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 Gorry 10/15/02  Robert D. Merrill 12/13/02
Department Chair  College/School Curriculum Committee  Date

Andrew Hoff 12/20/01  J. Scheverina 12/13/02
College/School Dean  Associate Provost  Date

Forward Original and TWELVE copies to:
Associate Provost for Academic Affairs, M/S TA 54
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Statement of elements common to all sections of this course:

Geron 100: fulfills the goals guiding General Education in the following ways:

Expands the student's intellectual horizons

Fosters life long understanding
Students will participate in visiting with a homebound older person. Guidelines will be provided to encourage a meaningful dialogue. Questions about the elders' thoughts of past and current interests and issues will be developed to guide the students in their discussion. The student will be charged with discovering the elder's cultural heritage, values and beliefs. Sharing will be encouraged in the students' weekly group discussions, with the goal of stimulating thoughts of their own future.

Prepares students for further professional study
The students will be introduced to faculty members from different disciplines across the campus and other professionals, exposing them to the background and research interests of experts in the field. As experts in various aspects of the study of aging, these guest lecturers will provide course content in their area of expertise, underscoring the need for knowledge of aging across a broad academic range.

Instills within students an appreciation of cultures other than their own.
The student will learn that the aging person belongs to the culture of aging as well as their individual ethnic or cultural group. Discussions promoted by reading assignments, speakers and lectures, will encourage the exploration and acknowledgment of differences in point of view and how these may contribute to gaps in services and/or use/misuse/non-use of resources.

Textbooks. This course is consistent with the intent of Sub-area D3 goals, objectives and specifications. Two comprehensive textbooks will be used to provide the viewpoints of different authors. One Statistical Chartbook will be used for national demographic charts and information. Current information about economics, health status, health risks and behaviors and health care is included in the content. One publication provided by the
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 1000-word (2 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 an current issue in aging. Students will choose an issue according to their interest in psychosocial, biomedicine, or social aspects of aging. For example, selected choices may include the issue of the abuse or neglect of the elderly. In place of the relationship between lifestyle and chronic disease, changing work roles, retirement expectations, or intergenerational design, the topic will be formulated. Add to this situation research on exploring the literature and references, only five of which are referenced. All must come from refereed professional literature pertinent to the discipline of the issue. The paper needs to define the organization, clarity of expression in the analysis and synthesis of concepts and knowledge, and the quality of the work. The paper will be due at the beginning of the semester. Additionally, there will be a one-page descriptive record of visits with an older person. All 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:
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- 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.
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

<table>
<thead>
<tr>
<th>Geron 100</th>
<th>Course Outline</th>
<th>Fall 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Value:</td>
<td>3 Units</td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>A2 completion is prerequisite to C2, D1, D2, and D3 courses</td>
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<tr>
<td>Grading:</td>
<td>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.</td>
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</tbody>
</table>

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:

Government & Other Reports

Optional (On Reserve)
Course Purpose and Goals:

Gerontology is viewed as both an applied and pure science that uses biological, psychological, sociological, developmental, cultural, and psychological research to study the nature of human aging. The field of gerontology deals with human development, biopsychosocial, and physical environments. This course is designed to provide students an understanding of human behavior and aging in the context of social, developmental, and psychological processes. The course is required to complete the Minor in Gerontology and related health science specialties.

