

Master of Science

Post-baccalaureate Certificate

MA in Liberal Studies with gerontology concentration

Gerontology

Master of Science in Applied Gerontology

The Master of Science in applied gerontology will train professionals to face the challenges of an aging population. The 36 credit hour program is built on theoretical foundations supported by the practical application of service-learning, integrating teaching, research and service. Graduates will use knowledge of applied gerontology to affect the quality of life for older adults in retirement communities, health care settings, and other public and private organizations. Students will collaborate with gerontology faculty addressing research issues related to the aging process. The primary goal of the program is to improve the quality of life for the region's older adults by adequately training leaders in the workforce.

The Post-Baccalaureate Graduate Certificate in Gerontology

The Department of Health and Applied Human Sciences offers a 21-24 credit hour multidisciplinary post baccalaureate program in practical gerontology. Course requirements include; GRN 501: Aging in Society; GRN 503: Investigative Inquiry in Gerontology; GRN 523: Physiology of Human Aging; PSY 524: Psychology of Aging; GRN 590: Practicum in Gerontology, and six elective hours in gerontology.

Master of Arts in Liberal Studies with a Concentration in Gerontology

Students may decide to pursue the post-baccalaureate certificate in gerontology in concert with a 30-hour Master of Arts degree in Liberal Studies. This requires students to complete the post-baccalaureate certificate in gerontology plus GLS 502: Introduction to Liberal Studies and GLS 598: Final project in Liberal Studies choosing a topic that is related to gerontology. Students may also seek a MALS degree with a specialized concentration in gerontology, short of earning a gerontology certificate by taking GRN 501; GRN 523; PSY 524 plus six elective hours in gerontology in addition to GLS 502, Contemporary Issues in Liberal Studies, GLS 598, Final Project in Liberal Studies, and 9 hours of elective GLS courses.

Admission Requirements

Applicants seeking admission to all Gerontology programs must hold a bachelor's degree from an accredited college or university in this country or its equivalent in a foreign institution based on a four-year program, have a strong overall academic record with a "B" average or better in the basic courses prerequisite to gerontology. Official scores from the Graduate Record Exam (GRE) are required for the Masters of Science. For more information, please contact the Gerontology Program.

Graduate Assistantships

The UNC Institute on Aging and the Graduate School at UNCW offer a limited number of graduate assistantships on a competitive basis for one academic year with the opportunity for renewal.

Course Descriptions

Required Courses for Master of Science in Applied Gerontology:

GRN 501 (SOC 501) Aging and Society (3) + **

Study of age as a structural feature of changing societies and groups, aging as a social process, and age as dimension of stratification.

GRN 503 Investigative Inquiry in Gerontology (3) **

Principles of quantitative and qualitative methods used in gerontological research and inquiry.

GRN 523 Physiology of Human Aging (3) + **

An overview of the aging process with special emphasis on anatomical and physiological changes that occur with human aging. Current theories as to the mechanisms of aging are considered. Premature aging diseases and age-related diseases are discussed. Student presentations required.

GRN 540 Current Issues in Gerontology (3)

Study of current issues and topics in the field of aging from an interdisciplinary and global perspective.

GRN 590 Practicum in Gerontology (3) **

Prerequisites: GRN/SOC 501, PSY 524, GRN 523. A field experience designed to demonstrate knowledge and skills related to geriatric or gerontological practice. May be repeated once for credit. Six (6) practicum hours required for students without experience in the aging network.

GRN 598 Final Project in Gerontology (6)

Prerequisites: completion of 21 hour gerontology core degree requirements and permission of the GRN coordinator. Intensive study of an applied topic in gerontology selected by the student and approved by a committee of two gerontology faculty and a professional working for or with older adults. Includes definition of problem, review of related literature, methods statement, results and discussion of implications. Oral presentation defending project is required.

PSY 524 The Psychology of Aging (3) + **

Prerequisite: Course in aging or gerontology or permission of instructor. Advanced topics on the effects of aging on a variety of psychological processes including attention, memory, complex cognition, personality, mental health, and social support.

