

**Honors Reading Course: (Un Common Read – Learning from a Disabled Caregiver)
IDH 2930, Section 30973 - Spring 2022**

Time/Location: Wednesdays, 7 (1:55 pm – 2:45 pm). Little 117

Instructor: Randall A. (Randy) Cantrell, PhD
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Office Hours and Consultation Policy

I am available by appointment. Contact me about my availability by email or text to make a face-to-face appointment. Also, if you have a question or want to discuss something, the best way to contact me is by email or text.

Course Description

This course will examine the process and methods for caring for persons with disabilities with an emphasis on coping skills, management of physical equipment and contractors required for dealing with Aging-in-Place (AiP), and the stress and toll a relationship(s) encounter in the process of attempting to care for one another while transitioning through the aging process.

General Education Objectives and Learning Outcomes

AiP, as a discipline and profession, promotes lifelong safe practices within the residence via sound decision-making about design and remodeling. This continuum occurs from “cradle to grave” when a residence is “baby-proofed” through the entirety of changes required to make the residence more accommodating, comfortable, and safe as its occupants age. This is an Honors reading course designed to allow students with advanced course loads to have a more relaxed learning environment. Thus, students will be expected to demonstrate learning via their attending class, participating in class discussions regarding the Discussion Material (i.e., assigned readings), and submitting a summary detailing their understanding of those readings.

At the end of this course, students will be expected to critically reflect upon and discuss AiP concepts in a rational, empathetic manner, which demonstrates their clear understanding and appreciation of the subtle nuances involved in that complicated, sometimes overwhelming process.

Course Format and Instructional methods

This course includes lectures, discussions, an outside speaker (via Zoom), reading assignments, and written assignments.

Required Textbook

Lessons from a Disabled Caregiver: Thriving Together and Maintaining Independence with Physical Disability and Dementia. Author: William G. Reed. Publisher: Topflight (of McFarland & Co) 1st Ed, Copyright 2021, ISBN: 9781476687391

Assignments

- 1. Weekly Assignments:** Read Discussion Materials for seminar-type discussion in class.
- 2. Weekly Assignments:** Turn in a 1-Page summary of the previous week's Discussion Material (Please take the time to do your absolute best writing on this extremely brief summary. I take writing quite seriously and will not accept anything less than what I expect of an Honors upper-level undergraduate).
- 3. Final examination:** This will be a written take-home exam that will address critical concepts and applications from the Discussion Material summaries and in-class discussions. We will discuss this assignment more in detail during class.

Class Schedule: The following lists the general topics of discussion and readings for each week but are subject to revision as interests develop during the course.

Week Date Topics

Note: Each week's Assignment Due is worth 4% of the total grade and each week's class participation based on the assigned readings is worth 3% of the total grade.

1 1/5 Introductions, Review of Syllabus
 What is Aging-in-Place (AiP)?
 Background, Story of Self, Us and Now

Reading Discussion Material for Next Week; Reed (2021): Section One, pps 1-17

2 1/12 Assignment Due: 1-page summary of Week 1 reading; Story of Self (optional/bonus)
 Guest: Author, Bill Reed, if available (via Zoom)

Reading Discussion Material for Next Week; Reed (2021): Section Two, pps 14-17

3 1/19 Assignment Due: 1-page summary of Week 2 reading
 Guest: Author, Bill Reed, if available (via Zoom)

Reading Discussion Material for Next Week; Reed (2021): Section Seven, pps 150-163

4 1/26 Assignment Due: 1-page summary of Week 3 reading
 Guest: Author, Bill Reed, if available (via Zoom)

Reading Discussion Material for Next Week; Reed (2021): Section Seven, pps 164-180

5 2/2 Assignment Due: 1-page summary of Week 4 reading
Guest: Author, Bill Reed, if available (via Zoom)

Reading Discussion Material for Next Week; Reed (2021): Section Seven, pps 181-197

6 2/9 Assignment Due: 1-page summary of Week 5 reading
Guest: Author, Bill Reed, if available (via Zoom)

Reading Discussion Material for Next Week; Reed (2021): Section Three, pps 35-51

7 2/16 Assignment Due: 1-page summary of Week 6 reading
Guest: Author, Bill Reed, if available (via Zoom)

Reading Discussion Material for Next Week; Reed (2021): Section Three, pps 53-73

8 2/23 Assignment Due: 1-page summary of Week 7 reading
Guest: Author, Bill Reed, if available (via Zoom)

Reading Discussion Material for Next Week; Reed (2021): Section Four, pps 76-91

9 3/2 Assignment Due: 1-page summary of Week 8 reading
Guest: Author, Bill Reed, if available (via Zoom)

Reading Discussion Material for Next Week; N/A

10 3/9 SPRING BREAK SPRING BREAK

11 3/16 Assignment Due: N/A
Presentation: Project Re-Envision at the University of Florida by R.A. Cantrell, PhD

