

**Urban Studies and Planning 485/585: *Housing Environments for Older Adults*
Term: Winter 2022**

Portland State University- Toulan School of Urban Studies and Planning
Instructor: Alan DeLaTorre, Ph.D.; Email: aland@pdx.edu

Course Description:

Explores physical, social, and service contexts related to housing and environments for people across the age and ability spectrums, focusing on older adults. Ecological perspectives and social theories on aging will be examined and applied and students will examine evidence regarding how older adults use, perceive, and are affected by their homes and environments. Topics include housing options, accessible and inclusive environments, supports and services, policies and politics, economics, neighborhood design, and age-friendly communities.

Required Texts:

1. Available as an e-book through Portland State University's library:
Buffel, T., Handler, S., & Phillipson, C. (2017). *Age-friendly Cities and Communities: A Global Perspective*. Bristol, UK: Bristol University Press ([PSU e-book](#); note: sign on to SSO first).
2. Additional readings will be available on the Internet and the Portland State University Library.

Course objectives/student learning outcomes for all students*:

- 1) Describe how environments affect people across the life course, including the types of housing, supports, and services available for those of all ages and abilities.
- 2) Apply concepts and theories from gerontology and related fields to housing and built environment contexts.
- 3) Analyze demographic data to identify aging-related trends.
- 4) Apply an equity lens to critique existing and planned housing and environments for people of all ages and abilities.

***Additional student learning outcomes for graduate and post-bac students:**

- 5) Synthesize scholarly literature to identify perspectives, trends, and theories and facilitate a seminar-style classroom accordingly.
- 6) As part of the final paper, evaluate an existing program, project, or initiative based on gerontological and related concepts and/or theories from the course.

Grading (based on 100 possible points):

Description	Points	Notes
Classroom participation	15	Attendance; participation; *post-bac and graduate students are expected to lead one classroom discussion
Neighborhood Assessment	20	Undergraduate students (3-4 pp.); *post-bac and graduate students (5-6 pp.)
Demographic/data assignments	25	Select weeks throughout the term
Final paper	40	Undergraduate students (8-10 pp.); *post-bac and graduate students (12-15 pp.)
Total Points:	100	* denotes assessment for post-bac and graduate students only

Course requirements:

1) **Classroom participation:** All students are graded on their thoughtful involvement in classroom discussions, combined with regular attendance (note: one unexcused absence is allowed; each additional unexcused absence will lower student's grade one increment, e.g., dropping from an "A-" to a "B+").

All post-baccalaureate (e.g., Gerontology Certificate) and graduate students will lead *one* class discussion on a specific housing or environment type that supports older adults and/or people throughout the life course. Examples include assisted living, age-friendly parks/public spaces, intergenerational housing, etc. Students will have 15 minutes to: (1) introduce the housing or environment, (2) offer informed perspectives on the housing or environment (e.g., benefits, barriers), and (3) engage the class in discussions of the environment with pre-developed questions.

2) **Neighborhood assessment/Interview:** Assess a neighborhood for its suitability for an aging population. Interview one older resident (aged 70+) of the neighborhood (or a couple who live together) regarding their satisfaction with the neighborhood, their ability to age in place, etc. Please augment the interview with your observations of the physical environment and objective data that are available via walkscore.com and AARP's Livability Index. The final paper will be 3-4 pages for undergraduate students, and 5-6 pages for post-bac and graduate students.

3) **Demography/Data assignments:** *These assignments will be assigned throughout the course.* The assignments include accessing, analyzing, and interpreting data available through the U.S. Census Bureau and other publicly available data sets for the purpose of advancing understanding of demographic and geographic trends.

4) **Final paper:** A final research paper is due during finals week for all students. The term paper will be 8-10 pages for undergraduate students, and 12-15 pages for post-bac and graduate students, and will pursue, in-depth, one topic related to the course. A paragraph describing the topic is due the fifth week of the course. Graduate and post-bac students are expected to include the evaluation of an existing program, project, or initiative as a part of the paper, using gerontological concepts and/or theories from the course to offer a critical assessment of the program (e.g., how a program's integration of a life course perspective could offer improved outcomes for service recipients).

Course overview by week:

Week	Topic
1	Introduction and Overview
2	Demographics and Theoretical Approaches to Housing and Environments for Older Adults
3	Social Environments, Place, and the Meaning of Home
4	Housing Options across the Life Course
5	Housing, Supports, and Services
6	Economics of Housing for Older Adults
7	Transportation and Mobility for All Ages and Abilities
8	Accessible and Inclusive Environments
9	Age-friendly Housing and Environments
10	Wrap-up and Reflection
Finals week	Submit final paper

Tentative course readings:

