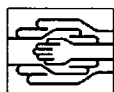


National Academy  
on an Aging Society



Association for Gerontology  
in Higher Education



The Gerontological  
Society of America



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## Publications & Resources

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The Gerontological Society of America (GSA) is the oldest and largest national multidisciplinary scientific organization devoted to the advancement of gerontological research. GSA's principal missions are to promote research and education in aging and to encourage the dissemination of research results to other scientists, decision makers, and practitioners.

GSA also advances its missions through two special units. The Association for Gerontology in Higher Education (AGHE) is a unique network of higher education institutions and other organizations dedicated to advancing study and scholarship in gerontology. The National Academy on an Aging Society (NAAS) is a policy institute that promotes innovative and responsible thinking on issues arising from the aging of our society.

This booklet lists the publications available for purchase from any of these three sources. Note that faculty, students, and administrators at **AGHE member institutions** receive a discount on AGHE publications; **individual members** of GSA receive a discount on GSA and NAAS publications. Members of GSA who are not affiliated with AGHE member institutions must pay the non-member price for AGHE publications; similarly, individuals affiliated with AGHE member institutions who are not individual members of GSA must pay the non-member price for GSA and NAAS publications.

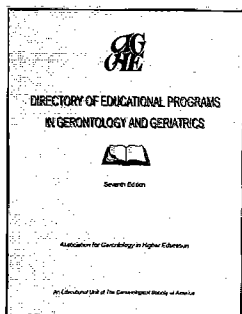
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## EDUCATION

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### DIRECTORY OF EDUCATIONAL PROGRAMS IN GERONTOLOGY AND GERIATRICS



Directory of Educational Programs in Gerontology and Geriatrics. Seventh Edition. Derek D. Stepp (Ed.). 2000. 305 pp. \$55 AGHE members; \$85 non-members.

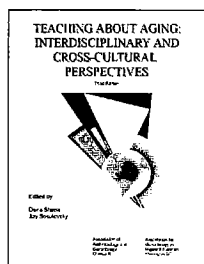
Describes more than 750 gerontology programs (credit and postdoctoral) at institutions of higher education in the United States and select foreign countries. Programs include those awarding degrees, credit certificates, specializations, and fellowships in aging at all educational levels, and those identified as clinical or research sites in aging. Listings include the name of the program; organizational unit coordinating the program; area of study; educational level; type of credential awarded; number of students in the program; year the program began; whether the program is offered through distance learning; program website address; and contact person's full name, address,

phone, fax, and e-mail. Appendices include an alphabetical and geographical listing of institutions offering programs in aging, a listing broken down by educational level, and a listing of the institutions offering distance-learning programs.

### CURRICULUM DEVELOPMENT

AGHE Collection of Syllabi for Courses in Aging. (Two Volumes). Submissions were reviewed and compiled by members of the AGHE Publications Committee. 2004. \$45 AGHE members; \$60 non-members (each volume purchased separately) or \$80 AGHE members; \$110 non-members (both volumes).

This selection of sample course syllabi will assist faculty in the development of coursework in aging. Volume I contains 52 syllabi covering core courses in aging (biology, health, psychology, adult development, research, program evaluation, social policy, sociology). Volume II contains 39 syllabi covering elective courses in aging (the family, human services, humanities, cultural diversity, minorities, ethics, gender, long-term care, nutrition, professional issues in aging).



Teaching About Aging: Interdisciplinary and Cross-Cultural Perspectives. Third Edition. Dena Shenk and Jay Sokolovsky (Eds.). 1999. 436 pp. \$16 AGHE or AAGE members; \$26 non-members.

This collection of course syllabi assists higher education faculty in developing courses of substance and interest to their students. It was co-published by AGHE and the Association of Anthropology and Gerontology (AAGE).

### STUDENT OUTCOMES

Standardized Survey Instrument for Graduates of Gerontology/Aging Studies Programs. AGHE Research Committee. 2004. \$35 AGHE members; \$50 non-members (for survey only) or \$50 AGHE members; \$75 non-members (for survey, codebook & matrix). Provided in hard copy and on CD-Rom.

The survey instrument (9 pp.) is the result of an AGHE Research Committee project and is provided by AGHE primarily for two purposes: (1) to encourage gerontology programs to collect data on their graduates for their own use, and (2) to make it possible for similar data to be collected by many different schools. You are free to use this instrument as you wish. It is not copyrighted, and you can make changes, additions, or adaptations. Also available is a companion codebook (23 pp.) for use with the survey instrument and a pre-designed matrix for data entry (with SPSS-X software).