Reading Discussion Material for Next Week; Reed (2021): Section Four, pps 92-117

12 3/23 Assignment Due: 1-page summary of Week 11 reading
Guest: Author, Bill Reed, if available (via Zoom)

Reading Discussion Material for Next Week; Reed (2021): Section Four, pps 101-123

13 3/30 Assignment Due: 1-page summary of Week 12 reading
Guest: Author, Bill Reed, if available (via Zoom)

Reading Discussion Material for Next Week; Reed (2021): Section Five, pps 124-145

14 4/6 Assignment Due: 1-page summary of Week 13 reading
Guest: Author, Bill Reed, if available (via Zoom)

Reading Discussion Material for Next Week; Reed (2021): Epilogue, pps 204-222

15 4/13 Assignment Due: 1-page summary of Week 14 reading
Guest: Author, Bill Reed, if available (via Zoom)

Reading Discussion Material for Next Week; Reed (2021): Epilogue, pps 223-235

16 4/20 Assignment Due: 1-page summary of Week 15 reading
Guest: Author, Bill Reed, if available (via Zoom)

Reading Discussion Material for Next Week; Reed (2021): N/A

4/27 Assignment Due: Final Examination

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity.

Class participation

Students are expected to demonstrate their understanding of the course material through active participation in class discussions. Your participation is very important to your learning and that of other students in this class.

Final Examination: A take-home examination that will address critical concepts, theories and applications in the course will be provided to the instructor no later than **Wednesday, April 20.**

<u>Grade Components</u>	<u>Distribution</u>
• Written Assignments turned in weekly for 13 weeks at 4 points each	52%
• Class Preparation and engagement in 13 weekly discussions at 3 points each	39%
• Final Take Home Examination	<u>09%</u>
	Total 100%

Grading Scale

A	95.0 - 100.0	A-	90.0 - 94.9	B+	87.0 - 89.9	B	83.0 - 86.9
B-	80.0 - 82.9	C+	77.0 - 79.9	C	73.0 - 76.9	C-	70.0 - 72.9
D+	67.0 - 69.9	D	63.0 - 66.9	D-	60.0 - 62.9	E	< 60.0

General Grading Criteria

- 1. Application of concepts learned in class.** It is important to demonstrate that you understand and know how to apply the concepts learned in class in real world situations. Critical thinking involves how you can synthesize and see how differing concepts can be used in AiP. Your understanding and application should be evident in class discussions, in your written class submissions, and the final examination.
- 2. Independent learning.** Discussion Material (i.e., assigned readings) are only a starting point toward an understanding of AiP. It is hoped that you will explore additional materials in your areas of interest, tangential to AiP. Document materials (books, journals, newspapers, internet, or videos) that you explore during the course, and bring these to the attention of the class, when appropriate.

Specific Grading Criteria

- 1. Class preparation and participation in weekly discussions (91 points).** You should participate in all activities. Our discussions will involve the Discussion Material (i.e., assigned readings), other readings that you may explore on your own, and personal experiences. Our class discussions should be seen as collaborative learning opportunities that build upon and extend your competencies in the topics covered. The ability to assess your current knowledge, experiences and synthesize these with new information is an integral part of critical thinking.

For week two, provide a “story of self” that will help lay a foundation into our study into the area of AiP. Starting in week three, read assigned chapters/pages from the class text. Each week you will be expected to participate in the discussion regarding the assigned reading.

- 2. Final Take Home Examination (9 points).** A written take-home examination will address critical concepts and applications in the course. You will be asked to demonstrate your understanding of AiP concepts as well as how you synthesize them.

My Teaching Philosophy has been refined largely based on student feedback. Student comments I have received indicate that the passion I display while teaching and mentoring is highly valued as part of my students’ motivation to be engaged within the learning environment. I rely heavily on instinct and experience when dealing with students. However, I also strive to engage students by relying on Christensen’s 1998 seminal work based on four classroom concepts that he refers to as FISH: accept responsibility for your attitude, remain focused in the moment, make every encounter special, and make work appear to be fun. These four concepts especially appeal to me because Christensen developed them after observing a common occurrence, which I was familiar with because I did my doctoral work at the University of Washington in Seattle: the Pike Place Market fish throwing. He noticed how difficult and repetitive the job was, yet how enjoyable the employees made it for customers and observers. My goal is to strive to make the classroom an enjoyable place for instructor-student interaction and engagement.

COURSE POLICIES

Attendance: Students are expected to attend each class period. If you cannot attend a period for any reason, notify me by email or text well in advance of the beginning of class, if possible. If you have any extenuating situations that may hinder you from completing any assignments by designated deadlines, please discuss this with me prior to the deadline.

Participation: Students should be prepared to participate in all discussions. This not only involves assigned readings, but also experiences that you may have that can be useful in the discussions. Our discussions should be seen as collaborative learning opportunities that build upon and extend our competencies in the topics covered. The ability to assess current knowledge and experiences and synthesize these with new information is an integral part of critical thinking.

