California State University, Long Beach

College of Health and Human Services

Department of FAMILY & CONSUMER SCIENCES Standard Course OUtline

# General Information

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| Course number: | | | | GERN 400 | | | | |
| Title: | Perspectives on Gerontology | | | | | | | |
| Units: | 3 | | | | | | | |
| Semester(s) offered: | | | | | | Fall, Winter, Spring, Summer | | |
| Prerequisites: | | | Upper-division standing, completion of GE Foundation, one or more Explorations course, and score of 11 or higher on GWAR Placement Examination or successful completion of the portfolio course prerequisite for a GWAR Writing Intensive Capstone | | | | | |
| Course Classification: | | | | | | | C-3 | |
| Modality: | | Traditional, Online, Hybrid and Distance | | | | | | |
| Responsible faculty: | | | | | | Maria Claver | | |
| SCO Prepared by: | | | | | Maria Claver, Casey Goeller, Miriam Henan, Elena Ionescu, Cynthia Schlesinger | | | |
| Date prepared/revised: | | | | | | | | August 2018 and updated November 2018 |

# Catalog Description

# Prerequisites: Upper-division standing, completion of GE Foundation, one or more Explorations course, and score of 11 or higher on GWAR Placement Examination or successful completion of the portfolio course prerequisite for a GWAR Writing Intensive Capstone

# Multidisciplinary study of middle age and aging. Includes physiological, psychological, political, economic and sociological aspects. Effects of culture and environment on aging; history and demographics; health issues. Letter grade only (A-F). (Lecturer-discussion, 3 hours)

# Curriculum Justification(s)

GERN 400 is an upper-division GE course. It is currently a Writing Intensive, Human Diversity course. It was adapted for delivery exclusively online in Fall 2007 and it has been successfully offered since then in face-to-face traditional classroom, exclusively online and hybrid (a combination of face-to-face and online) modes. We are adding the Social and Behavioral Sciences and History (Category D2) category to the course. The course uses a multidisciplinary/interdisciplinary lens to examine the aging process and old age. Historical perspectives about the aging process will provide a foundation for the study of the physiological, psychological, political and social aspects of aging in the United States. Western and non-Western culture and environments will provide further context for an examination of shifting demographics toward diverse older populations and the challenges that will accompany such a demographic shift. Writing assignments throughout the course will support the development of inquiry and analysis skills and intercultural knowledge, as they pertain to the study of aging.

**Category D2: Social and Behavioral Sciences and History**

Students in GERN 400 are required to demonstrate their understanding of several interdisciplinary and gerontological models of aging through the critical application of these models to their own experiences with older adults. These models incorporate the influence of biological, psychological and social factors such as racial, economic, social class, and gender on aging. They emphasize the interconnectedness of these components of wellness as one ages within the context of human social, political and economic institutions. Issues related to aging are examined in their contemporary and historical settings, including both Western and non-Western contexts.

**Category F: Writing Intensive**

GERN has: (a) retained a coordinator to oversee consistency in application of the Standard Course Outline (SCO) across multiple sections and multiple instructors; (b) maintained low enrollments of generally 25 students in online and hybrid sections; (c) required extensive writing assignments, which have always required a minimum of 5,000 words in various assignments and account for at least 2/3 of the student’s grade in the course; (d) included opportunities for students to revise drafts subsequent to instructor feedback throughout the semester; and, (e) early assessment (within the first three weeks of the course) of writing skills designed to direct students to writing remediation services on campus if needed (e.g., Writer’s Resource Lab).

In 2014, GERN 400 was designated a Writing Intensive (WI) course, reflecting the addition of the classification to campus General Education rather than any significant changes to the current course requirements or assessments of student performance. Changes to the existing SCO and course syllabus, which included: (1) addition of a new writing assignment for the course in Week Two to provide an earlier assessment of student writing competency; (2) the addition of peer-review of writing to assignments; (3) the addition of a pre-writing assignment in preparation for the final paper, which currently involves a draft and final version; (4) department commitment to limit enrollments to 35 students in traditional lecture, 30 in hybrid modes and 20 students in exclusively online sections.

Four of the Gerontology faculty have attended workshops offered by the College of Health and Human Services (CHHS) covering topics such as how to incorporate the writing process into course assignments, helping students in the planning and conceptualization of written work, responding effectively to student writing, (especially for ESL students) and best practices in writing process and discipline-specific rubric development.

