DHA 5481: Promoting Independence in Housing and Community
3 Credits
11:45 – 1 p.m. Tuesday and Thursday
395 McNeal Hall

This course is an interdisciplinary seminar in the study of housing, work, and community environments as they relate to aging and managing disabilities. Principles of home modification, universal design, livable communities, and assistive technology to support individuals/families. Particular emphasis will be on the housing needs of older adults and persons with disabilities and the ways in which housing and community planning facilitates or inhibits the quality of life for persons with special needs.
Prerequisites: DHA 2401; junior, senior, or graduate student status

Students will be able to:
- Understand the theoretical underpinnings of the special population/lifespan approach to the housing environment.
- Identify demographic, physical, psychological, and social characteristics of each of the target populations discussed.
- Increase awareness of the ways in which existing housing and community designs create barriers or facilitates improved quality of life for residents.
- Understand how user needs and characteristics may be used to design appropriate housing.
- Evaluate housing and housing designs for target populations.
- Evaluate regulations, standards, and public policies that affect supportive housing.
- Understand the concepts of accessible and universal design and their application to the residential environment.

University Learning Outcome Addressed: Identify, define, and solve problems
The outcome is addressed through lecture, small and large group discussions, readings, reflection papers, and public engagement activities to identify and define housing and community barriers for individuals, including seniors and individuals with disabilities. The course project is to 1. Summarize barriers identified through the needs assessment; 2. Research and evaluate housing solutions and community planning strategies for inclusive home, work, and community environments; and 3. Recommend a practical.

The outcome is assessed through a series of developmental activities over the semester; students discuss public engagement experiences, conduct a needs assessment, research design and technological options, and develop a practical solution to minimize barriers in the built environment to benefit their service-learning partner.

Instructor: Marilyn Bruin, Ph.D.
Office hours: Mondays and Tuesdays
Office number: 612 624-3780
Office fax: 612 624-2750
Email: mbruin@umn.edu
To make an appointment. I keep office hours for drop-in appointments; I will do everything in my power to keep office hours. If I have a conflict, I will announce it in class and post on my door. Please feel free to talk to me about any issue relating to the course. I am eager to address questions or concerns about assignments, readings, my teaching, grading, anything related to the class, talk to me. Alternatively leave a voice message or send an email; I will make every effort to contact you within 24 hours.

Required Texts:

Additional required readings on E-reserve and WebCT

Recommended Websites:
CAST (Center for Aging Services Technologies): [www.agingtech.org](http://www.agingtech.org)
Prevalence and Most Common Causes of Disability Among Adults - United States, 2005 at [www.cdc.gov/mmwr/preview/mmwrhtml/mm5816a2.htm?s_cid=mm5816a2_e](http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5816a2.htm?s_cid=mm5816a2_e)
Gator Tech Smart House: [www.icta.ufl.edu](http://www.icta.ufl.edu)
Home for Life Solutions: [www.homeforlifesolutions.com/](http://www.homeforlifesolutions.com/)
InformeDesign: [http://www.informedesign.umn.edu/](http://www.informedesign.umn.edu/)
Japanese Ubiquitous Home: [http://open-ukari.nict.go.jp/Videos-e.html](http://open-ukari.nict.go.jp/Videos-e.html)
Minnesota Board on Aging [http://www.mnaging.org/advisor/housing.htm](http://www.mnaging.org/advisor/housing.htm)
Minnesota Department of Human Services [http://www.dhs.state.mn.us/](http://www.dhs.state.mn.us/)
Tabs for Aging and Disabilities
Senior Cooperative Housing: [http://www.wisconsinruralhousing.org/homecominggrant.html](http://www.wisconsinruralhousing.org/homecominggrant.html)
[www.design.ncsu.edu/cud/pubs_p/UDinHousing.pdf](http://www.design.ncsu.edu/cud/pubs_p/UDinHousing.pdf)
[www.extension.iastate.edu/universaldesign](http://www.extension.iastate.edu/universaldesign)
Quiet Care Systems (Living Independently Group and GE Healthcare): [www.quietcaresystems.com/index_fl.htm](http://www.quietcaresystems.com/index_fl.htm)
X-10 Home Automation Solutions: [www.x10.com/products4/google/auto_5room_ps_nox.html](http://www.x10.com/products4/google/auto_5room_ps_nox.html)
Undergraduate System of Evaluation:

In-class Assignments 100 points
Exams (4 @ 25 points) 100 points
Final Group Project
  25 points Request for Service Project
  25 points Group Power point presentation
  50 points Written summary relating service-learning to course 100 points
Participation in class and email discussion 100 points
Total 400 points

University of Minnesota Grading Scale:
To arrive at a final grade, the following system will be observed: The grades for all assignments and the semester grade will be based upon the percentage of a numerical score.

Remember:
“A” represents achievement that is outstanding relative to the level necessary to meet course requirements.
“B” represents achievement that is significantly above the level necessary to meet course requirements.
“C” represents achievement that meets the course requirements in every respect.
“D” represents achievement that is worthy of credit even though it fails to meet fully the course requirements.

The following percentages will determine final grading for this course:

- 94-100%  A
- 90-93  A-
- 87-89  B+
- 84-86  B
- 80-83  B-
- 77-79  C+
- 74-76  C
- 70-73  C-
- 67-69  D+
- 60-66  D
- 0-59  F

Exams: Four on-line exams will be given. Questions will be drawn from the class discussions and presentations, handouts, supplemental information posted on WebCt, readings, and speakers.
In-class assignments: Students can expect unannounced, in-class assignments during the semester; come to class prepared to write about the readings. No make-up of in-class assignments will be accepted.
Participation in class and email discussions: Students regularly attending and contributing to class and email discussions will earn points. Students should check their email accounts a minimum of once a week. The deadline for email assignments will be 5 p.m. on Mondays.
Course Expectations:
  o Everyone is expected to be attentive during class, ask questions if you do not understand something, and actively participate. You are also expected to listen respectfully when others are speaking. Expressions of racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate in this class.
  o Late assignments will be graded down one full letter grade for each day they are late. **Assignments are to be turned in at the beginning of the period in which they are due.**
  o If you have an emergency or problem with this course, contact the instructor as soon as possible.
  o Students are expected to follow the honor code of the University of Minnesota and any violation will result in the loss of credit.
  o Incompletes will be given only in the case of prolonged illness. Exceptions are rare and at my discretion.
  o Students are expected to contribute equitably to group projects. I will discuss group projects with the group, not with individuals.

Course Outline

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Readings:  
November 6 - 8

Week Eleven  
November 13 - 15

Week Twelve  
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Week Thirteen  
November 27 - November 30

Week Fourteen  
December 4 – 6 
Presentations and Interactive Discussion

Week Fifteen  
December 11 
Presentations and Interactive Discussion

Take final quiz through WebCT