Required for MA +

Required for Certificate **

Electives:

GRN 518/SOC 518 Women and Aging (3)

Examines women's experience of old age and the aging process with specific emphasis on family, medical, and economic institutions.

GRN 524 Literature of Aging (3)

Contemporary fiction and nonfiction are analyzed. Literary theories, literary criticism, and gerontological scholarship contribute to the interpretations. The texts' ways of challenging our culture's ageism are emphasized.

GRN 526 Psychosocial Adjustment to Retirement and Later Life (3)

A seminar focusing on the psychosocial aspects of retirement and post-employment years. Theories of aging and scientific inquiry applied to retirement, and their significant others.

GRN 544 Midlife Transitions for Women (3) The interdisciplinary study of social construction of menopause and midlife as embodying a culture's image of aging for women.

GRN 546 Health Care Access for the Elderly (3)

Prerequisite: Introduction to Gerontology. An introduction to the US health care system with an emphasis on issues related to the elderly. Problems of access to health care for the aging population, their families, and communities.

GRN 591 Directed Individual Research in Gerontology (3)

Prerequisites: GRN/SOC 501, GRN/PSY 502, GRN/BIO 523. Involves research in gerontology under faculty supervision beyond what is offered in existing courses. Requires consent of Program Director.

GRN 595 Special Topic Seminar in Gerontology (3)

Discussion of special topic related to gerontology. Topics change each semester. May be repeated for credit.

PSY 516 Adult Development and Life Transitions (3)

This course explores the major normative and non-normative changes that take place during adulthood. Operating from a lifespan perspective, topics include an examination of how adults initiate, understand, cope with and resolve life transitions (i.e., parenting, loss, illness, career change, relationship change, etc.)

Additional course offerings through the North Carolina Gerontology Consortium.

Faculty and Research Interests

Eleanor Krassen Covan, Ph.D., Professor of Gerontology and Sociology

Ph.D., University of California, San Francisco

Women and Aging, Cross Cultural Studies, Caregiving, Impact of Disaster on Elderly, Service-Learning in Gerontology

Nicole Alea, Ph.D., Assistant Professor of Psychology

Ph.D., University of Florida

Lifespan Developmental Psychology and Successful Aging, Autobiographical memory

Candace Ashton, Ph.D., Professor of Therapeutic Recreation

Ph.D., University of Illinois, Urbana-Champaign

Older Women, Retirement, Widowhood, Leisure, Therapeutic Recreation for the Elderly

Tim Ballard, Ph.D., Associate Professor of Biology

Ph.D., Bowman Gray School of Medicine, Department of Anatomy of Wake Forest University

Skeletal Development

Robert Boyce, Ph.D., Assistant Professor of Exercise Science

Ph.D., Florida State University

Ergonomics

Etta Breit, RN, Ph.D., Part-time Faculty, Gerontology

Ph.D., University of Pennsylvania

Women and Health, Spirituality and Aging

Ellen Cameron, MSW, Part-time Faculty, Social Work

Virginia Commonwealth University

End of Life Issues

Karen Daniels, Ph.D., Assistant Professor of Psychology

Ph.D., Georgia Institute of Technology

Cognitive Psychology

Milan Dluhy, Ph.D., Professor of Public Administration

Ph.D., University of Michigan

Social Policy, Urban Policy, and Quality of Life Indicators

Candace Gauthier, Ph.D., Professor of Philosophy and Religion

Ph.D., University of North Carolina at Chapel Hill

Informed Consent, Confidentiality, Medical Ethics

Judith Kinney, Ph.D., Part-time Faculty, Gerontology

Temple University

Psychometrics

Joseph Kishton, Ph.D., Professor of Psychology
Ph.D., Ohio State University
Psychobiography and Self-concept Development

Barbara Waxman, Ph.D., Professor of English
Ph.D., City University of New York Graduate School
*Aging and Literature, Women's Studies in Literature, Multicultural US Literature,
Autobiography*

For More Information:

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