

# COLLEGE OF DESIGN

Urban Senior Housing Development: The case of Episcopal Homes in St Paul, MN  
UNIVERSITY OF MINNESOTA

## Syllabus Overview

Course Designator	HSG	Section Number	1
Course Number	5481	Semester and Year	Fall 2015

Class Meeting Days & Time	11:45 – 1 p.m. Monday and Wednesday
Classroom	395 McNeal
Number of Credits	3
Final Exam Date & Time	No final exam

### Instructor's Information

Name	Marilyn Bruin, PhD
Office Location	360 McNeal
Office Phone	612 624-3780
Email	mbruin@umn.edu
Office Hours	1:30 – 3:30 Wednesday

### Course Information and Instructor's Expectations

**Course Description:** an interdisciplinary seminar in the study of housing, work, and community environments as they relate to aging and managing disabilities. We use the principles of quality of life, 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. This course is part of the Resilient Communities Project. This semester we are working with North Saint Paul. Prerequisites: HSG 2401; junior, senior, or graduate students

#### Required and Recommended Materials:

##### Texts:

- Blechman, A.D. (2008). *Leisureville: Adventures in America's retirement utopias*. New York: Atlantic Monthly Press.
- Cisneros, H., Dyer-Chamberlain, M. & Hickie, J. (Eds). *Independent for life: Homes and neighborhoods for an aging America* (51-69). Austin, TX: University of Texas Press.
- Clendinen, D. (2008). *A place called Canterbury: Tales of the new old age in America*. New York, NY: Pequin Books.

Additional required readings on E-reserve and Moodle.

#### Student Learning Outcomes following course completion: Can identify, define, and solve problems

##### Course objectives:

1. Understand theoretical underpinnings of special population/lifespan approach to housing.
2. Identify demographic, physical, psychological, and social characteristics of the target populations discussed.
3. Increase awareness of ways in which existing housing and community designs create barriers or facilitates improved quality of life for residents.
4. Understand how user needs and characteristics maybe used to design appropriate housing.
5. Evaluate housing and housing designs for target populations.
6. Evaluate regulations, standards, and public policies that affect supportive housing.
7. Understand the concepts of accessible and universal design and their application to the residential environment.

The outcomes are addressed through lecture, small and large group discussions, readings, in-class writing activities, and public engagement activities to identify and define housing and community barriers for individuals, including seniors and individuals with disabilities.

**Release of Work Statement:** Students understand that enrollment in this course grants consent for their work to be selected for inclusion in college or departmental publications (online or in print). Your instructor may select to use your work to represent her/his skills as an instructor in a teaching portfolio (online or in print).

**Attendance:** Students are expected to attend class and come to class prepared to discuss the assigned readings. Students can expect in-class assignments during the semester, the assignments will not be announced prior to distribution. No make-up of in-class assignments will be accepted. Note: Participation and in-class assignment account for 25% of your grade

**Workload:** Students are expected to read between 100 and 200 pages per week and complete writing assignments before the due date.

Grading Structure: <http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>

**Accepting and Returning Assignments:** Assignments are to be turned in at the beginning of the period in which they are due. I make every effort to return assignments within seven days.

**Grading Late Work:** Late assignments will be graded down one full letter grad for each day they are late.

**Policy for Missed Exams:** Three on-line quizzes through Moodle during our assigned exam period. Questions will be drawn from assigned readings, information posted on the course Moodle, lectures, class discussion, guest speakers, and handouts.

**Make Up Work for Legitimate**

**Absences:** <http://www.policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>

**Extra Credit Options:** There are no extra credit options in this class.

## University Policies

**Personal Electronic Devices in**

**Classroom:** <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

**Use of Class Notes and Materials:**

<http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html>

**Scholastic Dishonesty and Student Conduct Code:**

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

**Sexual Harassment:** <http://policy.umn.edu/hr/sexualharassment>

**Statement on Climate of Inclusivity:**

You are expected to be attentive during class, ask questions if you do not understand something, and to offer your opinion. You are also expected to listen respectfully to other students and to me when speaking. The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs and facilities without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Racism, sexism, homophobia, classism, ageism and other forms of bigotry are inappropriate to express in this class. Reports of harassment are taken seriously, and there are individuals and offices available for help. (or refer to [http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf))

**Academic Freedom and Responsibility:**

[http://www1.umn.edu/regents/policies/academic/Academic\\_Freedom.pdf](http://www1.umn.edu/regents/policies/academic/Academic_Freedom.pdf)

**Availability of Disability and Mental Health Services:**

The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services (DS) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

- Students who have, or think they may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical or systemic), are invited to contact DS to arrange a confidential discussion at 612- 626-1333 (V/TTY) or [ds@umn.edu](mailto:ds@umn.edu).
- Students registered with DS, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester to discuss accommodations outlined in their letter.

