

This is a well known and respected reference text which highlights cultural foundations of health and illness, traditions and different panoramas as it relates to different ethnic/cultural groups. If an individual is to spend any significant amount of time addressing multicultural health issues, this should be in their library.

Erickson D'Avanzo, C. & Geissler, E.M. (2003). Cultural health assessment (3rd ed.). St. Louis, MO: Mosby.

This is a small book that provides a vast amount of essential information to assess and care for culturally diverse clientele. It provides cultural and ethnic information from over 180 different countries. A similar comment to the text above, if one plans to spend great amounts of time with diverse cultures, it is a must for their personal library.

U.S. Department of Health and Human Services (2000). Healthy People 2010, Understanding and Improving Health (2nd ed). Washington, DC: U.S. Government Printing Office. www.health.gov/healthypeople/

This is another core reference in the field of public health. It can be accessed in full from the web and should be a bookmark on everyone's Favorite's list.

Health Services and Services Administration (HRSA) Information Center is an on-line service that has a sizeable collection of information which may be ordered and have sent to your home or downloaded. Most materials are free of charge and can be ordered by going to the following web site <http://www.ask.hrsa.gov/Search.cfm>

Useful websites:

Nat'l Instit of Health, Nat'l Institute on Aging - <http://www.nia.nih.gov/>

NIH Senior Health.gov - <http://nihseniorhealth.gov/>

Nat'l Library of Medicine - <http://www.nlm.nih.gov/>

Administration on Aging – www.aoa.gov/

U.S. Census Bureau - <http://www.census.gov/>

Henry J. Kaiser Family Foundation - <http://www.kff.org/>

National Council on Aging - <http://www.ncoa.org/index.cfm>

Office of Minority Health – www.omhrc.gov/

Course Description:

The course provides a study and comparison of aging in the southwestern multicultural society with emphasis on health care. The course is 100% on-line, WebCT based.

Website Supplement:

The Hooyman and Kiyak text, Social gerontology: A multidisciplinary perspective (7th ed) has a website supplement for their text. Bookmark it as you may wish to frequent that site for supplemental information. You will

need to register to use the site to its fullest. *The unique registration number/Personal Access Code is located in the Research Navigator Guide.* The number can only be used once, e.g., people cannot share Personal Access Codes.

<http://www.ablongman.com/hooyman7e>

The site has many articles, which address gerontological issues. Many are from the popular press, e.g. the New York Times and related papers. Other sources include articles from peer-reviewed journals. This is a supplement to the course and is for each individual student's use and reference.

There are also 10 question quizzes for each chapter. They are, again, for each student's individual use and reference. They may allow each student to gauge how he/she is doing in terms of absorbing the information read. The taking of the chapter quizzes, online, is not required for this course; it is a personal preference.

Student-computer Responsibilities:

It is the student's responsibility to have access to a working computer at all times for this course, including Internet access. An explanation of one's computer not working or not having access to the Web is not deemed a reasonable excuse for not turning in assignments on time in light of the format of this class, 100% on-line. Between work, home, public libraries, university labs, and related sources, it is the student's responsibility to have and maintain Internet access and the ability to log in and interact with colleagues during the semester.

Should problems arise, contact the instructor as soon as possible to inform her of the situation; continue to maintain strong lines of communication to avoid any misunderstandings. It is not acceptable to contact the instructor on the day an assignment is due to report that there has been a problem in completing and submitting the assignment. It is assumed that students in this course are responsible, professional individuals who will take the course seriously and make every attempt to complete assignments early so they can address some problems should they arise.

The course supports the following CHES responsibilities and competencies:

Resp. I: Assess individual and community needs for health education.

Comp. A. Obtain health-related data about social and cultural environments, growth and developmental factors, needs and interests.

1. Select valid sources of information about health needs and health knowledge.
2. Utilize computerized sources of health related information.

Comp. B. Distinguish between behaviors that foster and those that hinder well-being.

1. Investigate physical, social, emotional and intellectual factors influencing health behaviors.
2. Identify behaviors that tend to promote or compromise health.

Resp. VII: Communicate health and health education needs, concerns, and

resources.

Comp. B. predict the impact of societal value systems in the practice of health education.