**Human Diversity in the United States**

GERN 400 was designated a Human Diversity General Education course in Fall 2001. It continues to espouse the goal of introducing students to the life experiences of a population with which they may not be familiar (older adults) to promote the understanding of increasing diversity within this population, which encouraging tolerance and acceptance of others. It examines the aging experience in the U.S. as it applies to older adults from various backgrounds (i.e., ethnic, religious, sexual orientation), using theoretical frameworks (e.g., double jeopardy, lifespan theory) to explore social differences in the aging experience. It includes a comparison of the gendered experience of aging, as well as specific comparisons among various ethnic groups in the U.S. (especially those that are experiencing the most rapid aging such as Asian Americans and Latino Americans).

# Measurable Student Learning Outcomes, Evaluation Instruments, and Instructional Strategies for Skill Development

## Note: The essential skills for this course are Writing Communication and Intercultural Knowledge. The content of the writing assignments is focused on the criteria for Category D2.

**Strategies for Skill Development**

The following outcomes relevant to the course are listed below and should appear on all course syllabi.

**1. Social and Behavioral Sciences and History (Category D2)**

**SLO-1.** Describe social, economic and political problems that affect older adults and their families for which policy solutions are appropriate.

**SLO-2.** Explain the process by which social problems affecting older adults have been/can be addressed by political institutions, both in Western (including the U.S.) and non- Western societies.

**2. Human Diversity**

**SLO-3.** Compare the process of aging over time, among races/ethnicities,between sexes and across ability levels, geographic locales across the United States, andbirth cohorts

**SLO-4.** Analyze ethically-challenging issues related to aging while practicing self- development of openness and empathy for diversity in the aging experience

**3. Written Communication**

**SLO-5.** Analyze, interpret, and apply a wide array of research results from various high-quality academic sources about aging issues to the field of gerontology and related disciplines

**SLO-6.** Demonstrate advanced writing processes including developing ideas, effective note-taking and drafting, formulating and revising thesis statements and outlines.

**4. Intercultural Knowledge**

**SLO-7.** Discuss the meaning assigned to the aging process and old age by individuals, families, organizations and policy makers from diverse cultures, both Western (including in the U.S.) and non-Western.

**SLO-8.** Analyze the influence of one’s own cultural experience related to aging family members on perceptions about aging.

**1. Social and Behavioral Sciences and History (Category D2)**

*Upon successful completion of the course, students should be able to:*

**SLO-1. Describe social, economic and political problems that affect older adults and their families for which policy solutions are appropriate.**

**A. Measurable Student Performance Benchmarks for SLO-1:**

a) Describe the phenomenon of U.S. and worldwide population aging (i.e., current and projected demographics) and ramifications for solving aging- related issues in Western and non-Western cultures

b) Identify sources for obtaining current statistical data about older adults

c) Discuss the interconnectedness of social, economic and political contexts for aging-related problems

**B. Evaluation Instruments**

Specific assignments may vary by instructor, but typical assignments include online discussion board reflections about current issues in gerontology supported by evidence, brief papers, and exams. The Retirement Assignment requires students to explore Social Security and identify current retirement issues in the United States and abroad. In addition, students will analyze their own future retirement needs using their life expectancy score, estimated retirement age, culture & family beliefs, and current spending/saving habits to calculate the financial amount needed to support total years in retirement. The Aging Prisoners assignment requires students to explore current US healthcare policies including Medicare & Medicaid, investigate healthcare rights and rationing in the US and abroad, and analyze current national and California policy issues surrounding an aging prison population as compared to the general elderly population to identify issues related to healthcare access and financial costs.

**C. Instructional Strategies for Skill Development:**

Instructional strategies vary by instructor, but typically include reading assignments, guest lectures, lectures, in-class discussions/activities, experiential learning, and a variety of in-class, online and take-home writing assignments.

**SLO-2. Explain the process by which social problems affecting older adults have been/can be addressed by political institutions, both in Western (including the U.S.) and non-Western societies.**

**A. Measurable Student Performance Benchmarks for SLO-2:**

a) Explain the development of health care, social and economic policies in the U.S. and globally in supporting the aging process

b) Describe the historical context influencing the development of major policy such as Medicare and Social Security

c) Examine the role of advocates (individuals and organizations) in influencing policy

d) Identify credible sources for obtaining information about proposed policy

**B. Evaluation Instruments**

Specific assignments may vary by instructor, but typical assignments include online discussion board reflections about current issues in gerontology supported by evidence, brief papers, and exams. For the Right to Die Movement Reflection, students explore the history of the Right to Die Movement and Advanced Directives in the US, the current California End-of-Life Option Act, and issues including the healthcare costs of dying and consumer options for funerals to analyze and examine their own end-of-life and final wishes in accordance to their beliefs and/or cultural backgrounds.

**C. Instructional Strategies for Skill Development:**

Instructional strategies vary by instructor, but typically include reading assignments, guest lectures, lectures, in-class discussions/activities, experiential learning, and a variety of in-class, online and take-home writing assignments.

