

INTRODUCTION TO GERONTOLOGY

College of Arts and Sciences
Department of Sociology

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Office Hours: Tuesday & Thursday 10:30:-12:30, 1:45-3:45 and by appointment.

Required Text: Hooyman, N.R. & Kiyak, A.H.(2005). Social gerontology: A multi-disciplinary approach (7th Ed.). Boston, MA: Allyn & Bacon. ISBN 0205446116. Newer edition?

COURSE DESCRIPTION AND GENERAL OBJECTIVES:

SOCI 410 (3-3-0) Introduction to Gerontology: An introduction to the field of gerontology, with emphasis on the psychological, biological, and sociological processes of aging. Prerequisite: SOCI 210

Email policy: Please use your FSU email and enter soci 410 with issue in the subject area. Policy at FSU is not to open emails from unknown addresses. My goal is to check emails on Mondays and Thursdays and other days if time and the computers permit, so please be aware of this if you send emails on the weekend etc.

Overview of Objectives:

1. To introduce students to some of the major scientific propositions, concepts and research methods in the field of social gerontology.
2. To explore both research methods and theories that have been developed and tested by social gerontologists over the last several decades.
3. To emphasize that, above all else, aging is influenced by social and behavioral processes and is not simply biology or diseases. We strive to develop an understanding of the interactions of aging with the social environments.
4. To understand ourselves and our behavior better as these relate to growing older. To understand macro and policy aspects of the various social contexts of aging.
5. To analyze linkages of micro and macro processes related to the aging process from the individual, interpersonal and group levels.

COURSE DESCRIPTION:

This course includes a presentation of major biological, psychological, and sociological theories used to understand the normal aging process. The course also surveys pathologies and functional disorders associated with aging. Special emphasis is placed on disadvantaged populations.

Note: Some revisions will be needed as the SACS accreditation information needs to be announced.

EDUCATIONAL OUTCOMES:

Upon completion of the course, the students will be able to demonstrate knowledge of:

1. Ethical values and the major biological, psychological, and sociological theories used to understand the aging process;
2. Major clinical diseases or pathologies and functional disorders of the aged;
3. Cultural and societal forces influencing the aging process, and the development of social interventions designed to strengthen multi-generational families;
4. Key diagnostic, treatment, and prevention issues associated with the health care problems of the aged;
5. The effects of race, gender, poverty, and rural residence on aging and the special needs of gay, lesbian, bi-sexual, transgender persons and other special and oppressed elder populations;
6. A salutogenic /strengths-based conceptual framework viewing older people as adaptive resources and contributing members of society.

COURSE INSTRUCTIONAL MATERIALS

Required Text: Hooyman, N.R. & Kiyak, A.H.(2005). Social gerontology: A multi-disciplinary approach (7th Ed.). Boston, MA: Allyn & Bacon.

Required Readings: Required readings / Schedule is designated on the syllabus.

Supplementary: Supplementary readings or research materials may be designated by announcements in the Announcements Section of this Course. These readings will add to the student's knowledge of a given area and are suggested for students who wish to examine certain topics or issues at greater depth. Typically these are short

COURSE OVERVIEW AND INSTRUCTIONAL METHODS

This course consists of a series of instructor provided contents and chapter readings. At least twice each week students are expected to prepare to read, review and evaluate materials provided on the wwww and in the required readings.

In order to meet this expectation, students have a responsibility to complete reading assignments on a regular basis. Quiz assessments may be used to encourage this ritualized study habit. Optimal learning takes place when students are active participants and so I encourage you to be active in reading and then studying the material. Review and outline (take notes) on what is assigned.

Some activities involve assignments designed so students may teach both other students and the instructor. In all cases the course activities and course material should strive gerontological education. We are learning about research along with theoretical and empirical knowledge that can help us both personally and professionally.

The development of a supportive learning environment, reflecting the values of the educational and human services professions are essential for the success of the class. A supportive learning environment is fostered by respectful listening to the ideas and views of others, being able to understand and appreciate the ideas of others, articulating your own point of view, and translating class discussions to reading and written assignments as well as practice. It is important to remember that all human beings (including online students and instructors) are entitled to unconditional, positive personal regard.

The online “classroom” presents an novel opportunity to try to practice this important value and create a safe and respectful environment for growth.

POLICIES ON LATE OR INCOMPLETE ASSIGNMENTS

Professional practice and administration require attention to detail as well as timely completion of assignments. The classroom serves as an environment in which to develop professional practices such as meeting deadlines and producing high quality work. As such, class assignments are expected to be completed on time and to represent the student’s highest level of effort. If there are circumstances which prohibit the student’s completion of an assignment, it is the responsibility of the student to contact the instructor prior to the assignment due date. The instructor may grant an extension under certain extenuating circumstances; however, the instructor may choose not to grant an extension. Grade penalties will be assessed for late assignments. 3

Course Schedule: (Changes to schedule may needed so check BB announcements/TBA)

Unit I Read Chapters 1 to 5

The Field of Social Gerontology

Chapter 1: The Growth of Social Gerontology

Chapter 2: Historical and Cross-Cultural Issues in Aging

Introduction to Biological and Physiological Aspects of Social Aging

Chapter 3: The Social Consequences of Physical Aging

Chapter 4: Managing Chronic Diseases & Promoting Well-Being in Old Age

Introduction to The Psychological Context of Social Aging

Chapter 5: Cognitive Changes with Aging

Unit 1 Assessment about here. See Announcements.

