HUMS/SOCI 350 (Hybrid)
Social Gerontology

Early Fall Session 15/11
August 17 – October 10, 2015

Course Description
Social, psychological and physical aspects of aging, including the consequences of the societal demographic shifts toward an increasingly aged society. Investigate the research on death and dying and the role of the elderly in our society. Additionally, generate an understanding of the theoretical perspectives on aging. Cross-listed.

Prerequisite: Junior Standing

Class Day and Time: Thursday, 5:30 pm – 8:30 pm (Fort Stewart)

This is a hybrid course which is defined as an online course supported by a weekly in-seat class. Our class will consist both in-seat and online instruction through various resources, discussion and homework. Please note that we will meet every week, unless otherwise noted.

You are expected to attend every class. If you know prior to the beginning of the session that you will miss more than one in-seat class, it is strongly recommended that you wait to take this course at another time.

The online portion of our course is located in D2L. You will access the course through CougarTrack.

Textbooks

(Textbooks purchased from MBS Direct come with an access code for MySocKit, which provides additional resources, including chapter overviews, flashcards, and practice quizzes. Access to MySocKit is not required.)

Textbooks for the course may be ordered from MBS Direct:

- online at http://direct.mbsbooks.com/columbia.htm
- by phone at 800-325-3252

For additional information about the bookstore, visit http://www.mbsbooks.com.

Course Overview
The main objectives of this course are for the student to learn about the concepts related to the aging population, as well as the role of the human service professional in the gerontology field. Students will
learn about theoretical perspectives on aging, roles of older adults in society, and social policies that affect older adults in the United States.

**Technology Requirements**

Participation in this course will require the basic technology for all online classes at Columbia College:

- A computer with reliable Internet access,
- a web browser,
- ability to watch an online video, such as on YouTube,
- Acrobat Reader,
- Microsoft Office or another word processor such as Open Office.

You can find more details about standard technical requirements for our courses on our site.

**Course Objectives**

- To demonstrate understanding of the social, psychological and physical aspects of aging.
- To demonstrate understanding of the development of the field of gerontology.
- To demonstrate understanding of the shifting roles of the aged and the manifestations of such.
- To study the research on death and dying.
- To demonstrate understanding of sociological theories of aging and social policies pertaining to the aged and the needs of an increasingly aged society.

**Measurable Learning Outcomes**

- Demonstrate understanding of the social, psychological and physical aspects of aging.
- Describe the demographic shift toward an increasingly aged society and the manifestations of such a shift.
- Demonstrate understanding of the emergence of the discipline of gerontology.
- Demonstrate an ability to critically analyze and interrogate social policies for the aged, understanding their value as well as their limitations: Social Security, healthcare, Medicare and Medicaid.
- Evaluate differing sociological perspectives on aging.
- Demonstrate understanding of the intersection of race, gender, and class on aging.
# Grading

## Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>360 – 400</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>320 – 359</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>280 – 319</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>240 – 279</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0 – 239</td>
<td>0-59%</td>
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## Grade Weights

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>In Class Activities</td>
<td>80</td>
<td>20%</td>
</tr>
<tr>
<td>Discussions (Online)</td>
<td>20</td>
<td>5%</td>
</tr>
<tr>
<td>Exams (Online)</td>
<td>200</td>
<td>50%</td>
</tr>
<tr>
<td>Research Paper (Online)</td>
<td>100</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
<td><strong>100%</strong></td>
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## Schedule of Graded Assignments

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<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Points</th>
<th>Due Online</th>
<th>Due In-Seat</th>
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<tr>
<td>1</td>
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<td>In Class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion 1</td>
<td>2</td>
<td>Friday/Sunday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion 2</td>
<td>2</td>
<td>Friday/Sunday</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>In Class Activity 2</td>
<td>10</td>
<td>In Class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion 3</td>
<td>2</td>
<td>Friday/Sunday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exam 1</td>
<td>50</td>
<td>Sunday</td>
<td></td>
</tr>
<tr>
<td>3</td>
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<td>In Class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion 4</td>
<td>2</td>
<td>Friday/Sunday</td>
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<tr>
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<td>Plagiarism Quiz *</td>
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<td>Sunday</td>
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<td>10</td>
<td>In Class</td>
<td></td>
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<tr>
<td></td>
<td>Discussion 7</td>
<td>2</td>
<td>Friday/Sunday</td>
<td></td>
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<tr>
<td></td>
<td>Exam 3</td>
<td>50</td>
<td>Sunday</td>
<td></td>
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<tr>
<td></td>
<td>Research Paper</td>
<td>100</td>
<td>Sunday</td>
<td></td>
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<tr>
<td>7</td>
<td>In Class Activity 7</td>
<td>10</td>
<td>In Class</td>
<td></td>
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<tr>
<td></td>
<td>Discussion 8</td>
<td>2</td>
<td>Friday/Sunday</td>
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Assignment Overview

