APPLICATION FOR NEW COURSE

1. Submitted by College of  Medicine ____________________________ Date 11/15/06
   Department/Division offering course  Behavioral Science ________________________________

2. Proposed designation and Bulletin description of this course
   a. Prefix and Number  BSC760
   b. Title*  Aging, Health & Decision Making
   *NOTE: If the title is longer than 24 characters (including spaces), write
   A sensible title (not exceeding 24 characters) for use on transcripts  Aging, Hlth & Decision
   c. Lecture/Discussion hours per week  3  d. Laboratory hours per week  0
   e. Studio hours per week  0  f. Credits  3
   g. Course description
      See attached syllabus
   h. Prerequisites (if any)
      None
   i. May be repeated to a maximum of  NA ____________________________ (if applicable)

4. To be cross-listed as
   NA
   Prefix and Number ____________________________
   Signature, Chairman, cross-listing department

5. Effective Date  Spring ’08 ____________________________ (semester and year)

6. Course to be offered  x  Fall  or  x  Spring  □  Summer

7. Will the course be offered each year?
   (Explain if not annually)
   □  Yes  xx  No

   This is an elective graduate seminar fulfilling requirements for various master’s and Ph.D. level students
   in several different degree programs and so will be offered on a rotating basis with other department graduate seminars.

8. Why is this course needed?
   This course is already offered as a BSC772 Special Topics Seminar. Due to its success (enrollments & positive student
   evaluations) and to department plans to continue offering it, a more permanent course title and number is needed.

9. a. By whom will the course be taught?  Dr. Mitzi Schumacher

   b. Are facilities for teaching the course now available?
      If not, what plans have been made for providing them?
      □  Yes  xx  No
      NA
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? □ 10-15 masters level and Ph.D. students

   □ Yes  X No

11. Will this course serve students in the Department primarily?  
    Will it be of service to a significant number of students outside the Department?  
    If so, explain.  
    □ Yes  □ No

    X Yes  □ No

The course is an elective for students in the recently created Col of Public Health, Col of Medicine’s MS in Medical Science, Certificates in Behavioral Science and in Health Communication and graduate programs such as Gerontology and Psychology.

12. Check the category most applicable to this course
    □ traditional; offered in corresponding departments elsewhere;
    X relatively new, now being widely established
    □ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?  
    □ Yes  □ No

14. Is this course part of a proposed new program:  
    If yes, which?  
    No, but several students from new programs will enroll in it (see above).  
    □ Yes  X No

15. Will adding this course change the degree requirements in one or more programs?  
    If yes, explain the change(s) below (NOTE – If “yes,” a program change form must also be submitted.)
    □ Yes  X No

    NA

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used. See attached syllabus

17. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales.  □ Check here if 400G-500.

18. Within the Department, who should be contacted for further information about the proposed course?

   Name  
   Dr. Mitzi Schumacher  
   Phone Extension 3.6075
APPLICATION FOR NEW COURSE

Signatures of Approval:

Date of Approval by Department Faculty

Date of Approval by College Faculty

*Date of Approval by Undergraduate Council/Curriculum Committee

*Date of Approval by Graduate Council

*Date of Approval by Health Care Colleges Council (HCCC)

*Date of Approval by Senate Council

*Date of Approval by University Senate

*If applicable, as provided by the Rules of the University Senate

Reported by Department Chair

Reported by College Dean

Reported by Undergraduate Council Chair

Reported by Graduate Council Chair

Reported by HCCC Chair

Reported by Senate Council Office

Reported by Senate Council Office

Rev 7/06
AGING, HEALTH & DECISION MAKING
Sample Syllabus
BSC 760/GRN 770
Spring 2006
Monday 10:00 – 12:45 pm

Dr. Mitzi M. Schumacher
129 COMOB
323-6075
Mitzi.Schumacher@uky.edu
Office hours:

Dr. Joy M Jacobs-Lawson
306A Wethington Health Sciences Building
257-1450 ext 80194
Joy.Jacobs-Lawson@uky.edu
Office hours:

REQUIRED TEXT & READINGS

There is not a required text book for the course. A list of readings, comprising chapters and articles from a wide range of sources, will be provided for each topic. The collected readings will be available in the reading room of COMOB or mailroom of the Graduate Center for Gerontology as a reading packet which can be checked out for 3 hours at a time. A single copy of the packet for individual use may be purchased at Johnny Print Copy Shop (547 South Limestone). Course participants will be expected to have read the required readings prior to each course reading.

PREREQUISITES

There are no prerequisites for this course.