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

- Describe the fundamental ideas of the field of gerontology from sociological, psychological, and biological perspectives.
- Identify key demographic, biological, and cultural factors influencing human aging.
- Identify current data and research methods for studying the biological, psychological, and sociological influences of aging.
- Discuss the advantages and disadvantages of modern healthcare systems and interventions for aging populations.
- Recognize emerging social, cultural, and medical trends influenced by the Baby Boom.
- Evaluate and discuss the ethical implications of these trends.
- Discuss the biological and psychological context of aging, including mental disorders.
- Distinguish life expectancy from life quality.
- Recognize the signs, symptoms, and effects of societal issues/problems such as ageism, elder abuse, and chronic illness, including the ways that cultural misunderstandings create these issues.
- Discuss the health risks and preventive care issues for elders of varying ethnic origin, such as Caucasian, African American, Native American, Hispanic, Asian American, and other specified groups.
- Develop a new relationship with an elder through the 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.
Evaluative/Exam Information:

It is requested that each student send the instructor within the first week of the semester her/his phone number, and e-mail address for communication purposes. The instructor will send out about the class, homework, and other materials. E-mail may be used to communicate more directly with the instructor for absence, questions, etc. The instructor will also e-mail to communicate with students individually or in 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 tours: 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 group activities. Participation in class is the student's most significant contribution to his/her learning experience. Attendance cannot be made up. For example, if a class commitment is made, the student has participated in the class. However, circumstances may be arranged for the student to make up time. A reasonable amount of make-up work will be reviewed and, if approved, corrected. Please contact the instructor by telephone, phone message at 78-7160 or an e-mail address regarding any questions.

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-inch 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.
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

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Attendance/participation in small group</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>8 visits with an older person</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>MFA (Mental Finance Assessment)</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>Term Reflection Paper</td>
<td>25%</td>
<td>250</td>
</tr>
<tr>
<td></td>
<td>Final Research Paper</td>
<td>30%</td>
<td>300</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>900-1000 points</td>
</tr>
<tr>
<td>B</td>
<td>800-899 points</td>
</tr>
<tr>
<td>C</td>
<td>700-799 points</td>
</tr>
<tr>
<td>D</td>
<td>600-699 points</td>
</tr>
<tr>
<td>F</td>
<td>0-599 points</td>
</tr>
</tbody>
</table>
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 engage in class discussions. 

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 due date. Late assignments are accepted after the due date. Late assignments will be marked as such on the assignment.

A day is considered a calendar day, not school day or class date. If an assignment is not handed in on the due date, the instructor must be contacted with a detailed reason and placed on the instructor's syllabus on the department office. Notification of alternate due dates will be considered on an individual basis and must be communicated in writing to the instructor, 24 hours prior to the assigned in class. Assignments will not be accepted more than 3 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.
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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 on 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

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

#### Final Exam Preparation and Faculty Consultation Days

| Final Exam in this course | TBA |

| TBA |
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, ethnomogenesis, 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.
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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
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:

Government Reports:

International Aging
International Federation on Aging www.ifa-fiv.org
International Longevity Center www.ilcusa.org

Optional (On Reserve)

