

	<p style="text-align: right;">Sociology and Social Work SOC 316 Sociology of Aging 3 Units</p>
<p style="text-align: center;">Fall 2018</p>	

Meeting days: Thursday nights	Colleen Jensen Cook, ACSW, MSW
Meeting times: 5:30pm - 8pm	Phone: 619-981-2515
Meeting location: Rohr #112	E-mail: ccook1@pointloma.edu
Additional info: 2 Off Campus Sessions per Semester	Office location and hours: Rohr Hall
Final Exam: December 13 7:30-10pm	Additional hours by appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Student Outcome

To Learn ~ To Grow ~ To Serve

It is the desire of the Department to support students in their life journey to learn, grow, and to serve. To this end, the Department of Sociology and Social work has established Departmental and Program Mission Statements, as follows:

Department Mission

As followers of Christ, our mission is to nurture servant scholars who critically evaluate social and cultural patterns, and constructively engage as agents of hope.

COURSE DESCRIPTION — SOC 316 Sociology of Aging

Sociology of Aging is an upper division course aimed at helping students understand and analyze aging within the following contexts: 1) the aging process starts from the time a human is born, not just when someone turns 65 years old; 2) the impact of biological, psychological, sociological changes upon individuals and families; 3) what micro, mezzo, and macro influences cause and/or correlate to aging well or not, and 4) issues relating to death and dying.

COURSE LEARNING OUTCOMES

By the end of the course, you should be able to do the following tasks, which are taken from the Council of Social Work Education's EPAS:

1. Identify as a professional and conduct yourself accordingly. Describe the interrelationship between professionals working with the aging population and the roles of social work practice. Develop specific skills and perspectives needed by professionals working with the aging population.
2. Apply ethical principles to guide professional practice. Tolerate ambiguity in resolving ethical conflicts when your beliefs about the aging population that do not coincide with other systems (clients, co-workers, supervisors, organizations, etc.). Cultivate an understanding of how values influence the development and application of aging policy. Establish a clearer understanding of, and commitment to, personal values and professional boundaries.
3. Apply critical thinking to inform and communicate professional judgments. Acquire an interest in learning more by asking questions and seeking answers. Utilize information you have gained in the textbook to compound your knowledge base to add to class discussion in a professional and respectful way.
4. Engage diversity and difference in practice. You will recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. Identify current and emerging policy issues related to special populations. Gain self-awareness to eliminate the influences of your personal biases and values in working with diverse groups as well as analyzing how they are affected by aging policy. Analyze/critically evaluate ideas, arguments and other points of view. Describe culturally competent ways of engaging diversity and difference in practice by a) understanding cultural structures that oppress groups (such as abuse, discrimination, poverty and stigma), b) becoming aware of how personal biases impede working with the unique needs of the underclass, homeless, minorities, c) viewing him/herself as "learners" when working with a clients' unique culture.
5. Advance human rights and social and economic justice. Identify strategies to promote social/economic justice. Promote aging policy analysis concerned with social/economic justice.

6. Engage in research-informed practice and practice-informed research. Use the major debates and literature concerned with aging policy issues to inform practice. Use sources such as peer reviewed journal articles to write professional APA 6th edition papers.
7. Apply knowledge of human behavior and the social environment. You will understand how aging policies affect the person in the environment. Explain and demonstrate a concern for possible latent consequences of policy decisions upon micro, mezzo, and macro systems. Describe systems perspectives/theories that shape the aging population, with an emphasis on philosophical, legal, economical, political, cultural and societal influences.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Exhibit knowledge of major themes that have shaped public policy and identify historical, philosophical, and social contexts that influence aging policy and legislation. Explain the policy development process from a systems perspective, including awareness of the organizational, political, and planning elements.
9. Respond to contexts that shape practice. Describe/apply a basic framework for aging policy analysis. Discuss the concepts of: strategy, planning, structure, implementation, and evaluation. Discover professional effective service delivery in aging policy formulation, program development, and direct services with the aging population. Discuss the need for historical and contemporary aging legislation, public/private services, and policies that address aging needs.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.
11. Practice competency for integration of faith and professionalism. You will critically assess the relationship between Christian faith and public policy.

At the end of the semester, you will evaluate the course based on the following IDEA objectives.

These should measure that you have gained more experience with learning/developing/applying:

1. course material (to improve thinking, problem solving, and decisions).
2. skills in working with others as a member of a team.
3. skill in expressing oneself orally or in writing.
4. to *analyze* and *critically evaluate* ideas, arguments, and points of view.
5. how to find and use resources for answering questions or solving problems.

In more detail regarding issues pertinent to the aging population, by the end of this class, you will also:

6. Gain factual knowledge (fundamental principles, issues, findings, generalizations and theories) and a broader understanding of how the aging process impacts behavior and development.
7. Define the three major sociology theories (conflict, interactionalism and functionalism) and how they relate to the aging population.