1. Investigate societal forces causing opposing viewpoints regarding health education needs and concerns.

Teaching Methods

This course is designed to be completed 100% on-line and asynchronously at each student's own pace. Via WebCT, the text, the web site supplement for the text, recommended readings, and other information available on the web. Students will have a wealth of information and study material available to them. Students encountering challenges with the on-line environment are to communicate with the instructor, as soon as possible, so solutions are addressed in a timely manner.

Setting:

The course will be conducted using a variety of teaching methods to include individual on-line and hands-on research, reading and report generation, small on-line group discussions and 1:1 email discussions with the professor and class colleagues. All students are expected to have completed the weekly readings, assignments and activities and participate on a regular basis, on-line. It is expected that students will check the class WebCT site a minimum of two times/week to keep abreast of new postings, information, etc. On those weeks when a topic is discussed in e-activity settings, students will log on a minimum of 5 times/topic to participate in the discussion.

To log on to WebCT:

When you are logged on to the Internet, go to <http://salsa.nmsu.edu>. This is the home page for WebCT @ NMSU. If you do not have a global login, follow the instruction under the section entitled Create Your ID and obtain one. If you have a global login, type it into the box for NMSU Global LoginID and type in your NMSU Global Password. You will then proceed to the main WebCT page where you will see the entire set of courses, which you are enrolled in, that utilize WebCT. If you see courses that you were enrolled in, in past semesters, you can email the instructor and ask that they update their student list so you will not see the old course(s).

Under the GERO 494/MPH 594, it will be noted if you have unread mail or if there are new discussion postings, etc. When you click on the blue GERO 494/MPH 594 you will go to the web site for this course. At the site, you will see an icon for the syllabus, communication tools, etc. Clicking on the different icons will reveal additional information. Take some time to browse through the different icons and the information that lies beneath them.

Test/update your Browser:

On the home page for WebCT, on the right side, there is an option to Test Your Browser. Each student is ***strongly recommended*** to click on this link and take the necessary time to make sure your browser is in sync with that of the WebCT. If your browser is not supported by WebCT, you will run into

endless “challenges” throughout the semester. Optimize your browser as early in the semester as possible. If you are having problems you can contact the ICT Help Desk, Monday-Friday, 8:00 a.m. – 5:00 p.m. (MST) at 505-646-1840. They may also be contacted at help@nmsu.edu.

Attendance and participation:

As the class is a Distance Education course, interaction will be through email and web-based discussions. Each student is required to log-on a minimum of twice per week for reading, writing, and managing emails.

In regards to e-Class Activities, each student is assigned to a small group of students, who will conduct on-line discussions around a posted topic or question, which appears in the syllabus. It is expected that students will sign into the group no later than 6:00 p.m. (MST) on the Sunday of the week the topic is to be discussed. Students are expected to participate several times through the week (at least 4 times/topic), within their group, as the discussion progresses. Also during these discussions, students are encouraged to bring forth questions or reflections from the readings and other information presented. Failure to interact in a thoughtful, insightful way, can and will adversely affect one’s final grade. Responses, of “Yes”, “Me too”, “No”, or “I disagree” are not considered adequate and will not count toward the student’s participation grade.

Papers and other assignments:

All assignments are due on the dates and times indicated; no late assignments will be accepted. The time frames established for submission are based on Mountain Standard Time (MST). If a student resides in another time zone, it is his/her responsibility to make sure that all assignments are turned in, per MST, not the student’s personal time zone. It is strongly advised to turn papers/projects in a few hours before the due time, to alleviate any last minutes challenges that may arise from dial-up problems.

If a student knows, in advance, that they he/she will not be able to turn something in on the date/time specified, it is the student’s responsibility to arrange with the instructor to turn the assignment in early.

All assignments, unless otherwise noted, are to be written in a reasonably sized 12 pt font (e.g., Times New Roman or CG Times), double spaced, with 1” margins, and each page is to be numbered. All references used for the paper will be cited, at the back of the paper, on a separate sheet, entitled References. Utilize American Psychological Association (APA) format when citing the references. Use an APA manual if one is available, otherwise basic information about citing references using APA style may be found at: <http://webste.comnet.edu/apa/index.htm>

Grade of Incomplete or Withdrawal:

An incomplete grade is only given if a student has passed the first half of the class and is unable to successfully complete the second half due to a documented illness or family crisis that the instructor genuinely believes will not permit the student to go on and successfully complete the course at this time. Those who take incompletes are responsible for completing the course within one year.