COURSE DESCRIPTION

This is a doctoral level seminar that provides an overview of behavioral decisional theories (e.g. rational choice, multiattribute utilities models, naturalistic decision-making, ethnographic decision models, Janis and Mann’s conflict theory, information processing theory, heuristic models, process tracing models, etc.) and examines research applications of those theories to the health of older adults. Research focuses on decision made by physicians, older adults, family caregivers and policy makers. A variety of applications include such decision domains as preventative screening, retirement and financial planning, other medical treatments, self-care, seeking medical care, institutionalization, end-of-life, etc.

COURSE OBJECTIVES

1. To familiarize students with a broad array of theoretical perspectives and methodological approaches to the study of decision making.
2. To examine research in health and aging relying upon decision-making theory and/or methods.
3. Understand the relationship between the various topics discussed
4. Promote critical thinking skills
The format of this class will be diverse. In class activities will include short lectures, guest speakers, discussion of readings and class exercises, and Socratic problem presentation.

**EVALUATION OF PERFORMANCE**

1. Assignments........................................60%
2. Final Examination..............................30%
3. Class Participation..................................10%
4. The final course letter grade assigned by will be determined using conventional standards (i.e., A = 90% or above; B = 80-89%; C = 70-79%; D = 69% or below).

**ASSIGNMENTS**

There will be six exercises distributed for particular weekly topics throughout the semester. Specific instructions for each exercise are attached with the readings for each topic.

**FINAL EXAMINATION**

For the course, you will complete an in-class “qualifying-like” examination comprised of three essay questions. The exam will be completed during the final exam period on April 30.

**PARTICIPATION**

Evaluation of participation is based on our expectations that all students attend class, actively participate in discussions, complete all readings prior to class meetings, and submit all assignments on the day they are due.

**OTHER COURSE REQUIREMENTS AND IMPORTANT INFORMATION**

In this course, you will be expected to turn in all papers and assignments on time. Late assignments will be penalized 5% for every day late. For this course, you are expected to use 1 inch margins, and 12 point Times New Roman Font.

If you are disabled in any way, and/or feel that there is something that the instructor needs to know that might improve your learning environment, please contact her by phone or in person and efforts will be made to ensure that the appropriate accommodations will be made.

**UNIVERSITY POLICY ON PLAGIARISM AND CHEATING**

PLAGIARISM and CHEATING are serious academic offenses. The minimum penalty for those academic offenses is final grade E in the course.

The University regulations pertaining to this matter can be found at http://www.uky.edu/StudentAffairs/Code/

Of particular relevance is Part II, SELECTED RULES OF THE UNIVERSITY SENATE GOVERNING ACADEMIC RELATIONSHIPS, Section 6.3 that can be found at http://www.uky.edu/StudentAffairs/Code/part2.html

These rules in particular say:

PLAGIARISM All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.
Exercise 1: Building a Physician’s Decision Tree

When patients suffered from hemorrhagic fever, M*A*S*H doctors replaced lost sodium by administering a saline solution intravenously. However, headquarters (HQ) sent a treatment change disallowing saline solution. With a patient in shock and near death from a disastrously low sodium level, BJ Hunnicut wanted to administer a low-sodium-concentration saline solution as a last ditch attempt to save the patient. Colonel Potter looked at BJ and Hawkeye and summed up the situation, "OK, let's get this straight. If we go by the new directive from HQ and don't administer the saline to replace the sodium, our boy will die for sure. If we try BJ's idea, then he may survive, and we'll know how to treat the next two patients who are getting worse. If we try it and he doesn't make it, we're in trouble with HQ and may get court-martialed. I say we have no choice. Let's try it." [Source: Clemen, RT (1986). Making Hard Decisions. Wadsworth Pub. Co.: Belmont, CA (p 91, Ex. 3.10)]

1. Structure the doctors' decision. What are their objectives (e.g., "what is important to them")? What risks do they face? Draw a decision tree for their decision.

2. Based on Colonel Potter's last comment, it seems like his mind is made up. Play devil's advocate and suggest a rationale for why he might have decided: "we can't do it."

How to build decision trees...

Basics
- squares represent decision nodes, i.e., decisions to be made
- circles represent chance nodes, i.e., chance events
- branches from the squares represent choices available to the decision makers
- branches from the circles represent possible outcomes of a chance event
- consequences are specified at the ends of the branches
- time (and causality) flows from left to right - immediate decision is on the far left

Rules
- The options represented by branches from a decision node must be such that the decision maker can choose only one option.
- The decision tree represents all of the possible paths that a decision maker might follow through time, include all possible decision alternative and outcomes of chance nodes.
- It is sometimes useful to think of the nodes as occurring in a time sequence. Left side first, move right in chronological order.
Exercise 3: Decision Profiles

There are several basic types of decisions:

a) the decision **whether**: a yes/no, either/or decision that must be made before proceeding with the selection of an alternative ("should I have a sundae for dessert?", "should I buy a new TV?"). It is important to be aware of having made a decision whether, since too often it is taken for granted that decision making begins with the identification of alternatives, i.e., assuming that the decision to make a choice has already been made.

b) the decision **which**: these decisions involve a choice of one or more alternatives from among a set of possibilities ("which flavors of ice cream do I want in my sundae?", "which TV do I want to buy?").

c) **contingency** decisions: these are decisions that have been made but "put on hold" until some condition is met ("I can have a sundae, if I exercise for an hour before," "If I can get it on sale, I will buy the Sony TV.").

