

## Transmittal Memo

The School of Family and Consumer Studies has a B.S. degree in Human Development and Family Studies with a concentration in gerontology. This curriculum proposal includes:

1. Reworking an abandoned level graduate course (FCS 64026 Intergenerational Family Relationships) into a slash level course: **HDFS 5/44031 Intergenerational Family Caregiving**. The FCS course was abandoned in 2006. The proposed HDFS 44031 will be a required course in the gerontology concentration.
2. Adding a new course **HDFS 44019/51095 Intergenerational Experiences** to the “Choose from” section in the gerontology concentration. This course was taught as a workshop for three years. Both the content and structure of the course has been refined and is now ready to be effectively taught in a graded – traditional course format.

### Need, Audience, and Precursors.

**HDFS 5/44031** will provide students graduating from our gerontology program with a strong knowledge base regarding the dynamics of multiple generation family structures, psychological and social stressors, and available resources. The need for this course is documented by demographic trends indicates that at least one-third of adults are simultaneously providing assistance to elderly members, children and grand- and great-grandchildren. This course was formally taught as a 60,000 level and abandoned in 2006 with the plan to rework it into a slash level course that would be offered at both the undergraduate and graduate levels.

**HDFS 5/44091 Intergenerational Experiences:** (a) provide opportunities for students to become comfortable interacting and communicating with older adults; (b) enhance students’ interpersonal competencies with older adults as they begin their careers in a human service area; and (c) provide applied experiences with older adults for students. This course was taught as a workshop from spring 2004 through spring semester 2006 then as a special topics course HDFS 41095/51095. Over the past three years, the content and the structure of the workshop/class has also evolved based on students’ and adult participants’ evaluations. The class is now ready to be taught in a graded as well as traditional course format. Similarly, the community service portion of the intergenerational program has been revised to reflect collaborative efforts with the Senior Exercise program offered by SELS.

**Effect on Program and Fiscal Impact.** These changes will strengthen the undergraduate gerontology curriculum by: (a) adding content on the dynamics of intergenerational families and caregiving relationships; and (b) providing guided opportunities to interact with older adults as well as engage in limited program planning for older adults at both the graduate and undergraduate levels. No negative fiscal impact is anticipated.

**Alternatives and Consequences.** The alternatives are having an undergraduate gerontology curriculum (a) that does not adequately provide our students with the needed knowledge to work with older adults and their families; (b) with limited applied experiences with older adults; and (c) with fewer available gerontology course options.

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **24-Jul-07**

Curriculum Bulletin \_\_\_\_\_

Effective Date **Fall 2008**

Approved by EPC \_\_\_\_\_

Department **Family and Consumer Studies**  
College **EH - Education, Health and Human Services**  
Proposal **Revise Course**  
Course Subject **HDFS** Course Number **44031**  
Course Title **Intergenerational Family Caregiving**  
Minimum Credits **02** Maximum Credits **02**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input checked="" type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites):

**NA**

Units consulted (other departments, programs or campuses affected by this proposal):

**Sociology, Psychology**

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### REQUIRED ENDORSEMENTS

*Harry Dellmann-Jenkins*  
Department Chair / School Director / Campus Dean

9 / 13 / 07

\_\_\_\_\_  
College Dean

\_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_  
Executive Dean of Regional Campuses

\_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_  
Senior Vice President for Academic Affairs and Provost