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via [www.mentalhealth.umn.edu](http://www.mentalhealth.umn.edu) or contact Counseling/Consulting Services at 612-624-3323.

**Academic Services:**

If you would like additional help, please contact one of the offices listed below.

Center for Writing	10 Nicholson Hall, Mpls	612-626-7579
Student Academic Success Service	340 Appleby Hall, Mpls 199 Coffey Hall, St. Paul	612-624-3323

### Course Expectations

- 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.
- **Assignments are turned in at the beginning of the period in which they are due.**
- **There are no “make-ups” for in-class writing assignments.**
- If you have an emergency or problem with this course, contact the instructor as soon as possible.
- Students are expected to follow the honor code of the University of Minnesota and any violation will result in the loss of credit.
- Incompletes will be given only in the case of prolonged illness. Exceptions are rare and at my discretion.
- Students are expected to contribute equitably to group projects. I will discuss group projects with the group, not with individuals.

### System of Evaluation

In-class Assignments and participation in class discussion			
Impromptu in-class writing assignments totaling 25 points	100 points		
Quizzes (4 @ 25 points)	100 points		
Book Review (2 @ 25 points)	50 points		
Research Article Discussion leader	50 points		
Group Project			
50 points Needs assessment summary			
50 points Literature review and summary			
50 points Group Power point presentation			
50 points Written summary with recommendations	200 points		500 points

### Tentative Course Outline

Week One	September 9	<b>Introductions, expectations, assignments</b>
Week Two	September 14 - 16	<b>Demographics, Preferences, and Quality of Life</b>
		<b>Readings:</b> AoA Profile of older Americans 2011 profile <a href="http://www.aoa.gov/AoARoot/Aging_Statistics/Profile/index.aspx">http://www.aoa.gov/AoARoot/Aging_Statistics/Profile/index.aspx</a> Cisneros, et al., Chapters 1 - 4 Kane, R.A., Kling, K., Bershadsky, B., Kane, R.L., Giles, K., Degenholtz, H.B., Liu, J., & Culter, L.J. (2003). Quality of life measures for nursing home residents. <i>The Journal of Gerontology</i> . 58A(3). 240-248. Rowles, G.D., & Bernard, M. (2013). The meaning and significance of place in old age. In Rowles, G.D., & Bernard, M. (Eds.). <i>Environmental gerontology: Making meaningful places in old age</i> . (pp. 3-24). New York: Springer.
Week Three	September 21 – 23	<b>Changes with Aging and Home Safety</b>
		<b>Readings:</b> Gitlin, L.N. (2000). Adjusting person-environment systems: Helping older people live the “good life at home”. In R. I. Rubinstein, M. Moss, & M. H. Kleban (Eds.), <i>The many dimensions of aging</i> . (pp.41-53). New York: Springer. Stoeckel, K.J., & Porell, F. (2010). Do older adults anticipate relocating? <i>Journal of Applied Gerontology</i> , 29( 2) 231-250 doi: 10.1177/0733464809335595
Week Four	September 28 – 30	<b>Theory</b>
		<b>Readings:</b> Nahemow, L. (2000). The ecological theory of aging” Powell Lawton’s legacy. In R. I. Rubinstein, M. Moss, & M. H. Kleban (Eds.), <i>The many dimensions of aging</i> . (pp.22-40). New York: Springer. Pastalan, L.A. & Barnes, J. (1999). Personal rituals: Identity, attachment to place, and community solidarity. In B. Schwarz and Ruth Brent (Eds.), <i>Aging, autonomy, and architecture: Advances in assisted living</i> (pp. 81-89). Boston: John Hopkins Press.

Steinfeld, E. & Tauke, B. (2002). Universal Designing. In J. Christopherson (Ed.), *Universal Design: 17 ways of thinking and teaching* (pp. 165-189).

Weisman, G.D. & Moore, K.D. (2003). Visions and Values: M. Powell Lawton and the philosophical foundations of environment-aging studies. *Journal of Housing for the Elderly*, 17(1/2), 23-37.

**Quiz one through Moodle**

Week Five

October 5 - 14

**Home Modification and Assistive  
Technology**

**Readings:**

Cisneros, et al., Chapters 7 - 12

Demiris, G., & Hensel, B. (2009). "Smart homes" for patients at the end of life. *Journal of Housing for the Elderly*, 23(1) <http://www.tandfonline.com/doi/abs/10.1080/02763890802665049>

Kutzik, D.M., Glascock, A.P., Lundberg, L., & York, J. (2008). Technological tools of the future. In S.M. Golant & J. Hyde (Eds.), *The assisted living residence: A vision for the future* (pp. 223-247). Boston: John Hopkins Press.