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

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

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

<table>
<thead>
<tr>
<th>Topics</th>
<th>Textbook/Pages</th>
<th>Week # &amp; Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social gerontology, aging &amp; demographic</td>
<td>Social Gerontology (SG)</td>
<td>1 &amp; 2</td>
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<tr>
<td></td>
<td>Realities of Aging (RA)</td>
<td></td>
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<tr>
<td></td>
<td>Older Americans 200 (OA)</td>
<td></td>
</tr>
<tr>
<td>What is gerontology?</td>
<td>SG: 1-9; RA: 1-41</td>
<td>Slides: Images of aging</td>
</tr>
<tr>
<td>Growth of the aging population</td>
<td>SG: 11-47; RA: 45-65; 1-8</td>
<td>Video: Louise Tand</td>
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<tr>
<td>Geographical distribution</td>
<td>OA: 59</td>
<td>Small group discuss</td>
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<tr>
<td>Literature review of Cluster areas</td>
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<tr>
<td>Research approaches to aging -</td>
<td>SG: 11-36; RA: 45-65</td>
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<tr>
<td>psychosocial/biomedical/socioeconomic/phys</td>
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<tr>
<td>environment</td>
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<tr>
<td>Historical and cross-cultural issues</td>
<td>SG: 37-62; RA: 378-40</td>
<td>Small group discuss</td>
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<td>Theories of aging</td>
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<td>4 -</td>
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<tr>
<td>Psychosocial</td>
<td>SG: 66-86; RA: 199-22</td>
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<tr>
<td>Life expectancy, course &amp; span, Social stru</td>
<td>RA: 178-196</td>
<td>Begin Elder visits</td>
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<tr>
<td>&amp; process</td>
<td></td>
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<tr>
<td>Personality &amp; social adaptation, Love,</td>
<td>RA: 141-228</td>
<td>Dr. Elizabeth Nels</td>
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<tr>
<td>intimacy, &amp; sexuality</td>
<td></td>
<td>Methodological iss</td>
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<tr>
<td>Topic</td>
<td>Page/Section</td>
<td>Instructor</td>
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<tr>
<td>Mental Health, use of services, historical &amp; -cultural issues</td>
<td>OA: 74-79</td>
<td>Dr. Matt Sharps – Research in psychotherapy</td>
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<tr>
<td>Race, ethnicity, &amp; aging, Populations at risk</td>
<td>OA: 59-61</td>
<td>Library tour – Gerontological journal</td>
</tr>
<tr>
<td>Death, dying, bereavement, widowhood</td>
<td>RA: 493-514</td>
<td></td>
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<tr>
<td><strong>Biomedical</strong></td>
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<tr>
<td>Biological aging &amp; social consequences; sero change; health, chronic disease, &amp; use of services</td>
<td>SG: 91-164; RA: 68-13</td>
<td>Dr. Robb Smith – Geriatric Medicine Experiential exercise</td>
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<tr>
<td>Mortality &amp; morbidity</td>
<td>OA: 74-79</td>
<td>Elder visits papers</td>
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<tr>
<td><strong>Socioeconomic</strong></td>
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<tr>
<td>Social support; economic status &amp; work; retirement</td>
<td>OA: 63-69</td>
<td>Small group discuss</td>
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<tr>
<td>Community, organizational, &amp; political roles</td>
<td>SG: 279-481; RA: 232-</td>
<td>CA Legislation revision</td>
</tr>
<tr>
<td>Social policies for social problems – health, long-term care, income maintenance &amp; personal</td>
<td></td>
<td>Dr. Bill Fasse, Com &amp; Family Studies</td>
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<tr>
<td><strong>Physical environment</strong></td>
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<tr>
<td>Comparative perspectives on housing &amp; age</td>
<td>RA: 378-469</td>
<td>Panel of Elders Small group discuss Study guide available</td>
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<tr>
<td>social structure, living arrangements, institutional living, resources for support</td>
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<tr>
<td><strong>Summary &amp; Evaluation</strong></td>
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<td>15</td>
<td>Last day of instr</td>
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</tbody>
</table>

**Final Exam Preparation and Faculty Consultation Days**

**Final Exam in this course**

**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: | Why study aging? Review of research methods on gerontology  
Week 3, Thur: Cluster areas defined in more depth through research approaches, literature  
Small group discussion - Clusters |
| Week 4, Tues: | Social aspects of aging – Cultural diversity; cultural concepts of modernization, ethnogenesis, double jeopardy; stereotypes, ageism & other “isms”  
Week 4, Thurs: Small group discussions – ageism; Life expectancy & life course |
| Week 5, Tues: | Social aspects of aging continued  
Week 5, Thur: Guest Speaker: Dr. Elizabeth Nelson, Emerita – CSUF Sociology Dept.  
Begin Elder visits  
Small group discussion: Identifying transitions in personal life |
| Week 6, Tues: | Social theories of aging – Role theory, Disengagement & Activity theories,  
Week 6, Thur: 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  
Week 7, Thur: Guest Speaker: Dr. Matt Sharps – CSUF Psychology Dept  
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.  
Week 9, Thurs: Guest Lecturer: Dr. Robb Smith - 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, 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