**2. Human Diversity**

*Upon successful completion of the course, students should be able to:*

**SLO-3. Compare the process of aging over time, among races/ethnicities,between sexes and across ability levels, geographic locales across the United States, andbirth cohorts**

**A. Measurable Student Performance Benchmarks for SLO-3:**

a) Explain health disparities among diverse older adults across the U.S.

b) Describe gerontological theories such as cumulative disadvantage to explain disparities

c) Use statistical data to compare the aging process among diverse groups in the aging experience

**B. Evaluation Instruments**

Specific assignments may vary by instructor, but typical assignments include online discussion board reflections about current issues in gerontology supported by evidence, brief papers, and exams. The Legacy paper requires that students interview several older adults (many of whom are immigrants to the U.S.) and apply gerontological theory to similarities and differences among the aging experience for the interviewees.

**C. Instructional Strategies for Skill Development**

Instructional strategies vary by instructor, but typically include reading assignments, guest lectures, lectures, in-class discussions/activities, experiential learning, and a variety of in-class, online and take-home writing assignments.

**SLO-4. Analyze** **ethically-challenging issues related to aging while practicing self- development of openness and empathy for diversity in the aging experience**

**A. Measurable Student Performance Benchmarks for SLO-4:**

a) Engage in discussion and debateabout Western and non-Western stereotypes about aging

b) Reflect on the influence of personal experiences with older adults on the development of attitudes about one’s own and others’ aging

**B. Evaluation Instruments**

Specific assignments may vary by instructor, but typical assignments include online discussion board reflections about current issues in gerontology supported by evidence, brief papers, and exams. The Life Review paper, which includes a draft proposal and final paper allows students to reflect on personal experiences and the experience of the older adult interviewed and explore stereotypes about the aging process.

**C. Instructional Strategies for Skill Development**

Instructional strategies vary by instructor, but typically include reading assignments, guest lectures, lectures, in-class discussions/activities, experiential learning, and a variety of in-class, online and take-home writing assignments.

**3. Written Communication**

Students will engage in various styles of writing targeted to various audiences that demonstrate the use of credible references, reflective and critical thinking writing.

*Upon successful completion of the course, students should be able to:*

**SLO-5. Analyze, interpret, and apply a wide array of research results from various high-quality academic sources about aging issues to the field of gerontology and related disciplines**

**A. Measurable Student Performance Benchmarks for SLO-5:**

a) Analyze the quality of peer-reviewed research in gerontology-specific journals

b) Apply quality research to discussions about current topics in the gerontology disciplines to convey understanding about the issue

**B. Evaluation Instruments**

Specific assignments may vary by instructor, but typical assignments include online discussion board reflections about current issues in gerontology supported by evidence, brief papers, and exams. An annotated bibliography requires students to identify quality peer-reviewed journal articles about a topic, summarize the main points of the research and synthesize themes in the research.

**C. Instructional Strategies for Skill Development:**

Instructional strategies vary by instructor, but typically include reading assignments, guest lectures, lectures, in-class discussions/activities, experiential learning, and a variety of in-class, online and take-home writing assignments. Detailed grading rubrics and opportunities to get feedback on drafts are provided to students to support the writing process.

**SLO-6. Demonstrate advanced writing processes including developing ideas, effective note-taking and drafting, formulating and revising thesis statements and outlines.**

**A. Measurable Student Performance Benchmarks for SLO-6:**

a) Complete a written in-depth life history of an older adult, which includes developing notes from the interview into a cohesive narrative

b) Applying reminiscence technique and gerontology theories about aging to explore the meaning assigned to the interviewee’s life span development

c) Develop learning objectives for the in-depth life history of an older adult

d) Complete 5,000 words of writing through all assignments for the course

**B. Evaluation Instruments**

Specific assignments may vary by instructor, but typical assignments include online discussion board reflections about current issues in gerontology supported by evidence, brief papers, and exams. The Life Review Paper proposal allows students to develop learning objectives and draft questions for the interview related to the learning objectives.

**C. Instructional Strategies for Skill Development:**

Instructional strategies vary by instructor, but typically include reading assignments, guest lectures, lectures, in-class discussions/activities, experiential learning, and a variety of in-class, online and take-home writing assignments. Detailed grading rubrics and opportunities to get feedback on drafts are provided to students to support the writing process.