If a student decides to withdraw from the course, that individual must process the paperwork. In order to receive a W on one's transcript, the student must withdraw by the deadline indicated by NMSU for the specific semester.

Respect your colleagues:

During the course of the e-Class Activities, each student will demonstrate the utmost of respect, professionalism, and courtesy when interacting with class colleagues on-line.

There will be no vulgar, abusive, or disrespectful language used to illustrate a point or respond to another colleague.

E-Class Activities will be monitored by the instructor to make sure this does not occur; if individuals are found to be using unacceptable language or interacting in a way that is deemed disrespectful by the instructor, the person(s) will be communicated with, via on-line or the phone to address the matter.

When discussing topics, the instructor expects that everyone will respect others ideas, comments, and input.

Different views on topics are anticipated, and discussion is encouraged; yet respect for another's opinion will be most important.

Academic integrity:

In all matters, this class is governed by the formal NMSU policies and standards on academic integrity. Students are referred to the NMSU Student Handbook, Student Code of Conduct located at <http://www.nmsu.edu/~vpsa/SCOC/index.html>. All parties who are involved in the submission of a plagiarized or copied work are equally guilty of academic misconduct under all circumstances.

Students with Disabilities:

If you have (or believe you have) a disability and would benefit from on-line accommodation(s), please contact the Services for Students with Disabilities (SSD) Office located at Garcia Annex [Phone: 505-646-6840; TTY: 505-646-1918].

If you have a condition that may affect your ability to exit safely from the premises in an emergency or that may cause an emergency during class, you are encouraged to discuss any concerns with your instructor.

Student Responsibilities

1. Register with SSD and obtain accommodation documents early in the semester;
2. Deliver the completed accommodation and testing form(s) to the instructor(s) within the first two weeks of the beginning of classes (or within one week of the date services are the commence);
3. Retrieve the signed form(s) from faculty and return to SSD within five (5) days of receipt from faculty and at least one week before any scheduled exam; and,
4. Contact the SSD Office if the services/accommodations requested are not being provided, not meeting your needs, or if additional accommodation are needed. Do not wait until you receive a failing grade. Retroactive accommodations cannot be considered.

Faculty Responsibilities:

1. Sign the Accommodation Request Form and Testing Accommodation Form (when presented), retain a copy, and return the original to the student within five (5) working days of receipt;
2. Contact SSD immediately if there are any questions or disputes regarding accommodation(s), disruptive behavior, etc.; and
3. Refer the student to SSD for any additional accommodations.

Accommodations: SSD Office, 646-6840 (Garcia Annex, Rm 102) Michael Armendariz.

Discrimination: EEO/ADA & Employee Relations, 646-3333 (Hadley Hall, 15) Elva Telles.

All medical information will be treated confidentially.

Tentative Schedule- Spring 2006

Each week is broken down into three sections: Readings, E-Class activity, and Assignments due. Each week there are reading assignments from both of the texts and occasionally some additional source(s), usually electronically linked to the web site. In general, on the weeks when an E-Class activity occurs, there will be no assignment due. On those weeks when no E-Class activity is posted, there will be an assignment due. Olson notes/outlines are available throughout the semester and will remain open for the duration of the course.

Week of January 19 ***Introduction to Aging in a Multicultural Society***

On-line class is open and each student is to completely review the web site for the course, clicking on each icon, noting the different communication methods, resources, available through the web site and visiting the text-supported web site to learn of the resources available this semester.

Readings:

- Hooyman and Kiyak, Chapter 1, The growth of social gerontology.
- Olson, Chapter 1, Multiculturalism and long-term care

E-class activity:

Go to the Student Homepage – on the first page of the WebCt site for this class. Click on your name and please provide the following:

- Who you are,
- Your purpose in taking the class/getting a Minor in Gerontology,
- What you bring to the class and on-line discussions based on your cultural background, profession, experiences, etc.,
- If you have experiences [life or professional] that have allowed you to work with an older population, and
- If you are computer savvy and wish to post a photo, etc. please feel free to do so.