## AGHE BRIEF BIBLIOGRAPHY SERIES

**Brief Bibliographies** is a series of annotated bibliographies highlighting the best-quality education and training materials for gerontology instruction in 36 subject areas in the health and social sciences. The bibliographies (1) assist faculty in selecting the best materials to use in courses they are structuring; (2) provide a suggested list of books, articles, and journals which gerontology programs should acquire for their libraries; and (3) direct students to key resources as they pursue their research and academic studies in the field of aging. All 36 bibs were updated in 2004.

Members		Non-members	
# Clusters	Price	# Clusters	Price
1	\$25	1	\$40
2	\$50	2	\$80
3	\$60	3	\$105
4	\$80	4	\$140
5	\$85	5	\$150

### Core Topics in Aging

**Health Aspects of Aging.** Compiled by David Haber.

**Psychology of Aging.** Compiled by Bert Hayslip, Jr., and Robert O. Hansson.

**Public Policy and Aging.** Compiled by Robert Hudson and Eric Kingson.

**Research Methods in Aging.** Compiled by Stephen J. Cutler and K. Warner Schaie.

**Social Gerontology.** Compiled by Frank Whittington and Linda M. Breyspraak.

### Diversity Topics in Aging

**American Indian Aging.** Compiled by Robert John.

**Asian American and Pacific Islander Elders.** Compiled by Barbara Yee and Gwen Yeo.

**Cultural Perspectives on Aging.** Compiled by Dena Shenk and Jay Sokolovsky.

**Ethnogerontology and African Americans.** Compiled by Keith E. Whitfield and Martha R. Crowther.

**Hispanic / Latino Gerontology.** Compiled by Steven Applewhite and Cruz C. Torres.

**International Aging.** Compiled by Charlotte Nusberg and Jay Sokolovsky.

### Instructional Methods and Options in Aging

**Aging in Literature.** Compiled by Barbara Frey Waxman and Anne Wyatt-Brown.

**Audiovisuals on Aging.** Compiled by Robert E. Yahnke and C. Joanne Grabinski.

**Distance Education.** Compiled by Kathryn L. Braun and Melen R. McBride.

**Education and the Older Adult.** Compiled by Jo Ann Luckie and Mary Alice Wolf.

**Interdisciplinary Education and Teamwork in Gerontology and Geriatrics.** Compiled by Phillip Clark and Theresa Drinka

**Teaching About Aging for Children and Youth.** Compiled by Sandra L. McGuire and Catherine J. Tompkins.

### Electives in Aging

**Allied Health.** Compiled by Iris Parham and Robert E. Roush.

**Counseling and the Elderly.** Compiled by Christopher Johnson.

**Death and Dying.** Compiled by Bert Hayslip, Jr., and Christopher Johnson.

**Ethics and Aging.** Compiled by Rick Moody and Wiley P. Mangum.

**Home Health Care.** Compiled by Ada Romaine Davis and Margaret A. Perkinson.

**Law and Aging.** Compiled by Marshall B. Kapp.

**Mental Health and Aging.** Compiled by Boaz Kahana and George Niederehe.

**Nursing Home Administration.** Compiled by Cheryl Harding.

**Religion, Spirituality, Theology, and Aging.** Compiled by Henry C. Simmons and Susan H. McFadden.

### Hot Topics in Aging

**Aging and the Natural Environment.** Compiled by Scott D. Wright and Stan Ingman.

**Aging, Families, and Caregiving** Compiled by Karen Roberto and Jeanne A. Teresi.

**Employment and Aging.** Compiled by Barbara McIntosh and Francis G. Caro.

**Kinship Care.** Compiled by Bert Hayslip, Jr., and Julie Hicks-Patrick.

**Leisure and Aging.** Compiled by Francis A. McGuire and Judy Voelkl.

**Rural Aging.** Compiled by John A. Krout and Share DeCroix Bane.

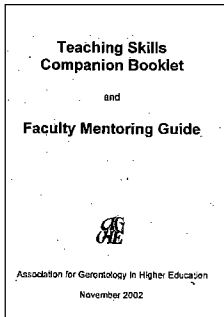
**Sexuality and Aging.** Compiled by Shirley Weaver and J. Michael Cruz.

