTY 362. Data & Decision Making in Aging. (3)**

Students will apply the principles of research methods to topics that are directly relevant to agencies/organizations that plan for/provide services for older adults. Throughout the semester, agency liaisons will provide perspective on questions of importance to their organizations, and reinforce how research findings are used in the organization. A specific example based on existing data related to aging services will be used throughout the semester to illustrate all steps in the applied research process, from conceptualization to reporting findings. Students will work in teams to create an applied research question, analyze existing data to answer the question, and present their findings. CAS-C.

**GTY 365. Social Policy and Programs in Gerontology. (3)**

Provides practical information about working in programs serving older people. Topics include social policy and old age, health policy and programs, federal economic reform, grantsmanship, program planning and coordination, and professions in the field of aging. Prerequisite: GTY 154.

**GTY 377. Independent Studies. (0-6)****GTY 428. Public Health in Action. (3)**

Students will draw upon the knowledge and skills they have developed as part of their entire liberal education to work both independently and as a member of a cross-disciplinary team to critically examine and propose solutions to relevant public health issues impacting today's society. Students will partner with an organization to explore public health issues and develop a final product that can be used by the organization to improve the health of its members. Professionalism, cultural competence and ethics in public health practice are addressed. EL, SC. Prerequisites: Senior standing and public health major. Cross-listed with KNH 428 and MBI 428.

**GTY 440. Gerontology Capstone Internship. (1-16; maximum 16)**

Through field placement and a weekly seminar, students discuss their field site organization and professional challenges. EL, SC. Prerequisites: GTY 154, three additional credit hours in gerontology, or permission of instructor.

**GTY 456/GTY 556. Aging & Health. (3)**

As individuals grow older, they experience a variety of physical and social changes that influence their health and well-being. In this course, topics such as age-related changes in health and illness, psychosocial and behavioral factors that contribute to those changes, and health promotion and disease management among older adults are explored. Prerequisite: GTY 154.

**GTY 465. Policies & Programs in an Aging Society. (3)**

This course examines the policy debates faced by the United States as it becomes an aging society. Organized around such topics as income maintenance and health care, the seminar will describe and debate policy issues that arise as the older population in the U.S. continues to increase. Prerequisites: GTY 365 or KNH 321 or permission of instructor.

**GTY 474/GTY 574. Using Large Datasets in the Social Sciences. (3)**

This course will address issues unique to conducting statistical analyses on large datasets. Students will learn about common challenges inherent to most large datasets, including locating data of interest, learning how to work with a new large dataset, efficient data processing and management, applying complex sample elements, and working in a research team. How to become familiar with and communicate research findings in a new topic area will also be discussed. Students will work in teams to develop a research question of interest, identify a large dataset with relevant variables, analyze data, and communicate their findings.

Prerequisite: STA 363 or ISA 291 or POL 306 or SOC 262 or GTY 362.

Cross-listed with POL 474/POL 574/574.

**GTY 477. Independent Studies. (0-6)****GTY 479/GTY 579. Research on Inequality in Aging & Health. (4)**

This course examines health inequalities, unequal access, and usage of health care as they relate to aging. Topics include health conditions, social environments, caregiving, and access to and utilization of health services and resources. The emphasis is on intersections of various inequality systems (e.g., race/ethnicity, socioeconomic class, gender) and how age interacts with them to produce and reinforce health inequalities.

**GTY 491/GTY 591. Social Network Analysis. (3)**

The course on social network analysis focuses on applications to social phenomena. This includes topics such as the types of networks, network centrality, network clustering, associativity, community detection, random graph models, models of diffusion, and network visualization. The course allows students to investigate social networks, explain and examine their important characteristics, and relate these features back to social theories. CAS-C.

Prerequisite: POL 306 or STA 363 or ISA 291.

Cross-listed with POL 491/POL 591/591.

**GTY 602. Perspectives in Gerontology. (3)**

Overview of theories and major issues in social gerontology including the development of the field.

**GTY 608. Research Methods in the Social Sciences. (4)**

Presents detailed information about, and experience with, aspects of research design relevant to the social sciences, including conceptualization, measurement, sampling, analysis, and reporting. Examines inductive and deductive approaches to research questions and the use of national electronic data sets.

Prerequisite: admission into the MGS or MPSG program or permission of the instructor.

**GTY 609. Qualitative Research Methods. (3)**

Provides an introduction to the paradigmatic assumptions of qualitative research methods and strategies of data collection, analysis, and writing. Focuses on research questions and issues in gerontology.

**GTY 610. Implementation Science: Linking Research to Practice. (3)**

Implementation science is an exciting and emerging field whose approach offers broad and novel insights into the gap between research and practice. Implementation science is commonly defined as the study of methods and strategies to promote the uptake of interventions that have proven effective in routine practice, with the aim of improving population health. Therefore, implementation research is used to understand the approaches that work best to translate research to the real world, and implementation practice applies and adapts these approaches in different settings to achieve outcomes. Often, interventions tested in traditional research studies that are found to be effective do not translate into positive outcomes in practice or cannot be practically applied. Alternatively, other interventions that have potential to improve care will not be effectively implemented without practical tools to aid the implementation. Integrating research into practice is a major challenge, both during the period of a study and beyond.

