

**WINTHROP UNIVERSITY
DEPARTMENT OF SOCIAL WORK**

**SCWK300/GRNT 300: Introduction to Social Gerontology
Fall Semester 2015 (3 credit hours)**

Instructor:

Dr. Allison Gibson, Ph.D., M.S.W.
Assistant Professor
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Phone: 803-323-2648
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Meeting times/days:

Mon & Wed 9:30-10:45am

Location

Owens G01

Office Hours

Mondays 11am-12pm
Tuesdays: 12:30-1:30pm
Wednesdays: 3:30-4:30pm
Please email to schedule additional meeting times

Course Description:

To gain an understanding of Social Gerontology by using a bio-psycho-social framework to examine the historical, cultural, biological, physiological, psychological, and social aspects of aging. Emphasis is given to the changes that are associated with aging and the resulting dynamic interactions between older people and their environment.

Prerequisites: None

Course Competencies (Student Learning Outcomes)

*EP refers to the Council of Social Work Education, 2008 Educational Policy and Accreditation Standards

1. Apply social work ethical principles to guide professional practice (EP 2.1.2).
2. Engage diversity and difference in practice (EP 2.1.4).
3. Respond to contexts that shape practice (EP 2.1.9).

Practice Behaviors (PB)

As a result of completion of the course, students should be able to demonstrate the following:

1. Demonstrable ability to apply strategies of ethical reasoning to arrive at principled decisions when engaging in profession practice around the issues involved with older adults including but not limited to issues of death, dying, bereavement, and widowhood including the care of the dying, the right to die, rituals, and widowhood. (EP 2.1.2)
2. Demonstrate an understanding of the nature of social gerontology, historical, contemporary, and cross-cultural issues, attitudes toward older adults, and the major findings from social gerontology about the older adult population in the US. (EP 2.1.4)

3. Demonstrate an understanding of the diversity involved with aging and minority populations including older women's needs, health status, and social status. (2.1.4)
4. Demonstrate an understanding of the social contexts and consequences of physical aging including current research on the causes of aging, physiological changes with age, changes in sensory function, chronic diseases, and promoting well-being in older age. (EP 2.1.9)
5. Understand the social policies that can address social problems relevant to older adults including income security programs, private pensions, Medicare and Medicaid. (EP 2.1.9)

Required Reading:

Loe, M. (2011). *Aging our way: Lessons for living from 85 and beyond*. New York, NY: Oxford University Press.

Course Format

A variety of instructional methods are used in this course. We will also be using the team-based learning model. This will include, but is not limited to lectures, videos, team activities/exercises, individual exams, team exams, class discussions, and an ongoing term paper.

Students with Disabilities

Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Disability Services (ODS) at 803-323-3290, or, accessibility@winthrop.edu. Please inform me as early as possible, once you have your official notice of accommodations from the Office of Disability Services.

Attendance Policy

This course is highly interactive, so your attendance and participation is vital to everyone's learning experience. You are expected to attend all required class meetings. If you are absent from class, whether "excused" or "unexcused" you may receive a reduction in points toward your final course grade, or in extreme instances, in receiving a grade of "F" for the course. Should a student miss more than 5 classes, they will receive a "0" for the course. It is also your responsibility to ensure that you catch up on any materials covered during your absence – being absent is not an acceptable reason to not be prepared for the next class. Tardiness is disruptive and disrespectful to others—especially to me. Being more than 15 minutes late for class on four occasions will result in a five point deduction in your final grade. Tardiness on five occasions or more will result in a 10 point deduction in your final grade.

Disruptions during Class

Disruptions during class (e.g., arriving late, leaving and returning to the room during class, leaving early, etc.) interfere with the focus and continuity of the class. Therefore, please keep disruptions to a minimum. Also, please turn off ringers and related sound alerts for beepers and mobile phones while in class. Texting and internet browsing are not permitted during class. Mobile phones must be put away during class. ***If I see you on your phone in class, you will be notified and lose 10 points off your final grade.*** Should you have emergency circumstances for which special considerations to

this policy would be requested, please contact the instructor in advance.

Policy for Appropriate Use of Hand-held and Wireless Technology

The College of Arts and Sciences' Policy for the Appropriate Use of Hand-held and Wireless Technologies is in effect for this class.

Excerpt from Policy:

Students may not use cell phones, pagers, PDAs, or similar communication devices during scheduled course meetings (including class time, laboratories, review sessions, individual instruction, or similar activities) in the College. Such devices must be silenced or turned off and should not be taken out during course meetings. Communication by electronic devices, including but not limited to instant messaging, text messaging, web surfing, and telephoning during class, is strictly prohibited unless expressly designated as part of the learning activities. Electronic audio or video recording of the classroom environment is prohibited unless permission is given by the instructor prior to recording.

1. Laptops (or any wireless computers or similar electronic devices) may be used for note-taking or specified course activities with the instructor's permission. Students using these devices for note-taking must turn off the wireless function and close all applications/windows other than the appropriate document or application unless the instructor specifically permits otherwise. Students must avoid non course-related activities such as checking email or social networking sites, web-surfing, or playing games because these diminish their—and their classmates'—engagement with instructional activities.

For Full Policy Statement use, please see:

<http://www.winthrop.edu/uploadedFiles/artscience/AppropriateUseOfHandHeldWirelessTechnologyApprovedPolicyMar2010.pdf>

Written Paper Grading Guidelines

Writing is a crucial component of effective social work practice and of this course. You will be expected to produce professionally written assignments in this course. Papers should demonstrate depth of social work knowledge, values, and skills, and should be well-organized, and sound in the rules of spelling, grammar, and sentence structure. All papers submitted electronically **MUST** be submitted no later than (11:59pm) on the due date. Papers submitted after that time will receive a reduction by one letter grade per each 24 hours the paper is late.

