

Gerontological Chronicle

ASU School of Aging and Lifespan Development, College of Human Services, West Campus
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Third "Conference on Aging" set for Saturday, March 1

Mark your calendars now for the third (every-other year) "Conference on Aging"! Nine professionals in a variety of aging-related areas will speak on topics of interest to the general public. The conference will run from 8:30 AM to 1:00 PM on Saturday, March 1, at the ASU West campus (4701 W. Thunderbird Road, Phoenix).

We have a terrific slate of speakers presenting on a variety of topics (see below). Whether you are dealing with your own aging issues (such as retirement) or are the adult child of aging parents, you will find relevant and helpful information at this half-day conference.

Check-in is at 8:30 a.m. There will be three hour-long break-out sessions, with three presentation choices at each time. They are:

9:00: "Pre-Retirement Financial and Estate Planning" OR "Maintain Your Brain" OR "Coping with Caregiving: Reduce Stress and Build Hope."

10:15: "Fall Education and Medical Compliance" OR "Communicating with Alzheimer's Disease" OR "Senior Relocation Specialists – What Are They and What Do They Do?"

11:30: "Common Mental Health Issues for Older Adults" OR "Normal Aging vs. Memory Loss" OR "Planning for Your Future: Available Resources."

A Vendor Fair will be held from 12:30 until 1:00. If your organization would like to have a display table at the conference (\$100 for for-profits, \$25 for non-profits), please contact Eleanor Avilez at 602-543-6642.

Please note that we will not be offering continuing education credits, as the conference is focused on community education (the general public) and is not geared toward professionals in the field. We will, however, provide

From the Director's Desk

Happy New Year! This year promises to be an exciting one for the ASU "School of Aging and Lifespan Development." Our new degree programs – an MS and a BS in Aging and Lifespan Development – were both approved at the January ABOR meeting. Details are inside and at our website – <http://chs.asu.edu/aging>.

We also are hosting our third "Conference on Aging" on Saturday, March 1. Please see the article to the left for more information on our NINE breakout sessions! (Also, if your organization would like to sponsor a vendor table, there is information in the article about that.)

The College of Human Services will also be searching for a permanent director of the School of Aging and Lifespan Development, and we hope to make that announcement this spring.

Kathleen Waldron,
Interim Director

Contact and Program Information for the ASU Gerontology Program

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Program Websites:
<http://chs.asu.edu/aging>

certificates of attendance for those who would like them.

The cost is \$20, and pre-registration is strongly encouraged (so we know how many handouts we need for each session!). We will be happy to mail you a registration brochure (call 602-543-6642), or you can download it at our website at <http://chs.asu.edu/aging>.

We look forward to seeing you there!

New Bachelor's and Master's Degree Programs in Aging and Lifespan Development Approved by Board of Regents!

The Arizona Board of Regents approved the proposed new Bachelor's of Science and Master's of Science degree programs in "Aging and Lifespan Development" at their January meeting in Tucson.

The new degrees will be housed in the School of Aging and Lifespan Development, which is part of the College of Human Services, located at the West campus. Both degrees will require 36 hours of coursework, as well as a capstone project. The course prefixes will change from GRN to ALD, but all previously-taken GRN (or related) courses will count toward the new Bachelor's degree, and most graduate-level GRN (or related) courses may count toward the new Master's degree.

Details on each degree are below, and information will be available at our website, <http://chs.asu.edu/aging>, later in February.

New Bachelor's Degree in Aging and Lifespan Development

Admission Requirements: PSY 101 and SOC 101 (Introduction to Psychology and Introduction to Sociology).

Program Requirements. The program consists of 18 hours of core requirements and 18 hours of electives.

The core courses are:

- * ALD 101 Introduction to Aging Issues Across the Lifespan
- * ALD 202, 203, and 204 (one-credit field-placements);
- * ALD 301 Research Methods in Aging
- * ALD 380 Social Policy Issues in Midlife and Beyond
- * ALD 420 Health Issues and Older Adults
- * ALD 484 Capstone.

The elective choices include

- * ALD 303 Aging, Lifespan Development, and the Family
 - * ALD 404 Sexuality in Mid-Life and Beyond
 - * ALD 431 Caregiving for Older Adults
 - * ALD 472 Women, Aging, and the Life Course
 - * SOC 353 Death and Dying
 - * CMN 417 Communication and Aging
 - * PGS 427 Psychology of Aging
 - * RTM 450 Leisure and Aging
- as well as any ALD omnibus course (ALD 494), and certain ALD 500-level courses, with permission of the instructor and the ALD advisor. In addition, other aging-related courses may also be approved by the advisor.

The Minor in *Gerontology* will change to a Minor in *Aging and Lifespan Development*. Courses taken toward the current minor will count toward the new minor as well as the new major.

New Master's Degree in Aging and Lifespan Development

Admission Requirements: Students applying to the new MS in ALD must submit an application form, three letters of recommendation, a personal essay, and official transcripts from their undergraduate program. (See the website for the appropriate forms.)

Program Requirements. The program consists of 18 hours of core requirements and 18 hours of electives.

