

	<p style="text-align: right;">Sociology and Social Work SOC 316 Sociology of Aging 3 Units</p>
<p style="text-align: center;">Fall 2020</p>	

Meeting days: T and Th	Colleen Jensen Cook, ACSW, MSW
Meeting times: 8-9am	Phone:
Meeting location: on-line	E-mail: ccook1@pointloma.edu
Final Exam: December 1 7:30-10am	Office location and hours: 8-9am Mondays and Wednesdays; on-line

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 is 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 social 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. 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

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/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.

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

Acknowledging that the 2020-2021 academic year will not be utilizing a face-to-face modality, the credit hour information below is required for the hybrid and online modality. To calculate the “estimated total hours” for the last blank space below, the professor has multiplied the number of units times 37.5. 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.

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	

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	Social interaction	

	To foster intergenerational social engagement, choose an older adult (someone over the age of 50) to call and provide social interaction over the course of the semester. If you are needing assistance with this, reach out to the professor for a potential match.	
Aug 30	Presentation You will pick an aging topic and research it. At the end of the semester, you will give a 20-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.	Nov 29 and Dec 6
	Tests	
Aug 30	Final Exam 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.	Dec 13
	Writing	
Aug 30	Biographical 5-Paragraph Essay - EP 2.1.7 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.	Sept 10
Aug 30	"Tuesdays with Morrie" Response Paper 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 the aging population. More info on Canvas.	Nov 24
Aug 30	Research Paper Outline Prior to submitting the assignment below, organize the paper into a 5-paragraph essay outline for the professor to review.	Oct 22
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	Oct 29

	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 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.	Oct 1
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.

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

*Additional reading will be assigned by the professor and posted on Canvas, such as excerpts from:

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

ASSESSMENT AND GRADING - Grade Distribution

<u>Assignments: 35%</u> ***Presentation - 10% ***Discussion/Critical Thinking Questions - 25% <u>Final Exam - 20%</u> _____ (100%)	<u>Writing: 20%</u> *** Annotated Bibliography - 1% ***Biographical Paper - 3% ***Research Paper - 10% ***Research Paper Outline - 1% ***Response Paper to <u>Tuesdays with Morrie</u> - 5%	<u>Class Participation 25%</u> Attendance at classes/responses to posted weekly currents events/responses to analytic memos/coming to office hours etc.
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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 18 and 20	Review syllabus and sign class commitment <i>Intro: Unit 1: The Phenomenon of Aging</i>	Assignment #1 Discussion #1
#2 Aug 25 and 27	<i>Unit 1: The Phenomenon of Aging</i>	Assignment #2 Discussion #2
#3 Sept 1 and 3	<i>Unit 2: The Quality of Later Life</i>	Assignment #3 Discussion #3
#4 Sept 8 and 10	<i>Unit 3: Societal Attitudes Toward Old Age</i>	Discussion #4 Bio. Paper due Sept 10
#5 Sept 15 and 17	<i>Unit 4: Problems and Potentials of Aging</i>	Assignment #5 Discussion #5
#6 Sept 22 and 24	<i>Unit 5: Retirement: American Dream or Dilemma?</i>	Assignment #6 Discussion #6
#7 Sept 29 and Oct 1	<i>Unit 6: The Experience of Dying</i>	Discussion #7 Annotated Bib Due Oct 1
#8 Oct 6 and Oct 8	<i>Unit 7: Living Environment in Later Life</i>	Assignment #8 Discussion #8
#9 Oct 13 and 15	<i>Unit 8: Social Policies, Programs, and Services for Older Adults</i>	Assignment #9

		Discussion #9
#10 Oct 20 and 22	<u>Presentations</u>	Discussion #10 Research Paper Outline Due Oct 22
#11 Oct 27 and 29	<u>Presentations</u>	Discussion #11 Research Paper Due Oct 29
#12 Nov 3 and 5	<u>Tuesdays with Morrie p. 1-68</u>	Assignment #12 Discussion #12
#13 Nov 10 and 12	<u>Tuesdays with Morrie p. 69-159</u>	Assignment #13 Discussion #13
#14 Nov 17 and 19	<u>Tuesdays with Morrie p. 160-200</u>	Assignment #14 Discussion #14
#15 Nov 24 and 26	<u>Thanksgiving Break</u>	Tuesday with Morrie paper due Nov 24
#16 Dec 1 and 3	<u>Final Exam</u>	Dec 1 from 7:30-10am

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all synchronous class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), 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 courses, 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.

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. **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.**

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.

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

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses. If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the Office of Spiritual Development

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the Technology and System Requirements information.

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.

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: _____

Name: _____

Phone (optional): _____

Phone (optional): _____

Email: _____

Email: _____

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

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 synchronous class, participation points will be given based on:
 1. Keeping your camera on, getting dressed for the day, sitting as you would be in a desk in a classroom, and giving your fellow students and professor good eye contact.
 2. 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.
 3. Participating in class discussion but not dominating class discussion.
 4. Not texting or doing computer/school work not directly related to the class. Points will be deducted.
 5. 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 put on mute.
 6. Coming to class prepared by reading the material, taking notes, doing the homework, and synthesizing the information with the world around you.
 7. Showing excitement for learning the material and being in class.

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 6th edition standards.

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

2020 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: _____ Major: _____

Circle your current academic standing at PLNU: Sophomore Junior Senior

Instructor Signature: Colleen Jensen Cook, ACSW, MSW

Please also answer the following questions:

1. What is a book you would recommend. Why?

2. What do you hope to learn from this class?

3. How do you best learn/remember class content?

4. What are the signs of an effective professor that you have had?

5. What are the signs of an ineffective professor that you have had?

6. What would you like the professor to know about you? Do you have “trigger points” do you have?