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| --- | --- | --- | --- | --- | --- |
| Writing Assignment | | | Timeline | | # words |
| Reflection Journals (expectation paper + 7 journals) (for service learning sections) | | | Journals due throughout semester during Weeks 3-10 | | 400 x 8 = 3200 |
| Low-Stakes In-Class Writing Assignment (includes feedback and revision early on in semester) | | | Draft due Week 2, feedback provided Week 3, final due Week 5 | | 250 x 2 = 500 |
| Discussion Board Posts (5 original posts + 2 responses) | | | Postings due throughout the semester | | 500 x 5 = 2500 |
| Brief Position Paper | | | Draft due Week 7, feedback provided by Week 8, final draft due Week 9 | | 500 |
| Life Review/Legacy Final Paper (part 1 is a proposal and part 2 is the final paper). Feedback provided for Part 1, which is incorporated into Part 2. | | | Draft due Week 11, feedback provided by Week 12, final due Week 14 | | Part 1 – 500 + Part 2 – 2500 = 3000 |
| Quizzes | | |  | | 0 |
| TOTAL | | |  | | 9450 |
|  |  | |

**4. Intercultural Knowledge**

*Upon successful completion of the course, students should be able to:*

**SLO-7. Discuss the meaning assigned to the aging process and old age by individuals, families, organizations and policy makers from diverse cultures, both Western (including in the U.S.) and non-Western.**

**A. Measurable Student Performance Benchmarks for SLO-7:**

a) Compare caregiving beliefs and practices (i.e., filial piety) among countries around the world

b) Describe end-of-life practices of various cultures in the U.S. and globally

**B. Evaluation Instruments**

Specific assignments may vary by instructor, but typical assignments include online discussion board reflections about current issues in gerontology supported by evidence, brief papers, and exams. The Grid Assignment requires students to prepare a matrix including 3-4 countries that displays policy addressing major issues such as caregiving and end-of-life, which allows for a clear comparison.

**C. Instructional Strategies for Skill Development:**

Instructional strategies vary by instructor, but typically include reading assignments, guest lectures, lectures, in-class discussions/activities, experiential learning, and a variety of in-class, online and take-home writing assignments.

**SLO-8. Analyze the influence of one’s own cultural experience related to aging family members on perceptions about aging.**

**A. Measurable Student Performance Benchmarks for SLO-8:**

a) Identify how culture/country of origin has shaped perceptions of aging

b) Compare own cultural experience of aging to that of other cultures/countries of origin

**B. Evaluation Instruments**

Specific assignments may vary by instructor, but typical assignments include online discussion board reflections about current issues in gerontology supported by evidence, brief papers, and exams.

**C. Instructional Strategies for Skill Development:**

Instructional strategies vary by instructor, but typically include reading assignments, guest lectures, lectures, in-class discussions/activities, experiential learning, and a variety of in-class, online and take-home writing assignments.

# Outline of Subject Matter

# This is a broad outline of topics to be covered with a suggested week-by-week breakdown of the course. Sequence of topics and inclusion of additional topics not listed may vary by instructor, but instructors must cover all of the topic areas listed below during the course to assure coverage of the GE categories.

# Week 1. Introduction and course overview. Orientation to the course objectives, required text, readings, course requirements and grading rubrics. Identify instructor expectations regarding the classroom (in-person and/or online) and students’ role in helping to create a learning environment. Open discussion and student input is valued and necessary to broaden and add substance to personal and collective learning. Overview of statistics regarding the aging of the population in the United States as well as in non-Western countries around the world. Definitions of concepts such as ageism, biopsychosocial perspective, gerontology, geriatrics and population pyramids.

# Week 2. Understanding theories about aging. Examination of popular and scholarly models and theories about the aging process. Exploration of aging from a biological, psychological and social perspective and how these components interact and influence each other. Discussion about the significance of nature versus nurture in the quality of the aging process.

# Week 3. Images of Aging. Exploration of stereotypes and popular images of aging in Western and non-Western media and the influence of these images on the development of attitudes about one’s own and other’s aging.

# Weeks 4, 5. Physical Aging, Chronic Disease & Well-Being. Examination of biological theories of aging including telomere shortening, immune system aging and free radical theory. Overview of common chronic diseases associated with older age including risk factors and prevention.

# Week 6. Global Aging. Expansion of the discussion about population aging to other countries around the world and analysis of common challenges that accompany the rapid aging of a population. Compare policy aiming to address issues related to aging such as healthcare, economic security and caregiving. This topic will be infused into all the other topics.

# Week 7. Cognitive Changes, Personalities & Mental Health. Clarification of the difference between normal aging versus disease process in relation to cognitive health. Discussion of symptoms, treatment and disease process of causes of dementia, especially Alzheimer’s Disease. Exploration of theories related to personality changes with aging and discuss mental health issues more prevalent among older adults (e.g., depression, anxiety). Analysis of the role of cultural beliefs about cognitive changes and mental health service use.

