

California State University, Fresno
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General Education Course Proposal

Proposed Course: GERON 100 Images of Aging in Contemporary Society **Units** 3
Prefix No. Title

Department: Gerontology **College/School:** Health and Human Services

GE Category (Indicate one category only):

Foundation: A1 ___ A2 ___ A3 ___ B4 ___
Breadth: B1 ___ B2 ___ C1 ___ C2 ___ D ___ E ___
Integration: B ___ C ___ D International/Multicultural ___

Existing Course **Revised Course** ___ **New Course** ___

Course Included in Current GE Program ___

New courses require the Undergraduate Course Proposal form in addition to this form.
Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Explores aging theories, multicultural portrayals of aging through art, literature and media, examines generational/societal perceptions of aging. Develops competence in recognizing different images, examines the influence of these images on social status, resources, and other elder issues.

Enrollment limit per section: 40

Expected number of sections per semester - Year 1 1 Year 3 1

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

John Crowley 10/15/01 Turner 10/23/01
Department Chair Date College/School Curriculum Committee Date

Andrew Hoff 10-22-01 Robert D. Merrill 12/13/02
College/School Dean Date General Education Subcommittee Date

J. Echeverria 12/13/02
Associate Provost Date

**Forward Original and TWELVE copies to:
Associate Provost for Academic Affairs, M/S TA 54**

5/23/02: Revisions as requested by G.E. Committee
11/11/02: " " " " " "

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12/17/02

**Attachment #2:
Page 2**

American Association of Retired Persons will provide additional information about census information and a description of elders at a national level.

Writing requirements. There will be a 4,000-word (12 pages) writing assignment which will fulfill the General Education Upper Division Writing Requirement. The subject of this research-based term paper will be the student's choice of a current issue in aging. Students will choose an issue according to their interest in a psychosocial, biomedical, socioeconomic, or environmental aspect of aging. For example, selected choices might include the issue of elder abuse or aging in place, the relationship between lifestyle and chronic disease, changing workforce and retirement expectations, or universal housing design. The paper will be formatted in APA style. Depth of research and exploration of the literature will be reflected in the use of a minimum of twelve references, only five of which are internet-based. At least three references should be from refereed professional journals pertinent to the discipline of the issue being researched. The paper will be evaluated according to the General Education Writing Rubric for length, content, organization, clarity of expression in the analysis and synthesis of concepts and knowledge, grammar/spelling, and overall quality of the paper. The Rubric will be included with every copy of the syllabus and discussed in class at the beginning of the semester. A draft of the paper will be due at Week 8 of the semester. Additionally, three one-page descriptive records of visits with an older person will be evaluated for clarity and ability to synthesize theoretical perspectives with observed characteristics.

Content.

This upper division course is designed to provide depth in understanding a national and international phenomenon - the overwhelming increase in the older population. *Since this course satisfies G.E. requirements and may be the first gerontology course a student has taken,* the course will begin with a general overview with AV material to introduce the images of aging in our society. Gerontology will be defined. The value of the texts will be presented along with a literature review. There will be an introduction, explanation and identification of some classic gerontological research studies.

Methodologies frequently used in gerontological research will be presented, including;

- Field Research, including strategies of participant observation, informant interviewing and enumeration of samples from various populations,
- Examination and analysis of existing records and data,
- Surveys,
- Structured Interviews,
- Cross-sectional, cross-sequential and longitudinal research, and
- Needs Assessments to validate the need for further study in a particular area.

The following concepts will provide the infrastructure for GERON 100: Images of Aging in a Contemporary Society. These concepts will be of interest to students invested in expanding their general world-view. Those interested in careers in gerontology will further a particular interest through the focus on one area for in-depth knowledge and expertise. The core clusters to be studied in depth are:

Attachment #2:

Page 3

- The Biomedical / Physiological Context of Aging: aspects of aging involving direct contact with older persons in the area of health and physical functioning.
- The Psychosocial Context of Aging: emphasizes psychological characteristics and covers a very wide research base.
- The Socioeconomic Context of Aging: develops the interaction between the elder's environment and concepts from the socioeconomic, and includes political and cultural aspects of the community.
- The Environmental Context of Aging: includes the relationship between elders and their physical environment, architecture, transportation and safety, and special programs for elders.

