



COURSE TITLE/SECTION: SOCW 7336/19969: Issues in Aging

TIME: Tuesday 8:30 – 11:30 AM

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I. Course

A. Catalog Description

Cr. 3. (3.0) This course provides an overview of the aging population, the service delivery systems, challenges and opportunities facing older adults and key issues in aging.

B. Purpose

This course will examine the changing demographics of older adults in the United States and provide an overview of key issues that impact service delivery including an understanding of the unique needs of older adults, the aging process, resiliency, diversity, influence of policies, and financial issues.

II. Course Objectives

Upon completion of this course, students will be able to demonstrate the following competencies:

1. Define key and significant trends in the demographics of the aging population;
2. Develop a working knowledge of policies, systemic issues, and forces shaping the service delivery system for the aging population as well as barriers to services;
3. Describe the normal and abnormal aging process and the range of physical and mental health needs along a continuum of;
4. Analyze the implications of political forces and importance of continuing Social Security, Medicare, and Medicaid as social support systems for older adults;
5. Explore the role of family and the impact of aging on family caregivers;
6. Identify the influence of race, ethnicity, socioeconomic status, gender, and sexual orientation on the process of aging and services delivery; and

7. Define the role of gerontological social workers as productive members and advocates for the aging population across diverse settings.

III. Course Content

This course will include the following topical (content) areas:

1. Gerontology defined and social work as a field of practice;
2. Demography, societal issues, and attitudes toward old age;
3. Biopsychosocial theories and historical context of aging;
4. Issues in home care and long term institutional caregiving
5. Personal, interpersonal and political advocacy and empowerment for social and economic justice;
6. Diversity in aging and culturally competent practice
7. Ethical dilemmas in practice with elderly populations;
8. Community, family, friends and social support systems
9. Economics of aging, income distribution and government
10. Policies, politics and social service programs

IV. Course Structure

This class combines lectures, student led discussions, small group exercises, Blackboard assignments, media, guest speakers and other learning strategies to build a knowledge base, value orientation, and practice perspectives. Active participation in class dialogue is required.

V. Textbooks

Required:

Hooyman, N.R. & Kiyak, H. A. (2011), *Social Gerontology* (9th Edition). Boston: Allyn & Bacon.

Cox, H. (2011). *Aging 11/12* (24th Edition). New York, NY: McGraw.

Supplementary:

McCinnis-Dittich, K. & Gorin, S.H. (2007). *Themes of the Times for Aging*. New York: Allyn & Bacon.

Grobman, L.M. & Bourassa, D. B. (2007). *Days in the Lives of Gerontological Social Workers*. Harrisburg, Penn: White Hat Communications.

VI Course Requirements

A. Preparation, and Participation **15%**

Students are expected to read assigned material and come prepared to actively participate by contributing to class discussion throughout the semester. Each person will be assigned a topic to

lead small group discussion. A weekly quiz will also be given at the start of each class to stimulate discussion over the required readings. Missed quizzes count against your final grade.

B. Blackboard Assignment 25%

Students will be required to participate in a discussion board on Blackboard on themes related to the readings. Additional information will be provided on this assignment.

C. Exam 60%

There will be a mid-term and final exam on all the chapters and assigned readings. The exam will be a combination of multiple choice, T/F, and brief discussion question. Additional information will be provided on this exam.

D. Attendance

Students are expected to attend class (two excused absences allowed; tardiness monitored), therefore credit is not factored into your grade. Excessive absences or tardiness will however result in lowering of final grade and student being dropped from course. Please see university policy on Incompletes as this will be adhered to as well.

VII. Evaluation and Grading

The following standard grading scale has been adopted for all courses taught in the college.

A =	96-100% of the points	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+=	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

VIII. Policy on grades of Incomplete (I)

Please refer to the UH Graduate and Professional Studies bulleting for the university policy regarding a grade of Incomplete (I). Incompletes will be given only in accordance with this policy.

IX. Policy on academic dishonesty and plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty.

Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format, with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please refer to the University Policy on Academic Honesty that can be found in your UH Student Handbook.

IX. Course Schedule and Reading Assignments

See course schedule for dates and assignments for the semester. Note that this schedule is subject to changes as deemed necessary by the instructor.

X. Bibliography

See extended bibliography on related readings for students who are interested in pursuing additional information on course content.

XI. Americans with Disabilities Statement

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance.

COURSE OUTLINE
Readings & Assignments

Date	Unit	Module	Content/ Readings	Objectives	Competencies	Evaluation
				<p><i>Upon completion of each unit and module, students will be able to meet stated objectives based on evaluative criteria</i></p>	<p><i>Course Competencies (CC) and CSWE EPAS Core Competencies for each unit</i></p>	
	Intro. & Course Overview	Values & Ethics; Professional Standards	Course Syllabus; NASW Code of Ethics; Student Standards Policy	<p>Review the course purpose, objectives, assignments, evaluation criteria and class standards.</p> <p>Review the NASW Code of Ethics, the GCSW Student Standards Policy, and University of Houston, Academic Honesty Policy.</p>	CC: 1-7 EPAS 2.1.1; 2.1.2	<p>Class Discussion</p> <p>Myths on Aging Quiz</p> <p>Ethics Exercise</p>
Date	Unit 1	Module 1	Content/ Readings	Objectives	Competencies	Evaluation
	Social Gerontology	The Growth of Social Gerontology	<p>Hooymam & Kiyak Chapter 1</p> <p>Selected Readings from Cox, H., Annual Editions, Aging 11/12</p>	<p>1.1 Define key terms, historical events and persons</p> <p>1.2 Discuss Myths About Aging, origins, and strategies to address misconceptions, stereotypes and beliefs</p> <p>1.3 Describe the active aging framework and the person-environment perspective</p> <p>1.4 Understand reasons for studying social gerontology and the development of the field</p> <p>1.5 Discuss the important</p>	CC: 1, 3 EPAS 2.1.6; 2.1.7	<p>Video</p> <p>In class multiple choice quiz</p>

				<p>demographic trends affecting the U.S.</p> <p>1.6 Illustrate life expectancy, life span, and longevity in terms of health and disease</p> <p>1.7 Explain research methods and designs for studying older adults as well as the importance of representative sample for gerontological research & social work practice</p>		
Date	Unit 1	Module 2	Content/ Readings	Objectives	Competencies	Evaluation
		Aging in Other Countries and Across Cultures in the United States	<p>Hooymam & Kiyak Chapter 2</p> <p>Selected Readings from Cox, H., Annual Editions, Aging 11/12</p>	<p>2.1 Identify the role of older people in non-western cultures</p> <p>2.2 Discuss the changes in social roles of older persons</p> <p>2.3 Describe societal norms regarding aging and older adults' expectations of society</p> <p>2.4 Contrast perspectives regarding the impact of modernization on the relationship between older persons and the larger society</p>	CC: 1, 5,6 EPAS 2.1.4; 2.1.5	<p>Small Group Issues Discussion</p> <p>Speaker</p> <p>In class multiple choice quiz</p>

Date	Unit 2	Module 3	Content/ Readings	Objectives	Competencies	Evaluation
	Bio-Physiological Context of Aging	The Social Consequences of Physical Aging	Hooyman & Kiyak, Chapter 3 Selected Readings from Cox, H., Annual Editions, Aging 11/12	3.1 Explain the major theories of biological aging 3.2 Summarize research on reversing the effects of aging 3.3 Describe the effects of aging on body composition 3.4 Identify the impact of age-related changes on different organ systems and the implications of these changes for older people's ability to interact with their social and physical environment 3.5 Discuss the ways in which the environment can be modified to help accommodate the biological changes experienced by most older people	CC: 3 EPAS 2.1.7; 2.1.	Small Group Issues Discussion Video or Speaker In class multiple choice quiz
Date	Unit 2	Module 4	Content/ Readings	Objectives	Competencies	Evaluation
		Managing Chronic Diseases and Promoting Well-Being in Old Age	Hooyman & Kiyak, Chapter 4 Selected Readings from Cox, H., Annual Editions, Aging 11/12	4.1 Define health, quality of life, ADLs, and IADLs in client assessment 4.2 Identify the social and psychological factors that affect perceptions of health and use of health services 4.3 Distinguish among chronic diseases	CC 2,3 EPAS 2.1.7; 2.1.9; 2.1.10	Small Group Issues Discussion In class multiple choice quiz

				<p>that occur most frequently in older adults in assessing clients health status</p> <p>4.4 Discuss HIV/AIDS as a chronic condition in older adults as well as evidence based prevention research on accidents, falls, and driving fatalities</p> <p>4.5 Summarize the use of health services by older adults, including prescription drug use</p> <p>4.6 Explain the concept of health promotion and its benefits in old age</p>		
Date	Unit 3	Module 5	Content/ Readings	Objectives	Competencies	Evaluation
	The Psychological Context of Social Aging	Cognitive Changes with Aging	<p>Hooyman & Kiyak, Chapter 5</p> <p>Selected Readings from Cox, H., Annual Editions, Aging 11/12</p>	<p>5.1 Discuss the research related to cognitive functions and normal aging</p> <p>5.2 List the means of measuring the components of intelligence in older adults</p> <p>5.3 Identify the individual and environmental factors that influence intelligence</p> <p>5.4 Explain how we learn and how aging affects the learning process</p> <p>5.5 Define attention and discuss its importance for learning</p>	CC 3 EPAS 2.1.7; 2.1.9; 2.1.10	<p>Small Group Issues Discussion</p> <p>Speaker</p> <p>In class multiple choice quiz</p>

				<p>5.6 Describe the environmental factors that affect how older people learn</p> <p>5.7 Explain how aging affects the ability to retrieve information from secondary memory</p> <p>5.8 Illustrate tip-of-the-tongue states as an example of difficulty in retrieval</p> <p>5.9 Discuss the current understanding of wisdom and creativity in old age</p> <p>5.10 Summarize cognitive retraining and other ways to help older adults improve their learning and memory skills</p>		
Date	Unit 3	Module 6	Content/ Readings	Objectives	Competencies	Evaluation
		Personality & Mental Health in Old Age	<p>Hooyman & Kiyak, Chapter 6</p> <p>Selected Readings from Cox, H., Annual Editions, Aging 11/12</p>	<p>6.1 State the normal developmental changes and stability in personality across the life span</p> <p>6.2 Explain the theories of personality that support change or stability as well as the person-environment interactions that affect personality development</p> <p>6.3 Illustrate emotional expression and regulation with personality development</p>	CC: 3 EPAS 2.1.7; 2.1.10	<p>Small Group Issues Discussion</p> <p>Speaker</p> <p>In class multiple choice quiz</p>

				<p>6.4 Summarize stability versus change in self-concept and self-esteem with aging</p> <p>6.5 Identify older people's responses to life events and stressors</p> <p>6.6 Note the predictors and critiques of successful aging and active aging/resilience</p> <p>6.7 Identify the major psychological disorders and dementias in old age</p> <p>8 Evaluate the extent to which older people use mental health services</p>		
Date	Unit 3	Module 7	Content/ Readings	Objectives	Competencies	Evaluation
		Love, Intimacy, and Sexuality in Old Age	<p>Hooyman & Kiyak, Chapter 7</p> <p>Selected Readings from Cox, H., Annual Editions, Aging</p>	<p>7.1 Describe the prevalent attitudes and beliefs about sex and love in old age that frequently affect an older person's sexuality</p> <p>7.2 Explain the age-related physiological changes that may alter the nature of men's and women's sexual response and performance, but do not necessarily interfere with their overall experiences of sexuality</p> <p>7.3 Describe the relationship between chronic illnesses and sexuality</p>	CC: 3, 6 EPAS: 2.1.4; 2.1.7	<p>Small Group Issues Discussion</p> <p>In class multiple choice quiz</p> <p>Mid Term QUIZ Chptrs 1-8.</p>

				<p>7.4 Discuss contemporary social issues related to gay and lesbian relationships</p> <p>7.5 Discuss the importance of late-life affection, love, and intimacy</p> <p>7.6 Identify the implications for families and social workers who work with older people, including in long-term care facilities</p>		
Date	Unit 4	Module 8	Content/ Readings	Objectives	Competencies	Evaluation
	The Social Context of Aging	Social Theories of Aging	<p>Hooyman & Kiyak, Chapter 8</p> <p>Selected Readings from Cox, H., Annual Editions, Aging 11/12</p>	<p>8.1 Understand the theoretical question of what is the optimal way from older people to relate to their environments</p> <p>8.2 Explain the major social theories of aging</p> <p>8.3 Discuss the important factors related to aging or age-related issues that serve as a guide for further inquiry and possible intervention in the aging process</p> <p>8.4 Contrast the different lenses through which to view and explain the phenomenon of aging</p> <p>8.5 Comprehend the framework for discussions of the social aspects of</p>	CC: 1, 3, 5 EPAS	<p>Group Discussion</p> <p>In class multiple choice quiz</p>

				aging that will guide the subsequent chapters		
Date	Unit 4	Module 9	Content/ Readings	Objectives	Competencies	Evaluation
		The Importance of Social Supports	Hooyman & Kiyak, Chapter 9 Selected Readings from Cox, H., Annual Editions, Aging 11/12	9.1 Apply the life course perspective and the person-environment model to older adults' informal social support systems in reference to: 9.1a social supports, social engagement, and older adults' well-being 9.1b multi-generational families 9.1c different types of family relationships, such as gay and lesbian families, grandparents and grandchildren, and grandparents as caregivers 9.1d friends and neighbors as social support 9.1e social support interventions 9.1f intergeneration programming 9.1g pets as social support	CC: 5, 6 EPAS 2.1.4; 2.1.7; 2.1.9; 2.1.10	Group Discussion In class multiple choice quiz
Date	Unit 4	Module 10	Content/ Readings	Objectives	Competencies	Evaluation
		Opportunities & Challenges of Informal Caregiving	Hooyman & Kiyak, Chapter 10 Selected	10.1 Discuss the central role of caregiving by families and social workers within the long	CC: 5 EPAS: 2.1.2; 2.1.3; 2.1.5;2.1.9; 2.1.10	Group Discussion In class multiple

			Readings from Cox, H., Annual Editions, Aging 11/12	<p>term care system including issues related to:</p> <p>10.1a benefits and costs of caregiving</p> <p>10.1b objective and subjective burdens</p> <p>10.1c the gendered nature of family care</p> <p>10.1d caregivers in families of color</p> <p>10.1e stresses and ethical dilemmas facing caregivers of elders with dementia or Alzheimer's disease</p> <p>10.1f policies and programs to support and advocate for rights for family caregivers</p> <p>10.1g use of formal services and informal support networks</p> <p>10.1h Elder mistreatment</p> <p>10.1i move to a long-term care facility</p> <p>10.1j direct care workers/ case manager in long-term care</p>		choice quiz
Date	Unit 4	Module 11	Content/Readings	Objectives	Competencies	Evaluation
		Living Arrangements & Social Interactions	<p>Hooyman & Kiyak, Chapter 11</p> <p>Selected Readings from Cox, H., Annual Editions, Aging 11/12</p>	<p>11.1 Discuss the person-environment theories that describe adaptation to aging</p> <p>11.2 Outline the impact of the natural and built environment on older persons' social functioning</p>	CC: 2,6,7 EPAS 2.1.7; 2.1.8; 2.1.10	

				<p>11.3 Illustrate the influence of an aging population on community planning and housing</p> <p>11.4 Describe the new options in long-term care for frail elders</p> <p>11.5 List the services to help elders remain independent in the community and the new technology to help <i>aging in place</i></p> <p>11.6 Explain the housing policies affecting older adults as well as the impact of federal budget cuts, SRO housing, and homelessness</p> <p>11.7 Discuss the need for geriatric facilities and services in prisons</p>		
Date	Unit 4	Module 12	Content/ Readings	Objectives	Competencies	Evaluation
		Productive Aging: Paid & Nonpaid roles and Activities	<p>Hooyman & Kiyak, Chapter 12</p> <p>Selected Readings from Cox, H., Annual Editions, Aging 11/12</p>	<p>12.1 Define and critique the concept of productive aging</p> <p>12.2 Describe retirement as a status and a social process that affects economic well-being, roles, and activities in old age</p> <p>12.3 Explain the employment status, socioeconomic status, and sources of income of older adults</p> <p>12.4 Summarize the</p>	CC: 1, 2, 3 EPAS 2.1.3; 2.1.4	<p>Group Exercise</p> <p>In class multiple choice quiz</p>

				activity patterns common among older adults 12.5 Discuss the role of religiosity and spirituality in coping for older adults		
Date	Unit 4	Module 13	Content/ Readings	Objectives	Competencies	Evaluation
		Death, Dying, Bereavement, & Widowhood	Hooyman & Kiyak, Chapter 13 Selected Readings from Cox, H., Annual Editions, Aging 11/12	13.1 Summarize attitudes toward death in our culture 13.2 Discuss the dying process and its meaning to the dying person 13.3 Define the conditions for care of the dying person and pain management 13.4 Contrast the perspectives of the right to die (active and passive euthanasia) 13.5 Compare and contrast the ethical, medical, and legal issues raised by whether to continue life-sustaining technologies 13.6 Identify the legal options of advance directives available to individuals 13.7 Define bereavement, grief, and mourning on the experience of widowhood	CC: 2, 3, 4, 6 EPAS: 2.1.4;2.1.2; 2.1.6;2.1.10	
Date	Unit 4	Module 14	Content/	Objectives	Competencies	Evaluation

Date	Unit 4	Module 15	Content/ Readings	Objectives	Competencies	Evaluation
		The Resilience of Elders of Color	<p>Hooyman & Kiyak, Chapter 14</p> <p>Selected Readings from Cox, H., Annual Editions, Aging 11/12</p>	<p>14.1 Define culture, ethnicity, ethclass, elders of color, CLAS, ethnic agency, and related terms</p> <p>14.2 Discuss the research history on ethnic minorities</p> <p>14.3 Explain the challenges faced by older African Americans, Latinos, American Indians, and Asians/Pacific Islanders</p> <p>14.4 List barriers to service for elders of color</p> <p>14.5 Describe knowledge and skills for culturally competent gerontological social work practice</p>	CC: 2,4,5,6 EPAS 2.1.4; 2.1.5;2.1.9; 2.1.10	
		The Resilience of Older Women	<p>Hooyman & Kiyak, Chapter 15</p> <p>Selected Readings from Cox, H., Annual Editions, Aging 11/12</p>	<p>15.1 Discuss the economic conditions faced by older women as well as their health and social status and how these factors interact</p> <p>15.2 Illustrate the strengths and resilience of older women</p> <p>15.3 List the program and policy options to reduce older women's vulnerability to poverty, poor</p>	CC: CC: 2,4,5,6 EPAS 2.1.4; 2.1.5;2.1.9; 2.1.10	

				health, and social isolation 15.4 Describe the knowledge, skills and practice behaviors for culturally competent gerontological social work practice		
Date	Unit 5	Module 16	Content/ Readings	Objectives	Competencies	Evaluation
		Social Policies to Address Social Problems	Hooyman & Kiyak, Chapter 16 Selected Readings from Cox, H., Annual Editions, Aging 11/12	16.1 Define policy and differentiate the types public policies 16.2 List the factors that affect public policy development 16.3 Provide an overview of the history of aging policies from prior to the 1960s to today 16.4 Explain Social Security benefits, the fiscal challenges, and proposed reforms, including privatization and proposals to reduce gender inequalities 16.5 Discuss the direct social services funded through the Administration on Aging (AOA) and Title XX 16.6 Describe the major policy dilemmas and implications for future directions	CC: 2,4 EPAS 2.1.8; 2.1.9;2.1.10	

Date	Unit 5	Module 17	Content/ Readings	Objectives	Competencies	Evaluation
		Health & Long Term Care Policy & Programs	Hooyman & Kiyak, Chapter 17 Selected Readings from Cox, H., Annual Editions, Aging 11/12	17.1 Define acute and long-term care as well as provide their status and expenditures 17.2 Discuss Medicare, home care, cost-reductions, and the 2003 prescription drug bill 17.3 Illustrate the growing need for long-term care, especially home care 17.4 Discuss Medicaid, community-based services, and nursing home care 17.5 Comprehend private long-term insurance, its costs, and its limitations 17.6 List cost-containment initiatives, especially Medicare managed care 17.7 Explain state innovations under Medicare and Medicaid	CC: 2,4 EPAS 2.1.8; 2.1.9;2.1.10	FINAL QUIZ over Chapters 9-17