Your work for this course will be graded in accordance with assignment rubrics the included in this syllabus, and will include evaluation of your ability to integrate required expectations into scholarly writing that involves correct APA style/formatting, the use of critical thinking skills, content, grammar, spelling, & following assignment outlines.

Policy Regarding Late Papers/Assignments

All assignments whether submitted electronically are due at the 11:59pm on the due date. Your second assignment will be due in class at the beginning of class. Papers submitted late will receive a reduction of one letter grade per 24 hours of the late submission.

Policy Regarding Completion of All Assignments

ALL assignments for the course must be completed in order for students to receive credit for the course.

Extra Credit

Extra credit may be offered at the discretion of the instructor. Should such opportunity become available, the instructor will provide instructions for the assignment at a later class date. All students will be afforded the chance to participate in extra credit should an opportunity be made available.

Syllabus Change Policy

This syllabus is a contractual agreement between the instructor and student. The core substance will not be changed. Dates of session topics may be subject to change to accommodate specific circumstances that may arise and will be announced in advance whenever possible. Due dates for papers or tests will not be changed without the unanimous vote of the members of the class and the instructor.

Inclement Weather

In the event of inclement weather, Department of Social Work faculty and staff will make every effort to hold classes in accordance with the official University posting which may be found on the University's Emergency Information web site at winthrop.edu/emergency. Postings will also be sent to Winthrop e-mail accounts by University officials. Notices are also posted on the campus alert line at 803-323-2222 and through local media outlets. Students may also register for WU Alerts for critical emergency updates for voice or phone texts (information on how to register may be found on the University Emergency Information website).

Conduct Code/Ethics Expectation Academic Integrity

A fundamental tenet of all institutions of higher learning is academic honesty and therefore any infractions are considered serious. A student's participation in Winthrop University may be terminated when there is evidence of academic misconduct and/or when there is reason to believe the professional performance represents non-compatibility with academic standards as an undergraduate student.

Academic Misconduct

Infractions of academic discipline are dealt with in accordance with the Department of Social Work Termination Policy. Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the professor in the creation of work to be submitted for academic evaluation including papers, projects, and examinations; presenting, as one's own, the ideas or words of another for academic evaluation without proper citation of sources; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the professors involved. In addition, academic misconduct involves attempting to influence one's academic evaluation by means other than academic achievement or merit.

Grading

All assignments must be completed to receive a grade for this course. Assignments turned in after the due date will have a letter-grade deducted per 24 hours of late submission. The grading scale for this course is as follows. See Policy Regarding Late Submission of Written Assignments in this syllabus for details regarding submission requirements.

Students Participation in Class

Students are expected to complete all reading and prepare assignments prior to class. Class participation involves being present for class, actively listening to the material being presented, and actively participating in class discussions and activities. Students are expected to be ready to begin class activities at the start of the class period and stay for the duration of the class. Students are expected to participate in making the class a meaningful learning experience for all. Ask questions of other students; avoid just lecturing about personal opinions to the class. Raise questions, reflect on the comments of others, and show an interest in hearing their perspectives.

Policy Regarding Make up Tests.

Tests are to be taken on the day and time assigned. Tests will be conducted in class. An individual exam and then a team exam will be administered on the days in which tests are scheduled. The tests will cover all material in the textbook, lectures, class discussions, and materials assigned during the semester. Newspaper articles, films, speeches, or other materials discussed in class may also be included. Note that some of the material in the course is not covered in class but is in your text book. This material is fair game for the examinations.

Other course policy

You are expected to purchase the text and other required materials and have completed your reading assignments by the beginning of each class. If you do not choose to purchase them from the bookstore, please check the ISBNs for the text so that you can get the right edition wherever you choose to shop.

Policy Regarding Completion of All Assignments

ALL assignments for the course must be completed in order for students to receive credit for the course. Incomplete assignments will result in an F for the course.

Course Student Expectations:

1. Students will read all material for the class before they come to class.
2. Students will attend all classes and participate in class discussion and activity.
3. All students will actively participate in any group assignments conducted in class.
4. Students will at all times be respectful of classmates, speakers, the instructor, and administrative staff.

Students are expected to be active learners by:

1. Osmosis is a process where people learn by absorbing the material with seemingly unconscious effort. Social workers need to be conscious of the behaviors of people and the theories they use to help others change the negative behaviors, to this end, students are expected to engage in the learning process by bringing the course information into their consciousness.
2. Arriving on time for class and staying for the duration of the class, completing assigned readings, and participating in class discussions. Class participation involves being physically present for the class, actively listening/paying attention to the material being presented, and actively participating verbally in class discussions and exercises.
3. Attendance is taken each class, if students are late for class it is the students' responsibility (at the end of the class) to ensure that their team has them listed as being present for the

class otherwise it is likely that students will be counted as absent.