**The Older Volunteer.** Compiled by C. Neil Bull.

**The Older Woman.** Compiled by Elizabeth Markson and Darlene Yee-Melichar

**Technology and Aging.** Compiled by David C. Burdick and Latona Murdoch.

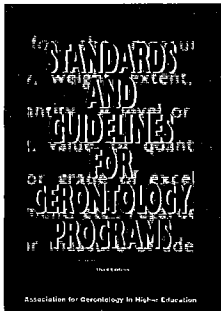
## FACULTY DEVELOPMENT



Teaching Skills Companion Booklet and Faculty Mentoring Guide. (Two manuals published under one cover.) AGHE Teaching Skills Companion Booklet. Lisa Curch and Michelle Stevenson. 2002. 9 pp. AGHE Faculty Mentoring Guide. Jessica L. Waugh (adapted for AGHE by Beth Ciha and Bert Waters). 2002. 20 pp. \$10 AGHE members; \$15 non-members.

The AGHE Teaching Skills Companion Booklet provides tips for developing and improving one's teaching skills. It includes an annotated bibliography of print and online resources for teachers of gerontology, with a special section for international teaching assistants. The AGHE Faculty Mentoring Guide is a comprehensive overview of mentoring, its history, and its benefits. Written for both mentors and mentees, this booklet advises individuals on how to forge a mentor/mentee relationship, what to expect from this relationship, and how to periodically evaluate it. A listing of print and online resources for more information on mentoring is included.

## PROGRAM DEVELOPMENT



Standards and Guidelines for Gerontology Programs. Fourth Edition. AGHE Standards Committee, J. Richard Connelly and Thomas A. Rich (First Edition Eds.). 2005. 87 pp. \$20 AGHE members; \$40 non-members.

This publication outlines standards and guidelines for the development of gerontology instruction in institutions of higher education. The document includes a set of recommendations for gerontology program development that apply to any program regardless of academic level or type of credential awarded, as well as specific curriculum and policy recommendations for gerontology programs that offer an associate degree or certificate, a bachelor's degree, a bachelor's certificate or minor, a continuing education certificate at the undergraduate level, a master's degree, a graduate certificate, or a doctoral degree. A chapter on future issues in gerontological education and a glossary of terms are also included. The Fourth Edition includes updates and minor edits for all previous chapters. Also included, is an expanded chapter on doctoral degree programs and a new chapter addressing on-line programs in gerontology.

What Works? A Guide to Successful Gerontology Programs. Ben E. Dickerson, et al. 2003. 98 pp. \$10 AGHE members; \$15 non-members.

Each article in this collection describes how instructors and administrators can evaluate their programs, develop curricula, set standards and guidelines, market gerontology education, and find useful education and training materials.

Development of Gerontology, Geriatrics, and Aging Studies Programs in Institutions of Higher Education. David A. Peterson, Pamela F. Wendt, and Elizabeth B. Douglass. 1994. 40 pp. \$10 AGHE members; \$20 non-members.

This report includes a description of instructional programs in aging in colleges and universities, including a discussion of the growth trend in the number of programs and student enrollment and of the structure and stability of current programs. The study suggests that the field continues to grow significantly in frequency, complexity, and size.

Core Principles and Outcomes of Gerontology, Geriatrics, and Aging Studies Instruction. Pamela F. Wendt, David A. Peterson, and Elizabeth B. Douglass. 1993. 30 pp. \$10 AGHE members; \$20 non-members.

This report outlines the core organizing principles for inclusion in instructional programs in aging. It also describes a set of core student outcomes for gerontology programs with a liberal arts, professional, or scientific orientation. The concepts were developed by an expert panel and validated by a national survey of gerontology programs.

## AGHE CONSULTATION PROGRAM

AGHE's consultation program was developed to assist community and four-year colleges and universities in developing new gerontology instruction and in expanding or evaluating existing gerontology programs. The consultation program links an institution with a consultant who will objectively evaluate the proposed or existing program, pinpoint problems, and help identify solutions. The consultant can also provide unbiased verification of the need for change in gerontology instruction and justification for institutional proposals for modifying current offerings in aging.

### Do I Need a Consultant?

This free brochure will help you decide whether you might benefit from the services of consultant.

Gerontology Program Development and Evaluation. Tom Hickey, Phyllis K. Stillman, and Elizabeth B. Douglass (Eds.). 1994. 150 pp. \$50 AGHE members; \$65 non-members.

A comprehensive edited volume of papers addressing substantive issues relevant to gerontology instruction. Designed to help institutions analyze their resources and opportunities, define program objectives consistent with their academic missions, and plan new academic and service initiatives in aging-related areas.