The Service-Learning aspect of the course is conducted in collaboration with the Friendly Visitor Service, a social service agency on campus providing in-home services such as respite, companionship, light housekeeping and chore services, and transportation for frail, low-income elders in the community. Experience has demonstrated that this exposure to the lives, trials and tribulations of community-dwelling elders is invaluable to students' education. Using the experience of three visits to one elder over the course of several weeks serves to synthesize classroom learning and extends the utility of this course in providing long-lasting knowledge and experience in the field of aging.

Elements that tie the classroom experience together include:

the weekly small group discussions,
the personal literature review for the in-depth paper, which will expand the students' knowledge regarding the extensive research in the field of aging,
the elder visits,
the introduction of expert guest speakers from across the field of aging, and
the presentation and discussion of primary source readings to give richness to the interdisciplinary and multicultural aspects of aging.

Regular attendance, completion of the weekly reading assignments, participation in class and small group discussions, short reaction papers, and the scholarly in-depth subject paper, together with a final examination covering the course content provide a rich, academically-based approach to the study of aging concepts and issues.

Attachment #2:

Page 4

General Syllabus showing required activities and approximate schedule

GERON 100: Images of Aging in Contemporary Society

Fall/Spring

Instructor: Glen Doyle

Phone: (559) 278-7307

Gerontology Office: PHS 138

California State University, Fresno

Office: McL 126

Email: Glend@csufresno.edu

Geron 100

Course Outline

Fall 2002

Unit Value: 3 Units

Prerequisites: A2 completion is prerequisite to C2, D1, D2, and D3 courses

Grading: Letter grading only. Please note: No General Education credit will be given for any course in which the student receives less than a 'C' grade.

Catalog Description:

Explores aging theories, multicultural portrayals of aging through art, literature and media; examines generational/societal perceptions of aging. Develops competence in recognizing different images, examines the influence of these images on social status, resources, and other elder issues.

What you will need for this course:

Required Texts:

Hooyman, N. & Kiyak, H. A. (2002). *Social Gerontology: A Multidisciplinary Perspective*, 6th Ed. N.Y., N.Y.: Allyn & Bacon.

Kart, C. S. & Kinney, J. M. (2001). *The Realities of Aging*, 6th Ed. N.Y., N.Y.: Allyn & Bacon.

Government & Other Reports

Federal Interagency Forum on Aging Related Statistics. *Older Americans 2000: Key Indicators of Well-Being*. Federal Interagency Forum on Aging-Related Statistics, Washington, DC:

U.S. Government Printing Office. August 2000.

Administration on Aging. *A Profile of Older Americans* (2000). Retrieve from

<http://www.aoa.dhhs.gov/aoa/stats/profile>

AARP (2000) Global Aging Report. Aging Everywhere – A Portrait of Older Minorities

Optional (On Reserve)

Binstock, R & George, L. (1990). *Handbook of Aging and the Social Sciences*.

American Psychological Association. (2001). *Publication Manual of the American Psychological Association*, 5th Ed. Washington, DC.: A.P.A.

Morgan, L. & Kunkel, S. (2001) Aging: The Social Context. 2nd Edition. Thousand Oaks, CA Pine Forge Press.

Quadagno, J. (2001). Aging and the Life Course. N.Y., N.Y. McGraw Hill

**Attachment #2:
Page 5**

Journal Articles:

Some articles for use in this class will be compiled into a reader to be purchased at the Book Store. You will be expected to utilize the library journal holdings for your own topic research

Course Purpose and Goals:

Gerontology is viewed as both an applied and pure science that draws upon sociological, psychological, biological, developmental, cultural, and spiritual concepts. The theory of gerontological concepts will be covered in four content areas: psychosocial, environmental, socio-economic, and physical environments. As part of the General Education Program, Area D, this course is designed to equip students to understand and analyze the basic principles underlying human social behavior as it relates to the issues of aging. This is a required core course for the Minor in Gerontology and the Gerontology Specialist Certificate.

Upon completion of this course, students shall be able to:

- Define gerontology and geriatrics
- Identify the developmental lines of the field of gerontology from sociology, psychology, and biological theory
- Analyze data on the demography, mortality, and morbidity of aging
- Identify current data and research methods for studying the older population
- Discuss the rationale for studying an older person of aging, including the effects of modernization on culture, stereotypes, and aging research
- Recognize emerging global economic and social trends influenced by the "Baby Boom" generation and the rapidly expanding older population of the world
- Discuss the biological and psychological contexts of aging, including mental disorders
- Distinguish life expectancy from geriatric life span
- Recognize the signs, symptoms, and effects of societal issues/problems such as ageism, elder abuse, and chronic illness, including the gaps that cultural misunderstandings create for service delivery
- Discuss the health risks and preventive care issues for elders of varying ethnic origin: Caucasian, African American, Native American, Hispanic, Asian American, and other discrete groups
- Develop a new relationship with an elder through Community Service with Friendly Visitor Program
- Apply social theories and cultural implications for aging, including aspects of life course, life span and life satisfaction, to the life story of a visited elder