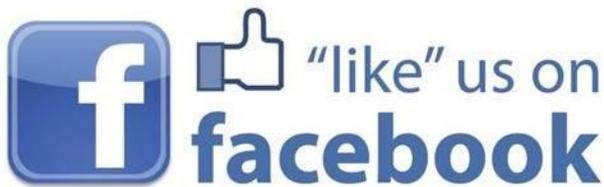
4. Reading the assignments BEFORE coming to class and being prepared to discuss issues related to the topic
5. Tests will be only be offered in-class during the scheduled time unless arrangements are made with the instructor prior to the exam date. The tests will cover lectures, readings, guest speakers, student presentations, handouts and any other instructional material used during the class period. Instructor will make a reasonable effort to provide all of these materials electronically on Blackboard.
6. **For social work majors:** All assigned papers must be typed, double-spaced and must be referenced in accordance with the guidelines in the Publication Manual of the American Psychological Association [APA] 6th edition (2011). APA is available in the Social Work Department, Dacus library, Rock Hill libraries and on the Internet. <http://www.apastyle.org>. Failure to properly cite material and include the citations in the reference section is plagiarism and plagiarism will result in serious disciplinary consequences. Other majors must follow the guidelines of their discipline (i.e., MLA, Harvard Manual of Style, etc.).

Honors Option

Students who meet the requirements for an Honors section may request an Honors option within GRNT 300. The Honors option will require a research paper on a topic selected in advance by the instructor and student.

Gerontology Interdisciplinary Minor

Students who are currently enrolled in the interdisciplinary specialization minor, or are interested in learning more about it are encouraged to “like” the Department of Interdisciplinary Studies on Facebook to access important information concerning upcoming events. For more information about the specialization, please contact Dr. Cynthia Forrest of the Department of Social Work: forrestc@winthrop.edu



Winthrop University
Department of Interdisciplinary Studies



Global Learning Statement

The global learning component(s) of this course relate to understanding aging in other countries and across cultures in the United States. Students will observe a film clip about the aging crisis in Japan, become familiar with demographic trends of global aging, and participate in a discussion on how can countries with limited resources are preparing for the increase in their older adult populations.

Grading

All assignments must be completed to receive a grade for this course.
 Assignments turned in after the due date will have a letter-grade deducted per day.
 The grading scale for this course is as follows:

Points earned	Grade	Grade description	Quality points
93 - 100	A	Excels	4.00
90 - 92	A-		3.67
87 - 89	B+		3.33
83 - 86	B	Competent	3.00
80 - 82	B-		2.67
77 - 79	C+		2.33
73 - 76	C	Limited	2
70 - 72	C-		1.67
67 - 69	D+		1.33
63 - 66	D	Marginal	1.00
60 - 62	D-		.67
Below 60	F	Does not meet	0

The final grade for the course will be based on the following formula:

<u>Item:</u>	<u>Description:</u>
Syllabus Quiz	5%
Weekly journals (10)	25% (Must complete 10 of 15 opportunities)
Individual exams (3)	25%
Team exams (3)	10%
Team evaluations	5%
Course evaluation	5%
Final exam	<u>25%</u>
	100%

Specific Assignment Instructions:

Syllabus Quiz

This is a pass/fail quiz that will be available on Blackboard from August 26th – September 2nd by 9:30am. You must correctly answer all questions to 100%. You may take the quiz as many times as necessary to earn 100%. This assignment is worth 5% of your final grade.

Weekly journal assignments

Due on Blackboard under “Assignments” each Wednesdays at 11:59pm

This is a pass/fail assignment. There is a prompt each week worth 10 points. You must complete 10 of the 14 in order to earn the full score of 100 points. If one week you fail the assignment, you may complete an additional week to earn your full points.

Students will be evaluated on (1) their ability to respond to the prompt in its entirety, (2) students’ ability to provide thoughtful reflection about the prompt, and (3) correct grammatical/mechanical formatting. They **must be a minimum of 2 pages** double-spaced with Times New Roman 12 font.

Week	Assignment	Wednesday Due Dates
1	“What interactions have you had with older adults? How do you generally feel about them? What was your interest in taking this course?”	Sept. 2 nd by 11:59pm
2	“How do you personally feel about getting older? Are you looking forward to some things? Dreading others?” Make sure to incorporate the video and readings into your response.	Sept. 9 th by 11:59pm
3	Explore the American Association of Retired Persons (AARP) website: http://aarp.org “What did you find interesting about the AARP site? How does it relate to what we’ve been discussing in class?”	Sept. 16 th by 11:59pm
4	“What do you think we could be doing to improve older adults’ mental well-being? What resources are available? Can we do to better prevent suicide in the older adult population?”	Sept. 23 rd by 11:59pm
5	“What do you think about using art museums, music, storytelling, or other forms of visual/performance art as a way to ‘treat’ Alzheimer’s? Is it helpful or a waste of resources?” Make sure to incorporate the video and readings into your response.	Sept. 30 th by 11:59pm
6	Review the NPR reading on “Dementia Complicates Romance in Nursing Homes”. Complete a journal post on the following “What do you think would be best practice for nursing homes who are trying to set guidelines for intimate relationships for residents with cognitive impairment. How would you feel if you were the resident? How would you feel the resident was your grandparent or parent?”	Oct. 7 th by 11:59pm
7	“What are the potential benefits of older adults being pet owners? Given the implications of aging, what can be some of the challenges? What resources are available to help with these challenges? Make sure to incorporate the video and readings into your response.	Oct. 14 th by 11:59pm
8	Using a search engine in your Internet browser, look up resources available in your area for caregivers. “Could you find anything for your local community? What types of services were offered? Do you feel it’s adequate for the needs of caregivers?” Make sure to incorporate the video and readings into your response.	Oct. 21 st by 11:59pm