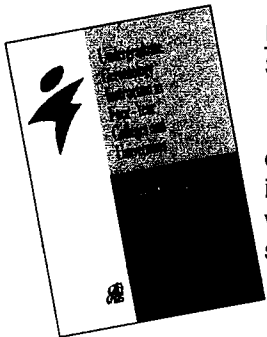
Gerontology Instruction in Community Colleges. Jane Carney and Ellen N. Sullivan. 1994. 68 pp. \$25 AGHE members; \$35 non-members.

This guide to aging-related program development and evaluation for community colleges is intended for faculty interested in increasing their institution's focus on aging-related issues. Two case studies are included. This volume answers a wide range of questions related to curriculum planning and development, student recruitment and career placement, faculty development, and resource issues.



Undergraduate Gerontology Instruction in Four-Year Colleges and Universities. Charles R. Schmidtko. 1994. 48 pp. \$20 AGHE members; \$30 non-members.

A guide to program development and evaluation. This book describes the overall context of four-year schools and universities, their missions and goals, and how the study of aging fits in with their curricula and programs in liberal arts, general education, and specialty areas. This volume answers a wide range of questions related to curriculum planning and development, student recruitment and career placement, faculty development, and resource issues.



## SERVICE-LEARNING

Intergenerational Service-Learning: Crossing New Paths. VHS video. 2002. 9 min. \$15 AGHE members; \$25 non-members.

This video is a result of an intergenerational service-learning project supported by AGHE and Generations Together of the University of Pittsburgh. It describes students' experiences with service learning and the success of their course project.

Intergenerational Service-Learning in Gerontology. VHS video. 2001. 13 min. \$15 AGHE members; \$20 non-members.

This video is a result of an intergenerational service-learning project supported by AGHE and Generations Together of the University of Pittsburgh. It is great for the classroom as well as for introducing local agencies to the importance of intergenerational service-learning.

Intergenerational Service-Learning in Gerontology: A Compendium. (Four volumes, each sold separately). AGHE and Generations Together, University of Pittsburgh.

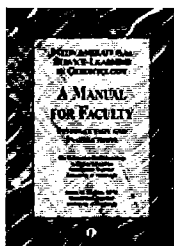
Volume I. 1999. 86 pp. \$5 AGHE members; \$10 non-members. (available on CD as PDF only)

Volume II. 2000. 82 pp. \$5 AGHE members; \$10 non-members.

Volume III. 2001. 106 pp. \$5 AGHE members; \$10 non-members.

Volume IV: Practical Guidance From Multiple Perspectives. 2004. 72 pp. \$15 AGHE members; \$25 non-members.

These compendia illustrate the work done by faculty, administrators, students, and community members at various institutions in 1998 (Volume I), 1999 (Volume II), 2000 (Volume III), and 2003 (Volume IV). The work is presented as articles that describe various aspects of the gerontology courses, service provided, mini-conferences, and outcomes. The compendia are intended to be used as a guide for replication of the projects described.



Intergenerational Service-Learning in Gerontology: A Manual for Faculty. AGHE and Generations Together, University of Pittsburgh. 2004. 39 pp. \$15 AGHE members; \$25 non-members.

This manual combines information collected from faculty, students, and community agency representatives through surveys, interviews, reports, and informational feedback. It describes student and faculty volunteer involvement with frail and high-functioning adults in senior, long-term care, adult day, and assisted living centers, or in individual homes.

### *Complete Service-Learning Collection*

\$50 members; \$90 non-members

This collection includes all seven service-learning resources detailed above.

*Integrated Service-Learning In Gerontology: A Compendium*

Vol. I – 1998 – 86 pp. (available on CD as PDF only)      Vol III – 2000 – 106 pp.

Vol. II – 1999 – 82 pp.      Vol. IV – 2004 – 72 pp.

*A Manual for Faculty: Introductions and Instructions* (2004, 38pp.)

*Intergenerational Service-Learning: Crossing New Paths* (2002, VHS, 9 min.)

*Intergenerational Service-Learning in Gerontology* (2001, VHS, 13 min.)

## **FUNDING OPPORTUNITIES**

Aging Education and Training: Priorities for Grantmaking Foundations. Elizabeth B. Douglass, David A. Peterson, and Rachel B. Seymour. 1997. 33 pp. \$10 AGHE members; \$20 non-members.