Knowledge of the above theories and concepts will be assessed through class discussion, a personal journal reporting on the elder visits, an individual term research paper on a selected topic, and through a comprehensive final examination

Attachment #2:

Page 6

E-mail and Personal Information

It is requested that each student email the instructor within the first week of the semester with her or his phone number, academic standing (freshman, sophomore, etc.), how she or he found out about this class, and why she or he decided to take it. Email may be used to communicate more directly with the instructor for absences, questions, etc. The instructor will use email to communicate with students individually or to a class, on occasion.

Educational Methodology: Class lectures and discussion, Small student groups (One half-hour of class each week will be used for students to discuss current issues, reading, assignments and experience in visiting an older person. The small groups will meet most weeks to discuss reading assignments and their visits with elders), A. V. slides and Video Tapes.

Library tour: A one-hour presentation by Kimberly Robles Smith (Librarian with expertise on Gerontological Research).

Examinations and Major Assignments

Class Requirements:

1. **Course and classroom participation (15% of grade; 150 points)** Students are expected to attend each class and participate actively both individually and in small group activities. Participation in class is the student's most significant contribution to the quality of the learning experience. Attendance is so vital that the final grade may be affected. For example, if the class is completed with a borderline grade (such as a C), and the student has participated in most class sessions, she will receive the higher grade. Various circumstances may permit missed classes; however, after three missed sessions, the overall course grade will be reduced by 10% per cent. Coming late to class or leaving early will be viewed as missing half a class period. Please contact the instructor by telephone message at 278-7107 or 278-2463 or by e-mail regarding any absences. Participation in a small group within the classroom setting is expected. Attendance will be taken at every class and will count towards the grade. Attendance at the scheduled Library tour, a one-hour presentation by Kimberly Robles Smith (Librarian with expertise on Gerontological Research) is required.

2. **Service Learning (15% of grade; 150 points)** Three visits to a homebound older person are required. Visits will be planned in cooperation with the Friendly Visitors Service as part of a Service Learning requirement. The student will need to register with Friendly Visitors within the first two weeks of the semester. Verification of the visitation will be recorded on the Friendly Visitors form.

3. **Report on Elder Visits (15% of grade; 150 points)** A 3-page report on the Friendly Visitor experience will be due at Week 10. Use a separate page for each visit; type or word-process each report using APA style, 1" margins and double-space. Collect the reports together in a folder with a title page showing name, date, contact information (email or phone). Do not use elder's name, initials only, and no sensitive information.

**Attachment #2:
Page 7**

4. Individual Research Paper Due on Week 13 (25% of grade; 250 points): Type a twelve page paper about an issue in aging. Choose an issue (e.g., memory, frailty, or the main concerns: Psychosocial, Biomedical, Socioeconomics, or Environmental/behavioral). Use APA style; include at least 12 references, with at least three research studies from refereed journals cited. No more than five references from the Internet will be accepted. If you use Internet resources, these must be appropriately referenced according to APA style. The General Education Writing and Critical Thinking Scoring Rubrics are included with this syllabus. Please read these. These are the criteria by which your papers will be scored, and upon which much of your grade will depend.

5. Final examination (30% of grade; 300 points): Final will only contain questions from the textbooks for the course. A study guide will be available to purchase, in the copy center of the bookstore by Week 12.

Assignment and Examination Schedule

Date	Assignment	Percentage	Points
	Attendance/participation in small group	15%	150
	Visits with an older person	15%	150
	Visitation Reflection Paper	15%	150
	Term Research Paper	25%	250
	Final examination	30%	300

Grading:

Students will be graded based on performance on examinations and major assignments as described above. The following grading scale will be used:

Grading Scale

- A 900 -1000 points
- B 800 - 899 points
- C 700 - 799 points
- D 600 - 699 points
- F 0 - 599 points

Attachment #2:

Page 8

Course Policies:

Student Responsibility: Attendance for class is expected. 2 days may be excused, but it is expected that the instructor will be informed about foreseeable absences either in person or by email. If absent from class, it is the student's responsibility to check on announcements made while away. Student collaboration and participation is essential during group projects and class discussions.