Readings (Before Class)
All readings and lecture review should be completed prior to coming to the in-seat portion of class. I encourage you to take advantage of the self-study resources available in the course.

You should utilize the information from the readings and incorporate it into all assignments within the course.

In Class Activities
During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate at the in-seat class in order to receive these points.

Discussions (Online)
Discussions are an integral part of this course and represent a significant portion of the final grade. Discussion activities are designed to help extend your learning into the real world and bridge the gap between theory and practice.

Discussion topics will be based on the chapter material defined in the weekly course schedule. You are encouraged to interact with your classmates in all discussions. Additional online discussion topics may be introduced as needed. You will need to post your initial response by 11:59 pm CT (Central Time) on Friday each week and respond to at least one of your classmates’ posts by 11:59 pm CT on Sunday.

Although you need to respond to at least two peers, per question, I also assess the quality of your responses. “I agree,” is perfunctory, not engaging and will not receive full credit. For the benefit of all of those persons reading responses, keep your personal agendas, attitudes, and grudges in check. This course touches on some very sensitive issues and sometimes responses made in public are simply uncalled for and inappropriate. This course is not the place for you to unload the ‘chips’ on your shoulders, or rant against your peers, your professor, or any other person or group. My hope is that we don’t have those kinds of exchanges this term.

Disagreement can be healthy, but only if it’s done tactfully and constructively. Conventions of professional etiquette, which include courtesy to all students, will be observed online and the equivalent will be observed in the classroom setting. Offensive, inflammatory wording and personal attacks will not be tolerated. In a diverse population as these classes are, we cannot force our personal values and beliefs on others. Civility and sensitivity are expected in all our communications.

Exams (Online)
This course includes four exams which will be taken online. The exams will include 50 multiple-choice or true/false questions. Each exam is worth 50 points. You will have 90 minutes to complete each
exam. You will have only one attempt to take the exams, which will open on Wednesday and must be completed by 11:59 pm CT Sunday of the week it is assigned.

Note: PowerPoint slides for each chapter as well as study tips for open-book exams are provided in the course Content area.

Research Paper (Online)

For your Research paper, you will choose one of the following topics listed. The total research paper must be a minimum of 9 pages, including a title page, abstract, body, and reference page. This means that the body of the paper must be a minimum of 6 pages in length.

Possible topics include:

- **Constructing a health promotion program**: Optimal health is more than just the absence of disease. Construct a health promotion program that focuses on promoting optimal health for older adults. Select a specific health condition facing older adults that is covered in the text. Design your health promotion program to address the specific causes of the condition, the potential for social stigma, and adaptations that can be made to alleviate the condition, as well as the proposed program’s structure, goals, objectives, and potential results. Evidence from scholarly sources must support your program.

- **Services for caregivers**: Design a community-based social and health-care system that could encourage many informal caregivers to use these services for their older care recipients. Include discussion of the theoretical reasons behind the system you designed as well as the programs and procedures to be included. Support your design and discussion with evidence from scholarly sources.

- **Building an intergenerational center**: Based on reading Chapter 9, you should have a familiarity with the benefits of intergenerational reciprocity. Design an intergenerational program for the local community. What services would it provide? How would the center work to maintain its focus on intergenerational relations? Where would the center be located and what would it look like? Support your program design with evidence from scholarly sources.

You must communicate your points about the topic and support them with factual evidence obtained from scholarly/peer-reviewed sources. Peer-reviewed journal articles are available through the college library via the link on the course homepage. You should use sufficient evidence from these sources to support your assertions throughout the paper.