Once you have posted to the Student Homepage – your posted information will be accessible to the others in the class. This information will remain accessible for the duration of the semester.

Assignment due:

- Complete the Student Information Sheet [as posted on the site] so the instructor has various ways to get in touch with you, should a situation arise. When preparing to put your paper in the Drop Box for the course, in the Subject line, please note your name and title of paper. Due by January 28, 2006.

Week of January 22 *Some historical perspectives of old age*

Readings:

- Hooyman and Kiyak, Chapter 2, Historical and cross-cultural issues in aging.
- Olson, Chapter 2, The Chinese Elderly
- Olson, Chapter 3, Japanese American Elderly

E-class activity:

- Develop a discussion about some benefits and challenges of living in the USA and its vast number of different ethnic groups who are aging around us. When the phrase “successful aging” is used in the literature, etc., what do you think they mean? And when might we know if someone has aged successfully?

Assignment due:

- None

Week of January 29 *Physical changes as one ages*

Readings:

- Hooyman and Kiyak, Chapter 3, Social consequences of physical aging
- Olson, Chapter 4, Intimacy at a distance, Korean American style
- Olson, Chapter 5, Caring for Elderly Vietnamese Americans

E-class activity:

None

Assignment due:

Census information due January 29, 2006

See page 14-15 for general instruction on this assignment

Week of February 5 *Aging and chronic disease go hand-in-hand*

Readings:

- Hooyman and Kiyak, Chapter 4, Managing chronic diseases and promoting well-being in old age
- Olson, Chapter 6, Care options for older Mexican Americans
- Olson, Chapter 7, Puerto Rican elderly

E-class activity:

- Pursue the topic of how the different cultures you have read about to date, e.g., Asian and Latino, address physical changes/challenges and management of chronic disease within the family and the community. Note similarities and differences between the different cultural groups.

Assignment due:

- None

Week of February 12 *The mind and how it changes as one ages*

Readings:

- Hooyman and Kiyak, Chapter 5, Cognitive changes with aging
- Olson, Chapter 8, Urban elderly African Americans
- Olson, Chapter 9, Disaporic aging: Haitian Americans in New York City

E-class activity:

- None

Assignment due:

- Web site reviews due Feb 12, 2006

Week of February 19 *Aging and mental health issues*

Readings:

- Hooyman and Kiyak, Chapter 6, Personality and mental health in old age
- Olson, Chapter 10, American Indians and Alaskan Native elderly
- From the text website [under Ebsco ContentSelect Article Search – enter the 7 digit number below] – read the following article regarding early detection of dementia:
 - Fountoulakis, K., Fotiou, F., Lacovaides, A., Kaprinis, G. Do depressive patients with family history of dementia constitute a separate group? A case report study. *International Journal of Psychiatry in Clinical Practice*, 2000, 4, No 3 (AN 4430542).

E-class activity:

- The issue of dementia and Alzheimer's disease is a large issue within our nation, as our population ages. Reflect on your readings to date, personal/professional experiences, the increased awareness of different ethnic groups, and how they manage their elder's health care. Discuss some reasons why it may or may not be in a person's interest to offer early detection options, and some ethical issues, which might arise.

Assignment due:

- None

Week of February 26 *Everybody needs love*

Readings:

- Hooyman and Kiyak, Chapter 7, Love, intimacy and sexuality in old age
- Olson, Chapter 11, Mormon elderly
- Olson, Chapter 12, Mutual aid and elders in Amish society

E-class activity:

- None

Assignment due:

- Reaction Paper #1 due, Feb. 26, 2006

Week of March 5 *Social theories pertaining to aging*

Readings:

- Hooyman and Kiyak, Chapter 8, Social theories of aging
- Olson, Chapter 13, Jewish aged: Diversity in need and care solutions
- Olson, Chapter 14, Growing old in an Arab American family

E-class activity:

- Consider the social demands on women who came of age in the 1930s, 1950s, and 1970s. As each of these cohorts of women have entered old age and advanced old age, to what extent can feminist theories explain their lives in the 60s, 70s, and beyond?

Assignment due:

- None

Week of March 12 *On-line midterm exam will be available beginning Sunday March 12, 2006 at 12:05 a.m. must be completed and submitted no later than 11:00p.m. (MST) Sat., March 18, 2006*

Reading:

- Catch up or read ahead.