During the week, be on the "look-out" for anyone making a decision. Write a 1 page description profiling the decision. In your profile you should address the following:

1. Who is (are) the decision makers?
2. What type of decision (see above) are they making?
3. What options are available?
4. What aspects of the situation or decision makes the decision process difficult?
5. What consequences are associated with the outcome of the decision?
Exercise 5: Measuring a Personality Trait and its Impact on Decision Making

Researchers have long studied the relationship between personality characteristics and just about anything. Indeed, social science theorists and researchers, health care practitioners and lay persons are all interested in personality characteristics that are associated with other personality characteristics, various behaviors, or even medical conditions (e.g., Type A personalities and coronary heart disease). Personality characteristics rather loosely defined refer to an individual's enduring traits or dispositional tendencies, such as

- Locus of control - the extent to which an individual believes s/he is in control v fate, others or the situation
- Self-esteem - the extent to which an individual likes his/her self
- Risk aversion - the extent to which an individual is willing to take chances or gamble

It should come as no surprise then, that many of those same theorists, researchers, practitioners and lay persons are also interested in personality characteristics associated with decision making behaviors. However, such associations are notoriously hard to discover. To that end,

1. Select a personality trait and write two to three sentences defining it.

2. Describe three ways of measuring the trait. These may be your own creation or published scales (HINT: Journals are filled with psychosocial measures and skilled web-search might be a good way to start.) Write a few sentences for each measure then state which measure you prefer and justify your choice.

3. Write a final paragraph providing three examples to illustrate how the trait might affect decision making behavior.

OR

Comparing Two Decision Style Questionnaires

Just as there are personality characteristics associated with decision making behavior, decision making behavior itself gives rise to the concept of decision style. Once a concept has been defined, measures appear in the literature. For this assignment you will

1. Complete the following decision style assessments
   -- the Melbourne Decision Making Question (Mann, Burnett, Radford & Ford, 1997)
   -- the Decision Style Survey Form (Nutt, 1989)

2. Write a paragraph describing your decision style according to the one assessment you think best describes your decision making style

3. Give this paragraph to someone who knows you will (either at home or at work) and ask them whether they agree with the description or not. Write an additional paragraph explaining their answer.
Reading List


September 7 Rational Choice II – MAU Models, MultiAttribute/MultiChoice & OTC Medication Decisions


September 14 Naturalistic Decision Making – An Alternative to Rational Choice?


**November 2** Ethics and Values


**November 9** Decision Support Interventions


**November 16 No Class**

**November 30** Evaluating Decision Outcomes and Potential Interventions

**UNIVERSITY SENATE ROUTING LOG**

**Proposal Title:**
Name/email/phone for proposal contact:

**Instruction:** To facilitate the processing of this proposal please identify the groups or individuals reviewing the proposal, identify a contact person for each entry, provide the consequences of the review (specifically, approval, rejection, no decision and vote outcome, if any) and please attach a copy of any report or memorandum developed with comments on this proposal.

<table>
<thead>
<tr>
<th>Reviewed by: (Chairs, Directors, Faculty Groups, Faculty Councils, Committees, etc)</th>
<th>Contact person Name (phone/email)</th>
<th>Consequences of Review:</th>
<th>Date of Proposal Review</th>
<th>Review Summary Attached? (yes or no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Behavioral Science</td>
<td>John F. Wilson (3-6257, <a href="mailto:jfwilson@pop.uky.edu">jfwilson@pop.uky.edu</a>)</td>
<td>Approved</td>
<td>12/1/06</td>
<td>No</td>
</tr>
<tr>
<td>COM Curriculum Committee</td>
<td>Darrell Jennings 7-5286</td>
<td>Approved</td>
<td>2-19-07</td>
<td>No</td>
</tr>
<tr>
<td>COM Faculty Council</td>
<td>Eric Smart 3-6412</td>
<td>Approved</td>
<td>4-17-07</td>
<td>No</td>
</tr>
<tr>
<td>COM Dean</td>
<td>Jay Perman 3-6582</td>
<td>Approved</td>
<td>4-27-07</td>
<td>No</td>
</tr>
</tbody>
</table>