*Note: The course text is acceptable as a supplemental source. Textbooks other than the course text will not be accepted as references.*

The use of APA format will be considered in grading. The paper must include title, abstract, and reference pages in addition to the minimum of 6 pages required for the body of the paper. APA citations must be used. At least two levels of headings are required to organize the paper. Resources on APA format are available in the course Content area. In addition, grammar, spelling and punctuation will be considered in grading.

Your Research Paper must be submit in Word (.doc or .docx) or RTF (.rtf) formats. No other formats will be accepted.

See the Research Paper Expectations page in the Content Area for more information.

*NOTE: Before you will be able to submit your paper to the Dropbox, you must score 100% on the Plagiarism Tutorial Quiz. The quiz is set to allow you to retake it as many times as needed. The Plagiarism Tutorial and Quiz are provided in the Content area of the class website.*
Course Schedule

Week 1: The Field of Social Gerontology

Readings (Before Class)
- Review the Syllabus
- Chapter 1
- Chapter 2

Plagiarism Tutorial and Quiz
While this quiz is not due until Week 5, you can review the material and take the quiz starting this week. Getting this out of the way early, will help you focus on your paper later in the session.
You must pass the quiz with a score of 100% before you can submit your Research Paper.

In Class Activity 1
During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate at the in-seat class in order to receive these points.

Discussion 1 (Online)
Discuss with friends and family some common terms used to describe older adults, such as “elderly,” “old folks,” and “elders.” What did you learn in your discussions about the images of aging and older adults that these terms convey?
Your initial post is due by 11:59 pm CT on Friday. You must respond to at least one classmates’ posts by 11:59 pm CT on Sunday.

Discussion 2 (Online)
Think about immigrant and refugee groups in your community. What is your impression of ways that elders in such families are involved or not involved in the lives of their children and grandchildren? What impact do a common language and shared cultural values appear to have on their interactions? To what extent have cultural differences created family conflicts and reduced the status of elders?
Your initial post is due by 11:59 pm CT on Friday. You must respond to at least one classmates’ posts by 11:59 pm CT on Sunday.

Week 2: The Biological and Physiological Context of Social Aging

Readings (Before Class)
- Chapter 3
- Chapter 4

In Class Activity 2
During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate at the in-seat class in order to receive these points.

Discussion 3 (Online)
Age-related impairment simulation. Visit the web page http://crab.rutgers.edu/~deppen/teach.htm. Using ordinary household items, you will simulate the experience of age-related impairments in vision, hearing, smell/taste, and mobility. Choose at least two of the impairments listed on the web page and use the supplies indicated to carry out the activities. Attempt to carry out normal tasks, such as moving about your home, going outside, using your computer, eating or drinking something, etc. Describe your
experience. How did it feel? What difficulties did you encounter? What thoughts do you have about the reactions or behavior of older people who have a form of impairment? How have your thoughts or feelings about older adults changed as a result of this exercise?

Your initial post is due by 11:59 pm CT on Friday. You must respond to at least one classmates’ posts by 11:59 pm CT on Sunday.

Exam 1 (Online)

Exam 1 will cover Chapters 1 - 4. The exam will open in the Quizzes area on Wednesday. You must complete it by 11:59 pm CT on Sunday. You will have 90 minutes to complete the exam.

**Week 3: The Psychological Context of Social Aging**

**Readings (Before Class)**

- Chapter 5
- Chapter 6

**In Class Activity 3**

During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate at the in-seat class in order to receive these points.

**Discussion 4 (Online)**

Studies of learning among younger people have found an inverse-U function between anxiety and performance such that a moderate level of anxiety is associated with optimal learning. To what extent does this model apply to older learners? Include in your discussion a description of two techniques to help improve cognitive abilities in older adults.

Your initial post is due by 11:59 pm CT on Friday. You must respond to at least one classmates’ posts by 11:59 pm CT on Sunday.

**Week 4: Social Theories of Aging; Intimacy**

**Readings (Before Class)**

- Chapter 7
- Chapter 8

**In Class Activity 4**

During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate at the in-seat class in order to receive these points.

**Discussion 5 (Online)**

Please respond to ONE of the following topics below. Note your topic in the subject line of your post.