The core courses are:

- * ALD 505 Perspectives on Aging
- * ALD 510 Research Issues for Professionals in Aging
- * ALD 520 Health Aspects of Aging Adults
- * ALD 540 Public Policy Issues and Aging
- * ALD 593 Applied Project (6 hours)

The elective choices include

- * ALD 525 Mental Health in Mid-Life and Beyond
- * ALD 531 Caregiving Issues for Families and Professionals
- * ALD 535 Physical Activity and Aging
- * ALD 545 Elder Abuse and Neglect
- * ALD 560 Dementia

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Master's Program, Continued

* COM 570 Communication and Advocacy in Social Contexts

* SWG 598 Grief and Loss

* SWG 598 Spirituality and the Helping Professions

In addition, planned courses include ALD 550 Financial Issues of Aging; ALD 555 Communities and Housing for Older Adults; ALD 558 Diversity and Aging; ALD 565

Community Resources for Older Adults; ALD 575 Legal and Ethical Issues in Aging; and ALD 582 Global Issues and Aging.

The 21-hour Graduate Certificate in Gerontology will continue, but with a new name: *Graduate Certificate in Gerontology and Aging Processes*. Courses that count toward the current Certificate will apply to the new Certificate, as well as the Master's degree.

The Spotlight's On ... Certificate Student Barbara Bagan

One of the joys of being part of the ASU Gerontology Program is getting to know our fascinating and diverse students, and one of our recent graduates fits both categories.

Barbara Bagan, PhD, is both a psychotherapist and an artist. She has worked in art therapy for over twenty years, and developed the Expressive Arts Therapy program at Ottawa University, where she continues to teach. In her application to the Certificate program, Barbara wrote, "Being able to not just survive, but **to thrive and flourish during the second half of life means facing life honestly, resourcefully, and creatively.**" Barbara was able to experience, and encourage, all of these attributes during her internship with the Fountain Hills Parkinson Support Group. She conceived, developed, and taught a ten-week course in Expressive Arts for people with Parkinson's. To say it went exceedingly well would be an understatement!

Before she began teaching the course, Barbara first had to become up to date with Parkinson disease. Then, she had to apply her extensive knowledge of art therapy to the needs and limitations of people with Parkinson's. As part of this process, she wrote a manual for future use in training others to work in art therapy with specific populations.

Her first meeting was an indication of the excitement the class would generate for her and the eight students, several of whom insisted they were "not creative at all." On the first project, the students were asked to write their name in big letters on a piece of paper, and then decorate their name using images that described them. One "not creative" man

had a beautifully decorated name, with a little spider hanging above it. He described his Parkinson disease as a spider, and he as caught in its web. The spider was always there. The other members of the group became quiet, nodding in agreement. Barbara called this "the black spider moment," and added "**this is what this work is all about.**"

In two short weeks, Barbara noticed a "strong feeling of increased camaraderie, with laughter and lightness in individuals and collectively."

During Week 4, the group made a "self box," a type of three-dimensional collage, with the outside representing the outer self, and the inside the inner self. One woman "left her box empty, because that is how she feels and what her life is like now, compared to what it was."

In each week, the students in the class gained insights about their own relationship with Parkinson's, and learned from others' art projects. Barbara summed up her experience thus: "Having this unique opportunity to conceptualize, design, and implement an entirely new program was truly amazing! **This was an incredible experience**, from when I first began reading about the use of art with Parkinson's in the UK, to the final class, and realizing the immense impact and multitude of benefits of such a program. **I experienced a tremendous sense of validation from this internship**, and it has stimulated me to continue working in this area."

(Barbara, who completed her Certificate in December, was offered a position as a contract employee to develop more programs with the Muhammad Ali Parkinson Center.)

**For more information in the Muhammad Ali
Parkison Center, visit the website:**

<http://www.maprc.com/home/default.aspx>

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ASU's School of ALD and the Community

The ASU School of Aging and Lifespan Development (formerly the Gerontology Program) is involved with the greater community through our conferences and focused forums, research projects in the College of Human Services and across the ASU system, and our **Capstone, Field Placement, and Applied Project** programs.

If your organization would like to be a Capstone / Applied Project (internship) or Field Placement site (or both), please see the information below.

The **Capstone** (effective Fall 2008) is for undergraduate students who have completed at least 24 hours of Aging and Lifespan Development courses. Students work for agencies and organizations that serve older adults for 135 hours over the course of a semester.

Field Placements (effective Fall 2008) consist of 45 hours of direct contact working with older adults. This is usually divided into three hours per week, over the 15-week semester. Undergraduate students must complete three Field Placements for their degree in Aging and Lifespan Development.

The **Applied Project** (effective Fall 2008) is a six-credit course for our graduate students, taken once they have completed at least 24 credits. It is similar to the Capstone, except at a graduate level.

If your organization would like to be part of any of these programs, or for more information, please contact Kathleen Waldron.

**Details Inside on our NEW DEGREE PROGRAMS – MS and BS --
and our upcoming CONFERENCE ON AGING!**