E-class activity:

- None

Assignment due:

- None

Week of March 20 *SPRING BREAK (no assignments or E-class activity)*

Week of March 26 *Social supports and aging – an essential combination*

Readings:

- Hooyman and Kiyak, Chapter 9, The importance of social supports: Family, friends, neighbors and communities
- Olson, Chapter 15, Aging in Polonia: Polish and Polish American elderly
- Olson, Chapter 16, Irish American care of the aged

E-class activity:

- None

Assignment due:

- Inform instructor of topic/group for final paper by March 26, 2006

Week of April 2

Caring for the elders

Readings:

- Hooyman and Kiyak, Chapter 10, Opportunities and stress of informal care giving
- Olson, Chapter 17, The status of older people in the Italian American family
- Olson, Chapter 18, The interplay of aging and ethnicity

E-class activity:

- With the increased distribution of family all over the globe in the past few decades, less people are often near their elders as they age. Baby Boomers are dealing with this as they are a part of the Sandwich generation, caring for their aging family members and their children. How is the care of elders, formally and informally, being addressed? Who bears the burden of the care, cost, and stress? Insights into how to better address this issue?

Assignment due:

- None

Week of April 9

Where do the elders live and with whom do they socialize?

Readings:

- Hooyman and Kiyak, Chapter 11, Living Arrangements and social interactions
- Olson, Chapter 19, Caring for Gay and Lesbian elderly

E-class activity:

- None

Assignment due:

- Elder interview paper due, April 9, 2006

Week of April 16

Death, dying, bereavement, and widowhood

Readings:

- Hooyman and Kiyak, Chapter 13, Death, dying, bereavement, and widowhood
- Olson, Chapter 20, Gender and long-term care

E-class activity:

- Discuss the diversity among the different groups we have read about in relation to death, dying and bereavement.
- Based on what you have read and the different ways people enter and live out their final stage of life ... how have you changed or modified your thinking or beliefs on living the final stage of your life? What has changed for you and why?

Assignment due:

- None

Week of April 23

Hearty elders

Readings:

- Hooyman and Kiyak, Chapter 14, The resilience of elders of color
- Olson, Chapter 21, Long term care: The case of the rural elderly

E-class activity:

- None

Assignment due:

- Reaction Paper #2 due, April 23, 2006

Week of April 30

The elder woman

Readings:

- Hooyman and Kiyak, Chapter 15, The resilience of older women

E-class activity:

- Pursue a discussion surrounding the elder women, elders of color, different sexual orientation, etc. What hurdles did they need to overcome in their lives that may have given them some unique strength or insights to deal with their sunset years? What might they have endured which could detract from quality years in their later lives?
- Discuss the need/importance for women to have their own financial plan in their later years. When should women begin to develop their financial plan for their aging years? How does one begin this process? How might you be able to assist/support an older woman/women you know, to review their financial situation and make sure they are the best prepared they can be, financially?

Assignment due:

- Continue to work on final paper

Week of May 7

Aging in a multicultural society – how our new knowledge and awareness has changed us

Readings:

- None

E-class activity:

- Bring some closure to the group by possibly identifying a few of the aha's that came to each person [a blinding flash of the obvious or "I never even thought about that until you mentioned it"], based on the e-class discussions, and a few others points that will stay in your heart or head after the class concludes.

Assignment due:

- Final papers due, May 7, 2006
- Take the confidential, on-line course evaluation

Assignments

1. Each student is responsible for going to the U.S. census web site and determine how many people 65+ years of age reside in their state, and specific county where you reside or work (your preference) and the *number of different cultural/ethnic groups* which were reported in the 2000 census. In a 2 page, double spaced statement, provide the number of people 65+ years of age living in your state and county, based on the 2000 census, and the number of ethnic groups reported. Try and seek out the full range of cultural diversity identified in your community, beyond the standard group typically indicated in tables. Then give 3-4 points/highlights of information that you found that surprised or supported some of your beliefs regarding this special group. This assignment is due ***January 29, 2006, 11:00 p.m. (MST)***. When preparing to put your paper in the Drop Box for the course, in the Subject line, please note your name and title of paper.