Mahmood, A., Yamamoto, T., Lee, M., & Steggell, C. (2008). Perceptions and use of Gerotechnology: Implications for aging in place. *Journal of Housing for the Elderly*, 22(1) <http://www.tandfonline.com/doi/abs/10.1080/02763890802097144>

Tanner, B., Tilse, C., & deJonge, D. (2008). Restoring and sustaining home: The impact of home modification on the meaning of home for older people. *Journal of Housing for the Elderly*, 22(3) <http://www.tandfonline.com/doi/abs/10.1080/02763890802232048>

<http://www.homemods.org/resources/pages/coneval.shtml> <http://www.homemods.org/resources/pages/ATAssess.shtml>

Week Six                                      October 21 - 23                                      **Housing Alternatives**

**Readings:** Ginzler, E. (2012). From home to hospice. In Cisneros, H., Dyer-Chamberlain, M. & Hickie, J. (Eds). *Independent for life: Homes and neighborhoods for an aging America* (51-69). Austin, TX: University of Texas Press.

Cisneros, et al., Chapters 5 - 6

Oswald, F., & Wahl, H-W. (2012). Creating and sustaining homelike places in residential environments. In Rowles, G.D, & Bernard, M. (Eds). *Environmental gerontology: Making meaningful places in old age*. (pp. 53-77). New York: Springer.

Robinson, J., Shugrue, N., Reed, I., Thompson, N., Smith, P., & Grumman, C. (2011). Community-based versus institutional supportive housing: Perceived quality of care, quality of life, emotional well-being, and social interaction. *Journal of Applied Gerontology*, 30, 275-303. DOI: 10.1177/0733464810369810.

Week Seven                                      October 28 - 30                                      **Assisted Living**

**Readings:** Cutchin, M.P. (2013). The complex process of becoming at-home in assisted living. In Rowles, G.D, & Bernard, M. (Eds). *Environmental gerontology: Making meaningful places in old age*. (pp. 105-123). New York: Springer.

Ecker, J.K., Carder, P.C., Morgan, L.A. Frankowski, A.C., & Roth, E.G. (2009). *Inside Assisted Living*. (pp. 1-12; 167-212). Baltimore, MD: John Hopkins Press.

Hyde, J., Perez, R., & Reed, P.S. (2008). The road is rapidly aging. In S.M. Golant & J. Hyde (Eds.), *The assisted living residence: A vision for the future* (pp.46-85). Boston: John Hopkins Press.

Week Eight                                      November 2 - 4                                      **Long Term Care**

Readings: Across the States 2012: Profiles of Long-Term Services and Supports [http://www.aarp.org/content/dam/aarp/research/public\\_policy\\_institute/ltc/2012/across-the-states-2012-in-brief-AARP-ppi-ltc.pdf](http://www.aarp.org/content/dam/aarp/research/public_policy_institute/ltc/2012/across-the-states-2012-in-brief-AARP-ppi-ltc.pdf)

Across the states: Profiles of Long-Term Services and Supports Minnesota [http://www.aarp.org/content/dam/aarp/research/public\\_policy\\_institute/ltc/2012/across-the-states-2012-minnesota-AARP-ppi-ltc.pdf](http://www.aarp.org/content/dam/aarp/research/public_policy_institute/ltc/2012/across-the-states-2012-minnesota-AARP-ppi-ltc.pdf)

Carman, N. (2009). A history of long-term care in the United States. In Abbott, P.S. (Eds.). *Re-creating neighborhoods for successful aging* (pp. 7-22). Baltimore, MD: Health Professions Press.

Mandy, F. R. (2009). The evolution of continuing care retirement communities: Not your grandmother's retirement community. In Abbott, P.S. (Eds.). *Re-creating neighborhoods for successful aging* (pp. 91-114). Baltimore, MD: Health Professions Press.

**Quiz two through Moodle**

Week Nine                                      November 9 - 11                                      **Community**

**Readings:** Iwarsson, S., Stahl, A., & Lofqvist, C. (2013). Mobility in outdoor environments in old age. In Rowles, G.D, & Bernard, M. (Eds). *Environmental gerontology: Making meaningful places in old age*. (pp. 175- 198). New York: Springer.

