AGETM Aging Studies

Courses numbered 500 to 799 = undergraduate/graduate. (Individual courses may be limited to undergraduate students only.) Courses numbered 800 to 999 = graduate.

AGE 501. Field Experience (1-6).
Supervised field experience in an agency or organization planning or providing services to older people, individually designed to enhance each student's skills and knowledge of the aging service network. Repeatable for credit up to 6 credit hours. Prerequisites: 12 credit hours of aging studies credit and instructor's consent.

AGE 512. Diversity and Aging (3).
General education social and behavioral sciences advanced further study course. Cross-listed as ETHS 512. Introduces students to issues in aging that are unique to minority older adults. Demonstrates differences in the aging experience by race/ethnicity and addresses the differential patterns of health and illness in later life in relation to race/ethnicity, gender and culture. In addition, the student develops an appreciation for how race/ethnicity affects mental and social dimensions of life. Attention is given to the impact on the social, financial and health aspects of those who speak a language other than English. Course perspective is interdisciplinary, taking into account the physical, psychological, interpersonal and social influences which shape our understanding of the challenges older minorities face when relocating to the United States. Course includes diversity content.

AGE 515. Women and Aging (3).
Cross-listed as WOMS 580T. Introduces students to issues in aging that are unique to women, to women's diverse developmental patterns, and to research methods appropriate for studying aging women and their life experiences. Topics include physical change, role transitions and adaptation from a life span perspective. Course includes diversity content.

AGE 516. Age, Work and Retirement (3).
Examines the basic implications of population aging on work life and retirement opportunities, now and in the future. Explores factors that may place individuals at risk for economic insecurity as they grow older. Topics covered include the current situation in the United States and other countries, examines the economic status of older Americans, addresses retirement policies in the private sector, social security and health care issues.

AGE 520. Family and Aging (3).
Cross-listed as SOC 520. An analysis of the families and family systems of older people. Emphasizes demographic and historical changes, widowhood, caregiving and intergenerational relationships as these relate to the family life of older people. Course includes diversity content. Prerequisite: AGE 100, SOC 111, or junior standing.

AGE 525. Dying, Death and Bereavement (3).
A broad overview of the psychological aspects of death and dying in our society. Topics include attitudes toward and preparation for death, the understanding of and care for terminally ill patients, funeral rituals, burial, mourning and grief practices; suicide and euthanasia. The class involves experiential learning activities such as personal preparation for death and field trips such as visiting a funeral home. These learning activities are designed to help the student be better equipped to help those who must make such preparations for themselves or loved ones.

AGE 527. Introduction to Sexuality and Aging (3).
Focuses on all aspects of sexuality and aging and the issues that arise with respect to sexual behavior as humans age. Examines human sexuality over the life course, focused on the experiences of those 65 and older and the impact of chronic disease, cognitive decline and physical disabilities on sexual attitudes and behaviors. Addresses key concerns regarding sexuality and aging, including misconceptions about sexuality and aging as well as the problems with sexuality that members of the aging population sometimes face. It also looks at solutions, treatments and techniques that can be applied to help address some of those problems. The course perspective is interdisciplinary, taking into account the physiological, psychological, interpersonal and social influences which shape our understanding of sexuality in the aged.

AGE 529. Caregiving and Aging (3).
Explores caregivers' gender roles, cost of caregiving, managing stress, respite care, finding resources, financial and legal matters, emerging caregiving trends, and long distance caregiving. Caregiving is often stressful to the caregiver. Attention is given to caring for the caregiver, informal versus formal caregiving, the importance of various services for the health of the caregivers themselves, working with professional caregivers, and emerging trends in caregiving.

AGE 550. Selected Topics in Aging Studies (1-3).
Study in a specialized area of aging studies with the focus upon preprofessional programs and current issues in the field of aging. Emphasizing knowledge and skills in applied areas of aging studies as they relate to an emerging area of research and application. Repeatable for credit up to 6 hours. Prerequisite: instructor's consent.