As such, students are expected to attend to the duration of each class session, and points are given for such participation. Opinions and feelings of others will be respected at all times, and students are to treat personal information shared within the class as confidential.

Cell phones and pagers must be off during class times. Calls may be made during breaks if the class is long. Special requests for class visitors or other accommodations must have prior instructor approval.

Due Dates: Assignments are due at the start of the class on the assigned day. Class assignments received after the assigned due date will be graded and the assignment total will be made available electronically.

One day late	10%	Three days late	30%
Two days late	20%	Four days late	40%

A day is considered a calendar day, not school day or work days. Assignments not handed directly by the instructor must be stamped with date, signed and placed in the instructor's mailbox in the department office. Extension of due dates will be considered on an individual basis and must occur no less than two weeks prior to the assigned due date. Assignments will not be accepted more than 4 days after the originally scheduled date.

Writing Competency: In all of the assignments that will be submitted to the instructor, the student's ability to effectively communicate using writing skills is very important. The instructor will evaluate the efforts of each student not only for the content presented but also for spelling, grammar, punctuation, neatness and organization of thought. Please refer to the writing and critical thinking rubrics as you prepare your work. All written assignments must be typed (use 12 pt), double spaced, and include a title page with your name and the date of the submission.

Students with Disabilities:

If you are a disabled student, please identify yourself to the instructor so that reasonable accommodation for learning and evaluation within the course can be made. For additional assistance, contact Services of Students with Disabilities, Madden Library, Room 1049, 278-2811.

Attachment #2:

Page 9

Cheating and Plagiarism:

The University has a written policy on cheating and plagiarism, which includes specific steps that will be taken in the event that an incident of cheating or plagiarism is suspected or alleged. Cheating is the actual or attempted practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term "cheating" not be limited to examination situations only, but that it include any and all actions by a student which are intended to gain an unearned academic advantage by fraudulent and deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of another by misrepresenting the material so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, to expulsion from the University. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Disruptive Classroom Behavior:

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms that are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct that disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Computers: California State University, Fresno, computers and communications link to remote resources are recognized as being integral to the education and research experience. According to the University's policy on computers, "Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

**Images of Aging in Contemporary Society
Course Outline with readings and activities**

Please read pages designated and be prepared to discuss in class with your small group Topics	Textbook/Pages	Week # & Activities
Social gerontology, aging & demographics	Social Gerontology (SG) Realities of Aging (RA) Older Americans 2000 (OA)	1 & 2
What is gerontology?	SG: 1-9; RA: 1-41	Slides: Images of aging
Growth of the aging population	SG: 11-47; RA: 45-65; OA:	Video: Jess Tandy @99
Geographical distribution	OA: 59	Small group discussion
Literature review of Cluster areas		3
Research approaches to aging - psychosocial/biomedical/socioeconomic/physical environment	SG: 11-36; RA: 45-65	
Historical and cross-cultural issues	SG: 37-62; RA: 378-403	Small group discussions
Theories of aging		4 - 14
Psychosocial	SG: 66-86; RA: 199-228	4 - 8
Life expectancy, course & span, Social structure & process	RA: 178-196	Begin Elder visits
Personality & social adaptation, Love, intimacy, & sexuality	RA: 141-228	Dr. Elizabeth Nelson – Methodological issues
Mental Health, use of services, historical & cross-cultural issues	OA: 74-79	Dr. Matt Sharps – Aging Research in psychology
Race, ethnicity, & aging, Populations at risk – Older minorities, older women	OA: 59-61	Library tour – Gerontological journals
Death, dying, bereavement, widowhood	RA: 493-514	
Biomedical		9&10
Biological aging & social consequences; sensory change; health, chronic disease, & use of services	SG: 91-164; RA: 68-138	Community Geriatrician Geriatric Medicine Experiential exercise
Mortality & morbidity	OA: 74-79	Elder visits papers due
Socioeconomic		11&12
Social support; economic status & work; retirement	OA: 63-69	Small group discussion
Community, organizational, & political roles	SG: 279-481; RA: 232-357	CA Legislation review
Social policies for social problems – health & long-term care, income maintenance & pensions		Dr. Bill Fasse, Consumer & Family Studies
		Term Paper due
Physical environment		13&14
Comparative perspectives on housing & aging social structure, living arrangements, institutional living, resources for support	RA: 378-469	Panel of Elders Small group discussion Study guide available
Summary & Evaluation		15 Last day of instruction