9	<p>You can investigate local facilities through the CMS (Centers for Medicare and Medicaid Services) website. In January of 2009 the government began posting ratings for nursing homes. The website is http://www.cms.gov. There is a section marked Nursing Home Compare. Enter in your search criteria (this could be by the name of a nursing home or by a zip code. For a journal entry, comment on what you find. Make sure to incorporate the video and readings into your response.</p>	Oct. 28 th by 11:59pm
10	<p>Journal entry on explore different products that have been developed to help support physical or sensory changes associated with aging (i.e. mobility→walker). How would you feel about using a tool such as this? Do you think they're effective? What are the limitations of the tool?" Make sure to incorporate the video and readings into your response.</p>	Nov. 4 th by 11:59pm
11	<p>"What did you learned about right to die? Did anything surprise you? How do you feel about the Teri Schiavo case? How do you feel about physician-assisted suicide? Do you think it should be available as an option at end of life? Would you ever personally consider using it for an end of life resource?" Make sure to incorporate the video and readings into your response.</p>	Nov. 11 th by 11:59pm
12	<p>Journal entry on "What did you learned about diverse elder groups? Based on what we've discussed in class, select a minority population of your choice which is different from your own race/ethnicity, gender, or sexual orientation and discuss how their life course might be different from your own. Also discuss what strengths/challenges this population has as older adults." Make sure to incorporate the video and readings into your response.</p>	Nov. 18 th by 11:59pm
13	<p>"Have you started saving for retirement? What are your concerns about what you'll need when you are earlier? How would you feel about having to use a program like Medicaid if you cannot afford services you need?"</p>	Dec. 2 nd by 11:59pm
14	<p>"What have you learned over the semester? Have any of your opinions or attitudes about aging/older adults changed over the course of the term? How might you use this information about the semester ends?"</p>	<u>MONDAY</u> , Dec. 7 th by 11:59pm

Tests: There will essentially be 3 tests of the course: 3 individual exams and 3 team exams. Tests will be in-class on the day and time assigned. The first time you take the test, it will be taken as an individual exam. Immediately after taking this exam independently, you will take the exam again alongside your classmates who are assigned to your team. In doing so, this will allow you the opportunity to discuss the answers as a group and potentially earn back points you may have not earned from the initial exam. There are many benefits to this approach – but one that is essential crucial is you will receive immediate feedback and scores for your exam. The dates of the three exams are September 23rd, November 2nd, and December 7th. Individual tests are worth 25% of your final grade and team tests are worth 10% of your final grade.

****Note:** only the team tests are collaborative assignments.

Peer Team Evaluation

At the middle and end of the term, team members will have the opportunity to evaluate team peers using an evaluation designed by the instructor. At the middle of the term, feedback will be shared with team members (but will not be graded). At the end of the term, the feedback from the team members will be submitted to the instructor to account for 5% of your final grade.

Final exam:

All papers must include a cover page. Please consult the writing center for assistance on the correct way to structure a paper and citation of materials. NOTE: Social work majors must follow the APA format for papers. If social work is not your major, you will be asked to follow formatting that is consistent with your identified discipline (i.e., MLA, CMA, or ASA)

In lieu of a final exam, you will need to submit your final paper to Blackboard Learn (using Turn it In feature) before 11:59pm on Monday, December 11th.

Select a movie from the listing of possible films (available on Blackboard under “assignments”; or obtain permission from the instructor to utilize a different film). Observe a character from the film who is an older person. With that character in mind, use the theoretical frameworks we discussed in class, and apply three theories/contexts that explain the character’s process of aging (this can be biological, cognitive/psychological, or social). Additionally, present a rationale for why one of the theories/contexts better applies or explains this character’s experience in aging. You may use one of each of the three theories (biological, social or cognitive/psychological OR a combination of two and one – i.e. 2 social theories and one psychological context). Compare and contrast the theories/contexts and discuss their strengths and weaknesses for understanding the phenomena. Conclude with a rationale for why one conceptual framework is superior to another. Use material from class lectures, your text, and additional literature needed. This should be between five to six pages (double spaced). This assignment is worth 25% of your final grade and is out of 100 points. This assignment is due to Blackboard under “Assignments” before 11:59pm on Monday, December 11th.

Paper SCWK300
Assessment Matrix
Addresses Student Learning Outcomes (2, 3, 4, 5, 6)

Points	PB 1	PB 2	PB4 4	Grammar/Mechanical
5 Excels "A" 90-100	Excels: Outstanding truly exceptional demonstration of ethical principles around issues identified	Excels :Outstanding truly exceptional discussion of the nature and diversity of social gerontology	Excels: Outstanding truly exceptional discussion of the disease and disease process that affects functioning	Excels: Well written assignment, free of errors, and follows appropriate formatting exceptionally.
4 Competent "B" 80-89	Competent demonstration of ethical principles around issues identified	Competent discussion of the nature and diversity of social gerontology	Competent discussion of the disease and disease process that affects functioning	Adequately written assignment, minor errors, and follows appropriate formatting for the most part.
3 Fair "C" 70-79	Fair demonstration of ethical principles around issues identified	Fair discussion of the nature and diversity of social gerontology	Fair discussion of the disease and disease process that affects functioning	Fair assignment, quite a few errors, and issues with formatting.
2 Marginal "D" 60-69	Marginal demonstration of ethical principles around issues identified	Marginal discussion of the nature and diversity of social gerontology	Marginal discussion of the disease and disease process that affects functioning	Poor assignment, major errors, and problems with formatting.
1 Does not meet competency "F" Below 59	Does not meet the demonstration of ethical principles around issues identified	Does not meet course expectations in the discussion of the nature and diversity of social gerontology	Does not meet course expectations in the discussion of the disease and disease process that affects functioning	Very poor assignment, substantial errors, and not formatted.

Course Calendar

The professor reserves the right to make changes to the course schedule and content. Students are responsible for all required readings, video watching, podcast recordings, and exploration of supplementary materials which are assigned (recommended materials are optional).