# Week 8. Social Support, Caregiving & Living Arrangements. Examination of the importance of social support to overall well-being and changes in social support networks that may accompany aging. Analysis of the role of culture in caregiving expectations and norms in the United States and around the world, especially for female caregivers. Exploration of the various available types of living arrangements for older adults and the growing aging-in-place movement.

# Week 9. Health Care Policies. Analysis of policies aimed at providing health care for older adults (e.g., Medicare, Medicaid) as a major portion of the U.S. budget. Compare health care policies in the United States with those of other countries.

# Week 10. Social & Economic Policies. Analysis of social and economic policies serving older adults (e.g., Social Security, Older Americans Act) including exploration of the solvency of such programs. Compare social and economic policies in the United States with those of other countries (Western and non-Western).

# Week 11. Love, Intimacy & Sexuality. Discussion of physical, psychological and social considerations regarding sexuality and older adults. Inclusion of LGBT couples, divorce, remarriage, and blended families. Exploration of the need for better communication between older adults and health care providers about sexual health (e.g., STDs, medications and sexual health).

# Week 12, 13. Retirement & Productive Aging. Exploration of various forms of “retirement” and productive aging after traditional retirement including part-time work, mentoring, and civic engagement. Discussion of one’s own plans for retirement including planning for economic and social wellness.

# Week 14. Dying, death and bereavement. Discussion of death and the dying process including the biological, psychological and social influences on how one prepares for death and mourns the death of a loved one. Exploration of cultural differences regarding death and mourning such as rituals, display of emotion, roles of men and women, roles of extended family, and length of mourning. Examination coping strategies to assist families in their grieving process adjust to the loss of a family member.

# Week 15. Future of Aging. Examination of trends related to aging for the future of Americans as well as globally. Review of all major themes of the course and the importance of considering the diversity in experiences and beliefs about aging for the older adult and his/her family. Relation of the aging process to one’s own life in consideration of the role of personal lifestyle choices in a healthy aging process.

# Methods of Instruction

## Course Modality (PS 03-11)

This course will be presented in the following modalities:

* Traditional Class- Face-to-face contact such as lecture, discussion, demonstration, and direct exchange of materials as the primary method of communication.
* Hybrid Class- One-third to two-thirds of the student/faculty and student/student contact time uses academic technology to structure remote activities. The remaining communication is face-to-face, similar to a traditional class.
* Local Online Class (LOC)- majority of the instruction occurs when the student and instructor are not in the same place. It may require up to two hours of face-to-face meetings per unit.
* Distance Education Online Class - communication between faculty and student occurs primarily via academic technology, but it may also include off-site meetings.

Any course that uses hybrid, local online, or distance education course delivery shall explain the following issues in the course syllabus (PS 11-07):

* how the instructor will communicate with the students and how the students will communicate with each other;
* how online participation will be assessed and graded;
* how the instructor will monitor the online activities of the students;
* how the standards of appropriate online behavior will be maintained;
* the level of technical competence required of the students;
* what the minimum computer hardware and software requirements are for the class, and what department, college, or University facilities are available to support these requirements for students who cannot afford to buy the technology;
* the alternative procedures for submitting work in the event of technical breakdowns;
* the on-campus meeting requirements, if any;
* how academic honesty will be enforced.

## Classroom Modes of Instruction

Because this is an upper-division writing intensive course with a focus on social responsibility, written communication and inquiry and analysis, it is expected that formal lectures will be minimized and that students will be regularly and actively engaged in practicing their critical thinking skills through class exercises and discussions. Individual instructors will decide on the specific methods used in this course, but it is suggested that students will participate extensively in different formats for learning, including demonstrations, small-group activities, and oral presentations. The flipped classroom format is highly encouraged, which allows students to acquire course content through at-home activities and opportunities to apply the material during class time.

A. Lecture (including guest lectures)

B. Discussion (online and in-class)

C. Documentaries (full documentaries should be assigned for at-home viewing)

D. Experiential learning (such as through service learning)

E. Individual and group class activities

## Extent and Nature of Technology Use

A series of pre-recorded micro-lectures (20 minutes, maximum) will be provided to the students at the beginning of the semester. The lecture-capture tool, Panopto, was used to record the micro-lectures. These lectures will be used in accordance to the modality of the class. For face-to-face sessions, students will be asked to be completely prepared when coming to class. At that time, the classroom will be “flipped,” and students will be put into groups with each group given a discussion question relating to the current topic. These small groups will then discuss their topic and create a short PowerPoint or Prezi presentation that will be presented to the rest of the class. This method will enhance both active learning as well as the development of student-generated content to the class environment. The same strategy will be utilized in hybrid classes during face-to-face sessions. In the online environment, these lectures will serve as a scaffold for additional instructional materials pertaining to the subject matter at hand.