Final Exam Preparation and Faculty Consultation Days

TBA

Final Exam in this course

TBA

**Attachment #2:
Page 11**

Tentative Course Schedule: Images of Aging

- Week 1: Introduction and Course Overview
Explanation of course objectives, assignments, and grading criteria.
Assignment of groups, View slides on “Images of Aging”
Some beginning definitions. Introduction to Friendly Visitor service, complete introduction forms; More on social, psychological, biological and socioeconomic clusters
- Week 2: Demographics – World, National, State, Local – Geographic distribution. Small group discussion – The demographic imperative! Aging & the social sciences – profile of professionals working with elders.
Video: Jessica Tandy at 90. Group discussion – Age and work
- Week 3: Why study aging? Review of research methods on gerontology
Cluster areas defined in more depth through research approaches, literature. Small group discussion - Clusters
- Week 4: Social aspects of aging – Cultural diversity; cultural concepts of modernization, ethnogenesis, double jeopardy; stereotypes, ageism & other “isms.” Small group discussions – ageism; Life expectancy & life course
- Week: Social aspects of aging continued - Begin Elder visits
Guest Speaker: Dr. Elizabeth Nelson, Emerita – CSUF Sociology Dept. Small group discussion: Identifying transitions in personal life
- Week 6: Social theories of aging – Role theory, Disengagement & Activity theories, The subculture of aging – modernization, age stratification, political economy, symbolic interactionism, exchange theory; Family, friends & social support; Racial/ethnic aging; religion/Spirituality; Work, retirement & Leisure.
Group discussions – Duke scale to measure social support.
- Week 7: Psychological aging – intelligence and cognitive changes in aging, personality and social adaptation in old age
Guest Speaker: Dr. Matt Sharps – CSUF Psychology Dept
Library Tour – Meet in Library classroom
- Week 8: Historical and Cross-cultural changes in aging; Development across the life span (theories); Love, intimacy, and sexuality; Mental health and services available; Self-perception. Small group discussions.

Attachment #2:
Page 12

- Week 9: Biophysical aging – Life expectancy; morbidity & mortality; Health assessment of seniors. Guest Lecturer: Community Geriatrician
Health & chronic disease; Falls & prevention; Stress & adaptation;
Racial and ethnic health issues – alternative health practices
Small group discussion – experiential exercises to demonstrate physical aging & disability
- Week 10: Biophysical theories of Aging – the Genome; Sensory changes & social consequences; The role of the geriatric nurse practitioner and the Licensed Clinical Social Worker. **Elder Visit Paper due.**
Class and small group discussion of these experiences.
- Week 11: Economics & Health Policy
Guest Speaker: Dr. Bill Fasse – CSUF Department of Consumer & Family Studies. Social policies for social problems; Health & long-term care policy and programs; economic status of the aged. Small group discussions
- Week 12: Politics and Aging – the effects of legislative initiatives for the past year. Needs and resources – Area Agency on Aging, health and social services
Term Paper due
- Week 13: Social Interaction – Death, dying, bereavement, & widowhood.
Small group discussion
Panel of elders to class
- Week 14: Living environments & arrangements – special problems
Long-term care, aging in place, residential care
Emerging trends in late life living arrangements
- Week 15: Summary, evaluation and review – last day of instruction
Final examination

CHANGES REQUESTED BY G.E COMMITTEE

Attachment # 3:

Page 1

General Syllabus:

GERON 100: Images of Aging in Contemporary Society

Fall/Spring

Instructor: Glen C. Doyle, Ed.D.

Phone: (559) 278-7307

William Dailey, M.P.A.

Phone: (559) 278-8465

California State University, Fresno

Dr. Doyle's Office: McL 126

Email: glend@csufresno.edu

Gerontology Office: PHS 138

Email: whd01@csufresno.edu

Introduction and Course Description

GERON 100: Images of Aging in Contemporary Society

Unit Value: 3 Units

Prerequisites: A2 completion is prerequisite to C2, D1, D2, and D3 courses

Grading: Letter grading only. Please note: No General Education credit will be given for any course in which the student receives less than a 'C' grade.

Catalog Description:

Explores aging theories, multicultural portrayals of aging through art, literature and media; examines generational/societal perceptions of aging. Develops competence in recognizing different images, examines the influence of these images on social status, resources, and other elder issues.

