

**Aging Pathways
BYOI Application 2017**

Proposing Faculty

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Description of the Topic

The goal of this BYOI is to convene faculty across Washington University schools and programs who have complementary interests in aging, to discuss the structure and content of a pathway of experiences for undergraduate students who are themselves interested in exploring topics related to aging. The university currently has a collection of opportunities for undergraduates that expose them to teaching and research in this area. These include an interdisciplinary course for first-year students (When I'm Sixty-Four), upper-level courses spread across schools (e.g., Biology of Aging in University College), community internships (e.g., with the Alzheimer's Association), and research experiences (e.g., research laboratories in the Department of Psychological & Brain Sciences). These opportunities could be expanded and organized into a cohesive set of experiences for students that would give them broad curricular training in aging, meaningful research and applied skills, and therefore position them competitively for a range of postgraduate opportunities.

Importance and Relevance of the Topic

The aging of the population is resulting in novel and urgent challenges across all facets of society, including healthcare, environmental design, transportation, politics, family relationships, and law, to name a few. Students at Washington University will graduate into a world where they will be called upon to address those challenges, regardless of their passion and profession. Moreover, students from Washington University, with their aptitude and ambition, also have the potential to make important contributions across the spectrum of challenges. Among its faculty, the university has preeminent scholars and practitioners who can excite students about the opportunities in aging and guide their potential. In addition, the Harvey A. Friedman Center for Aging is already a hub for curricular and research initiatives across schools. Washington University is well positioned to expand organized efforts to prepare students for the compelling, global needs brought about by the aging of society.

Faculty Contributors to the BYOI

In addition to the organizers, we plan to invite the following faculty to participate in our program planning.

- Beau Ances – Department of Neurology, School of Medicine
- Susan Appleton – School of Law
- Michael Avidan – Department of Anesthesiology, School of Medicine
- David Carr – Department of Medicine, Division of Geriatrics and Nutritional Science, School of Medicine
- Patrick Hill – Arts & Sciences, Department of Psychological & Brain Sciences
- Eric Lenze – Department of Psychiatry, School of Medicine
- Bruce Lindsay – Sam Fox School of Design & Visual Arts
- Chenyang Lu – Department of Computer Science & Engineering, School of Engineering and Applied Sciences
- Tim McBride – George Warren Brown School of Social Work
- Sojung Park – George Warren Brown School of Social Work
- Williams Powderly – Department of Medicine, Division of Infectious Disease, School of Medicine
- Emre Toker – Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship, Olin School of Business

Preliminary Framework for the Pathway

Phase	Activities
Year 1	<ul style="list-style-type: none"> • Interdisciplinary Studies 123: When I’m Sixty-Four • Writing 1: Themed Section on Aging • Assignment of first-year faculty mentor
Year 2	<ul style="list-style-type: none"> • Additional upper-level courses <ul style="list-style-type: none"> ○ Biology 431: Biology of Aging ○ Psychology 326: Introduction to the Psychology of Aging ○ Psychology 427: Social Gerontology • Mentored research 1
Year 3	<ul style="list-style-type: none"> • Additional coursework • Mentored research 2 • Applied community internship • Summer international exposure at McDonnell Academy Partner
Year 4	<ul style="list-style-type: none"> • Undergraduate teaching assistant opportunity • Capstone seminar and/or thesis

Coursework. We envision a set of courses from which students could select a plan of study. Many of these courses currently exist, and we have completed a inventory of the available course offerings at Washington University. This document will serve as starting point for discussion with faculty. We will identify gaps and discuss opportunities for courses in aging with faculty from various schools.

In departments and programs where no aging-specific courses exist, we also identified courses that have opportunities to add aging elements to their courses. We

have made course enhancement grants available through the Friedman Center for Aging, and we plan to work with current faculty to allow students to tailor portions of their curriculum to focus on aging in their writing and projects.

In addition, student will participate in the monthly Friedman Center For Aging Aging Seminar series.

It may be possible to design several distinct curricular tracks for students: Basic Science, Clinical Science, Community and Organizational Practice, Public Policy, and Entrepreneurship.

Writing 1 Themed Section. In the fall of 2015 we organized a section of Writing 1 that used the theme of aging as a framework for writing assignments that addressed the usual goals of any Writing 1 section. Collaborating with the instructor, we assembled a list of readings that introduced students to a wide range of topics, genres, and writing styles. These included short fiction, poetry, scientific articles, public policy briefs, editorials, and plays. These readings provided a foundation as the students developed skills in writing personal essays, research essays, rhetorical analysis, argumentative essays, and visual analysis.

Mentored Research & Professional Development. We plan to provide multiple, extended opportunities for students to gain research experience. We will tailor this experience based on each student's interests, but common goals are to 1) teach students to be critical consumers of research evidence, 2) expose students to a variety of research methods across disciplines, 3) develop skills across the research enterprise, from project development to dissemination, 4) encourage contact between undergraduate students and graduate student scholars, and 5) nurture professional relationships between undergraduate students and faculty. Students in the program will also have an annual opportunity to present a summary of their curricular work and research at the Center for Aging's annual Friedman Lecture and will attend at least one professional meeting, with an opportunity to present their research. In addition, we will develop a professional development seminar series that will focus on professional communication and networking.

Summer International Exposure. Several institutions within the McDonnell Academy could serve, on a rotating basis, as the focus of a two-week summer intensive experience. Potential partners that have a core of faculty conducting research on aging include Hong Kong University, University of Queensland, and National Taiwan University. During this intensive, students would be accompanied by one or more Washington University faculty to visit a McDonnell Academy partner institution and learn about the research on aging being conducted at that institution. In addition, students would tour the region to learn about the aging experience in that culture by visiting healthcare facilities, residential centers, aging services providers, and political representatives.

Applied Community Internship. A three-credit community internship could be developed at several aging-services agencies in the St. Louis region. Internships are already established at OASIS, Crown Center, Alzheimer's Association, Parc Provence (a local senior residence and memory-care facility), the Naturally Occurring Retirement Community (NORC), St. Louis Area Agency on Aging, and the Kemper Art Reaches Everyone (KARE) program.

Teaching Assistantship. Advanced undergraduate students who wish to gain experience teaching will be able to serve as a paid teaching assistant for one of the aging-related courses in the pathway. Students will attend the Teaching Assistant Orientation program organized by the Teaching Center and will have the opportunity to attend other workshops. They will also have the opportunity to develop and present a lecture themselves, with guidance and observation from a faculty member.

Capstone. We will develop a 3-credit course for students to take in their senior year to support the development of a capstone project. The projects can be individualized based on the major or interests of the student.

Preferred Style of Gathering

We plan to conduct four group breakfast meetings, beginning in March of 2017 and concluding in October of 2017.