Prior to content presentation, students will be made familiar with the learning management system (Beachboard) as well as the organization of the course within the learning management system as well as third-party software applications such as Blackboard Collaborate, Panopto, Turnitin, and VoiceThread. It is anticipated that as new technologies become available, adjustments will be made accordingly.

Online students may also utilize online rooms through BeachBoard to work collaboratively in

developing their online small group projects. Faculty may also utilize the lecture capture software program. In the online environment, weekly reflections of class material are mandatory and cumulatively typically constitute at least 50% of the class grade. In addition to initial reflections of the subject matter, students are also required to respond to other students, fostering an online learning community atmosphere.

All course curriculum for GERN 400 has been designed to be compliant to ADA

requirements for modalities. Faculty in existing online sections of GERN 400 have worked with students from Disabled Student Services to identify appropriate accommodations in curriculum delivery and/or testing services.

# Information about Textbooks / Readings

The following is a short list of textbooks that are most likely to be used for this course. Instructors may assign one or more of these and/or include other relevant texts/readings. Instructors may be asked to justify the use of old textbooks, if updated texts are available.

**Required Texts:**

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Fowler, H. R. & Aaron, J. E. (2016). *The little brown handbook, global edition* (13th ed.). Essex, England: Pearson.

Robnett, R. H., Brossoie, N. & Chop, W. C. (2020). *Gerontology for the healthcare professional* (4th ed.). Burlington, MA: Jones & Bartlett Learning.

**Supplemental Texts:**

Cavanaugh, J. C. & Blanchard-Fields, F. (2017). *Adult development and aging* (7th ed.). Belmont, CA: Wadsworth.

Hillier, S. M. & Barrow, G. M. (2014). *Aging, the individual and society* (10th ed.). Belmont, CA: Wadsworth.

Kunkel, S. R., Brown, J. S., & *Whittington*, F. J. (2014). *Global aging: Comparative perspectives on aging and the life course.* New York: Springer

Lynch, C., & Danely, J. (2013). *Transitions & transformations: Cultural perspectives on aging and the life course.* New York: Berghahn Books.

Mehrota, C., & Wagner, L. (2009). *Aging and diversity: An active learning experience*. New York, NY: Routledge.

Moody, H. R. (2018). *Aging: Concepts and controversies* (9th ed.). Los Angeles: Sage.

Novak, M. (2018). *Issues in aging* (4th ed.). Boston: Pearson Education.

Quadagno, J. (2017). *Aging and the life course: An introduction to social gerontology* (6th ed.). New York: McGraw-Hill.

Stoller, E. P. & Gibson, R. C. (2000). *Worlds of a difference: Inequality in the aging experience*. Thousand Oaks: Pine Forge Press. [has not been updated since 2000, but essays remain relevant]

Whitfield, K., & Baker, T. (2014). *Handbook of minority aging*. New York, NY: Springer.

# Bibliography

This is a highly selective bibliography to provide instructors with a primary set of resource materials. For brevity, important works may be missed from this list. The list is intended to show the range of materials available to our students. Relevant course materials may also be found in periodicals, both in print and electronic form.

*Popular Press Books*

Albom, M. (1997). *Tuesdays with Morrie: An old man, a young man and life’s greatest lesson.* New York: Doubleday.

Buettner, D. (2013). *The Blue Zones: Lessons for living longer from the people who’ve lived the longest.* Washington, D.C.: National Geographic Society.

Kominars, S. B. (2013). *Portal poems: Perspectives on aging.* Good Sheppard Press.

*Peer-Reviewed Journal Articles*

Bischoff, R., Springer, P., & Taylor, N. (2017). Global mental health in action: Reducing disparities one community at a time. *Journal of Marital and Family Therapy, 43*(2), 276-290.

Diamond, P. (2018). The future of Social Security. *Economic Inquiry, 56*(2), 661-681.

Edström, M. (2018). Visibility Patterns of gendered ageism in the media buzz: A study of the representation of gender and age over three decades. *Feminist Media Studies, 18*(1), 77-93.

Harris, M. (2017). Cognitive issues: Decline, delirium, depression, dementia. *Nursing Clinics of North America, 52*(3), 363-374.

Karlin, N., & Weil, J. (2017). Healthy aging in a global context: Comparing six countries. *Ageing International, 42*(1), 1-22.

Keeley, M. (2017). Family communication at the end of life. *Behavioral Sciences, 7*(3), 45.

Keohane, L., Trivedi, A., & Mor, V. (2017). Recent health care use and Medicaid entry of Medicare beneficiaries. *The Gerontologist, 57*(5), 977-986.