Course Description:

This course is designed to provide an overview of the discipline of Gerontology, which is the multidisciplinary/interdisciplinary study of aging. Gerontology is viewed as both an applied and pure science based upon sociological, psychological, biological, developmental, **economic**, cultural, and spiritual concepts. The diversity of gerontology concepts will be covered in four content areas: psychosocial; biomedical; socioeconomic; and physical environment. This course meets the General Education requirements in Area D. It is a required core course for the Minor in Gerontology and the Gerontological Specialist Certificate.

This course is designed to present the basic foundations of gerontology through:

- Exploration of the demography, morbidity and mortality of aging, **and examination of the current data and methods of studying the older population in the United States and throughout the world.**
- Discussion and analysis of the biological and psychological contexts of aging, including mental disorders;
- Study of the social theories and cultural aspects of aging; including life course, life span and life satisfaction;

- Discussion of emerging economic trends, **affected and influenced** by the “Baby Boomers”-- **including Social Security and Med-i-care, and retirement**;
- Synthesis of aging theories and issues/problems involving ageism, elder abuse, chronic illness, long term care.,
- Review of prospective careers in the public and private sector.

What You Will Need To Purchase for This Course

Texts Required:

Hooyman, N. & Kiyak, H. A. (2002). *Social Gerontology: A Multidisciplinary Perspective*, 6th Ed. N.Y., N.Y.: Allyn & Bacon.

Kart, C. S. & Kinney, J. M. (2001). *The Realities of Aging*, 6th Ed. N.Y., N.Y.: Allyn & Bacon.

Government Reports:

Federal Interagency Forum on Aging Related Statistics. *Older Americans 2000: Key Indicators of Well-Being*. Federal Interagency Forum on Aging-Related Statistics, Washington, DC: U.S. Government Printing Office. August 2000.

Agency on Aging. *A Profile of Older Americans* (1999). Retrieve from

<http://www.aoa.dhhs.gov/aoa/stats/profile>

International Aging

International Federation on Aging

www.ifa-fiv.org

International Longevity Center

www.ilcusa.org

Optional (On Reserve)

Binstock, R & George, L. (1990). *Handbook of Aging and the Social Sciences*.

American Psychological Association.(2001). *Publication Manual of the American Psychological Association*, 6th Ed. Washington, DC.: A.P.A.

Journal Articles:

Some articles for use in this class will be compiled into a reader to be purchased at the Book Store. You will be expected to utilize the library journal holdings for your own topic research.

Examinations and Major Assignments

Educational Methodology: Class lectures and discussion, A.V. slides and Video Tapes (One half-hour of class each week will be used for students to discuss current issues, reading, assignments and experience in visiting an older person. Small student groups The small groups will meet most weeks **to take roll**, discuss reading assignments and discuss their visits with elders.

Library tour: A one-hour presentation by Kimberly Robles Smith (Librarian with expertise on Gerontological Research). Find one article and fill out work sheet. This will be due in class the following week.

”

Class Requirements:

1. Participate in a small group within the classroom setting.
2. Read weekly assignments and apply at least one reference from research study to term paper.

3. Attend the scheduled Library tour, a one-hour presentation by Kimberly Robles Smith (Librarian with expertise on Gerontological Research).
4. Make three visits to a homebound older person. Visits will be planned in cooperation with the Friendly Visitors Service as part of a Service Learning requirement and should be recorded on the Friendly Visitor Service Form.
5. First Written Assignment (3 pages): Type a one page report about each visit. Submit all 3 together in a folder on **Week 10**. Do not use elder's name, initials only, and no sensitive information.
6. **Second Paper Draft of Term Paper (Due Week 8.)**
 - Choose an issue to explore from one of the 4 main concepts: Psychosocial, Biomedical, Socioeconomic, or Physical Environment
 - Conduct a literature review, choose 5 references, and compile a reference list using APA format
 - Write the first paragraph of your paper, and outline the rest.
 - Assignment will be corrected but not graded, however 50 points will be given for having it in on time.
7. Type a ten page term paper about an issue in aging.
Choose an issue to explore from one of the main concepts: Psychosocial, Biomedical, Socioeconomics, or Physical Environment. **Due on Week 13**. Use APA style, include at least ten references, with at least citations from two research studies from refereed journals.
8. Final examination: Final will only contain questions from reading from textbooks for the course. A study guide will be available to purchase, in the copy center of the bookstore by **Week 12**.