This report provides an overview of the field of gerontology and geriatrics education, as well as the impact that changes in federal funding have had on the quantity and quality of aging education. It challenges grantmaking foundations to increase their commitment to aging education and training and identifies priorities that grantmaking foundations should address.

## BEVERLY LECTURE SERIES

Reprints of lectures given at the AGHE Annual Meeting. Funding provided by Beverly Enterprises (Fort Smith, Arkansas). Single copies free. Copies of 1995, 1996, and 1997 lectures also available. Please call (202) 289-9806 for details.

Early Detection and Prevention: The Future of Geriatrics. James A. Mortimer. 2003. 20 pp.

Geriatrics Education: A Model for Integration. Harvey Jay Cohen. 2002. 23 pp.

Labor Requirements to Implement Five Care Processes Consistent With Federal Nursing Home Quality Standards. John F. Schnelle. 2001. 23 pp.

Managed Medicare: Implications for Geriatrics/Gerontological Education. Gregg A. Warshaw. 2000. 29 pp.

## CAREERS IN AGING



Careers in Aging: Consider the Possibilities. Gloria D. Heinemann, Elizabeth B. Douglass, and Joy C. Lobenstine. 2003. 16 pp. \$0.50 AGHE members; \$0.75 non-members. Single copies are free.

An introductory booklet on careers in aging appropriate for high school and college students. The booklet answers the following questions: What is gerontology? Why study aging and older persons? What jobs and careers are available in the aging field? How do you become a professional in the field? How do you select a program in the field? How can you find out more about the field? How do you find jobs in the field?

Careers in Aging: Opportunities and Options. David A. Peterson, Elizabeth B. Douglass, and Joy C. Lobenstine. 2004. 28 pp. \$1 AGHE members; \$2 non-members.

A booklet designed for upper-level undergraduate and graduate students and adults considering a career change. The booklet addresses the following questions: What are the implications of an aging society for employment of professionals? What does it mean to work in the "field of aging"? What types of jobs exist for gerontological specialists? What kinds of education programs are available in the field of aging? What should I look for when selecting a program?

Careers in Aging: Old Friends, New Faces. VHS video. 1996. 10 min. \$10 AGHE members; \$15 non-members.

This video, for those considering a career in aging, focuses on the personal rewards of aging-related careers and on the great variety of employment opportunities. The video is designed primarily for use by career counselors and for classroom use by gerontology, geriatrics, and aging studies faculty.

Gerontological Education and Job Opportunities in Aging. AGHE Task Force on Educational–Employment Linkages. 1998. 23 pp. \$10 AGHE members; \$15 non-members.

This publication focuses on the links between gerontology education and the work settings of aging studies graduates. Included are practical suggestions for building ties between faculty, students, and employers. This is an excellent resource for individuals preparing to work in the field of aging, instructors of gerontology, and employers.

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## RESEARCH

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### JOURNALS

GSA members receive print and online subscriptions for up to two of three journals at no cost, and to all three journals for an additional fee. To order a single issue, or to receive information on becoming a member of GSA, call (202) 842-1275.

The Journals of Gerontology: Series A (Medical Sciences and Biological Sciences, published under one cover). Published monthly. Single issues are \$50 each.

Journal of Gerontology: Medical Sciences. John E. Morley, MB, BCh (Ed.).

Covers all medical sciences pertaining to aging, including basic medical science, clinical epidemiology, clinical research for medicine, dentistry, allied health sciences, and nursing.

Journal of Gerontology: Biological Sciences. James R. Smith, PhD (Ed.).

Focuses on the biological aspects of aging in areas such as biochemistry, genetics, molecular biology, morphology, neuroscience, nutrition, pathology, pharmacology, and physiology.

The Journals of Gerontology: Series B (Psychological Sciences and Social Sciences, published under one cover). Published bimonthly. Single issues are \$50 each.

Journal of Gerontology: Psychological Sciences. Thomas M. Hess, PhD (Ed.).

Publishes articles on the psychology of aging, including attitudes, cognition, emotion, neuropsychology, perception, personality, sensation, and many other topics.

Journal of Gerontology: Social Sciences. Charles F. Longino, Jr., PhD (Ed.).

Publishes articles from the fields of anthropology, demography, economics, epidemiology, geography, political science, public health, social history, social work, and sociology.

The Gerontologist. Linda S. Noelker, PhD (Ed.). Published bimonthly. Single issues are \$40 each.