Kuhu, A., & Purnima, A. (2017). Effects of filial piety in the experiences of informal caregivers. *Indian Journal of Positive Psychology, 8*(3), 447-449.

O'Brien, E., Hess, T., Kornadt, A., Rothermund, K., Fung, H., & Voss, P. (2017). Context influences on the subjective experience of aging: The impact of culture and domains of functioning. *The Gerontologist, 57*, S127.

Phillips, J., & O'Loughlin, K. (2017). Older workers and caregiving in a global context. *Journal of Cross-Cultural Gerontology, 32*(3), 283-289.

Pinto, P., Stark, A., & Ceide, M. (2017). It's not Alzheimers...now what do we do? A discussion on the course and prognosis of non-Alzheimer’s dementias (FR411). *Journal of Pain and Symptom Management, 53*(2), 353-354.

Piotr, C. (2017). Rethinking modern theories of ageing and their classification: The proximate mechanisms and the ultimate explanations. *Anthropological Review, 80*(3), 259-272.

Rey-Ares, L., Fernández-López, S., & Vivel-Búa, M. (2018). The influence of social models on retirement savings: Evidence for European countries. *Social Indicators Research, 136*(1), 247-268.

Rivera-Tavarez, C. (2017). Can we increase our health span. *Physical Medicine & Rehabilitation Clinics of North America, 28*(4), 681-692.

Sewdas, R., de Wind, A., van der Zwaan, L. G. L., van der Borg, W. E., Steenbeek, R., van der Beek, A. J., & Boot, C. R. L. (2017). Why older workers work beyond the retirement age: A qualitative study. *BMC Public Health, 17*, 672.

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# Instructional Policies Requirements

Instructors may specify their own policies with regard to plagiarism, withdrawal, absences, etc., as long as the policies are consistent with the University policies published in the CSULB Catalog. It is expected that every course will follow University policies on Attendance ([PS 01-01](http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/)), Course Syllabi and Standard Course Outlines ([PS 11-07](http://web.csulb.edu/divisions/aa/grad_undergrad/senate/policy/academic/numerical/SCO.html)), Final Course Grades, Grading Procedures, and Final Assessments ([PS 12-03](http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2005/07/)), and Withdrawals ([PS 02-02](http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2002/02/)).

All sections of the course will have a syllabus that includes the information required by the syllabus policy adopted by the Academic Senate. Instructors will include information on how students may make up work for excused absences. When class participation is a required part of the course, syllabi will include information on how participation is assessed. When improvement in oral communication is an objective of the course, syllabi will include a rubric for how oral communication is to be evaluated.

*The following Statements must be included in all Syllabi for the College of Health and Human Services:*

## Statement of Non-discrimination

California State University, Long Beach is committed to maintaining an inclusive learning community that values diversity and fosters mutual respect. All students have the right to participate fully in university programs and activities free from discrimination, harassment, sexual violence, and retaliation. Students who believe they have been subjected to discrimination, harassment, sexual violence, or retaliation on the basis of a protected status such as age, disability, gender, gender identity/expression, sexual orientation, race, color, ethnicity, religion, national origin, veteran/veteran status or any other status protected by law, should contact the Office of Equity & Diversity at (562) 985-8256, University Student Union (USU) Suite 301, <http://www.csulb.edu/depts/oed/>.

## Statement of Accessibility

All instructors shall be familiar with best practices in making their syllabus and course documents accessible to all students and upon request provide the format need for the student. Instructors can access best practices at the following link.

<http://www.csulb.edu/divisions/aa/academic_technology/itss/course_materials/accessibility/>

### Accommodation

It is the student’s responsibility to notify the instructor in advance of the need for accommodation of a university verified disability (PS 11-07, Course Syllabi and Standard Course Outlines).

Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs.

Students who require additional time or other accommodation for assignments must secure verification/assistance from the CSULB Disabled Student Services (DSS) office located at 270 Brotman Hall. The telephone number is (562)985.5401.

Accommodation is a process in which the student, DSS, and instructor each play an important role. Students contact DSS so that their eligibility and need for accommodation can be determined. DSS identifies how much time is required for each exam. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a DSS Student/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. (It takes one week to schedule taking an exam at the DSS office.) The instructor welcomes the opportunity to implement the accommodations determined by DSS. Please ask the instructor if you have any questions.

## Cheating and Plagiarism (CSULB Catalog, AY 2015-2016, pp. 49-51)

### Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledge of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

### Definition of Cheating

Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism as defined and altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

### Academic Action

“One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faulty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.