AGE 559. Successful Aging: Theory, Research and Practice (3).
Cross-listed as PSY 559, SCWK 559, and SOC 559. Reviews current interventions which promote successful aging. Theoretical bases of this work in biomedical and life span/developmental psychology are featured. Intended for students in the Colleges of Health Professions, Liberal Arts & Sciences and Engineering. Course includes diversity content. Prerequisite: AGE 100, or PSY 111, or SCWK 201, or SOC 111.

AGE 560. Human Resource Management in Long-Term Care (3).
Builds a solid foundation in human resource management principles for professionals working in long-term care. Intended for students who need a skillset in HR management principles for an administrative role, or who will be managing HR professionals. Key human resources functions covered include HR's role as a strategic partner, employment law, recruitment, compensation and payroll, training and development, discipline and termination, and labor relations. Case studies, contemporary issues and discussions focus heavily on becoming an employer of choice in a long-term care environment.

AGE 564. Long-Term Care Management and Operations (3).
Designed to broaden the understanding of operating and managing a long-term care community — specifically assisted living communities. Students gain an understanding of human capital demands, cross-functional departmental dependences, financial and budgetary requirements, as well as the relationship between operational excellence and quality of life for the resident.

AGE 660. Administrator-in-Training Long-Term Care Practicum (1-3).
Academic long-term care administrator training program. Develops a professional competency and personal code of ethics for the field of long-term care administration. Gives students the practical experience required by the state of Kansas in order to sit for the state and national nursing home administrator licensure examination. The required text is the study guide for the national exam. It is the student's responsibility to work through the study materials and seek guidance from their preceptor regarding questions over the material. A total of 480 clock-hours are required by the state of Kansas and must be completed in a licensed long-term care nursing home community under the guidance of an approved preceptor. Repeatable for a total of 3 credit hours. Prerequisite: instructor's consent.
AGE 702. Research Methods (3).  
Cross-listed as PADM 702. Acquaints students with applied public policy research methods. Emphasizes locating, collecting, appraising and using both primary and secondary sources of data of the type used in policy, planning and administrative research. Students must complete several short research projects. Fulfills the university's professional and scholarly integrity training requirement covering research misconduct, publication practices and responsible authorship, conflict of interest and commitment, ethical issues in data acquisition, management, sharing and ownership.

AGE 710. Systems in Long-Term Care (3).  
Analyzes long-term care in the U.S. as a response to chronic illness and disability emphasizing the diversity of long-term care systems and addressing the needs of persons of all ages. Addresses system and organizational aspects that affect organizational outcomes and quality of long-term care services. Considers long-term care policy and management issues. It explicitly applies a trajectory model of chronic illness, conceptualizing formal long-term care services as one series of responses to chronic illness and disability.

AGE 717. Health Communications and Aging (3).  
Multidisciplinary, empirically-based consideration of emotions, behaviors, beliefs and attitudes related to aging and the process of communicating with older adults. Topics include: approaches to communication and aging, current evidence about communication and the aging population, interpersonal and intergenerational communication, mass communication and aging, health and health care interactions (patient-physician communication, etc.), older adults and technology, and cultural change. Students develop applied skills and critical thinking. Applications to public health are explored throughout the course.

AGE 720. Independent Readings (1-3).  
Supervised study of special topics and problems relating to older adults. Repeatable for credit up to 6 credit hours. Prerequisite: program consent.

AGE 765. The Medicare System (3).  
Explores the many intricacies of the Medicare and Medicaid programs. Emphasizes the application of course material to the development of the student's understanding of how these two programs affect the use of medical services among covered populations. Includes lecture, group and individual examination of the literature, and analysis of case studies.

AGE 780. Physical Dimensions of Aging (3).  
Cross-listed as HPS 780. Develops an understanding of the complex physiological changes that accompany advancing age and the effects of physical activity on these factors. Also develops an appreciation for how functional consequences affect mental and social dimensions of life. Attention is given to sensory, motor, cognitive and psychological changes. Emphasizes factors associated with the preparation, implementation and evaluation of research projects involving older adult populations.