This journal provides a multidisciplinary perspective on human aging through the publication of research and analysis in gerontology, including social policy, program development, and service delivery. Articles, including those in applied research, report concepts and research findings, with implications for policy or practice. Brief descriptions of innovative practices and programs appear in the Practice Concepts section.

### BOOKS AND SPECIAL ISSUES

The Journals of Gerontology: Series A (Biological Sciences) S. Jay Olshansky, PhD, Leonard Hayflick, PhD, and Thomas T. Perls, PhD, MPH (Guest Eds.). \$15 each GSA members; \$20 each non-members.

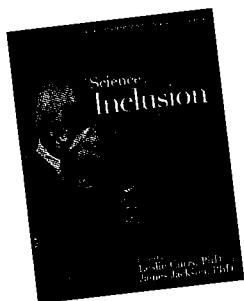
Special Issue: Anti Aging Medicine: The Hype and the Reality Part I. June 2004. 74 pp.

Focuses on the history, debates, and reality of anti-aging medicine with topics on life extension, ethics, aging and age-associated pathologies, biomarkers of aging, the multiple and irreversible causes of aging, and super centenarians.

Special Issue: Anti Aging Medicine: The Hype and the Reality Part II. July 2004. 76 pp.

Focuses on whether hormones and supplements work, the legal issues of anti-aging, and the future of aging interventions with topics on micronutrient supplementation, the biological rate of aging, and longevity phenotypes.

Anti-Aging Medicine: The Hype and the Reality. S Jay Olshansky, PhD, Leonard Hayflick, PhD, and Thomas T. Perls, PhD, MPH (Guest Eds.). Approximately 130 pp. October 2004. \$25 GSA members; \$30 non-members. *Bound book of the June and July 2004 issues of The Journals of Gerontology: Series A (Biological Sciences)*

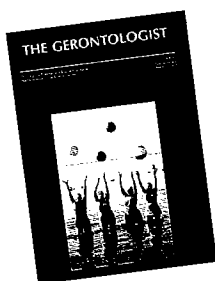
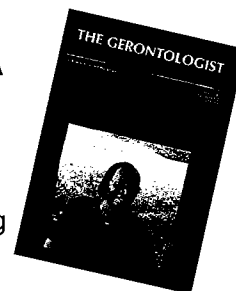


The Science of Inclusion: Recruiting and Retaining Racial and Ethnic Elders in Health Research. Leslie Curry and James Jackson. 2003. 104 pp. \$15 GSA members; \$20 non-members.

This volume addresses a broad range of considerations in the recruitment and retention of racially and ethnically diverse elders, including identification of barriers to participation in research and strategies for overcoming them in clinical, health services, and survey research.

Challenges in Nursing Home Care. Jill Quadagno, Sidney Stahl, and Laurence Branch (Guest Eds.). April 2003. Special Issue II of *The Gerontologist*, Vol. 43. 132 pp. \$15 GSA members; \$20 non-members.

The articles in this special issue were prepared for a conference on Challenges in Nursing Home Care, held at Florida State University, March 20–21, 2002. The articles address central concerns facing families, care providers, and policymakers about nursing home care (including cost containment, quality of care, access to care, consumer preferences and decision making, liability, and workplace issues).



Challenges of Translational Research on Aging: The Experience of the Roybal Centers. Karl Pillemer, Sara J. Czaja, and Richard Schulz (Guest Eds.). March 2003. Special Issue I of *The Gerontologist* Vol. 43. 68 pp. \$15 GSA members; \$20 non-members.

This special issue provides evidence of successful translational research and sets the stage for additional discussion of key problems and solutions in intervention research with older persons. Support for the publication was provided by the National Institute on Aging and Cornell University.

Closing the Gap. Keith E. Whitfield. May 2004. 154 pp. \$15 GSA members; \$20 non-members.

This special issue contains a general discussion of the issues related to health disparities of minorities, and provides a discussion about how these conditions are predicated by the relationship, impact, or relation to aging. Support for this book was provided through a cooperative sponsorship agreement with the National Institute on Aging and a grant from the Alzheimer's Association.



End-of-Life Research: Focus on Older Populations. Kathleen C. Buckwalter (Guest Ed.). October 2002. Special Issue III of *The Gerontologist* Vol. 42. 136 pp. \$15 GSA members; \$20 non-members.

