

	Sociology, Social Work, and Family Sciences Sociology of Aging - SOC 3016 3 units
Fall 2022	

Meeting days: M, W, F	Instructor title and name: Colleen Jensen Cook, LCSW
Meeting times: 11-11:55am	Phone: 619-849-2471
Meeting location: Rohr Conference	Email: ccook1@pointloma.edu
Final Exam: 12/14/22 from 10:30-1pm	Office location and hours: Rohr 102
Additional info:	Additional info:

PLNU Mission

To Teach ~ To Shape ~ To Send

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

Department Mission

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: *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

According to the PLNU course catalog, this course is an “Analysis of aging within social contexts: the aging process, death, and dying, and the impact of psychological, economic, physiological, and social factors.”

COURSE LEARNING OUTCOMES

Sociology of Aging is an upper division course aimed at helping students understand and analyze aging within the following social contexts: 1) biological, psychological, economic, physiological,

and sociological changes upon individuals through the lifespan 2) the micro, mezzo, and macro influences cause and/or correlate to "aging well," 3) issues relating to death and dying, 4) define the three major sociology theories (conflict, interactionism, and functionalism) and how they relate to the aging population, 5) develop an intentional process for generalist practice intervention and evaluation, and 6) possess an awareness ("sociological imagination") of the policy and macro intervention designed to meet the needs of the aging population.

Since this is a multidisciplinary course with a multitude of majors, 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 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 7th 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/gaining/ developing:

1. Course material (to improve thinking, problem solving, and decisions).
2. A basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).
3. Skill in expressing oneself orally or in writing.
4. Specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
5. How to find, evaluate, and use resources to explore a topic in depth.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

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

Osterbur, E. (2020). *Annual editions: Aging 30th edition*. United States: McGraw Hill.

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

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. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

ASSESSMENT AND GRADING

Grades will be based on the following:

Sample Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Point Percentages

Canvas Work and Critical Thinking Questions: 20%

Attendance and Participation: 30%

Exams (mid-term and final): 25%

Presentation: 7%

Writing: 18%

(100%)

SPIRITUAL CARE

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical

location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

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 Canvas. Incompletes will only be assigned in extremely unusual circumstances. **LATE ASSIGNMENT DEDUCTIONS - I understand that things come up, you are very busy, and you have a lot of assignments due in my class and other classes, but to follow the PLNU policy of late assignments, I will deduct 10% if an assignment is 1 day late, 20% if an assignment is 2 days late, and 30% if an assignment is 3 days late or more.**

PLNU 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.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. 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. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

SEXUAL MISCONDUCT AND DISCRIMINATION

PLNU faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct,

including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

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.

COURSE MODALITY DEFINITIONS

- 1. In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
 - 2. Online:** Coursework is completed 100% online and asynchronously.
 - 3. Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
 - 4. Hybrid:** Courses that meet face-to-face with required online components.
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PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

In some classes, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards

will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

USE OF TECHNOLOGY

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams require a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

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.

SCHOLARSHIP

- APA 7TH EDITION - To offer a multidisciplinary approach, this course will adhere to APA 7th edition guidelines. Please refer to the Purdue Owl website for more information.
- For your research papers, the professor expects you to use the database searches in the Ryan Library as opposed to internet articles. If you use Google Scholar, reference that article in the Ryan Library as well. The home page is found here - [Ryan Library](#)
- Refer to the PLNU Department rubrics for grading. More information is found on Canvas.

ASSIGNMENTS AT-A-GLANCE

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	Review syllabus and sign class commitment <i>Unit 1: The Phenomenon of Aging <u>Annual Editions</u>: Read pages 1-16.</i> <i><u>Tuesdays with Morrie</u> Read pages 1-15.</i> <i>Canvas</i>	Professor Get to Know You - Assignment #1 Discussion #1