A. Review – no action.

B. An oral reprimand with emphasis on counseling toward prevention of further occurrences;

C. A requirement that the work be repeated;

D. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;

E. Assignment of a failing final grade;

F. Referral to the Office of Judicial Affairs for possible probation, suspension, or expulsion.”

## Attendance Policy:

Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members, of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

1. Illness or injury to the student, or medical condition, including those related to pregnancy
2. Death, injury, or serious illness of an immediate family member. An immediate family member is defined as a close relative, or a person residing in the immediate household of the student
3. Religious reasons (California Education Code section 89320)
4. Jury duty, military service, or government obligation
5. University sanctioned or approved activities (examples include but are not limited to: artistic performances, participation in scholarly conferences and presentations, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty members are not obligated to consider other absences as excused.

The earliest possible notification is preferred for all excused absences. Advance notification minimally one week in advance is required and verification may be requested for the following absences: Jury duty, military service, or other government obligation; religious reasons; university-sanctioned or approved activities.

## Withdrawal Policy

Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

### Withdrawal during the first two weeks of instruction:

Students may withdraw during this period and the course will not appear on their permanent records.

### Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction:

Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and department chair are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.

### Withdrawal during the final three weeks of instruction:

Withdrawal during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

### Limits on Withdrawal:

No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:

* Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
* Withdrawals in terms prior to fall 2009 at CSULB,
* Withdrawals at institutions other than CSULB, and
* Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

### Medical Withdrawal:

CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

* A completed Medical Withdrawal Form, including any required documentation, is submitted to Enrollment Services before the end of the semester, and
* The student presents evidence to demonstrate that a severe medical or debilitating psychological condition prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

## Campus Behavior

### Civility Statement

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate. The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University’s ability to foster open dialogue and a free exchange of ideas among all campus constituencies (CSULB Catalog, AY 2015-2016, p. 855).

#### Preferred Gender Pronoun

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change you name for BeachBoard and MyCSULB without a legal name change, to submit a request go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact me.

#### Accommodations for Religious Holidays & Military Service

Students needing special consideration for class schedules due to religious observance or military obligations must notify the instructor at least one week in advance, for those established religious observances the instructor should be notified during the first week of instruction.

### Classroom Expectations

All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules, regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others

### Unprofessional and Disruptive Behavior

It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.

# Course Assessment

## Consistency of SCO Standards across Sections

A single coordinator for all sections of GERN 400, Instructor Casey Goeller, provides orientation training sessions for all GERN 400 faculty. He meets regularly with all GERN 400 instructors, and addresses all course management issues or faculty concerns regarding the course.

The exact set of course assignments will vary depending on the instructor but must include writing assignments with opportunities for revision that meet the Writing Intensive word count. University policy requires that no single evaluation of student achievement may count for more than one-third of the final grade. Appropriate assignments may include: (a) reflection journals, (b) low-stakes in-class writing, (c) discussion board posts, (d) brief position paper (e) Life Review/Legacy paper.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | Timeline | | Link to SLO | | # words | Points | | Percentage |
| Reflection Journals (expectation paper + 7 journals) (for service learning sections) | | | Journals due throughout semester during Weeks 3-10 | | 8, 10 | | 400 x 8 = 3200 | 200 | | 20% |
| Low-Stakes In-Class Writing Assignment (includes feedback and revision early on in semester) | | | Draft due Week 2, feedback provided Week 3, final due Week 5 | | 1, 5, 6, 7 | | 250 x 2 = 500 | 50 | | 5% |
| Discussion Board Posts (5 original posts + 2 responses) | | | Postings due throughout the semester | | 1, 5, 8, 9 | | 500 x 5 = 2500 | 200 | | 20% |
| Brief Position Paper | | | Draft due Week 7, feedback provided by Week 8, final draft due Week 9 | | 2, 3, 4, 5, 6, 7 | | 500 | 150 | | 15% |
| Life Review/Legacy Final Paper (part 1 is a proposal and part 2 is the final paper). Feedback provided for Part 1, which is incorporated into Part 2. | | | Draft due Week 11, feedback provided by Week 12, final due Week 14 | | 2, 5, 6, 8, 10 | | Part 1 – 500 + Part 2 – 2500 = 3000 | 250 | | 25% |
| Quizzes | | |  | |  | | 0 | 150 | | 15% |
| TOTAL | | |  | |  | | 9450 | 1000 | | 100% |
|  |  | |  | |  | | |  |

Course grades will be issued based on the following criteria (This grading scale is outlined in PS 12-03):

90-100% “A” - Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.

80-89% “B” - Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements.

70-79% “C” - Performance of the student has been at an adequate level, meeting the basic requirements of the course.

60-69% “D” - Performance of the student has been less than adequate, meeting only the minimum course requirements.

below 60% “F” - Performance of the student has been such that minimal course requirements have not been met.