**GTY 611. Essentials of Program Evaluation. (3)**

This course introduces students to major types of evaluation, the use of theory in program design and evaluation, contextual and methodological considerations in evaluation design, and the assessment of program effects.

Prerequisites: GTY 602, GTY 608.

**GTY 615. Readings in Gerontology. (1-5; maximum 6)**

Directed readings on selected topics in gerontology, for pass/fail grade.

**GTY 620. Supervised Research or Reading on Selected Topics in Gerontology. (1-5; maximum 6)**

Research on selected topics or problems in gerontology.

**GTY 640. Internship. (0-20)****GTY 641. Organizations and the Aging Enterprise. (3)**

Prepares graduate students for the practicum. Topics include types of aging-related organizations; organizational theory and behavior; organizational analysis; and professionalism (e.g., goal setting, ethical issues).

**GTY 667. Social Policy in an Aging Society. (3)**

Focuses on major policy areas including income security, health care, long-term care, housing, and social services.

**GTY 677. Independent Studies. (0-6)****GTY 700. Critical Inquiry In Gerontology. (1-6)**

Guided independent research required as a culminating, integrative experience for MGS/MPGS students. Students will design and execute a project that involves either original data collection, secondary data analysis, or critical analysis of policies and programs in the field.

**GTY 702. Knowledge Construction & Advanced Theory. (3)**

Examines the epistemological and ideological underpinnings of knowledge construction and explores the reciprocal relationship between theories and dominant research questions with particular emphasis on theory construction in gerontology. Builds on and reexamines issues and topics discussed in GTY 602 and GTY 608.

**GTY 705. Oral and Written Communication for Gerontologists. (3; maximum 6)**

Advanced communication of gerontological knowledge, with an emphasis on communicating to professional audiences and the publication process. By the end of the course, doctoral students will produce a manuscript or grant application that is submitted for review; MGS students will produce their culminating paper. Both groups of students will present an oral presentation based on their work.

**GTY 708. Quantitative Methods and Statistics. (4)**

Explores basic designs of survey and experimental research in aging. Discusses issues of measurement, sampling, causality, the concept of the sampling distribution as the basis for inferential statistics, and introductory and intermediate statistical techniques for continuous and categorical data.

Prerequisite: GTY 608 or permission of the instructor.

**GTY 709. Advanced Qualitative Research & Methods. (4)**

Builds on GTY 609 by focusing on the major genres in qualitative research, including participant observation, organizational case studies, phenomenological and narrative interpretation, participatory action research, and qualitative evaluation/policy research. Stresses practical mastery of strategies and skills in particular genres, according to students' dissertation interests.

**GTY 718. Applied Linear Regression in Gerontology. (3)**

Focuses on statistical modeling techniques for numeric outcomes in aging research. Examines multivariable techniques based on the generalized linear model with opportunities for application using large scale gerontological datasets with special focus on learning SAS statistical software.

Prerequisite: GTY 708 or permission of instructor.

**GTY 745. Sociology of Aging. (3)**

Examines the sociological perspective, its contributions to social gerontology, and its application to issues facing an aging society. Reviews the role of major sociological theories and frameworks (such as structural functionalism, exchange, and conflict theories) in the development of social gerontology.

**GTY 747. Demography & Epidemiology of Aging. (3)**

Explores fertility, mortality, and global aging; distribution of health and illness within a population; age-based migration and its impact on locations of origin and destination; variations in health and mortality by gender, race, ethnicity, and social class; impact of health and mortality patterns for individuals, society and public policy.

**GTY 750. Special Topics in Advanced Quantitative Methodology in Aging Research. (1-4; maximum 20)**

Examines advanced quantitative methodology techniques in aging research. Specific special topical sections focus on particular quantitative methodologies including those techniques needed for working with longitudinal data and those that address issues of age, period, and cohort effects. Some sections have data analysis laboratory requirements.

Prerequisite: GTY 718 or permission of instructor.

**GTY 751. Applied Categorical Regression Techniques in Aging. (3)**

Applied statistical analysis techniques appropriate for categorical dependent variables (outcomes). Analysis techniques include logistic, ordinal, and multinomial regression, and techniques for analyzing count data (such as Poisson regression). Applications will be drawn from gerontological research.

Prerequisites: GTY 718 or equivalent, or permission of instructor.

**GTY 790. Pre-Candidacy Doctoral Research in Gerontology. (1-12; maximum 12)**

**GTY 850. Doctoral Dissertation Research. (1-16; maximum 60)**

Prerequisite: successful completion of comprehensive examination.