- Peace, S. (2013). Social interaction in public spaces and places. In Rowles, G.D. & Bernard, M. (Eds). *Environmental gerontology: Making meaningful places in old age*. (pp. 25-49). New York: Springer.
- Phillips, J. (2013). Older people's use of unfamiliar spaces. In Rowles, G.D. & Bernard, M. (Eds). *Environmental gerontology: Making meaningful places in old age*. (pp. 199-223). New York: Springer.
- Scheidt, R.J., & Norris-Baker, C. (2003). Many meanings of community: Contributions of M. Powell Lawton. *Journal of Housing for the Elderly*, 17(1/2), 55-66.
- Tang, F., & Pickard, J.G. (2008). Aging-in-place or relocation: Perceived awareness of community-based Long-Term Care and Services. *Journal of Housing For the Elderly* 22(4) <http://www.tandfonline.com/doi/abs/10.1080/02763890802458429>
- Thang, L.L., & Kaplan, M.S. (2013). Intergenerational pathways for building relational spaces and places. In Rowles, G.D. & Bernard, M. (Eds). *Environmental gerontology: Making meaningful places in old age*. (pp. 225-251). New York: Springer. <http://www.theatlanticcities.com/neighborhoods/2013/06/next-big-infrastructure-crisis-age-proofing-america/5865/>

Week Ten

November 2 - 4

**Book Review due November 6**

- Readings:** Alley, D., Leibig, P., Pynoos, J., Banerjee, T., & Choi, I.H. (2007). Creating elder-friendly communities: Preparations for an aging society. *Journal of Housing for the Elderly*, 49(1/2): 1 – 18.
- Carpenter, B.D., Edwards, D.F., Pickard, J.G., Palmer, J.L., Stark, S., Neufield, P.S., & Morrow-Howell, N. (2007). Anticipating relations: Concerns about moving among NORC residents. *Journal of Housing for the Elderly*, 49(1/2): 165-203.
- Cisneros, et al., Chapters 13 - 17
- Cohen, C.S., Mulroy, E., Tull, T., Bloom, C.C., & Karnas, F. (2007). Integrating services for older adults in housing settings. *Journal of Housing for the Elderly*, 49(1/2): 145- 164.
- Kirk, P.A. (2009). Naturally-occurring retirement communities: Thriving through creative retrofitting. In Abbott, P.S. (Eds.). *Re-creating neighborhoods for successful aging* (pp. 115-143) Baltimore, MD: Health Professions Press.

Week Eleven

November 9 - 11

**Universal Design**

- Readings:** <http://bluetoad.com/publication/?i=157843> <http://www.nahb.org/generic.aspx?genericContentID=89934> [http://www.ncsu.edu/ncsu/design/cud/about\\_ud/udhistory.htm](http://www.ncsu.edu/ncsu/design/cud/about_ud/udhistory.htm)

**Quiz three through Moodle**

Week Twelve

November 16 - 18

**Retirement Communities**

- Readings:** Bartlam, B., Bernard, M., Liddle, J., Scharf, T., & Sim, J. (2013). In Rowles, G.D. & Bernard, M. (Eds). *Environmental gerontology: Making meaningful places in old age*. (pp. 253-280). New York: Springer.
- Blechman, A.D. (2008). *Leisureville: Adventures in America's retirement utopias*. (Discussion and book review due.)

Week Thirteen

November

23

- Readings: Cisneros, et al., Chapters 18 - 20

Week Fourteen

November 30 - December 1

**Policy**

- Readings:** Bernard, M., & Rowles, G.D. (2013). Past, present, and future in designing private and public environments for creating and sustaining place. In Rowles, G.D. & Bernard, M. (Eds). *Environmental gerontology: Making meaningful places in old age*. (pp. 283-303). New York: Springer.
- Newcomer, R., Flores, C., & Henandez, M. (2008). State and federal policies and regulations. In S.M.

Golant & J. Hyde (Eds.), *The assisted living residence: A vision for the future* (pp. 351-378). Boston: John Hopkins Press.

Rosenfield, J.B., & Chapman, W. (2008). *Home design in an aging world*. New York: Fairchild. Chapter 10.

Stone, R.I., Harahan, M., & Sanders, A. (2008). Expanding affordable housing with services for older adults: Challenges and potential. In S.M. Golant & J. Hyde (Eds.), *The assisted living residence: A vision for the future* (pp. 329-378). Boston: John Hopkins Press.

Week Fifteen

December 7 – 9

Presentations and Interactive Discussion

**Quiz four through Moodle**

**Research Article Assignments**

Date	Discussion facilitators	Research Article
Sept 16	Michael Urness	Rowles and Bernard
Sept 23	Jennifer Speigelber	Stoekel and Porell
Sept 30	Alejandro Sanchez	Weisman and Moore
Oct 28	Katherine Rose	Mahmood, et al.,
Oct 28	Sorcha Carpenter	Robinson et al.,
Oct 28	Hollie Batinich	Tang and Pickard

Everyone is required to read articles and come to class prepared to discuss. The assigned facilitator should bring leading questions, activities, supplemental materials, etc. to class to help you lead the discussion.