Week	Required Readings
1	<ul style="list-style-type: none">No readings
2	<ul style="list-style-type: none">Course Text: Chapter 2 (Rémillard-Boillard): <i>The development of age-friendly cities and communities</i>.Wang, C., Huertas, D. S., Rowe, J. W., Finkelstein, R., Carstensen, L., & Jackson, R. B. (2021). Rethinking the urban physical environment for century-long lives: From age-friendly to longevity-ready cities. <i>Nature Aging</i>, 1, pp. 1088-1095. (Internet)
3	<ul style="list-style-type: none">Course text: Chapter 3 (Thomé, Buffel & Phillipson). <i>Neighborhood change, social inequalities and age-friendly communities</i>.Suen, I., Gendron, T., & Gough, M. (2017). Social isolation and the built environment: A call for research and advocacy. <i>Public Policy & Aging Report</i>, 27(4), 131-135. (PSU)
4	<ul style="list-style-type: none">Johnson, J.H., & Appold, S.J. (2017). US older adults: Demographics, living arrangements, and barriers to aging in place. Kenan Institute (Internet).DiGioia, K., Black, K., Wolfe, M., Phillips, K. (2018). Aligning public health interventions with older adult housing needs and challenges (Internet).
5	<ul style="list-style-type: none">Course text: Chapter 6 (Smetcoren, De Donder, Duppen, De Witte, Vanmechelen & Verté). <i>Towards an 'active caring community' in Brussels</i>.Stone, R. I., & Reinhard, S. C., (2007). The place of assisted living in long-term care and related service systems. <i>The Gerontologist</i>, 47(SIII), 23-32. (PSU)
6	<ul style="list-style-type: none">Joint Center for Housing Studies of Harvard University (2019). <i>Housing America's Older Adults in 2019</i>. (Internet)Culhane, D. P., Metraux, S., Byrne, T., Stino, M., & Bainbridge, J. (2013). The age structure of contemporary homelessness: Evidence and implications for public policy. <i>Analyses of Social Issues and Public Policy</i>, 13(1), 1-17. (Internet)

Week	Required Readings
7	<ul style="list-style-type: none"> Lehning, A. J. (2011). City governments and aging in place: Community design, transportation and housing innovation adoption. <i>The Gerontologist</i>, 52(3). (PSU) Ravi, K. E., Fields, N. L., Dabelko-Schoeny, H. (2021). Outdoor spaces and buildings, transportation, and environmental justice: A qualitative interpretive meta-synthesis of two age-friendly domains. <i>Journal of Transport & Health</i>, 20, 100977 (PSU)
8	<ul style="list-style-type: none"> Course text: Chapter 11 (Handler): <i>Alternative age-friendly initiatives: Redefining age-friendly design</i>. Carr, K., Weir, P.L., Azar, D. & Azar, N.R. (2013). Universal design: A step toward successful aging. <i>Journal of Aging Research</i>. 2013 (324624). (Internet)
9	<ul style="list-style-type: none"> Course text: Chapter 14 (Buffel, Handler & Phillipson). Age-friendly cities and communities: A manifesto for change. Sparkman Walker, E. (n.d.). <i>Innovation@Home: Approaches to successful aging in community from 25 countries. An introduction for funders</i>. Grantmakers in Aging. (Internet)
10	<ul style="list-style-type: none"> No readings
Finals week	<ul style="list-style-type: none"> No readings

General expectations/responsibilities:

- *Classroom requirements for all students and faculty due to Covid-19:* The University has established rules and policies to make the return to the classroom as safe as possible. It is required for everyone to follow all the Return to Campus rules and policies. To participate in this class, PSU requires students to comply with the following.

Masks Required at all Times in Classroom

- [Wear a mask or face covering indoors at all times](#). Your mask or face covering must be properly worn (fully covering nose and mouth and tight fitting). Mesh masks, face shields, or face covering that incorporates a valve designed to facilitate easy exhalation are not acceptable. **Because a mask must be worn in the classroom, there should be no eating or drinking in the classroom.** If you have a medical condition or a disability that prevents you from wearing a mask or cloth face covering, you must obtain an accommodation from the [Disability Resource Center](#) (DRC) to be exempt from this requirement.
- CDC, State, and County guidance does not limit class size for in-person instruction or require physical distancing.

Vaccination

- Be vaccinated against COVID-19 and complete the [COVID-19 vaccination attestation](#) form. Those students with medical or nonmedical exemptions or who will not be on campus at all must complete the process described on “COVID-19 Vaccine Exemption Request Form” to establish those exemptions.

Health Check, Illness, Exposure or Positive Test for COVID-19

- Complete the [required self-check for COVID-19 symptoms before coming to campus each day](#).
- If you are feeling sick or have been exposed to COVID-19, do not come to campus. Call SHAC to discuss your symptoms and situation (503.725.2800). They will advise you on testing, quarantine, and when you can return to campus.
- If you test positive for COVID-19, [report your result to SHAC](#) and do not come to campus. SHAC will advise you on quarantine, notification of close contacts and when you can return to campus.

- Please notify me, (i.e., your instructor), should you need to miss a class period for any of these reasons so that we can discuss strategies to support your learning during this time.
- If I become ill or need to quarantine during the term, either I or the department chair will notify you via PSU email about my absence and how course instruction will continue.

