

Human Development and Family Sciences (HDFS)

Courses

HDFS 5013. Field Experience in Gerontology. 3 Hours.

Supervised research/practical experience in field setting. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

HDFS 5023. Critical Issues in Aging. 3 Hours.

Consideration of current issues of aging not covered in depth in other courses. Prerequisite: Graduate standing. May be repeated for up to 6 hours of degree credit.

HDFS 5403. Family Theories and Methods. 3 Hours.

this course is an introduction to graduate study in families. The course focuses on historical and contemporary family theories and research methods that have influenced research on families. Prerequisite: Graduate standing.

HDFS 5413. Adult Development. 3 Hours.

The course covers physical, cognitive, social, and personal dimensions of adult development. The information is presented from a lifespan developmental framework which encompasses (a) a multidisciplinary perspective, (b) consideration of the impact of prior development on late life as well as socio-historical influences (c) recognition of individual differences among older persons, and (d) concern for promoting optimal functioning. Prerequisite: Graduate standing.

HDFS 5423. Theories of Human Development. 3 Hours.

Classic and contemporary theories and theoretical issues concerning human development across the life span. Prerequisite: Graduate standing.

HDFS 5433. Advanced Studies in Child Development. 3 Hours.

An in-depth examination of issues in development during infancy, early, and middle childhood. Developmental theory and accomplishments/milestones are studied in the biocultural context. Emphasis is on review and analysis of classic and recent research literature and on evaluation of theoretical perspectives based on research evidence. Prerequisite: Graduate standing.

HDFS 5443. Gerontology. 3 Hours.

Examines physiological and psychological development of the aging individual, extended family relationships, service networks for older adults, and retirement activities. Some attention given to housing and care needs of persons in advanced years. Lecture 3 hours per week, seminar format. Prerequisite: Graduate standing.

HDFS 5453. Aging in the Family. 3 Hours.

This course considers theories and research on personal and family transitions and experiences in mid to late life that impact individuals and their family relationships. Applied assignments address these same issues. Prerequisite: Graduate standing.

HDFS 5463. Administration and Leadership in the Helping Professions. 3 Hours.

(Formerly HDFS 4463.) Planning, developing, operating, and evaluating programs in the helping professions, including child care and family-related agencies. Emphasis will be on administrators' roles as leaders in organizations. Topics include facilities, budget, staff development, and policy manuals. Graduate degree credit will not be given for both HDFS 4463 and HDFS 5463.

HDFS 5473. Cognitive Health. 3 Hours.

Cognitive skills form the foundation for functioning in everyday life and these skills take on added importance in older adulthood. This course focuses on selected theoretical approaches and current research related to cognitive aging. We will review normative and non-normative cognitive changes, assessment techniques, and prevention/intervention efforts. Throughout the course we will keep the role of environment and lifespan implications in the forefront of our discussion. Prerequisite: Graduate standing.

HDFS 5483. Creativity and Aging. 3 Hours.

What happens to creativity as a person ages? This unique class will help students to understand developmental and pathological changes in the brain that can lead to changes in creative output over time. Through hands-on experiences and direct association with older adults, students will grow an appreciation for creativity produced and inspired by older people. This course is intended to provide experiences that will help the student to be able to create art programs for older adults. Prerequisite: Graduate standing.

HDFS 5493. Environments and Aging. 3 Hours.

Designing for aging is big business. The older population of the U.S. is increasing in numbers, and lives in more varied kinds of housing, from single family homes to specially designed residential units for people experiencing dementia. This course uses interdisciplinary perspectives in an on-line web-based format to explore the preferences and needs of older adults and the attributes of various physical environments that enhance their lives. Students apply this knowledge to the design and management of housing, institutional facilities, neighborhoods, and communities. Prerequisite: Graduate standing.

HDFS 5593. Public Policy Advocacy for Children and Families. 3 Hours.

(Formerly HDFS 4493.) Public policy advocacy as related to children and family issues. Strategies for advocacy will be emphasized. Lecture three hours per week. Graduate degree credit will not be given for both HDFS 4493 and HDFS 5593.

HDFS 5603. Environmental Sociology. 3 Hours.

(Formerly HDFS 4603.) The course provides a social perspective on environmental issues. It examines the linkage between society, ecological systems and the physical environment. It provides conceptual framework(s) for analyzing environmental issues, considers the role of humans in environmental issues, and enhances understanding the complexity of the relationship between societal organization and environmental change. Graduate degree credit will not be given for both HDFS 4603 and HDFS 5603.

HDFS 5803. Gender and Aging. 3 Hours.

This course is designed to expose students to an overview of conceptual and applied issues related to how women age. Instead of focusing exclusively on women, this course will focus on women and men in order to understand the dynamic role of gender for the aging process. Students will be introduced to current theoretical and empirical work on the intersections between gender and aging. Using both life course and lifespan perspectives; biological, social, and behavioral aspects of human development and aging will be examined with respect to gender differences and similarities. Prerequisite: Graduate standing.

HDFS 5813. Gerontechnology. 3 Hours.

Population aging is combining with technological advancement to create and change the world of modern older people, their families, and their communities. This course takes an interdisciplinary approach to the understanding of the biological, environmental, and social spheres where technology and gerontology meet. Prerequisite: Graduate standing.

HDFS 5823. Mental Health and Aging. 3 Hours.

This is an advanced level course in Mental Health and Aging. The student will be introduced to the range of issues involved in this subject utilizing several theoretical perspectives within an overall systems framework. The major emotional, mental, and psychiatric problems encountered in old age will be examined along with the normal processes of the aging individual's personality, mental and brain functions. Common interventions and treatments available will be explored, as well as the consequences of no or inappropriate services. Challenges and barriers on the macro and micro systems levels will be presented with implications for the future of this field. Prerequisite: Graduate standing.

HDFS 5843. Physical Health and Nutrition in Aging. 3 Hours.

This course identifies the basic physiological changes during aging and their impacts in health and disease. The focus will be on successful aging with special emphasis on physical activity and nutrition. Practical application to community settings is addressed. Prerequisite: Graduate standing.

HDFS 5853. Policy and Aging. 3 Hours.

This course introduces much of the history behind the policies and programs targeted at aging individuals. Provides overview of the factors that impact economic well-being in late life, as well as an overview of community resources available to older adults. Prerequisite: Graduate standing.

HDFS 5873. Seminar in Long Term Care-. 3 Hours.

This course provides valuable information to the person interested in a leadership role in long-term care, but is also useful to persons who think their careers might intersect with senior living organizations or for those students who have a potential interest in long-term care options for their own parents or loved ones. The class is designed to benefit from a very successful intercession course taught each December/January intercession by adjunct professor, Steve Shields. Steve had been CEO at Meadowlark Hills Retirement Community from 1994 until 2010. He is nationally known for his ability to motivate change in long-term care settings. Taped lectures and presentations from the intercession course will provide some of the content for this class. Prerequisite: Graduate standing.