<i>Date:</i>	<i>Topics:</i>	<i>Readings and Activities:</i>	<i>Assignments:</i>
Aug 26 (week - class 1)	<ul style="list-style-type: none"> • Introduction to Social Gerontology • Field of gerontology • Person in environment perspective • Introduction to Team-Based Learning 	<ul style="list-style-type: none"> • <i>Read:</i> Loe's Introduction (pg. 3-21) 	<ul style="list-style-type: none"> • <i>Explore:</i> Blackboard course content • <i>Start your</i> Syllabus quiz which is due by 9/2 at 11:59pm
Aug 31 (week 2- class 2)	<ul style="list-style-type: none"> • Determination of Teams • Discussion of syllabus • Studying aging • Population trends • Longevity in health or disease • Studying older adults 	<ul style="list-style-type: none"> • <i>Read:</i> Loe's Introduction (pg. 21-29) • <i>Read:</i> Easterbrook's "What Happens When We All Live to Be 100" (2014) 	<ul style="list-style-type: none"> • <i>Complete:</i> Visit www.vark.com/English/page.asp?p=questionnaire and complete the questionnaire regarding your learning style. Bring to class today (8/31). I'd also like your name and major on the top left corner, and any friends you have in the class on the top right corner.
Sept 2 (week 2- class 3)	<ul style="list-style-type: none"> • Aging in other countries and in US cultures • Worldwide trends • Impact of modernization • Cross-Cultural view of elders 	<ul style="list-style-type: none"> • <i>Explore:</i> WHO's "Global Health and Aging" report (2011) • <i>Read:</i> Brown's "Invisible immigrants, old and left with no one to talk to". <i>New York Times</i> (8/31/09). • <i>Watch:</i> "Immigrant Services Senior Group": https://www.youtube.com/watch?v=bJBoUPCpV60 • <i>Read:</i> Muramatsu, N. & Yakimama, H. (2011). Japan: Super-aging society preparing for the future. <i>The Gerontologist</i>, 51(4), 425-432. 	<ul style="list-style-type: none"> • <i>Complete:</i> Journal entry on where you answer the following. "What interactions have you had with older adults? How do you generally feel about them? What was your interest in taking this course?" Due on Blackboard by 11:59pm • REMINDER -- Complete: Syllabus quiz by 9/2 at 11:59pm
Sept. 7	No Class – Labor Day Observed		

Sept. 9 (week 3- class 4)	<ul style="list-style-type: none"> • Biological Theories of Aging • Evaluating theory • Physical changes of aging 	<ul style="list-style-type: none"> • <i>Recommended reading:</i> Hooyman & Kiyak's "The Social Consequences of Physical Aging" pg. 69-93 (2011) • <i>Read:</i> Handout on "Cross-Linkage Theory" • <i>Read:</i> Handout "How to Evaluate a Theory" • <i>Watch:</i> "Science of Aging": https://www.youtube.com/watch?v=BkeXbx5rSzw • <i>Read:</i> Emanuel's "Why I Hope to Die at 75" (2014) • <i>Read:</i> Karpf's "The Liberation of Growing Old" New York Times (1/3/15). • <i>Watch:</i> Andrew Zuckerman's Wisdom trailer: https://vimeo.com/15902761 	<ul style="list-style-type: none"> • <i>Complete:</i> Journal entry on "How do you personally feel about getting older? Are you looking forward to some things? Dreading others?" Make sure to incorporate the video and readings into your response. Due on Blackboard (9/9) by 11:59pm
Sept 14 (week 4- class 5)	<ul style="list-style-type: none"> • Sensory changes 	<ul style="list-style-type: none"> • <i>Watch:</i> "Living Full Lives with Sensory Impairment: https://www.youtube.com/watch?v=KeKK3djfCBI 	
Sept 16 (week 4- class 6)	<ul style="list-style-type: none"> • Aging & mental well-being • Depression • Suicide • Grief 	<ul style="list-style-type: none"> • <i>Read:</i> CDC's "Stages of Mental Health and Aging in America" (2008). • <i>Watch:</i> "Elderly - Depression and Suicide in Old Age Senior Health Center Everyday Health": https://www.youtube.com/watch?v=Kjhg84XM9J0 • <i>Explore:</i> Study Guide for Exam 1 	<ul style="list-style-type: none"> • <i>Complete:</i> Journal entry on your exploration of the American Association of Retired Persons (AARP) website: http://aarp.org "What did you find interesting about the AARP site? How does it relate to what we've been discussing in class?" Due on Blackboard (9/16) by 11:59pm
Sept 21 (week 5- class 7)	<ul style="list-style-type: none"> • Managing Chronic Disease and Promoting Well-being in Old Age • Research on physiological changes • Defining health • Chronic and acute diseases • Common chronic conditions • Health promotion 	<ul style="list-style-type: none"> • <i>Read:</i> Loe's Lesson 1 pp. 30-46 • <i>Explore:</i> Handout on "ADLs" • <i>Explore:</i> Handout on "IADLs" • <i>Explore:</i> AARP "Brain Health" Games: http://www.aarp.org/health/brain-in-health/brain_games.html 	<ul style="list-style-type: none"> • <i>Prepare:</i> For first exam