This special issue is an outgrowth of the Integrative Workshop on End-of-Life Research, Bethesda, Maryland, October 22–23, 2001. The primary purpose of this workshop was to define the current state of the science for end-of-life in older people and to identify future directions for National Institutes of Health research initiatives. Production of this publication was sponsored by the National Institute of Nursing Research, the National Cancer Institute, the National Center for Complementary and Alternative Medicine, and the National Institute on Aging at the National Institutes of Health; the Fetzer Institute; the Health Resources and Services Administration; and the Agency for Health Care Research and Quality.

Nutrition, Physical Activity, and Quality of Life in Older Adults. David R. Thomas (Guest Ed.). October 2001. Special Issue II of the *Journals of Gerontology: Biological Sciences and Medical Sciences*, Vol. 56A. 96 pp. \$10 GSA members; \$20 non-members.

The articles in this monograph provide an overview of current research knowledge concerning changes in physical activity, eating habits, and nutrient intakes occurring with aging. Attention has been given to the epidemiological description of age-associated changes and to the physiological alterations that may cause them. The articles also address the relationship between measures of fitness and nutritional status and key domains of health. These articles were commissioned by the International Life Sciences Institute Center for Health Promotion.

Caloric Restriction's Effects on Aging: Opportunities for Research on Human Implications. March 2001. Edward J. Masoro (Guest Ed.). October 2001. Special Issue I of the *Journals of Gerontology: Biological Sciences and Medical Sciences*, Vol. 56A. 80 pp. \$10 GSA members; \$20 non-members.

This special issue is an outgrowth of the Caloric Restriction Clinical Implications Advisory Group Meeting, Lister Hill Auditorium, National Institutes of Health Campus, Bethesda, Maryland, March 8–10, 1999. Production of this publication was funded by the National Institute on Aging.

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## PUBLIC POLICY

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### PUBLIC POLICY & AGING REPORT



The *Public Policy & Aging Report* is a publication of the National Academy on an Aging Society. Robert B. Hudson, PhD, Boston University (Ed.). This report is published quarterly during the calendar year. Subscription rate for four issues is \$39 U.S. (\$49 international) per year.

The *Public Policy & Aging Report* explores policy issues generated by the aging of American society. It is designed to stimulate debate, highlight emerging concerns, and propose alternative policy options. Recent issues have addressed legal and policy issues associated with end-of-life care; technology and aging; income insecurity among older populations of color; elder abuse and neglect; and health workforce issues.

Previous issues available for purchase (\$10 GSA members; \$10 non-members) include:

***The Pros and Cons of Anti-Aging Medicine***. Spring 2004. 32 pp.

***Computer-Based Technology and Caregiving for Older Adults***. Winter 2004. 32 pp.

***Medicare 2003: A Beginning or an End?*** Fall 2003. 24 pp.

***Disparities in Health Status and Health Care***. Summer 2003. 24 pp.

***Emerging Crisis: The Geriatric Care Workforce***. Spring 2003. 28 pp.

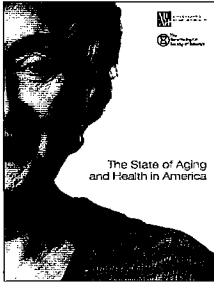
For more information, *Index of Issues*, *Table of Contents*, or to order online, visit [www.agingociety.org](http://www.agingociety.org).

Public Policy and Aging. (classroom tool) Karah E. Nazor and Betty Williamson. 2001. 212 pp. \$35 GSA and AGHE members; \$50 non-members.

This resource can be put to use by academics in the field of gerontology as a classroom tool. The information in the articles is easy to read and can be used for a wide variety of courses from introductory gerontology to graduate school policy courses. The articles in this publication are relevant to Public Policy and Aging and Social Policy and Aging courses (contains articles drawn from *Public Policy & Aging Report*). Figures from articles are stored on an accompanying CD-Rom.

People of Color and the Challenge of Retirement Security. National Academy on an Aging Society. 2002. 8 pp. Single copies free.

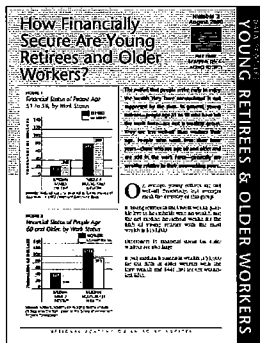
This research brief focuses on the ability of populations of color to prepare for, take, and enjoy retirement. Articles provide policy and research recommendations to help move us from a statement of problems to a search for solutions.



The State of Aging and Health in America. Greg O'Neill. 2002. 20 pp. \$3 GSA members; \$3 non-members.