To get to a central site for this assignment, follow these instructions:

Start at American Factfinder's People page at

<http://factfinder.census.gov/servlet/SAFFPeople>. This page defaults to national statistics. At the top of the page, in part 1, you can enter in a specific geography, such as state, and hit go. The resulting page will give you a list of "canned" tables in part 2. These are based on general topics such as age and sex, race and ethnicity, and even aging. Just click on one of the tables and it pulls up the info. This list will also include some thematic maps for graphic demos of the statistics.

2. Each student has the responsibility of identifying four (4) web sites that focus on multicultural aging/gerontology issues. The sites may be government sponsored, national/international (but they must be in English or have an English option), from a non-profit organization or university. Review the four sites and identify some key sources of information which you found from the site, facets of the site you felt beneficial and others aspects which you felt were weak. Write up two (2) page review, 12 pt font, 1" margins, dedicating approximately ½ page per site. The web sites will be clearly identified and include the correct (working) URL for the site. The web site reviews will be due on Sunday, **February 12, 2006 by 11:00 p.m. (MST)**. The cumulative listing of sites will then be placed on WebCT for each person to use during the semester by February 14, 2005. When preparing to put your paper in the Drop Box for the course, in the Subject line, please note your name and title of paper.
3. Each student is placed in a small e-Class Activity group. The discussions will take place via WebCT. The purpose of the groups is to allow a sense of the classroom to evolve and allow people to get to know each other better. General topics or themes to start a discussion are provided in the syllabus.
 - a. It will be each group's responsibility to conduct a discussion during the two week period.
 - b. Each group member will be required to log in, read what others have posted and participate in the asynchronous discussion at least four (4) times, per issue. Each group member should log on no later than Sunday evening of the week the e-Class activity is to occur and begin a discussion. Students failing to log on a minimum of four (4) times/issue will receive no points for that particular discussion topic.
 - c. The responses are to be thought-provoking, based on the literature which has been read, insightful and preferably not a story-telling of what one's aging aunt experienced, etc. The instructor will be reviewing all response and interjecting thoughts, questions, and insights.
 - d. This of this as the conversation or discussion which would occur in the classroom, if this was a face-to-face class.
4. Students will write two reaction papers throughout the semester on some aspect of multicultural aging. The topic may be something that came up in this class, through readings or discussion, something reported in the media, a current event, information gained from a multicultural elderly health web site, or a stark revelation. Students **are not to conduct research** on the issue or cite references – use one's brain, life experiences, and reflect on the issue/topic. The 2-3 page paper will allow each student to present, discuss, and question the issues or situation they are addressing. The two reaction papers will be due by **11:00 p.m. (MST)** on the following dates: **February 26 and April 23, 2006**. Papers will be double spaced, 1" margins, and 12 pt font.
5. Each student will be responsible for identifying, interviewing and writing up a report on one elderly individual (65+ years of age) who is from a different cultural background than their own. The person may be an older member of a colleague's

family, a participant at a local community center, a member of a church where individuals of different cultural backgrounds practice their faith, a neighbor, etc. *It is paramount that each student obtains verbal permission for the interview*, from the interviewee, prior to starting it, informing the individual of the class assignment. It is recommended that students conduct the interviews in a language which they speak well, so as to be able to grasp the innuendos and subtle distinctions which may be expressed in the course of the interview. It is permissible to have another person accompany you to the interviews, but two students cannot interview and write up information on the same individual. Topics of discussion may include family roles and responsibilities, child rearing practices, health beliefs (protective and curative), food customs, work habits, community roles, etc. It is recommended that the student creates a list of questions which may spur discussion prior to interviewing the individual. The paper will be 5-7 pages, double spaced, 1" margins, written in a 12 point font. The paper is due **April 9, 2006 by 11:00 p.m. (MST)**. When preparing to put your paper in the Drop Box for the course, in the Subject line, please note your name and title of paper.