	with older people		
Sept 23 (week 5- class 8)	<ul style="list-style-type: none"> Individual and Team Test 1 		<ul style="list-style-type: none"> Individual and Team Test 1 <i>Complete:</i> Journal entry on the following: “What do you think we could be doing to improve older adults’ mental well-being? What resources are available? Can we do to better prevent suicide in the older adult population?”
Sept 28 (week 6- class 9)	<ul style="list-style-type: none"> Alzheimer’s disease 	<ul style="list-style-type: none"> <i>Explore:</i> Alzheimer’s Association “What is Alzheimer’s”: http://www.alz.org/alzheimers_disease_what_is_alzheimers.asp <i>Read:</i> Norton’s “Why Millennials Should Be Terrified of Alzheimer’s” The Detroit (8/14/13) <i>Read:</i> Kunkle’s “Alzheimer’s costs could soar to \$1 trillion a year by 2050, report says” Washington Post. (2/5/15) <i>Read:</i> Donnelly’s “Lifestyle changes 'could protect 80,000 from dementia'” Telegraph (12/21/14). 	
Sept 30 (week 6- class 10)	<ul style="list-style-type: none"> Alzheimer’s disease In-Class Film – “Confessions of a Dutiful Daughter” 	<ul style="list-style-type: none"> Watch: “Timeslips”: http://www.timeslips.org/ <i>Watch:</i> “Old Man in Nursing Home Reacts to Hearing Music from his Era”: https://www.youtube.com/watch?v=NKDXuCE7LeQ <i>Watch:</i> Alzheimer’s & Art Therapy: https://www.youtube.com/watch?v=Q5LAvzN-VXo 	<ul style="list-style-type: none"> <i>Complete:</i> Journal entry on “What do you think about using art museums, music, storytelling, or other forms of visual/performance art as a way to ‘treat’ Alzheimer’s? Is it helpful or a waste of resources?” Make sure to incorporate the video and readings into your response. Due on Blackboard (9/30) by 11:59pm
Oct. 5 (week 7- class 11)	<ul style="list-style-type: none"> Love, Intimacy, and Sexuality in older age Attitudes and beliefs about sexuality Myths and reality Women and age related changes Men and age 	<ul style="list-style-type: none"> <i>Read:</i> Loe’s Lesson 1 pg. 30-46 <i>Read:</i> Metlife’s “Still Out, Still Aging” (2010), pg.2-4 <i>Read:</i> Stoller-Conrad’s “Dementia Complicates Romance in Nursing Homes” NPR (6/26/12). <i>Watch:</i> “Menopause”: https://www.youtube.com/watch?v=Q5LAvzN-VXo 	

	<p>related changes</p> <ul style="list-style-type: none"> • Gay, Lesbian, Bisexual, and transgender partners • Psychosocial factors 	<p>ch?v=U8UWOuOjZ-4</p> <ul style="list-style-type: none"> • <i>Watch</i>: “Erectile Dysfunction”: https://www.youtube.com/watch?v=SNVRzf66lBw 	
Oct. 7 (week 7- class 12)	<ul style="list-style-type: none"> • Social Theories • Role theory and activity theory • Disengagement theory • Continuity theory • Symbolic interactionism • Social exchange • Feminist perspective 	<ul style="list-style-type: none"> • <i>Read</i>: Loe’s Lesson 4 pg. 84-107 • <i>Recommended Reading</i>: Hooyman & Kiyak’s “Social Theories of Aging” Chapter 8 	<ul style="list-style-type: none"> • <i>Complete</i>: Review the NPR reading on “Dementia Complicates Romance in Nursing Homes”. Complete a journal post on the following “What do you think would be best practice for nursing homes who are trying to set guidelines for intimate relationships for residents with cognitive impairment. How would you feel if you were the resident? How would you feel the resident was your grandparent or parent?”
Oct. 12 (week 8- class 13)	<ul style="list-style-type: none"> • Social Supports • Nature and function of informal supports • Changing family structure • Older partners • Sibling relationships • Never-married older people • Childless older adults 	<ul style="list-style-type: none"> • <i>Read</i>: Loe’s Lesson 6 pg. 131-144 • <i>Read</i>: Loe’s Lesson 9 pg. 177-192 • <i>Read</i>: Williams’ “Friends of a Certain Age”. New York Times (7/13/12). • <i>Watch</i>: “100 Year-Old Friends”: https://www.youtube.com/watch?v=ipnGPeRly2k 	
Oct. 14 (week 8- class 14)	<ul style="list-style-type: none"> • Social Supports • Grandparents • Religiosity and congregation support • Relationships with pets 	<ul style="list-style-type: none"> • <i>Read</i>: Loe’s Lesson 10 pg. 193-212 • <i>Read</i>: Loe’s Lesson 11 pg. 213-223 • <i>Read</i>: Dornhelm’s “Can Spirituality Help You Age More Gracefully?” The Spiritual Edge (12/7/14). • <i>Read</i>: Inskeep’s “When Grandma’s House is Home: The Rise of Grandfamilies” NPR (12/15/14). 	<p><i>Complete</i>: Journal entry on older adult relationship with pets. “What are the potential benefits of older adults being pet owners? Given the implications of aging, what can be some of the challenges? What resources are available to help with these challenges? Make sure to incorporate the video and readings into your response. Due on Blackboard (10/14) by 11:59pm</p>
Oct. 19	No Class – Fall Break		