This report by the Merck Institute of Aging & Health and the National Academy on an Aging Society focuses on the growing gap between older Americans' health care needs and the training of health professionals who care for them. Includes a national and state-by-state Report Card on Healthy Aging.

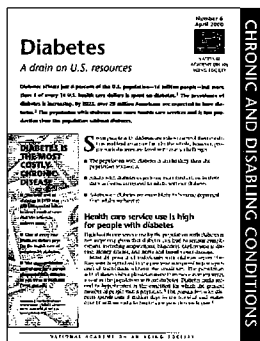
Young Retirees and Older Workers. Kristen Kiefer, Greg O'Neill, Lee Shirey, and Laura Summer, series authors. 6 pp. ea. \$1 apiece for GSA members and non-members; \$5 for the entire series of six data profiles.



Understanding the characteristics of people who leave the labor force at younger ages and who work into their later years may help us make predictions about the retirement of the baby boomers. These data profiles highlight characteristics of young retirees and older workers. This series was supported by a grant from the AARP Andrus Foundation.

- Who Are Young Retirees and Older Workers?* 2000.**
- How Financially Secure Are Young Retirees and Older Workers?* 2000.**
- How Healthy Are Young Retirees and Older Workers?* 2000.**
- Do Young Retirees and Older Workers Differ by Race?* 2000.**
- What Are the Attitudes of Young Retirees and Older Workers?* 2001.**
- What Benefits Do Young Retirees and Older Workers Receive?* 2001.**

Chronic and Disabling Conditions. Kristin Kilker, Greg O'Neill, Lee Shirey, and Laura Summer, series authors. 6 pp. ea. \$1 apiece for GSA members and non-members; \$10 for the entire series of 12 data profiles.



Chronic conditions are the major cause of illness, disability, and death in the United States. Almost 100 million Americans have chronic conditions, and millions will develop them as America ages. The following 12 data profiles highlight the major chronic and disabling conditions that affect Americans. This series was supported by a grant from the Robert Wood Johnson Foundation.

- Chronic Conditions*. 1999.**
- Hearing Loss*. 1999.**
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- At Risk*. 2000.**
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- Caregiving*. 2000.**
- Childhood Asthma*. 2000.**
- Depression*. 2000.**
- Workers and Chronic Conditions*. 2000.**
- Alzheimer's Disease and Dementia*. 2000.**
- Hypertension*. 2000.**

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## NEWSLETTERS

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# gerontology news

*Gerontology News* is the newsletter of The Gerontological Society of America. Todd Kluss, The Gerontological Society of America (Ed.). This newsletter is published monthly during the calendar year. GSA members receive the *Gerontology News* at no cost; non-members may subscribe for \$50 U.S. and Canada (\$75 international) per year.

All individuals are invited to submit information for publication to the editor at this address: Todd Kluss, The Gerontological Society of America, 1030 15th Street NW, Suite 250, Washington, DC 20005; [tkluss@geron.org](mailto:tkluss@geron.org). **E-mail submissions are preferred.** Submissions must be received by the first of the month prior to publication.

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Each issue of the newsletter contains news items about GSA members and their professional activities; brief reviews of books, videos, and other resources for researchers in gerontology and geriatrics; news items by and about GSA's Emerging Scholars and Professionals Organization; and articles about public policy related to aging research.

## ag HEXCHANGE

*AGHEXchange* is the newsletter of the Association for Gerontology in Higher Education. Peggy Perkinson, PhD, Washington University School of Medicine (Ed.). This newsletter is published quarterly during the academic year (Sept/Oct, Nov/Dec, Jan/Feb, and Mar/Apr). AGHE members receive the *AGHEXchange* at no cost; non-members may subscribe for \$25 U.S. (\$30 international, \$12 student, \$12 retiree) per year.

All individuals are invited to submit information for publication to the editor at this address: Dr. Margaret A. Perkinson, Washington University School of Medicine, Center for Aging, 4488 Forest Park Avenue, Suite 130, St. Louis, MO 63108-2293; [maperkin@artsci.wustl.edu](mailto:maperkin@artsci.wustl.edu). **E-mail submissions are preferred.**

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Each issue of the newsletter contains articles outlining ways in which instructors and administrators can evaluate and develop programs; reviews of resources for gerontological training; news about conferences, workshops, and programs of interest to gerontology educators; announcements of upcoming conferences in aging; activities and resources of interest to geriatric educators; public policy information related to educational gerontology; profiles of new AGHE members; and news items about AGHE programs, publications, and activities.

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