AGE 781. Cooperative Education (3-6).  
Provides practical field experience, under academic supervision, that is suitable for graduate credit and complements and enhances the student's academic program. Repeatable for credit up to 6 credit hours. These 3 to 6 credit hours may meet degree requirements (if approved by the academic advisor) in place of AGE 810. AGE 781 is graded Cr/NCr, while AGE 810 is letter graded. Prerequisites: 12 credit hours of aging studies and instructor's consent.

AGE 798. Interprofessional Perspectives on Aging (3).  
Introduces the advanced study of the process of aging from a multidisciplinary point of view. Not open to students with an undergraduate major or minor in aging studies. Prerequisite: admission to Graduate School.

AGE 801. Field Research Aging Studies (1-3).  
Examines the methods of participant observation and interview as approaches to understanding aging and the aged. Students gain practical experience in these methods through individual fieldwork projects. Prerequisite: AGE 798, 12 credit hours of aging studies credit, or instructor's consent.

AGE 804. Social Policy and Aging (3).  
Analyzes and evaluates policies and programs related to aging and old age. Emphasizes the importance of social values and historical context for understanding current policies, programs and practices. Prerequisite: AGE 798, 12 credit hours of aging studies, or instructor's consent.

AGE 810. Aging Studies Practicum (1-3).  
Integrates academic aging studies and practical experience through supervised placement of students in an agency or organization engaging in planning, administering or providing direct services to older people. Practicum requires 160 contact hours for each 3 credit hours. A practicum internship paper is also required. Repeatable for a total of 3 credit hours. AGE 810 is a letter-graded course. Students may substitute the S/U course AGE 781, Cooperative Education, for AGE 810. Prerequisites: 12 credit hours of aging studies and instructor's consent prior to registration.

AGE 813. Advanced Sociological Perspectives of Aging (3).  
Cross-listed as SOC 813. Overview of the significant sociological perspectives, social issues and social science research pertaining to the phenomenon of aging in society. Examines the major theories of social aging, analyzes the changing demographic trends and the political economy issues facing aging societies; describes how the broader societal context affects the nature of family relationships, community involvement, and the experiences of retirement and widowhood among older adults. Examines the current issues in health and social service delivery for care of older adults. Examines a substantive field which includes major social policy as well as personal significance in contemporary life. Course includes diversity content.

AGE 814. Advanced Psychological Perspectives of Aging (3).  
Provides a comprehensive exploration of the psychology of aging. Students examine the issues surrounding the adult aging process. Topics include personality and intellectual change, mental health of older adults, and the psychological issues of extending human life. Teaches aspects of successful aging, normal aging and age-related illness such as dementia, Alzheimer's disease, cancer and heart conditions. Emphasizes the strengths of older adults and prevention of psychological problems of older adults.

AGE 818. Advanced Biological Perspectives of Aging (3).  
Designed to provide students with the most up-to-date information on the current understanding of the aging process. Students develop an understanding of the biology of aging with a system-by-system description of aging phenomena. Students are expected to develop an understanding of the complexities of the aging process from various perspectives.

AGE 822. Advanced Perspectives of Public Health and Aging (3).  
Explores the study of aging and advanced perspectives on aging theories, their application to current issues, current published research on public health and aging, and a range of health issues that older persons, their families, their providers and society will face in the next decade. Presents an in-depth review of aging from numerous perspectives including a systematic review of aging at the local, state, national and global levels.
AGE 850. Selected Tops Aging Studies (1-6).
Advanced study in a specialized area of aging studies focusing on professional programs and current issues in the field of aging. Emphasizes knowledge and skills in applied areas of aging studies as they relate to an emerging area of research and application. Repeatable for credit up to 6 credit hours.

AGE 895. Thesis Research (1-3).
Individual guidance in the development of a specific research problem. Potential thesis topics should be formulated by the student and discussed with their thesis advisor. Repeatable for a total of 3 credit hours. Prerequisite: completion of, or current enrollment in, all academic coursework for the master's degree.

Original research project under a faculty member's direction. Project requires a written report and defense of that report before a faculty committee. Must be an individual effort, not a group project. Intended to be a major project or capstone activity completed at the end of a student's program of study. Repeatable for credit. Prerequisite: graduate-level research methods class.

AGE 899. Thesis (1-3).
Repeatable for a total of 4 credit hours.