\_\_\_\_/\_\_\_\_/\_\_\_\_

# BASIC DATA SHEET

**All data entered below should reflect revised information.**

Preparation Date **24-Jul-07** Requested Effective Term **Fall 2008**  
 Course Subject **HDFS** Course Number **44031**  
 Course Title **Intergenerational Family Caregiving**  
 Title Abbreviation **Intergen Family Caregiving**  
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)  
 Slash Course **4 / 5 /** Cross-listed with **54031** Cross-list Banner code \_\_\_\_\_  
 4/5, 4/5/7 or 6/7 NOTE: To be completed by Curriculum Services.  
 Minimum Credit **02** ☒ to ☐ or Maximum Credit **02** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)  
 Contact Hours ☒ Lecture Minimum Hours **02.00** ☒ to ☐ or Maximum Hours **02.00**  
 Per Week ☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours  
☐ Other Minimum Hours ☐ to ☐ or Maximum Hours  
 NOTE: Contact hours should be per week.  
 Repeat Status **NR - Course may not be repeated**  
 If repeats, course limit **OR** maximum hours  
 Course Level **UG - Undergraduate**  
 Grade Rule **B - Letter**  
 Schedule Type(s) **LEC - Lecture**  
 Course Attribute(s) **none**  
 Credit By Exam **N - Credit by Exam Not Approved**

## COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

### Prerequisite

### Course(s)

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

### Test Score(s)

### Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

### Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

### COMPLETED BY CURRICULUM SERVICES

OBR Program Code \_\_\_\_\_

OBR Subsidy Code \_\_\_\_\_

OBR Course Level \_\_\_\_\_

CIP Code \_\_\_\_\_

Catalog Description **Intergenerational concerns of family caregivers across the lifespan, coping resources, formal and informal support systems.**

Complete the following only if applicable:

### Previous Title

Previous Subject **FCS** Previous Number **64026**

Term Start \_\_\_\_\_ Term End \_\_\_\_\_ NOTE: To be completed by Curriculum Services.

## Content Outline (include contact hours for each section)

Contact Hours	Outline
3.00	Demographic trends and projections: Caregivers across the lifespan
3.00	Caregiving theories
3.00	Differences in the provision of care: Impact of socio-economic background
3.00	Determination of functional status of adult care recipient which leads to a need for a caregiver
3.00	Special needs of the children and adolescents requiring caregiver time
3.00	Caregiving stressors and rewards
3.00	Personal coping resources of care-recipients and social-family support systems
3.00	Formal support services for caregivers and care recipients
3.00	Client advocacy and case management skills needed to work with clients in intergenerational caregiving and receiving roles
3.00	Future concerns for intergenerational family caregivers

**30.00** Total Contact Hours

Textbook(s) Used in this Course	Collection of readings from gerontological and family studies journals
Writing Expectations	8-10 page research paper, APA style
Instructor(s) Expected To Teach	Mary Dellmann-Jenkins, Ph.D.
Instructor(s) Contributing to Content	Mary Dellmann-Jenkins, Ph.D.

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**REQUIRED ENDORSEMENT**

*Mary Dellmann-Jenkins*

Department Chair / School Director / Campus Dean

9 / 13 / 07

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **24-Jul-07**

Curriculum Bulletin \_\_\_\_\_

Effective Date **Fall 2008**

Approved by EPC \_\_\_\_\_

Department **Family and Consumer Studies**  
 College **EH - Education, Health and Human Services**  
 Proposal **Establish Course**  
 Course Subject **HDFS** Course Number **44019**  
 Course Title **Intergenerational Experiences**  
 Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input checked="" type="checkbox"/> Subject	<input checked="" type="checkbox"/> Cross-Listed / Slash
	<input checked="" type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input checked="" type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites):

**None anticipated**

Units consulted (other departments, programs or campuses affected by this proposal):

**Exercise, Leisure & Sport; Health Education**

### REQUIRED ENDORSEMENTS

<u><i>Haley Delbrann-Jenkins</i></u> Department Chair / School Director / Campus Dean	<u>9 / 13 / 07</u>
_____ College Dean	____/____/____
_____ Executive Dean of Regional Campuses	____/____/____
_____ Senior Vice President for Academic Affairs and Provost	____/____/____

# BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date **24-Jul-07** Requested Effective Term **Fall 2008**  
 Course Subject **HDFS** Course Number **44019**  
 Course Title **Intergenerational Experiences**  
 Title Abbreviation **Intergen Experiences**  
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)  
 Slash Course **4 / 5 /** Cross-listed with **54019** Cross-list Banner code \_\_\_\_\_  
 4/5, 4/5/7 or 6/7 NOTE: To be completed by Curriculum Services.  
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)  
 Contact Hours ☒ Lecture Minimum Hours **01.75** ☒ to ☐ or Maximum Hours **01.75**  
 Per Week ☒ Laboratory Minimum Hours **02.50** ☒ to ☐ or Maximum Hours **02.50**  
☐ Other Minimum Hours \_\_\_\_\_ ☐ to ☐ or Maximum Hours \_\_\_\_\_  
 NOTE: Contact hours should be per week.  
 Repeat Status **NR - Course may not be repeated**  
 If repeats, course limit \_\_\_\_\_ OR maximum hours \_\_\_\_\_  
 Course Level **UG - Undergraduate**  
 Grade Rule **B - Letter**  
 Schedule Type(s) **LEC - Lecture LAB - Laboratory**  
 Course Attribute(s) **none**  
 Credit By Exam **N - Credit by Exam Not Approved**

## COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

### Prerequisite

### Course(s)

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

### Test Score(s)

### Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

### Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

### COMPLETED BY CURRICULUM SERVICES

OBR Program Code \_\_\_\_\_

OBR Subsidy Code \_\_\_\_\_

OBR Course Level \_\_\_\_\_

CIP Code \_\_\_\_\_

### Catalog Description

The purpose of this course is to provide students with practical experience in working with older adults in a structured setting. The focus of activities will be on enhancing the well-being of all participants and providing information in the areas of health, fitness, and other areas of well-being as well as community resources for older adults. Students will apply information about adult development to the older participants or members via a case study. Moreover, both the students and older adults will become more knowledgeable about the characteristics of each age group and their respective cultures and achieve a comfort level that promotes intergenerational experiences.

Complete the following only if applicable:

Previous Title \_\_\_\_\_

Previous Subject \_\_\_\_\_

Previous Number \_\_\_\_\_

Term Start \_\_\_\_\_

Term End \_\_\_\_\_

NOTE: To be completed by Curriculum Services.

## Content Outline (include contact hours for each section)

Contact Hours	Outline
3.00	<b>Stereotypes/biases regarding older adults</b>
2.00	<b>Overview of the older adult population including demographics and simulation of sensory/physical effects of aging</b>
1.00	<b>Historical overview of groups for older adults</b>
2.00	<b>Working with older adults in groups</b>
1.00	<b>Usual aging, well-being, and successful aging</b>
6.00	<b>Assessing well-being and using well-being measures to develop program outcomes</b>
2.00	<b>The role of exercise in the well-being of older adults</b>
2.00	<b>The role of nutrition in the well-being of older adults</b>
2.00	<b>Health and safety issues pertaining to older adults</b>
2.00	<b>Enhancing cognitive skills of older adults</b>
2.00	<b><i>The (5) individual topics listed below are included on a rotating basis, usually every other semester:</i></b>
	The role of leisure activities in the well-being of older adults
	Mental health issues affecting older adults
	Financial issues affecting older adults
	Social well-being issues unique to older adults
	Community resources for older adults
20.00	<b>Applied experiences with older adults</b>

**45.00** Total Contact Hours

Textbook(s) Used in this Course	<b>1) Readings pertaining to the semester topics will be placed on Electronic Reserve. 2) Rikli, R. E. &amp; Jones, J. C. (2001). Senior Fitness Test Manual. Champaign IL: Human Kinetics.</b>
Writing Expectations	<b>Reaction papers and a case study.</b>
Instructor(s) Expected To Teach	<b>HDFS faculty</b>
Instructor(s) Contributing to Content	<b>Mary Dellmann-Jenkins, Audrey Kraynak</b>

