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

Syllabus Overview

<table>
<thead>
<tr>
<th>Course Designator</th>
<th>HSG</th>
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<tbody>
<tr>
<td>Course Number</td>
<td>5481</td>
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<table>
<thead>
<tr>
<th>Section Number</th>
<th>1</th>
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<tbody>
<tr>
<td>Semester and Year</td>
<td>Fall 2015</td>
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<table>
<thead>
<tr>
<th>Class Meeting Days &amp; Time</th>
<th>11:45 – 1 p.m. Monday and Wednesday</th>
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<tbody>
<tr>
<td>Classroom</td>
<td>395 McNeal</td>
</tr>
<tr>
<td>Number of Credits</td>
<td>3</td>
</tr>
<tr>
<td>Final Exam Date &amp; Time</td>
<td>No final exam</td>
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Instructor’s Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Marilyn Bruin, PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>360 McNeal</td>
</tr>
<tr>
<td>Office Phone</td>
<td>612 624-3780</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:mbruin@umn.edu">mbruin@umn.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>1:30 – 3:30 Wednesday</td>
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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:

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](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.

**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.

**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](http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html)

**Use of Class Notes and Materials:** [http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html](http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html)

**Scholastic Dishonesty and Student Conduct Code:** [http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html](http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html)

**Sexual Harassment:** [http://policy.umn.edu/hr/sexualharassment](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)

Academic Freedom and Responsibility:
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.
- 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 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.

<table>
<thead>
<tr>
<th>Center for Writing</th>
<th>10 Nicholson Hall, Mpls</th>
<th>612-626-7579</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Academic Success Service</td>
<td>340 Appleby Hall, Mpls</td>
<td>612-624-3323</td>
</tr>
<tr>
<td></td>
<td>199 Coffey Hall, St. Paul</td>
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</tbody>
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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 respectively 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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Impromptu in-class writing assignments totaling 25 points</td>
<td>100 points</td>
</tr>
<tr>
<td>Quizzes (4 @ 25 points)</td>
<td>100 points</td>
</tr>
<tr>
<td>Book Review (2 @ 25 points)</td>
<td>50 points</td>
</tr>
<tr>
<td>Research Article Discussion leader</td>
<td>50 points</td>
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Group Project

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Needs assessment summary</td>
<td>50 points</td>
</tr>
<tr>
<td>Literature review and summary</td>
<td>50 points</td>
</tr>
<tr>
<td>Group Power point presentation</td>
<td>50 points</td>
</tr>
<tr>
<td>Written summary with recommendations</td>
<td>200 points</td>
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Tentative Course Outline

Week One September 9
- Introductions, expectations, assignments

Week Two September 14 - 16
- Demographics, Preferences, and Quality of Life
  Readings:
  - AoA Profile of older Americans 2011 profile
  - Cisneros, et al., Chapters 1 - 4

Week Three September 21 – 23
- Changes with Aging and Home Safety
  Readings:

Week Four September 28 – 30
- Theory
  Readings:

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*Quiz one through Moodle*

Week Five October 5 - 14 **Home Modification and Assistive Technology**

**Readings:**

- Cisneros, et al., Chapters 7 - 12


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


Cisneros, et al., Chapters 5 - 6


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


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


Across the states: Profiles of Long-Term Services and Supports


**Quiz two through Moodle**

**Week Nine** November 9 - 11 **Community**


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**Week Ten**
**November 2 - 4**

**Book Review due November 6**

**Readings:**


Cisneros, et al., Chapters 13 - 17


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**Week Eleven**
**November 9 - 11**

**Universal Design**

**Readings:**

**Quiz three through Moodle**

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**Week Twelve**
**November 16 - 18**

**Retirement Communities**

**Readings:**


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**Week Thirteen**
**November 23**

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

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**Week Fourteen**
**November 30 - December 1**

**Policy**

**Readings:**


Chapter 10.


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**Week Fifteen**

December 7 – 9

**Presentations and Interactive Discussion**

**Quiz four through Moodle**

**Research Article Assignments**

<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion facilitators</th>
<th>Research Article</th>
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<tbody>
<tr>
<td>Sept 16</td>
<td>Michael Urness</td>
<td>Rowles and Bernard</td>
</tr>
<tr>
<td>Sept 23</td>
<td>Jennifer Speigelber</td>
<td>Stockel and Porell</td>
</tr>
<tr>
<td>Sept 30</td>
<td>Alejandro Sanchez</td>
<td>Weisman and Moore</td>
</tr>
<tr>
<td>Oct 28</td>
<td>Katherine Rose</td>
<td>Mahmood, et al.,</td>
</tr>
<tr>
<td>Oct 28</td>
<td>Sorcha Carpenter</td>
<td>Robinson et al.,</td>
</tr>
<tr>
<td>Oct 28</td>
<td>Hollie Batinich</td>
<td>Tang and Pickard</td>
</tr>
</tbody>
</table>

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.