Guidelines for Written Assignments: All written work for the course should be proofread before turned in with special attention to correcting any and all spelling, grammatical, and punctuation errors. Professional use of the English language is expected. Each reading assignment will have multiple components that students are expected to look for when responding in their summary writing assignment

- Is there a challenge(s) with which the caregiver is confronted?
- What are the coping skills/mechanisms demonstrated by the caregiver in dealing with the challenges?

- How might you, someone in your family, or someone you know benefit from these lessons?
- How might you share/convey these lessons to someone in your family or someone you know?
- What are your overall perceptions of the (advanced) aging process given that it is a natural facet of life and one that you most likely shall encounter yourself eventually?

These are general guidelines provided to assist you as you prepare for class each week by reading the Discussion Material and subsequently writing your summary of that material. Ultimately, it is up to the student how to draft the summary of the reading material, but these are concepts I'll be looking for as I assign points via a loose rubric of sorts. If you quote, paraphrase, or summarize the work of others, you must cite your source. Plagiarism is a direct violation of UF's Honor Code Policy.

Course Evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Students will be given specific times when they are open. Summary results of these assessments are available to students. I will also have a separate written evaluation following the course to provide feedback on the course goals, guest lecturer, class discussions and other suggestions students may provide on the course. These are used to refine future courses.

Cell phones / Laptops / Tablets: Please do not use cell phones during class, including text-messaging. Laptops and tablets should be used sparingly, and only for purposes related to the course. Please be considerate as computer usage is distracting to your instructor, your fellow classmates, and to your own ability to learn. Students who are in violation will be asked to cease usage (first offense) and, if they continue, will be asked to leave the room (second offense).

Rules for Class Discussion & Classroom Etiquette: Our learning environment is based on mutual respect and open discussion of ideas and thoughts. As course content covers a diverse number of topics and students come from a variety of backgrounds, we expect a class atmosphere of tolerance and respect for each individual's views. Keep the dialogue respectful of your peers *and* of the instructor. Be sure to be objective, nonjudgmental, and non-confrontational.

Regardless of class size it is important to have a minimum of distractions including: carrying on side conversations (please don't be shy to participate when a topic pertains to you) in person, texting, or on smart phones, reading material unrelated to the course, excessive entering and leaving of the classroom, or other activities that disrupt the learning environment. Anyone found in violation of these expectations of respect, will be asked for explanation and/or asked to leave class.

Software use: All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are against university policies and rules, disciplinary action will be taken as appropriate.

Academic Integrity: As a student at the University of Florida, you have committed to uphold the Honor Code, and following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Further, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

Student Complaint Process: If you have an issue or complaint about the course or study environment, please share with the instructor. Students wishing to file a complaint about the course should seek help from the appropriate resource located through the following link (for a residential course): https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

UF Campus Helping Resources:

- **Services for Students with Disabilities.** The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

The Disability Resource Center has a variety of information on its webpage, www.dso.ufl.edu/drc/ that outlines their services and support. They can also be reached by telephone at 352-392-8565, fax at 352-392-8570, or by e-mail at accessuf@dso.ufl.edu. Their office is located at 0001 Building 0020 (Reid Hall).

- **University Counseling & Wellness Center,** www.counseling.ufl.edu/cwc/ Students experiencing crises or personal problems that interfere with their general well-being are also encouraged to use the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

University Counseling and Wellness Center, 3190 Radio Road, (352) 392-1575.

<http://www.counseling.ufl.edu/cwc/Default.aspx>

- Counseling Services
- Groups and Workshops
- Outreach and Consultation
- Self-Help Library
- Wellness Coaching

• **U Matter, We Care:** If you or a friend is in distress, please contact umater@ufl.edu or call them at 352-392-1575 so a team member can reach out to the student.

• **University Police Department,** 392-1111 or dial 9-1-1 for emergencies.

• **Career Resource Center,** CR-100 or 1st Floor J. Wayne Reitz Union, 392-1602, www.crc.ufl.edu/

• **In-Class Recording:** Students are allowed to record, video, or audio class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are:

- (1) for personal educational use
- (2) in connection with a complaint to the university
- (3) as evidence in, or in preparation for, a criminal or civil proceeding

All other purposes for in-class recording are strictly prohibited! If you desire open, uninhibited discussion from your me (and guest our guest speaker/author), please consider carefully how and why you might use this “right” to record what is said in class because it could severely hamper the discourse if there is suspicion and/or distrust among classroom participants.

Should a student opt to record in-class material, it is strictly forbidden by law for that material to be published without the written consent of the speaker. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. A recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services.

Publication without permission of the speaker is strictly prohibited. A person/speaker injured by a student publishing their recorded words without written consent has the legal right to institute a civil cause of action in a court of law against that student and/or institute discipline under UF Regulation 4.040.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.

A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.