- Discuss one issue that older gay men and lesbians face in society. As a human service professional, how would you address this issue? Prior to addressing this question, review the information at [http://www.asaging.org/larc/](http://www.asaging.org/larc/), a clearinghouse for the LGBTQ community. Consider legal, policy, end-of-life, housing, or health and mental health issues facing older gays and lesbians.

  Note: Please do not comment in your post about whether you support homosexuality. Focus your discussion on how you would work as an HSP with LGBTQ persons and recognize the unique issues facing this group.
• What are the prevalent attitudes and beliefs about sex and love in old age? How are these attitudes reflected in our society? What consequences do they have for older adults?

Your initial post is **due by 11:59 pm CT on Friday.** You must respond to at least one classmates’ posts **by 11:59 pm CT on Sunday.**

Exam 2 (Online)

Exam 2 will cover Chapters 5 - 8. The exam will open in the Quizzes area on Wednesday. You must complete it **by 11:59 pm CT on Sunday.** You will have 90 minutes to complete the exam.

**Week 5: Social Support**

**Readings (Before Class)**

• Chapter 9
• Chapter 10

**Plagiarism Tutorial and Quiz (Online)**

If you have not already completed the Plagiarism Tutorial and Quiz, you must do so this week. You must pass the quiz with a score of 100% before you can submit your Research Paper.

**In Class Activity 5**

During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate at the in-seat class in order to receive these points.

**Discussion 6 (Online)**

Respond to ONE of the following. Note your topic in the subject line of your post.

• Discuss some reasons why family members are the primary source of caregiving for frail older adults. Include discussion of why some middle-aged women may become caregivers of multiple older persons and adult children simultaneously. Relate this discussion to the concepts of subjective and objective burden.

• Discuss the Family and Medical Leave Act. In what ways has FMLA reduced the stresses of informal caregiving? In what ways has it not affected the stresses of informal caregiving?

Your initial post is **due by 11:59 pm CT on Friday.** You must respond to at least one classmates’ posts **by 11:59 pm CT on Sunday.**

**Week 6: Productive Living; Living Arrangements**

**Readings (Before Class)**

• Chapter 11
• Chapter 12

**In Class Activity 6**

During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate at the in-seat class in order to receive these points.

**Discussion 7 (Online)**

Describe some trends in long-term care that have resulted in older people receiving services in settings other than nursing homes. What societal and policy factors have influenced these changes? Discuss the options for a client who does not wish to move to retirement housing but prefers to stay in the large,
mortgage-free home in which she has lived for 40 years but can no longer maintain. What might be some options available to this client? Consider these options in light of varying socioeconomic factors.

Your initial post is due by 11:59 pm CT on Friday. You must respond to at least one classmates’ posts by 11:59 pm CT on Sunday.

Exam 3 (Online)
Exam 3 will cover Chapters 9 - 12. The exam will open in the Quizzes area on Wednesday. You must complete it by 11:59 pm CT on Sunday. You will have 90 minutes to complete the exam.

Research Paper (Online)
Your Research Paper must be submitted to the appropriate Dropbox folder by 11:59 pm CT on Sunday.

Week 7: Death and Dying; Resilience in Minority Cultures

Readings (Before Class)
- Chapter 13
- Chapter 14

In Class Activity 7
During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate at the in-seat class in order to receive these points.

Discussion 8 (Online)
What can human services professionals do to protect the rights of dying patients and ensure a “good death”? In what ways might these goals be in conflict with one another? How do your attitudes about dying or death influence your perceptions about a “good death”? What might increase your feelings of comfort?

Your initial post is due by 11:59 pm CT on Friday. You must respond to at least one classmates’ posts by 11:59 pm CT on Sunday.

Week 8: Issues Facing Older Women; Social Policies in Aging

Readings (Before Class)
- Chapter 15
- Chapter 16
- Chapter 17

In Class Activity 8
During the in-seat portion of our class, we will have various discussions and activities that will be graded. You must be present and actively participate at the in-seat class in order to receive these points.

Discussion 9 (Online)
What do you view to be the major strengths or resources of women in our culture, and what do you view as the major problems facing older women? From a policy or program perspective, what would be strategies for building upon these strengths?