Oct. 21 (week 9- class 15)	<ul style="list-style-type: none"> • Opportunities and challenges of informal caregiving • Cost and benefits of informal care • Caregiver gains • Spouses as caregivers • Adult children/grandchildren caregivers • Legislation to support family caregiving • Support services for caregivers 	<ul style="list-style-type: none"> • <i>Read:</i> Loe's Lesson 8 pg. 160-176 • <i>Read:</i> Span's "In Blended Families, Responsibility Blurs" New York Times (2/5/13). 	<p><i>Complete:</i> Using a search engine in your Internet browser, look up resources available in your area for caregivers. Complete a journal entry on "Could you find anything for your local community? What types of services were offered? Do you feel it's adequate for the needs of caregivers?" Make sure to incorporate the video and readings into your response. Due on Blackboard (10/21) by 11:59pm</p>
Oct. 26 (week10- class 16)	<ul style="list-style-type: none"> • Living Arrangements • Person-environment theories of aging • Elder-friendly/liveable communities • Relocation • Impact of the neighborhood • Long-term care • Services to assist aging in place • Technology to help aging in place 	<ul style="list-style-type: none"> • <i>Read:</i> Loe's Lesson 2 pg. 47-67 • <i>Read:</i> Handout WHO's "Checklist of Essential Features of Age-friendly Cities" • <i>Read:</i> Brody's "The Green House Effect: Homes for the Elderly to Thrive". New York Times (12/15/14). • <i>Read:</i> Weiner's "Mean Girls in the Retirement Home" New York Times (1/17/15). • <i>Read:</i> The Journal's "Dutch students choose to live in nursing homes rent free (as long as they keep the residents company)" (12/7/14). • <i>Read:</i> Swoyer's "Florida woman, 86, pays \$164K annually to live aboard cruise ship" The Washington Times (1/20/15). • Explore: Green House Project: http://www.rwjf.org/en/grants/grantees/the-green-house-project.html • Watch: A Day at Adult Day Care: 	

		<p>https://www.youtube.com/watch?v=IL2ItuYCEOU</p> <ul style="list-style-type: none"> • Watch: Assisted Living: https://www.youtube.com/watch?v=wGGosHMLc-c • Watch Nursing Homes: https://www.youtube.com/watch?v=cALhvhf4Y7Y • Watch: Our Family Home (Group Home): http://ourfamilyhomeinc.com/ • <i>Explore</i>: Study Guide for Exam 2 	
Oct. 28 (week10-class 17)	<ul style="list-style-type: none"> • Productive Aging: Paid & Nonpaid Roles & Activities • Definitions and critique of retirement • Employment status • Economic status: sources of income • Poverty among old and young • Homelessness • Elders in Prisons 	<ul style="list-style-type: none"> • <i>Read</i>: Loe’s Lesson 3 pg. 68-83 • <i>Read</i>: Lubrano’s “Malnutrition appears growing among the elderly.” The Enquirer (11/25/14). • <i>Read</i>: Maschi’s “Incarcerated Grandparents: Unlocking the Secrets of Trauma, Abuse, and Resilience from our Elders in Prison. Be the Evidence (n.d.) • <i>Read</i>: Fry’s “The Rising Age Gap in Economic Well-Being” Pew Research Center (11/7/11) http://www.pewsocialtrends.org/2011/11/07/the-rising-age-gap-in-economic-well-being/ • <i>Listen</i>: Fessler’s “We Shouldn’t Have To Live Like This” NPR (3/13/13) http://www.npr.org/2013/03/13/173463462/aging-homeless-face-more-health-issues-early-death • <i>Listen</i>: Fessler’s “Health Problems Compound for Aging Homeless” NPR (3/13/13). http://www.npr.org/2013/03/13/174106532/health-problems-compound-for-aging-homeless 	<ul style="list-style-type: none"> • <i>Complete</i>: You can investigate local facilities through the CMS (Centers for Medicare and Medicaid Services) website. In January of 2009 the government began posting ratings for nursing homes. The website is http://www.cms.gov There is a section marked Nursing Home Compare. Enter in your search criteria (this could be by the name of a nursing home or by a zip code. For a journal entry, comment on what you find. Make sure to incorporate the video and readings into your response. Due on Blackboard (10/28) by 11:59pm • Study for exam 2
Nov. 2 (week11-class 18)	<ul style="list-style-type: none"> • Individual and Team Test 2 		<ul style="list-style-type: none"> • Individual and Team Test 2

Nov. 4 (week11- class 19)	<ul style="list-style-type: none"> • Death, Dying, Bereavement, and Hospice • The changing context of dying • The dying process • End-of-life care • Bereavement, grief, and mourning rituals • Widowhood 	<ul style="list-style-type: none"> • <i>Read:</i> Loe’s Lesson 13 pg. 245-254. • <i>Read:</i> Martino’s “The Top 5 Regrets of the Dying” Collective Evolution (8/3/13). 	<p><i>Complete:</i> Journal entry on explore different products that have been developed to help support physical or sensory changes associated with aging (i.e. mobility---walker). How would you feel about using a tool such as this? Do you think they’re effective? What are the limitations of the tool?” Make sure to incorporate the video and readings into your response. Due on Blackboard (11/4) by 11:59pm</p>
Nov. 9 (week12- class 20)	<ul style="list-style-type: none"> • Right to Die • Advance Directives 	<ul style="list-style-type: none"> • <i>Read:</i> Lewin’s “Nancy Cruzan Dies, Outlived by a Debate over the Right to Die” New York Times (12/27/90). • <i>Read:</i> Egan’s “Terminally Ill 29-Year-Old Woman: Why I’m Choosing to Die on My Own Terms. People (10/23/14). • <i>Read:</i> Shute’s “After The Cranberries And Pie, Let’s Talk About Death” NPR (11/28/13). • <i>Explore:</i> “SC Advance Directives” PDF • <i>Explore:</i> “SC Financial Power of Attorney Form” PDF • <i>Explore:</i> “SC Healthcare Power of Attorney Form” PDF • <i>Explore:</i> “SC Advance Directives” PPT 	
Nov. 11 (week12- class 21)	<ul style="list-style-type: none"> • Aging Veterans 	<ul style="list-style-type: none"> • <i>Read:</i> Simon’s “Happier Vets, Lower Costs” Wall Street Journal Dallas. (4/13/10). • <i>Read:</i> Sibierski’s Elderly Auschwitz survivors urge world never to forget. American Free Press (1/27/15). • <i>Read:</i> National Institute on Aging’s “Older Adults and Alcohol” (2014). 	<p><i>Complete:</i> Journal entry on “What did you learned about right to die? Did anything surprise you? How do you feel about the Teri Schiavo case? How do you feel about physician-assisted suicide? Do you think it should be available as an option at end of life? Would you ever personally consider using it for an end of life resource?” Make sure to incorporate the video and readings into your response. Due on Blackboard (11/11) by 11:59pm</p>