## REQUIRED ENDORSEMENT

Mary Dellmann-Jenkins  
 Department Chair / School Director / Campus Dean

9 / 13 / 07

Kent State University  
100 Nixon Hall  
P. O. Box 5190  
Kent, OH 44242-0001  
(330) 672-2197  
FAX: (330) 672-2194

## Family and Consumer Studies

TO: Donald Bubenzer, Chair ✓ *John D. West*  
Adult, Counseling, Health, & Vocational Education  
Wayne Munson, Director  
School of Exercise, Leisure & Sport

FROM: Mary Dellmann-Jenkins, Ph.D., Director  
School of Family and Consumer Studies

DATE: July 24, 2007

SUBJECT: CURRICULUM APPROVAL

Gerontology faculty members are reworking their curriculum in order to better prepare majors for positions in human service and healthcare settings. A component of this curriculum revision is to rework the existing special topics course HDFS 41095/51095 Activities for Intergenerational Experiences (previously continuing education workshops HDFS 41093/FCS 51093 or PEP 43093/ELS 53093 Adult Development & Well-Being) into GERO 4xxxx/5xxxxx *Intergenerational Experiences*, a new course that will be a requirement for undergraduate Gerontology majors and an elective for graduate students. After teaching the previous workshops/special topics courses for several years, faculty members were able to develop the structure necessary to make such a revision.

Please review the below course description and content outline and fax this memo to us at 672-2194 by August 13, 2007.

**COURSE DESCRIPTION:** *The purpose of this course is to provide students with practical experience in working with older adults in a structured setting. The focus of activities will be on enhancing the well-being of all participants and providing information in the areas of health, fitness, and other areas of well-being as well as community resources for older adults. Students will apply information about adult development to the older participants or members via a case study. Moreover, both the students and older adults will become more knowledgeable about the characteristics of each age group and their respective cultures and achieve a comfort level that promotes intergenerational experiences.*

### CONTENT OUTLINE:

Hours	Outline
3.00	Stereotypes/biases regarding older adults
2.00	Overview of the older adult population including demographics and simulation of sensory/physical effects of aging
1.00	Historical overview of groups for older adults
2.00	Working with older adults in groups
1.00	Usual aging, well-being, and successful aging
6.00	<del>Assessing fitness and using fitness measures to develop program outcomes</del>
2.00	The role of exercise in the well-being of older adults
2.00	The role of nutrition in the well-being of older adults
2.00	Health and safety issues pertaining to older adults
2.00	Enhancing cognitive skills of older adults
2.00	The below (5) individual topics are included on a rotating basis, usually every other semester: The role of leisure activities in the well-being of older adults; Mental health issues affecting older adults; Financial issues affecting older adults; Social well-being issues unique to older adults; Community resources for older adults
20.00	Applied experiences with older adults
45.00	Total Contact Hours

☒ I support this curriculum revision—there is limited encroachment with our course offerings.  
Comments:

☐ I do not support this curriculum revision—there is substantial encroachment with our course offerings.  
Comments:

*John D. West*  
*8-1-07*  
*Interim Chair*  
*Yael*  
*2/1/07*



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## Family and Consumer Studies

TO: Ellen Glickman, Professor ✓  
Exercise Science

FROM: Mary Dellmann-Jenkins, Ph.D., Director  
School of Family and Consumer Studies

DATE: September 13, 2007

SUBJECT: CURRICULUM APPROVAL

Gerontology faculty members are reworking their curriculum in order to better prepare majors for positions in human service and healthcare settings. A component of this curriculum revision is to rework the existing special topics course and create HDFS 44019/54019 *Intergenerational Experiences*. After teaching the previous workshops/special topics courses for several years, faculty members were able to develop the structure necessary to make such a revision.