Unit II Read Chapters 6- 11

Chapter 6: Personality and Mental Health in Old Age

Chapter 7: Love, Intimacy, and Sexuality in Old Age

Exploring the Social Context of Aging

Chapter 8: Social Theories of Aging

Chapter 9: The Importance of Social Supports:
Family, Friends, and Neighbors

Chapter 10: Opportunities and Stresses of Informal Caregiving

Chapter 11: Living Arrangements and Social Interactions

Unit II Assessment about here. See Announcements.

Unit III Read Chapters 12 to end of book

Chapter 12: Productive Aging: Paid and Nonpaid Roles and Activities

Chapter 13: Death, Dying, Bereavement, and Widowhood

Chapter 14: The Resiliency of Elders of Color

Chapter 15: The Resiliency of Older Women

The Societal Context of Aging

Chapter 16: Social Policies to Address Social Problems

Chapter 17: Health and Long-Term Care Policy and Programs

Note: We need graduating senior grades early so test 3 and project due early.

POLICY ON ACADEMIC DISHONESTY

It is the responsibility of every student to obey and support the enforcement of the UNC and FSU Honor Codes, which prohibits lying, cheating, or stealing in actions involving academic processes of this class. Submitting tests and all work should contain an implicit pledge stating: "I have neither given nor received unauthorized aid in preparing this work."

It is the responsibility of students to properly cite sources used in preparing written work. To avoid difficulties with plagiarism, remember to credit ideas that are not your own, whether or not those ideas have appeared in print.

Always contact your instructor for clarifications and consult with the instructor if you seek assistance from someone else. It is a thin line between getting help and giving help to learn the material and academic dishonesty. It is better to err on the side of not helping someone you suspect is using your help to pass the course and earn a degree in your profession and from your school. Beware active involvement in mutual assistance to improve grades or successfully complete coursework to earn credit can result in both parties earning a failing grade and additional disciplinary actions (expelled from school).

If you have any doubt about giving or getting assistance from someone other than your teacher contact the instructor. Academic Integrity is important and your decision not to drop or withdraw from this class is your informed consent and agreement to accept the policies of the course.

Written Work: Academic Integrity and Other Reasons.

In your paper, you must cite all of your references and it must be well written. One reason to cite the references is that you are the person most likely to need them again. The second is to "CYA". If you write something that offends the readers you may be able to defend yourself by pointing out that you merely included the point in the discussion as being a relevant point that was published by a legitimate journal. Listing the references is not just about academic dishonesty it is also about protecting your reputation and job security.

Note: Learn to Use the American Sociological Association's style for references. You may also need to buy and know the APA style as it is a preferred guide for formatting papers and publications. The best reference for APA style is the Publication Manual of the American Psychological Association (5th ed.)(2001). Washington, DC: American Psychological Association.

Please note that the fifth edition is the acceptable edition as formats are different from earlier editions. This edition also includes much more information on citing electronic sources. This edition is available at most book stores. An additional resource is the website: <http://www.apastyle.org>

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities which affect their participation in this course should notify the instructor during the first week of class if they wish to have special accommodations in instructional format, examination format, etc. considered.

CLASS ASSIGNMENTS

Following is a brief description of assignments required for successful completion of this class. Additional information will be provided throughout the semester. Please contact the instructor in the event clarification is needed.

Three Unit Tests. 25% each. Tests are given about 5 weeks apart

Paper and “class presentation” 15% Due during week 13

Participation (quiz scores, discussion boards, homework/ mini projects) 10 %

Each student is required to prepare and present an in-depth term paper and presentation on a special topic such as some topic selected by the student and to be approved by the instructor. This is simply a 6- 8 page literature review paper with 10 journals/ books (avoid www). It can be, for example, on policy, services, or even focusing on oppressed, or vulnerable segment of the aging population.

The topics are for you to pick but should include a characterization of the population as well as special individual (e.g., social, psychological, and maybe some physical) needs. A sociology paper could include environmental adaptations or interventions (proposed or existing) that support these older adults.

It will be due near the end of the term but a class discussion board (or several) will be required a bit later in the term, (power point is optional). Start thinking about a topic ASAP.

Questions for exams will be drawn from the required readings on the syllabus. The format of the exam will include multiple choice, but I reserve the right to add short answer and essay questions. The purpose of the examination is to evaluate the student's knowledge of course content and progress in integrating that content effectively.

\ Term Paper & Presentation (15%) An outline for this assignment will be provided on the third of fourth week of class. Start thinking of a topic you think you would like to write a paper about. You will submit the paper to the instructor about 2/3rds of the way into the term and these papers will be presented and discussed in a discussion board later in the term.

Class “Attendance” and Participation (10%) This part of your grade will include 2 components. One is the quiz results that are used to keep students involved in reading and doing other assignments. The other is for discussion boards and wwww assignments. These r two components of this grade are tentatively 5% each.

EVALUATION OF WORK:

Class term paper and presentation: 15%

Three Unit Exams 25% each.

Class Participation scoring 10%

Total 100%

WEEK # 1-15 (add finals week) & DATES 12/6 id final exam date but we do not have one.	TOPICS	READINGS AND ASSIGNMENTS
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Regular term projected test dates. .