8. Have an awareness (“sociological imagination”) of the policy and macro intervention designed to meet the needs of the aging population.
9. Develop an intentional process for generalist practice intervention and evaluation.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

COURSE SCHEDULE AND ASSIGNMENTS

DATE PRESENTED	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
	Assignments	
Aug 30	Analytic Memos: More Info on Canvas	Throughout course
Aug 30	Current Event - EP. 2.1.3 During the semester, you will present 3 current events to the class. Check the class calendar for when you are to give a “current event” report that describes an aging issue that relates to the current reading assignment. Visit reputable websites like the San Diego Union-Tribune’s webpage at http://www.utsandiego.com/ or others. Before class on the assigned report day, post on Canvas a synopsis (100 words) of the article and cite the source using APA 6 th edition.	Throughout course
Aug 30	(Off-site #1) - Visit Nursing Home and Response - EP 2.1.4 This semester, go to a local, nursing home (that you have never visited) with the premise that you are wanting to help your family find a place for your aging grandparent. (No credit will be awarded if you just tell me you found a website to apply; I want you to actually GO to a nursing home). Pay attention to what you see and experience. Put yourself in your future clients' shoes with having to start the process of applying for nursing homes. More info on Canvas.	
Aug 30	(Off-site #2) 2-hour volunteership - EP 2.1.10 Working with the aging population is best understood when it is applied. This assignment will consist of volunteering hours over the course of the semester in a San Diego agency that serves the aging population. This volunteer time is meant to give you one-on-one interactions with older adults, not just to serve administrative duties. Support for service activities can be found by asking the instructor or consulting the Office of Community Ministries, housed in Spiritual	

	<p>Development. Sites must be approved by the instructor.</p> <p>For the professor to ensure these sites will provide beneficial experiences, students should post their agencies on Canvas along with contact information of the coordinating staff member. After completing the hours, post on Canvas: 1) a brief summary of the agency, 2) the tasks completed, 3) ways you had to be culturally competent (engage diversity and difference in practice), 4) and which professional role you practiced.</p>	
Aug 30	<p>Presentation</p> <p>You will pick an aging topic and research it. At the end of the semester, you will give a 30-minute presentation on the topic, a policy that addresses this topic, answer questions, and turn in an APA 6th edition complaint reference page. This topic will also be covered in your research paper.</p>	
	Tests	
Aug 30	<p>Final Exam</p> <p>This is an essay that combines all that you learned in class throughout the semester. You will write on each of the course objectives with substantive information you gained in class.</p>	
	Writing	
Aug 30	<p>Biographical 5-Paragraph Essay - EP 2.1.7</p> <p>Through the lens of systems perspective and theory, interview a friend, family member, mentor who is over the age of 60. Analyze this person's life of human behavior and the social environment and apply knowledge how micro (local), mezzo (national), macro (international) systems have shaped him/her and correlate his/her perspectives with the reading. Write a 4-page paper in APA 6th edition format. More information on Canvas.</p>	
Aug 30	<p>“Tuesdays with Morrie” Response Paper</p> <p>Pick a theme from the book and write about how you can employ these best practices into your work as a social worker/sociologist with aging population. More info on Canvas.</p>	
Aug 30	<p>Research Paper Outline</p> <p>Prior to submitting the assignment below, organize the paper into a 5-paragraph essay outline for the professor to review.</p>	
Aug 30	Research Paper Due	

	Based on the aging topic you selected, write a research paper on the issue and describe a current policy or a proposed policy that addresses the issue. You will also present on your research topic. More info on Canvas.	
Aug 30	Annotated Bibliography A goal of the course to engage in research-informed practice and practice-informed research. You will find this research in peer-reviewed journal articles in the major debates of sociology and related disciplines. Select an article from a respected scholarly journal relating to the your identified issue and answer the assignment questions in based on the given format. You are encouraged to discuss journals and articles with the instructor if needed. Be prepared to discuss them in class.	
Aug 30	Guest Speaker Responses After each guest speaker, post a reaction on Canvas. Address 1) three things he/she talked about that corresponded to the reading, 2) a new concept, 3) biggest "take away," 4) a professional role demonstrated, and 4) a reaction to another classmate's posting.	Throughout Course
Sep 9	Class Participation	Throughout Course

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Albom, M. (1997). *Tuesdays with Morrie*. Doubleday: New York City.

Moody, H. R., & Sasser, J. R. (2018). *Aging: Concepts and controversies 9th edition*. Los Angeles: Sage.

*Additional reading will be assigned by professor and posted on Canvas.

ASSESSMENT AND GRADING

<u>Grade Distribution</u>	<u>Grade Scale:</u>	
Analytic Memos - 15%	A=93-100	C=73-76
Assignments: 28%	A-=92-90	C-=70-72
***Current Event - 3%	B+=87-89	D+=67-69
***Guest Speaker Responses - 2%	B=83-86	D=63-66
***Nursing Home Visit - 5%	B-=80-82	D-=60-62
	C+=77-79	F=0-59

<p>***Presentation - 10%</p> <p>***Volunteership - 8%</p> <p>Final Exam - 20%</p> <p>Writing: 27%</p> <p>*** Annotated Bibliography - 2%</p> <p>***Biographical Paper - 6%</p> <p>***Research Paper - 12%</p> <p>***Research Paper Outline - 1%</p> <p>***Response Paper to <u>Tuesdays with Morrie</u> - 6%</p> <p>Class Participation - 10%</p> <hr/> <p>100 points (100%)</p>		
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ATTENDANCE AND PARTICIPATION

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

COURSE SCHEDULE

Professor Cook reserves the right to make adjustments to the course schedule, as needed.