Assignment and Examination Schedule

Criteria	Possible Points
1. Attendance/participation in small group. 5pts x 30class meetings (Names to be written in Group Folder each week)	150
2. Visit with an older person 3 times (Record time and date of each visit)	150
3. Completion of Library Work Sheeet	25
3. First Paper: 3 Pages documenting elder visits, Due Week 12	125
4. Second Paper---Draft of Term Paper	50
5. Type a ten page term paper about an issue in aging, Due Week 13	250
5. Final examination	<u>250</u>
TOTAL	1000

Grading Scale

A	900 -1000 points
B	800 - 899 points
C	700 - 799 points
D	600 - 699 points
F	0 - 599 points

Course Policies

Attendance for class is expected. 2 days may be excused, but it is expected that the instructor will be informed about foreseeable absences either in person or by email. If you

are absent from class, it is your responsibility to check on announcements made while you were away. Points are given for discussion and participation in small groups. ALL PAPERS ARE DUE ON THE SPECIFIED DAY and 10 points will be deducted for each late weekday. Please see the instructor about problems. **Cell phones and pagers must be off during class times.** Calls may be made during breaks if the class. Special requests for class visitors or other accommodations must have prior instructor approval.

Students with Disabilities

If you are a disabled student, please identify yourself to the instructor so that reasonable accommodation for learning and evaluation within the course can be made. For additional assistance, contact Services of Students with Disabilities, Madden Library, Room 1049, 278-2811.

Cheating and Plagiarism

The University has a written policy on cheating and plagiarism, which includes specific steps that will be taken in the event that an incident of cheating or plagiarism is suspected or alleged. Cheating is the actual or attempted practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term "cheating" not be limited to examination situations only, but that it include any and all actions by a student which are intended to gain an unearned academic advantage by fraudulent and deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of another by misrepresenting the material so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, to expulsion from the University. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Disruptive Classroom Behavior

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms that are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct that disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Primary Learning Objectives:

At the conclusion of this course, it is anticipated that the student should be able to:

1. Define gerontology and geriatrics
2. Identify the economic and sociopolitical impact of demographic trends in aging in the U.S. and in other countries throughout the world.
3. Distinguish life expectancy from maximum life span

4. Discuss why gerontology was first based upon ideas from sociological, psychological and biological theories of aging.
5. Articulate the rationale for studying various theories of aging including the cultural concepts of modernization, ethnogenesis and double jeopardy.
6. List four areas where there is a need for Gerontological study, as identified by the Gerontological Society of America and the Association of Gerontology and Higher Education
7. Describe three concepts related to the psychosocial aspects of aging.
8. Describe five types of physical changes affecting elders.
9. Compare and contrast the realm of socioeconomic environment with the realm of physical environment of older people
10. Integrate aging theory through its practical application during visits to an elder and submitting three descriptive typewritten pages.
11. Discuss and analyze ways that findings of recent research studies have identified an economic impact on elders. (Research from recent refereed journals.)
12. Synthesize knowledge gained in a scholarly paper. Focus on an issue in aging selected from one of the four cluster areas.

Attachment #3:
Page 5

**Images of Aging in Contemporary Society
Reading Assignments & Class Activities**

Please read pages designated and be prepared to discuss with your small group

Topics	Textbook/Pages	Week # & Activities
Social gerontology, aging & demographic	Social Gerontology (S) Realities of Aging (RA) Older Americans 2000 (OA)	1 & 2
What is gerontology?	SG: 1-9; RA: 1-41	Slides: Images of ag
Growth of the aging population	SG: 11-47; RA: 45-65; 1-8	Video: Louise Tand
Geographical distribution	OA: 59	Small group discuss
Literature review of Cluster areas		3
Research approaches to aging - psychosocial/biomedical/socioeconomic/phys environment	SG: 11-36; RA: 45-65	
Historical and cross-cultural issues	SG: 37-62; RA: 378-40	Small group discuss
Theories of aging		4 -
Psychosocial	SG: 66-86; RA: 199-22	4 - 8
Life expectancy, course & span, Social stru & process	RA: 178-196	Begin Elder visits
Personality & social adaptation, Love, intimacy, & sexuality	RA: 141-228	Dr. Elizabeth Nelso Methodological issu