**COURSE DESCRIPTION:** *The purpose of this course is to provide students with practical experience in working with older adults in a structured setting. The focus of activities will be on enhancing the well-being of all participants and providing information in the areas of health, fitness, and other areas of well-being as well as community resources for older adults. Students will apply information about adult development to the older participants or members via a case study. Moreover, both the students and older adults will become more knowledgeable about the characteristics of each age group and their respective cultures and achieve a comfort level that promotes intergenerational experiences.*

### CONTENT OUTLINE:

Hours	Outline
3.00	Stereotypes/biases regarding older adults
2.00	Overview of the older adult population including demographics and simulation of sensory/physical effects of aging
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2.00	Health and safety issues pertaining to older adults
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2.00	The below (5) individual topics are included on a rotating basis, usually every other semester: The role of leisure activities in the well-being of older adults; Mental health issues affecting older adults; Financial issues affecting older adults; Social well-being issues unique to older adults; Community resources for older adults
20.00	Applied experiences with older adults
45.00	<b>Total Contact Hours</b>

✓ I support this curriculum revision—there is limited encroachment with our course offerings.  
Comments:

\_\_\_\_\_ I do not support this curriculum revision—there is substantial encroachment with our course offerings.  
Comments:

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JUL 26 2007

## Family and Consumer Studies

TO: Richard Serpe, Chair ✓  
Department of Sociology  
Mary Ann Stephens, Chair  
Department of Psychology

FROM: Mary Dellmann-Jenkins, Ph.D., Director  
School of Family and Consumer Studies

DATE: July 24, 2007

SUBJECT: REVISED HDFS COURSE APPROVAL

As pointed out in an earlier e-mail, Gerontology faculty members are reworking their curriculum in order to better prepare majors for positions in human service and healthcare settings. A component of this curriculum revision is to rework an existing graduate-level course FCS 644026 *Intergenerational Family Relationships* into a slash-level course offering for both our senior-level and graduate students.

Please review the below course description and content outline and fax this memo to us at 672-2194 by August 13, 2007.

### COURSE DESCRIPTION:

Intergenerational concerns of family caregivers across the lifespan, coping resources, formal and informal support systems.

### CONTENT OUTLINE:

#### Hours Outline

- 3 Demographic trends and projections: Caregivers across the lifespan
- 3 Caregiving theories
- 6 Differences in the provision of care: Impact of socio-economic background
- 3 Determination of functional status of adult care recipient which leads to a need for a caregiver
- 3 Special needs of the children and adolescents requiring caregiver time
- 6 Caregiving stressors and rewards
- 6 Personal coping resources of care-recipient and social-family support systems
- 6 Formal support services for caregivers and care-recipients
- 6 Client advocacy and case management skills needed to work with clients in intergenerational caregiving and receiving roles
- 3 Future concerns for intergenerational family caregivers

Thank you very much.

✓ I support this curriculum revision—there is limited encroachment with our course offerings.  
Comments:

I do not support this curriculum revision—there is substantial encroachment with our course offerings.  
Comments

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JUL 26 2007

## Family and Consumer Studies

TO: Richard Serpe, Chair  
Department of Sociology  
Mary Ann Stephens, Chair ✓  
Department of Psychology

FROM: Mary Dellmann-Jenkins, Ph.D., Director  
School of Family and Consumer Studies

DATE: July 24, 2007

SUBJECT: REVISED HDFS COURSE APPROVAL

As pointed out in an earlier e-mail, Gerontology faculty members are reworking their curriculum in order to better prepare majors for positions in human service and healthcare settings. A component of this curriculum revision is to rework an existing graduate-level course FCS 644026 *Intergenerational Family Relationships* into a slash-level course offering for both our senior-level and graduate students.

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- 6 Client advocacy and case management skills needed to work with clients in intergenerational caregiving and receiving roles
- 3 Future concerns for intergenerational family caregivers

Thank you very much.

✓ I support this curriculum revision—there is limited encroachment with our course offerings.  
Comments:

I do not support this curriculum revision—there is substantial encroachment with our course offerings.  
Comments: