



SCHOOL OF SOCIAL WORK
Web-based Course
SWK 597: Gerontology
Summer 2020

This is a Tentative Syllabus and will be Revised after 1st Week of Class

INSTRUCTOR: Benjamin May, MSW, PhD
OFFICE: Henderson 323A
OFFICE HOURS: Mon/ 10AM-12
OFFICE PHONE: 903-886-5512
E-MAIL: benjamin.may@tamuc.edu

COURSE DESCRIPTION:

Effective social work practice requires a knowledge and understanding of multi-cultural groups. The course will focus on working with the ageing. Students will move beyond comparative thinking as it relates to diversity to inclusive thinking which requires an examination of those institutional factors which contribute to and maintain social oppression, social injustice, social inequality for the ageing. A socio-historical perspective will be presented in order to understand present day challenges facing the ageing. Strategies employed to combat social inequality will be examined from a macro-micro focus.

Class: 3 hours Credit: 3 semester hours.

GOAL & COMPETENCIES:

- 1. Prepare BSW students for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions. Students will be able to demonstrate the following competencies:**
- 2. Enable MSW students to apply ethical reasoning to advance equality, justice, and social change. Students will be able to reflect the following competencies:**

3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life. Students will be able to reflect the following competencies:

Course Objectives:

1. Understand the prevalence and nature of the ageing and communities in the United States and globally. This course competency and practice behavior is derived from EPAS 2.1.3.3 & EPAS 2.1.4.1.
2. Use an array of theoretical perspectives to understand the aging including family elder neglect and other forms of abuse against the aging (physical, sexual, and psychological abuse). This course competency and practice behavior is derived from EPAS 2.1.4.3, & EPAS 2.1.4.4.3.
3. Identify and assess suitable community programs and interventions and different issues with service delivery for families with aging members including the aging of color, and aging individuals with mental and physical disabilities. This course competency and practice behavior is derived from EPAS 2.1.3.1, & EPAS 2.1.3.2.
4. Demonstrate culturally responsive skills regarding different population groups within the aging community and skills to use gender and racial/culturally competent approaches to working with the aging. This course competency and practice behavior is derived from EPAS 2.1.5.1., & EPAS 2.1.5.2.
5. Understand the global nature of aging and be familiar with political advocate rights initiatives for the ageing. This course competency and practice behavior is derived from EPAS 2.1.5.2, & EPAS 2.1.5.3

REQUIRED TEXT:

Robnett, R.H., Brossoie, N, & Chop, W.C. (2020). Gerontology for Health Care Professionals (4th ed.). Jones & Bartlett, MA.

****Other readings may be assigned during this course****

LEARNING EXPERIENCES:

Achievement of course learning objectives will be accomplished via reading chapters, reviewing Power Points (PPTs), Online discussions, interview paper, and examinations. Students are encouraged to use articles from newspapers, magazines, etc. for discussions.

SPECIFIC LEARNING EXPERIENCES**1. EXAMINATIONS:**

- A. Exams I, II & III (20% each)
- B. No Comprehensive Final. Make-up exams will only be given at my office.

2. ONLINE EXERCISES (20%) Exercises are designed to enhance critical thinking skills as well as improve your practice skills with the ageing and should be included in weekly discussions..

3. PARTICIPATION in DISCUSSIONS - Students will be expected to read assignments and go to Discussion section to comment on assigned topics. Students should be prepared to discuss the content and share their knowledge, opinions, etc.

4. ASSIGNMENT INTERVIEW PAPER - write a 4 to 5 page paper on an interview with someone over the age of 65. The individual's ethnic or religious affiliation should be different from yours but if not then use who you can find. Create and ask 5 questions. (Example -- What would you like to tell me about being over the age of 65? What has changed as you aged past 60?). Paper will be due August 3.

GRADING DETERMINATION:

Exam I	20%	100-90	A
Exam II	20%	89-80	B
Exam III	20%	79-70	C
AI Paper	20%	69-60	D
Exercises	<u>20%</u>	59-	F
	100%		

Social work majors must earn a grade of "C" or higher in all social work classes.

Student Rights and Responsibilities

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

Student Rights

As set forth in Texas A&M University System Policy 13.02

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule in conflict will be allowed to prevail.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
 Gee Library - Room 132
 Phone (903) 886-5150 or (903) 886-5853

Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Students Responsibilities

Class Attendance and Participation Policy

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.
- Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.
- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
- The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

<u>Weekly</u> <u>(class meets</u> <u>1X week)</u>	<u>Up to 2</u> <u>absences: No</u> <u>Penalty</u>	<u>3 absences: 1</u> <u>letter grade</u> <u>drop</u>	<u>4 absences: Class grade of "F"</u>	
<i>Bi-Weekly</i> <i>(class meets</i> <i>2X week)</i>	<i>Up to 3</i> <i>absences: No</i> <i>Penalty</i>	<i>4 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>5 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>6 absences:</i> <i>Class grade</i> <i>of "F"</i>
<i>Summer 10-</i> <i>week</i>	<i>Up to 1</i> <i>absence: No</i> <i>Penalty</i>	<i>2 Absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>3 absences: Class grade of</i> <i>"F"</i>	

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues.

To receive credit for attendance online via eCollege, students must log in and

complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

Final Evaluation and Grade Depends on both Classroom attendance and Participation

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics*.

University Code of Conduct located in the *Student Guide Book* at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be

competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

Plagiarism and Academic Dishonesty

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. *Conduct that violates generally accepted standards of academic honesty is academic dishonesty.*

The School of Social Work follows University Procedure 13.99.99.R0.10 Graduate Student Academic Dishonesty (available at <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>) Students are expected to read and understand the University's Academic Dishonesty Policy

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

A student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering the program (Graduate School Catalog p 36)

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in

and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

Final Evaluation and Grade Depends on both Classroom attendance and Participation Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Technology Mediate Resources

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT REASONS FOR LACK OF PARTICIPATION. You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs

If you believe, you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Many courses use the learning management system to administer course content. Below is information and resources for eCollege.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
- 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check

http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader <https://get.adobe.com/reader/>
 - Adobe Flash Player (version 17 or later)
<https://get.adobe.com/flashplayer/>
 - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
 - Apple Quick Time <http://www.apple.com/quicktime/download/>

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

Weather-Related Closing of the University

The decision to remain open or close at off-site locations during inclement weather will be determined by review of the current environment and conditions by the Executive Director, Extended University, and/or with the following guidelines:

All off-site locations will activate their alert system regarding delays and closures in accordance with the above protocol. Some of these are in conjunction with the Commerce IRIS alert system.

COURSE OUTLINE

Week/ Date	Assignment	Activity
Unit 1 - 6/1	<p><u>Introduction</u></p> <p>Reading Assignment: Robnett & Chop: Introduction</p> <p>CLASS DISCUSSION # 1: Go to discussion section and discuss your thoughts about what you expect to learn from this class.</p>	<p>A. Download Syllabus</p> <p>B. Course will use Reading chapters of text & viewing video PowerPoints (Ppt),</p> <p>Review Syllabus and video</p> <p>C. Discussion (discussion section), and 1 written paper (It should be fun) 3 Exams (I will give you a review)</p>
Unit 2 - 6/8	<p><u>Age Matters: Profiles of an Aging Society</u></p> <p>Reading Assignment: Robnett & Chop: Chapter 1,</p> <p>CLASS DISCUSSION # 2: Go to discussion section and make one posting on your Opinion on Chapter 1.</p>	<p>Review video PptCh1.mp4 and PptCh1.ppt</p>
Unit 3 - 6/15	<p><u>Social Gerontology</u></p> <p>Reading Assignment: Robnett & Chop: Chapter 2</p> <p>CLASS DISCUSSION #3: Go to discussion section and make one posting on your opinion on Chapter 2 and Myths about Aging</p>	<p>Review video PptCh2.mp4 and PptCh2.ppt</p> <p>Exercises #1: Several Myths about Aging</p>
Unit 4 - 6/22	<p><u>Aging in Place and the Continuum of Care</u></p> <p>Reading Assignment : Robnett & Chop, Chapter 3 (Old Ch 10)</p> <p>CLASS DISCUSSION#4: Go to discussion board and discuss your opinion of Chapter 3</p>	<p>Review video PptCh3.mp4 and PptCh3.ppt</p>
Unit 5 - 6/29	<p><u>Physiology and Pathology of Aging</u></p> <p>Reading Assignment: Robnett & Chop, Ch. 7 (Old Ch 3)</p> <p>CLASS DISCUSSION #5: Go to discussion section and make one posting on your opinion Chapter 7</p>	<p>Review video PptCh7.mp4 and PptCh7.ppt</p> <p>BEGIN ASSIGNMENT INTERVIEW PAPER</p>
Unit 6 - 7/6	<p><u>Cognitive and Psychological Changes Associated with Aging</u></p> <p>Reading Assignment: Robnett & Chop, Ch. 8 (Old Ch 4)</p> <p>CLASS DISCUSSION #6: Go to discussion section and make one posting on your opinion on Chapter 8</p>	<p>Review video PptCh8.mp4 and PptCh8.ppt</p> <p>EXAM I</p>

<p>Unit 7 - 7/13</p>	<p><u>Functional Performance in Later Life</u> Reading Assignment: Robnett & Chop, Ch. 9 (Old Ch 5) CLASS DISCUSSION#7: Discussion – what is ageing & being sick.</p>	<p>Review video PPtCh9.mp4 and PPtCh9.ppt</p>
<p>Unit 8 - 7/20</p>	<p><u>Drugs and Older Adults</u> Reading Assignment: Robnett & Chop, Ch. 10 CLASS DISCUSSION#8: Go to discussion board and discuss your opinion of Chapter 10</p>	<p>Review video PPtCh10.mp4 and PPtCh10.ppt EXAM II</p>
<p>Unit 9 - 7/27</p>	<p><u>Nutrition and Ageing</u> Reading Assignment : Robnett & Chop, Chapter 11 CLASS DISCUSSION#8: Go to discussion board and discuss your opinion of Chapter 11</p>	<p>Review video PPtCh11.mp4 and PPtCh11.ppt</p>
<p>Unit 10 - 8/3</p>	<p><u>Loss, Grief, Death, and Dying</u> Reading Assignment : Robnett & Chop, Chapter 4 CLASS DISCUSSION#10: Go to discussion board and discuss your opinion on what you learned from writing interview paper.</p>	<p>Review PowerPoint PPtCh4.ppt EXAM III Assignment Interview Paper Due August 3rd</p>

Bibliography
SWK 597- Gerontology

- Aguirre, Adalberto & Baker, David. (2000). *Structured Inequality in the United States*. New Jersey: Prentice Hall, Inc.
- Anda, Diane de. (Ed.). (1997). *Controversial Issues in Multiculturalism*. Boston: Allyn & Bacon Publishers.
- Andersen, Margaret L. & Collins, Patricia H. (2001). *Race, Class and Gender: An Anthology*. (4thed.). Wadsworth/Thompson Learning, Inc.
- Bogardus, Emmory .(1959) *Social Distance*. Yellow Springs, OH: Antioch Press.
- Davis, Larry E. & Proctor, Enola K. (1989). *Race, Gender & Class: Guidelines for Practice with Individuals, Families and Groups*. Englewood Cliffs, New Jersey: Prentice Hall, Inc.
- Devore, Wynetta & Schlesinger, Elfriede G. (1999) *Ethnic-Sensitive Social Work Practice*. (4th ed.). Boston: Allyn & Bacon Publishers.
- Dudley, William (Ed). (1991). *Racism in America: Opposing Viewpoints*. San Diego, CA.: Greenhaven Press, Inc.
- Gobineau, Arthur de. (1915). *The Inequality of Human Races*. London: Heinemann Publishers.
- Gutierrez, L., Alvarez, R.A., Nemon, H, & Lewis, E.A. 1996). Multicultural Community Organizing: A Strategy for Change. *Social Work*, 41(5), 501-508.
- Lum, Doman. (1996). *Social Work Practice & People of Color*. (3rd ed.) Pacific Cove, CA: Brooks/Cole Publishing Company.
- Poole, D.L. (1998) Politically Correct or Culturally Competent: (Editorial). *Health and Social Work*, 23(3), 163-166.
- Schaefer, Richard T. (2004). *Racial and Ethnic Groups*. (9thed.). New Jersey: Pearson/Prentice Hall Publishers.