Mental Health, use of services, historical & -cultural issues	OA: 74-79	Dr. Matt Sharps – Research in psycho
Race, ethnicity, & aging, Populations at risk Older minorities, older women	OA: 59-61	Library tour – Gerontological jour
Death, dying, bereavement, widowhood	RA: 493-514	
Biomedical		9&10
Biological aging & social consequences; ser change; health, chronic disease, & use of services	SG: 91-164; RA: 68-13	Dr. Robb Smith – Geriatric Medicine Experiential exercis
Mortality & morbidity	OA: 74-79	Elder visits papers
Socioeconomic		11&12
Social support; economic status& work; retirement	OA: 63-69	Small group discuss
Community, organizational, & political role	SG: 279-481; RA: 232-	CA Legislation revi
Social policies for social problems – health long-term care, income maintenance & pe		Dr. Bill Fasse, Cons & Family Studies
		Term Paper due
Physical environment		13&14
Comparative perspectives on housing & agi social structure, living arrangements, institutional living, resources for support	RA: 378-469	Panel of Elders Small group discuss Study guide availab
Summary & Evaluation		15 Last day of instru

Final Exam Preparation and Faculty Consultation Days

TBA

Final Exam in this course

TBA

Page 6

Course Outline: Images of Aging

- Week 1, Tues: Introduction and Course Overview
Explanation of course objectives, assignments, and grading criteria.
Assignment of groups, View slides on “Images of Aging”
Some beginning definitions
- Week 1, Thurs: Introduction to Friendly Visitor service, complete introduction forms
More on social, psychological, biological and socioeconomic clusters
- Week 2, Tues: Demographics – World, National, State, Local
Geographical distribution
Small group discussion – The demographic imperative!
How does this work in other countries

- Week 2, Thurs: Aging & the social sciences – profile of professionals working with elders.
Video: Jessica Tandy at 90:
Small group discussion – Age and work
- Week 3, Tues:
Week 3, Thur: Why study aging? Review of research methods on gerontology
Cluster areas defined in more depth through research approaches, literature
Small group discussion - Clusters
- Week 4, Tues:
Week 4, Thurs: Social aspects of aging – Cultural diversity; cultural concepts of modernization, ethnogenesis, double jeopardy; stereotypes, ageism & other “isms”
Small group discussions – ageism; Life expectancy & life course
- Week 5, Tues:
Week 5, Thur:
Dept. Social aspects of aging continued
Guest Speaker: Dr. Elizabeth Nelson, Emerita – CSUF Sociology
Begin Elder visits
Small group discussion: Identifying transitions in personal life
- Week 6, Tues:
theories,
Week 6, Thur: Social theories of aging – Role theory, Disengagement & Activity
The subculture of aging – modernization, age stratification, political economy, symbolic interactionism, exchange theory; Family, friends & social support; Racial/ethnic aging; religion/Spirituality; Work, retirement & Leisure.
Small group discussions – Duke scale to measure social support.
- Week 7, Tues: Psychological aging – intelligence and cognitive changes in aging, personality and social adaptation in old age
Guest Speaker: Dr. Matt Sharps – CSUF Psychology Dept
Week 7, Thur: Library Tour – Meet in Library classroom
- Week 8, Tues: Historical and Cross-cultural changes in aging; Development across the life
Week 8, Thur: span (theories); Love, intimacy, and sexuality; Mental health and services available; Self-perception.
Small group discussions
- Week 9, Tues: Biophysical aging – Life expectancy; morbidity & mortality; Health assessment of seniors.
Guest Lecturer: Dr. Robb Smith - Geriatrician
Week 9, Thur: Health & chronic disease; Falls & prevention; Stress & adaptation; Racial and ethnic health issues – alternative health practices
Small group discussion – experiential exercises to demonstrate physical aging & disability

- Week 10, Tues: Biophysical theories of Aging – the Genome; Sensory changes & social consequences; The role of the geriatric nurse practitioner and the Licensed Clinical Social Worker
- Week 10, Thur: Elder Visit Paper due.
Class and small group discussion of these experiences.
- Week 11, Tues: Economics & Health Policy here and abroad.
- Week 11, Thur: Guest Speaker: Dr. Bill Fasse – CSUF Department of Consumer & Family Studies
Social policies for social problems; Health & long-term care policy and programs; economic status of the aged.
What do other countries.? What is the effect?
Small group discussions
- Week 12, Tues: Politics and Aging – the effects of legislative initiatives for the past year.
Needs and resources – Area Agency on Aging, health and social services. Senior Legislature
- Week 12, Thur: Term Paper due
- Week 13, Tues: Social Interaction – Death, dying, bereavement, & widowhood.
Small group discussion
- Week 13, Thur: Panel of elders
- Week 14, Tues: Living environments & arrangements – special problems
Long-term care, aging in place, residential care
- Week 14, Thur: Emerging trends in late life living arrangements
- Week 15, Tues: Summary, evaluation and review – last day of instruction
- Week 15, Thur: Final examination