Failure to Comply with Any of these Rules

- As the instructor of this course, the University has given me the authority to require your compliance with these policies. If you do not comply with these requirements, I may ask you to leave the classroom or I may need to cancel the class session entirely.
- In addition, failure to comply with these requirements may result in a referral to the Office of the Dean of Student Life to consider charges under PSU's Code of Conduct. A student found to have violated a university rule (or rules) through the due process of student conduct might face disciplinary and educational sanctions (or consequences). For a complete list of sanctions, see Section 14 of the [Student Code of Conduct & Responsibility](#)

Guidance May Change

- Please note that the University rules, policies, and guidance may change at any time at the direction of the CDC, State, or County requirements. Please review the University's main [COVID-19 Response webpage](#) and look for emails from the University on these topics.
- *Code of Conduct and Responsibility:* All students must adhere to the [PSU Student Code of Conduct and Responsibility](#).
- *Diversity, Equity, and Inclusion:* If you have feedback about Diversity, Equity, or Inclusion (DEI) issues in the Toulon School of Urban Studies and Planning, please visit [Equity at TSUSP](#). The TUSP Diversity, Equity, and Inclusion Committee identifies [a variety of ways for students to give feedback \(including via an anonymous form\), seek assistance, and report a problem](#) (focused on issues related to Diversity, Equity and Inclusion). Two ways are: email uspdei@pdx.edu or use [anonymous feedback form](#).

[Student Resources](#) includes a wide range of resources, including various centers for students with different identities- e.g. Cultural Resource Center, Disability Resource Center, Queer Resource Center, Students with Children Resource Center, Womens' Resource Center, and Veterans Resource Center; lots of academic resources like the Library, tutoring, and technical support (Office of Information Technology); and various counseling, financial, health and wellness services- including some that are culturally specific.

[Diversity and Multicultural Student Services](#) (DMSS) includes links to Multicultural Retention Services, Middle East, North Africa and South Asia (MENASA) Initiative, the Native American Cultural Center, and more, including some duplications from the above and some additional resources.

[Basic Needs at Portland State](#): It can be challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep, and nutrition. Resource centers across campus are here to provide assistance, referrals, and support.

Please contact anyone on this list for assistance:

- Basic Needs Hub:
 - basicneedshub@pdx.edu
 - Portland State Food Pantry:
 - [Psufp.com](http://psufp.com)
 - pantry@pdx.edu
 - C.A.R.E. Team:
 - askdos@pdx.edu
 - (503) 725-4422
 - Student Health and Counseling:
 - askshac@pdx.edu
 - (503) 725-2800
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- *Academic Honesty, Integrity & Plagiarism*: Academic dishonesty includes, but is not limited to, the following examples: engages in any form of academic deceit; refers to materials or sources or uses devices not authorized by the instructor for use during any quiz or assignment; provides inappropriate aid to another person in connection with any quiz or assignment; engages in Plagiarism. Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather

information or develop arguments – just cite anything you use from someone else (it actually makes your work stronger!). Please note that plagiarism will not be tolerated in this course. If a student uses quotations or relies heavily on another’s work in their written assignments, the student must use quotation marks and/or acknowledge the source appropriately. ***Please use the American Psychological Association (APA) style guide for all citations.***

- *Access and inclusion for students with disabilities:* PSU values diversity and inclusion; My goal is to create a learning environment that is accessible, equitable, inclusive, and welcoming. I am committed to fostering mutual respect and full participation for all students. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. Additionally, the Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. The DRC works with students who have physical, learning, cognitive, mental health, sensory, chronic illness, and other disabilities.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. If you already have accommodations, please contact me to make sure that I have received your DRC Faculty Notification Email so we can discuss your accommodations.

The DRC is located in 116 Smith Memorial Student Union, Suite 116. You can also contact the DRC at 503-725-4150 or, drc@pdx.edu. Visit the DRC online at <https://www.pdx.edu/disability-resource-center>.

- *Title IX support and resources:* Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. Information about PSU’s support services on campus, including confidential services and reporting options, can be found on PSU’s Sexual Misconduct Prevention and Response website at: <http://www.pdx.edu/sexual-assault/get-help> or you may call a confidential IPV Advocate at 503-725-5672 or

schedule Online at <https://psuwrc.youcanbook.me>. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to:

- PSU's Title IX Coordinator: Julie Caron by calling 503-725-4410, via email at titleixcoordinator@pdx.edu or in person at Richard and Maureen Neuberger Center (RMNC), 1600 SW 4th Ave, Suite 830
- Deputy Title IX Coordinator: Yesenia Gutierrez by calling 503-725-4413, via email at yesenia.gutierrez.gdi@pdx.edu or in person at RMNC, 1600 SW 4th Ave, Suite 830

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University's Title IX Coordinator or the Office of the Dean of Student Life. However, the Title IX Coordinators will keep the information confidential and refer you to a confidential advocate.