	<ul style="list-style-type: none"> • <i>Ted Talk</i> • <i>National Council on Aging website - Canvas</i> • <i>World Health Organization: Aging and Life Course</i> 	
#2	<p><u><i>Annual Editions: Read pages 17-29.</i></u></p> <p><i>Canvas - 2 Ted Talks</i></p> <p><u><i>Tuesdays with Morrie Read 16 - 30</i></u></p>	<p>CT Assignment #2 - for previous week</p> <p>Discussion #2</p>
#3	<p><i>Unit 2: The Quality of Later Life - Pages 32-37.</i></p> <p><i>Canvas - County of San Diego Age Well website</i></p> <p><u><i>Tuesdays with Morrie Read 31 - 44</i></u></p>	<p>CT Assignment #3</p> <p>Discussion #3</p> <p>Pick Research Topic</p>
#4	<p><i>Unit 3: Societal Attitudes Toward Old Age</i></p> <p><i>Annual Editions - Pages 41-69</i></p> <p><u><i>Tuesdays with Morrie - Pages 45-57</i></u></p> <p><i>Canvas - Different US Generations</i></p> <p><i>Ecological Model - micro, mezzo, macro</i></p>	<p>Discussion #4</p> <p>CT Assignment #4</p> <p>Biographical Essay Due</p>
#5	<p><i>Unit 4 - Problems and Potentials of Aging - Pages 72 - 107</i></p> <p><u><i>Tuesdays with Morrie - pages 58-73</i></u></p> <p><i>Canvas - UCSD Research on wisdom</i></p>	
#6	<p><i>Unit 5: Retirement: American Dream or Dilemma?</i></p> <p><u><i>Tuesdays with Morrie - pages 74-99</i></u></p>	
#7	<p><i>Unit 6: The Experience of Dying</i></p> <p><u><i>Tuesdays with Morrie - pages 100-117</i></u></p>	List of References Due

#8	<i>Unit 7: Living Environment in Later Life pages 150 - 167.</i> <i><u>Tuesdays with Morrie</u> - 118 - 136</i> <i>Canvas - Teepa Snow</i> <i>AARP Livable Communities</i> <i>Governmental Healthcare websites</i> <i><u>Compression of Morbidity Theory.</u></i>	
#9	<i>Unit 8: Social Policies, Programs, and Services for Older Americans pages 170-187.</i> <i><u>Tuesdays with Morrie</u> - pages 137 - 154.</i>	
#10	<i>Finish reading <u>Tuesdays with Morrie</u></i> <i>Watch all three <u>Tuesdays with Morrie</u> Ted Koppel interviews</i>	Research Outline Due
#11	<i>Watch “Alive Inside” documentary and make song list</i>	<u>Tuesdays with Morrie</u> Paper Due
#12	<i>Work on research paper</i>	Research Paper Due
#13	<i>Prepare for presentations</i>	Presentation Due
#14	<i>Prepare for presentations</i>	Presentation Due
#15	<i>Class review</i>	Class Review
Finals Week	<i>Final exam - Honorlock</i>	Final Exam

COURSE CONTRACT

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. On the day we have class, participation points will be given based on:**
 - Giving your colleagues and professor good eye contact.
 - Showing excitement for learning the material and being in class.
 - Coming to class prepared by reading the material, taking notes, doing the homework, and synthesizing the information with the world around you.
 - Engaging in respectful and polite discourse with the professor and other students.
 - Points will be deducted if you do the following and the professor will correct you and perhaps as you to step outside:
 - Participating is impolite and threatening .
 - Talking is dominating the class too much and not giving others a chance to speak.
 - Texting or doing computer/school work not directly related to the class.
 - Having excessive side conversations (or other distracting behaviors) while others are talking.
- 2. Attendance is extremely important. 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. If you are more than 7 minutes late, you will be considered tardy.**
- 3. LATE ASSIGNMENT DEDUCTIONS - I understand that things come up, you are very busy, and you have a lot of assignments due in my class and other classes, but to follow the PLNU policy of late assignments (this is also in the course syllabus), *I will deduct 10% if an assignment is 1 day late, 20% if an assignment is 2 days late, and 30% if an assignment is 3 days late or more.***
- 4. The class will focus on the textbooks, relevant current events, IDEA course objectives, and the CSWE EPA (look at syllabus for these acronyms) course objectives.**

5. 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.
6. Assignments must be written without grammatical or spelling errors. Papers and references will adhere to APA 7th edition standards.

This class content is pertinent to your future professional and personal life! You will learn a lot if you do the work!

2022 SOC 3016 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: _____ **Major:** _____