6. The on-line exam will be available beginning Sunday, March 12, 2006 at 12:05 a.m. and must be completed no later than 11:00 p.m. (MST) Saturday, March 18, 2006. It will primarily consist of multiple choice, T/F, and short answer questions. The exam will not be timed. Students will go on line, download the exam, complete it, and upload it when it is finished. Students are ***not*** to complete the exam in groups; it is to be completed individually.
7. Final papers will be required, in lieu of a final exam, of both graduate and undergraduate students. All papers are due by **May 7, 2006 by 11:00 p.m. (MST)**.
 - a. **Undergraduate students:** For the undergraduate final project, each student will select one specific cultural group and look at, in detail, a few (3-5) key issues impacting the group. The population of research might include a cultural group, e.g., Asian or Latino, non-citizens/undocumented individuals, individuals of European or African descent, American Indians [be specific in regards to one tribe only], women, gays and lesbians, rural, people of religious orders, the incarcerated population, physically or mentally challenged, a unique group from somewhere else on the globe, etc.. Inform the instructor of the group you wish to research and write your paper on by the week of **March 12, 2006**.
 1. The paper may address/include:
 - i. The number of members and location of this group (are they dispersed throughout the nation or located in a small area?);
 - ii. What are some common strengths of this group?
 - iii. What are some needs that exist for some members of the group?
 - iv. What is the situation, in regards to health status, health insurance, etc.?
 - v. What is the housing situation for many/most of the

members of this group?

- vi. Information pertaining to primary language(s) spoken, income sources, and religion(s) practiced, etc.
 - vii. An overview of the family structure of the group.
 - viii. Three to four points that were amazing, shocking, invigorating, refreshing or sad to learn through the research conducted for this paper.
2. The paper will be 6-8 pages in length, written in APA format (double spaced, 1" margins, 12 point font, with each page numbered). A bibliography will be required, consisting of a minimum of 10 references, no older than 2001.
 3. The paper is due **May 7, 2006 no later than 11:00 p.m. (MST)**. When putting your paper in the Drop Box for the course, in the Subject line, please note your name and title of paper.

- b. **Graduate students:** For the graduate final project, each student will select one specific cultural group and look, in detail, at issues impacting the different group. The population of research might include a cultural group, e.g., Asian, Latino, non-citizens/undocumented individuals, US/Mexico border population, individuals of European or African descent, American Indian [identify and limit research to one specific tribe], women, gays and lesbians, rural, people of religious orders, the incarcerated population, physically or mentally challenged, a group within the global community, etc. Inform the instructor of the group you wish to research and write your paper on by the week of **March 12, 2006**.

1. Students are responsible for writing a 2-3 page overview of the chosen group, to include group size, location(s) where they reside, language(s) spoken, traditional means of livelihood, etc.
- The remaining pages will:
2. Identify special strengths within the group/culture which enhance healthful aging and those which detract from healthful aging.
 3. Of the most prominent public health issue impacting this group, explain/define the issue and the magnitude of the problem, conduct research to determine which culturally-appropriate programs or interventions have been developed and are implemented which will assist this group in addressing the major health issues confronting them.
 4. Be able to explain how and if the identified health issue(s) is part of Healthy People 2010, if the group resides in the US.
 5. Analyze the programs in existence and ascertain if, from your research, they are addressing the needs of this group, to the best of their abilities.
 6. Based upon your research and the review of the programs in existence and materials covered in the class during the semester - what modifications, additions or enhancements might you recommend for the identified program/intervention? How would

you suggest the modifications be implemented? Why would you recommend such changes?

The paper, using APA format, will be due **May 7, 2006 by 11:00 p.m. (MST)**. It will be 12-15 pages, double spaced, excluding bibliography, appendices, etc. The bibliography will include a minimum of 15 sources, no older than 5 years (e.g., 2001).

When preparing to put your paper in the Drop Box for the course, in the Subject line, please note your name and title of paper.

8. Students will be given reading assignments, throughout the semester, from the text, on-line resources, and other materials. It is their responsibility to read the material and be prepared to discuss it on line in discussion settings. All assigned information will be potential test material.

Grading & Evaluation

Home page & Student Info sheet	25 points
E-Activity participation (8 wks x 10 pts)	80 points
US Census research	25 points
Locate 4 multicultural elder web sites	20 points
Reaction papers (25 pts. each x 2)	50 points
Mid-term exam	50 points
Visit & write paper on an elder	75 points
<u>Final paper</u>	<u>100 points</u>
<i>Total possible</i>	<i>425 points</i>

Grading scale:

383 – 425 points = A
340 – 382 points = B
298 – 339 points = C
255 – 297 points = D