Your initial post is due by 11:59 pm CT on Friday. You must respond to at least one classmates’ posts by 11:59 pm CT on Saturday.
Discussion 10 (Online)
Describe differences between health services provided under Medicare (Part A versus Part B) and Medicaid. How would you respond to arguments that Medicare and Medicaid must be cut and consequently that health care benefits to older people must be limited?

Your initial post is due by 11:59 pm CT on Friday. You must respond to at least one classmates’ posts by 11:59 pm CT on Saturday.

Exam 4 (Online)
Exam 4 will cover Chapters 13 - 17. The exam will open in the Quizzes area on Wednesday. You must complete it by 11:59 pm CT on Saturday. You will have 90 minutes to complete the exam.

Course Policies

Student Conduct
All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's Student Conduct Code and Acceptable Use Policy. Students violating these policies will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct and the Computer Use Policy for students can be found in the Columbia College Student Handbook. The Handbook is available online; you can also obtain a copy by calling the Student Affairs office (Campus Life) at 573-875-7400. The teacher maintains the right to manage a positive learning environment, and all students must adhere to the conventions of online etiquette.

Plagiarism
Your grade will be based in large part on the originality of your ideas and your written presentation of these ideas. Presenting the words, ideas, or expression of another in any form as your own is plagiarism. Students who fail to properly give credit for information contained in their written work (papers, journals, exams, etc.) are violating the intellectual property rights of the original author. For proper citation of the original authors, you should reference the appropriate publication manual for your degree program or course (APA, MLA, etc.). Violations are taken seriously in higher education and may result in a failing grade on the assignment, a grade of "F" for the course, or dismissal from the College.

Collaboration conducted between students without prior permission from the instructor is considered plagiarism and will be treated as such. Spouses and roommates taking the same course should be particularly careful.

All required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

A plagiarism tutorial is located in the content area of the D2L website. Additionally, work that was completed in a prior course and submitted in the current course will not be accepted.

Non-Discrimination
There will be no discrimination on the basis of sex, race, color, national origin, sexual orientation, religion, ideology, political affiliation, veteran status, age, physical handicap, or marital status.
Disability Services

Students with documented disabilities who may need academic services for this course are required to register with the Coordinator for Disability Services at (573) 875-7626. Until the student has been cleared through the disability services office, accommodations do not have to be granted. If you are a student who has a documented disability, it is important for you to read the entire syllabus before enrolling in the course. The structure or the content of the course may make an accommodation not feasible.

Attendance Policy

Attendance for a week will be counted as having submitted a course assignment for which points have been earned during that week of the session or if the proctoring information has been submitted or the plagiarism quiz taken if there is no other assignment due that week. A class week is defined as the period of time between Monday and Sunday (except for Week 8, when the week ends in accordance with the campus end date). The course and system deadlines are all based on the Central Time Zone.

Email

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor. You may forward your Cougar email account to another account; however, the College cannot be held responsible for breaches in security or service interruptions with other email providers.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

A hybrid class requires regular participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. Although most of the communication for this course is asynchronous, you must be able to commit to the schedule of work for the class for the next eight weeks. You must keep up with the schedule of reading and writing to successfully complete the class.

Course Evaluation

You will have an opportunity to evaluate the course near the end of the session. Course evaluations will open on Sunday of Week 5 and will remain open until Thursday of Week 7. A link will be sent to your CougarMail that will allow you to access the evaluation. Be assured that the evaluations are anonymous and that your instructor will not be able to see them until after final grades are submitted.

Additional Resources

Orientation for New Students

This course is offered online, using course management software provided by Desire2Learn and Columbia College. The Student Manual provides details about taking an online course at Columbia College. You may also want to visit the course demonstration to view a sample course before this one opens.
Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Helpdesk, or the D2L Helpdesk for assistance. Contact information is also available within the online course environment.

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<th><a href="mailto:CCHelpDesk@ccis.edu">CCHelpDesk@ccis.edu</a></th>
<th><a href="mailto:helpdesk@desire2learn.com">helpdesk@desire2learn.com</a></th>
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<tr>
<td>800-231-2391 ex. 4357</td>
<td>877-325-7778</td>
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Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. The Writing Center can be used for writing assistance in any course.

Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a Connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack under Students->Academics->Academic Resources.