Week	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
#1 Aug 30	Review syllabus and sign class commitment <i>Aging Prologue</i>	

#2 Sep 6	<i>Basic Life Concepts I: A Life Course on Aging</i> <u><i>Tuesdays with Morrie</i> p. 1-31</u>	
#3 Sep 13	<i>Aging Controversy #1</i> <u><i>Tuesdays with Morrie</i> p. 32-61</u>	AM#1
#4 Sep 20	<i>Aging Controversy #2</i> <u><i>Tuesdays with Morrie</i> p. 62-89</u>	AM#2 Bio. Paper
#5 Sep 27	<i>Aging Controversy #3</i> <u><i>Tuesdays with Morrie</i> p. 90-122</u>	AM#3
#6 Oct 4	<i>Basic Life Concepts II</i> <i>Aging Controversy #4</i> <u><i>Tuesdays with Morrie</i> p. 123-151</u>	AM#4
#7 Oct 11	<i>Guest Speaker</i>	Guest Response Due and Assigned Reading
#8 Oct 18	<i>Aging Controversy #5</i> <u><i>Tuesdays with Morrie</i> p. 152-192</u>	AM#6 Annotated Bib
#9 Oct 25	<i>Aging Controversy #6</i> <i>Aging Controversy #7</i>	AM#7 <u><i>Tuesdays with Morrie</i></u> paper due
#10 Nov 1	<i>Basic Concepts III</i>	Nursing Home Visit

	<i>Aging Controversy #8</i>	AM #8 Research Paper Outline
#11 Nov 8	<i>Aging Controversy #9</i>	AM #9 Research Paper
#12 Nov 15	<i>Aging Controversy #10</i>	AM #10
#13 Thanksgiving - No Class	<i>Volunteership and Thanksgiving Break</i>	
#14 Nov 29	<i>Aging Controversy #11</i>	Presentations due AM #11 Volunteership
#15 Dec 6	<i>Aging Controversy #12 and Epilogue</i>	Presentations due AM #12
#16 Dec 13	<i>Final Exam from 7:30pm-10pm</i>	

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Eclass.

ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

FERPA POLICY

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Policy Statements](#) in the (undergrad/ graduate as appropriate) academic catalog.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. Please note this schedule and plan accordingly.

COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

SOCIAL CAPITAL

If you miss class you should arrange to get notes from one or more of your classmates. In fact, it is a good idea to make connections with other students in the course early in the semester so that you will have people to ask for help, study with and to ensure your overall academic success. This is social capital.

Classmates willing to help me succeed:

Name: _____

Phone (optional): _____

Email: _____

Name: _____

Phone (optional): _____

Email: _____

*Special thanks to Kevin Modesto and Rachel Horn Langford for assistance with this syllabus.

COURSE CONTRACT (Sign the next page and return to the professor)

This syllabus is a contract between you and the instructor. By signing your name below, you acknowledge that you have carefully read and understand the information covered in the course syllabus including grading policies. Professor Cook reserves the right to make adjustments to the course schedule, as needed. For this class to function correctly and to its full, positive potential, we are all integral to each other. Please remember:

1. Participation points will be given based on:

- a. Engaging in respectful and non-threatening discourse with the professor and other students. If you do not, you will be corrected, points will be deducted, and you might be asked to leave.
 - b. Participating in class discussion but not dominating class discussion.
 - c. Not texting or doing computer/school work not directly related to the class. The professor might take away your electronic device or book if you are doing this. Points will be deducted.
 - d. Not having excessive side conversations (or other distracting behaviors) while others are talking. The professor will correct you on the spot. Points will be deducted. If it continues excessively, you might be asked to leave.
 - e. Coming to class prepared by reading the material, taking notes, doing the homework, and synthesizing the information with the world around you.
 - f. Showing excitement for learning the material and being in class.
2. Attendance is extremely important. You have one “grace” class to miss. Additional absences result in point deductions. If you miss more than 3 classes, I will report it to the Dean. If you miss more than 6 classes, you will be disenrolled. The professor will take attendance at the beginning of every class.
 3. If you are more than 7 minutes late, you will be considered tardy.
 4. No late coursework will be accepted. If you have an emergency, talk with the professor within one day of the assignment due date.
 5. The class will focus on the textbooks, relevant current events, and the CSWE EPA course objectives.
 6. You can find the information you need to answer questions about the class by asking your fellow students, checking Canvas, checking the syllabus, and listening in class.
 7. Assignments must be written without grammatical or spelling errors. Papers and references will adhere to APA 6th edition standards.

This class content is pertinent to your future career! You will learn a lot if you do the work!

2018 SOC 316 COURSE CONTRACT AGREEMENT

I have read the course contract agreement in the syllabus and understand the concepts included.

Print full name: _____

Today's Date: _____

Student Signature: _____

Instructor Signature: Colleen Jensen Cook, ACSW, MSW

8/31/2018