<p>Nov. 16 (week13- class 22)</p>	<ul style="list-style-type: none"> • The Resilience of Elders of Color and Older Women • Defining ethnicity and culture • Research history • Older African Americans • Older Latinos • Older American Indians • Older Asian/Pacific Islanders • The Resilience of Older Women • Rationale for a focus on older women’s needs • Older women’s health status • Older women’s social status 	<ul style="list-style-type: none"> • <i>Read:</i> Loe’s Lesson 12 pg. 224-244 • <i>Read:</i> GSA’s “School segregation still impacts African-Americans' minds decades later” (5/11/15). • <i>Examine:</i> Brooks’ “Photographer Documents Days In The Life Of Elderly Women Living Alone In NYC” Huffington Post (2/27/15). • <i>Watch:</i> Latino Dance for Health: https://www.youtube.com/watch?v=G7_4lP7izVA • <i>Watch:</i> Taking Action Against Alzheimer’s: https://www.youtube.com/watch?v=q_Wjqg7mWUs • <i>Watch:</i> Indian Health Services (IHS): https://www.youtube.com/watch?v=5YXxyGGlHuU • <i>Watch:</i> Culturally-Sensitive Care for Native American Patients: https://www.youtube.com/watch?v=YSbdB1NgUOY 	
<p>Nov 18</p>	<p>LGBT Aging - In-Class Film – “Gen Silent”</p>		<p><i>Complete:</i> Journal entry on “What did you learned about diverse elder groups? Based on what we’ve discussed in class, select a minority population of your choice which is different from your own race/ethnicity, gender, or sexual orientation and discuss how their life course might be different from your own. Also discuss what strengths/challenges this population has as older adults.” Make sure to incorporate the video and readings into your response. Due on Blackboard (11/11) by 11:59pm</p>

<p>Nov 23 (week14- class 23)</p>	<ul style="list-style-type: none"> • Volunteering among Older Americans • Senior clubs • Senior companions • Foster grandparents <p>Careers in Gerontology</p>	<ul style="list-style-type: none"> • <i>Read:</i> Loe’s Lesson 7 pg. 145-159. • <i>Read:</i> Brudney, J. L. (1999). The effective use of volunteers: Best practices for the public sector. <i>Law and Contemporary Problems</i>, 62(4), 219-255. • <i>Read:</i> Martinson, M. & Minkler, M. (2006). Civic engagement and older adults: A critical perspective. <i>The Gerontologist</i>, 46(3), 318-324. 	
<p>Nov 25</p>	<p>No Class – Thanksgiving</p>		
<p>Nov 30 (week15- class 24)</p>	<ul style="list-style-type: none"> • Health & LTC Policy and Programs • Health and long-term-care expenditures • Medicare and Medicaid • Private insurance • Health and long-term-care reform 	<ul style="list-style-type: none"> • <i>Explore:</i> Social Security Credits: http://www.ssa.gov/retire2/credits.htm • <i>Watch:</i> Social Security - It Pays to Wait: https://www.youtube.com/watch?v=5rePYuz4YTo&feature=youtu.be • <i>Watch:</i> Jimmy Kimmel - Affordable Care Act/ Obamacare: https://www.youtube.com/watch?v=B8gA8IHApG0 • <i>Watch:</i> Medicaid Expansion Explanation: https://www.youtube.com/watch?v=fGEU0a75tiw • <i>Watch:</i> 10 Medicare Insurance Tips: https://www.youtube.com/watch?v=xCjz6Gtfd4 • <i>Watch:</i> Projections for pay differences for LGBT couple: https://www.youtube.com/watch?v=qmpIJfDNX78 	
<p>Dec 2 (week15- class 25)</p>	<ul style="list-style-type: none"> • Adult Protective Services • What is elder abuse • South Carolina laws 	<ul style="list-style-type: none"> • <i>Read:</i> Handout on “APS Principles” • <i>Read:</i> Jaffe’s “Services Offer a Means to Foil Widespread ‘Elder Fraud’” NPR (12/22/14). 	<ul style="list-style-type: none"> • <i>Complete:</i> Journal entry on saving for retirement. “Have you started saving for retirement? What are your concerns about what you’ll need when you are earlier?”

	<ul style="list-style-type: none"> • Mandated reporting 	<ul style="list-style-type: none"> • <i>Explore</i>: Study Guide for Exam 3 	<p>How would you feel about having to use a program like Medicaid if you cannot afford services you need?" Study for exam 3</p>
Dec 7 (week16- class 26)	<ul style="list-style-type: none"> • Last day of class 		<ul style="list-style-type: none"> • Individual and Team Test 3 • <i>Complete</i>: Journal entry on reflection of the course: "What have you learned over the semester? Have any of your opinions or attitudes about aging/older adults changed over the course of the term? How might you use this information about the semester ends?"
Dec 11	Final Exam		<ul style="list-style-type: none"> • Final assignment must be uploaded and submit to Blackboard by 11:59pm

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