A. Description of Course Content

This course presents the major theories of aging, in the United States and across cultures, and explores the diverse factors of aging from various perspectives including psychological, biological, sociological, and spiritual. Theories are integrated into practice thus providing students a sound foundation for social work practice with older adults. Students develop skills for completing multi-dimensional assessments, and effective social work interventions with and on behalf of older adults. Prerequisite: SOCW 5301 and SOCW 5317.

B. Student Learning Outcomes

Educational Policy 2.1.1 - Identify as a professional social worker and conduct oneself accordingly.
Advanced social workers in aging practice active self-reflection and continue to address personal bias and stereotypes to build knowledge to dispel myths regarding aging and stereotypes of older persons.

Educational Policy 2.1.3 - Apply critical thinking to inform and communicate professional judgments.
Advanced social workers in aging evaluate, select and implement appropriate assessment, intervention, and evaluation tools for use with the unique characteristics and needs of diverse older clients.

Educational Policy 2.1.4 - Engage diversity and difference in practice
Advanced social workers in aging understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of older adult clients from a strengths perspective.

Educational Policy 2.1.5 - Advance human rights and social and economic justice.
Advanced social workers in aging understand social stigma and injustice with respect to older adults and
advocate for clients’ right to dignity and self-determination in their assessment and intervention strategies. Advanced social workers in aging address any negative impacts of policies on practice with historically disadvantaged older populations.

Educational Policy 2.1.7 - Apply knowledge of human behavior and the social environment.
Advanced social workers in aging apply conceptual frameworks and related theories consistent with social work perspectives and values to practice with older adults.
Advanced social workers in aging understand the heterogeneity of aging populations and distinguish the various influences and social constructions of aging well.

Educational Policy 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Advanced social workers in aging communicate to stakeholders the implication of policies and policy change in the lives of older adults.
Advanced social workers in aging advocate for policies that advance the social and economic well-being of older adults.

Student Learning Outcomes:
By the end of the semester, students will be able to demonstrate the following knowledge areas in their class assignments, term papers, examinations, and group projects:

1. Demonstrate the basic social, psychological, and biological theories of aging.
2. Demonstrate the problems and issues aging in the area of attitudes, stereotypes, and “ageism.”
3. Demonstrate the diversity of aging in terms of gender, class, race, ethnic, and other differences.
4. Describe the problems and issues of aging in the area of health, mental health, family and social support, long-term care, and service utilization.
5. Apply skills in analyzing gerontological issues.
6. Demonstrate critical analysis of the impact of social programs that bear special importance for older women and older persons of color.
7. Apply skills in assessing indicators of normal aging and recognition of pathology as well as skills in assessing social and cultural differences in older adults.

C. Required Textbooks and Other Course Materials

D. Additional Recommended Textbooks and Other Course Materials
Additional readings will be assigned accordingly throughout the course.

E. Descriptions of Major Assignments and Examinations
Semester Assignments:

- **5 Discussion Boards**: Weeks 1,3,4,6,8  
  5 points each = 25

- **3 Assignments**: Weeks 2,7,9  
  5 points each = 15

- **1 Midterm**: Week 5  
  30 points = 30

- **1 Final exam**: Week 10/11  
  30 points = 30

  100 points
F. Grading

Grade Scale:

A= 90 - 100
B= 80 - 89.9
C= 70 - 79.9
D = 60 - 69.9
F= less 60

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

G. Make-Up Exams

All assignments are to be submitted through Blackboard to the instructor. The assignment must be received by the instructor by 11:59 central time on the day it is due (please check below for assignment dates). If the assignment is received after the 11:59 pm deadline or it is received but unable to be viewed by the professor, the assignment will be considered late until the problem is corrected and points will be deducted according to the late assignment policy below.

PLEASE NOTE: Assignments are NOT accepted by fax, hard copy or email.

You have chosen to participate in an online course; therefore all assignments will be submitted online through Blackboard.

Late Assignments: For assignments that are 5 points or less, you will receive 0 points if the assignment is posted late, meaning past the 11:59 pm deadline and no credit will be awarded for responses posted after the end date and time of that respective week unless otherwise noted. Since Blackboard will show the date and time of all assignment submissions and discussion board posts, there will be no discrepancies as to when an assignment or post has been submitted.

Make up policy: Assignments submitted late are not accepted and may not be made up. If a situation occurs that is out of your control, it will be discussed with the professor to see if it warrants making other arrangements. Midterm and final exams function the same way. If the exams are not taken and submitted in the time allotted they may not be made up

H. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,
Attendance in an online course means that you will participate according to the course schedule.

Seminar Format – Discussion forums are important components of this seminar. Active participation of every student is essential to this format. Students are expected to provide information and critical, supportive feedback as outlined for each discussion. Students will be expected to engage in an in-depth self-examination, be open to new ideas and input from others, and continually evaluate their own knowledge, values, and skill level. Much of what students learn in the virtual classroom is affected by two sources: the level of effort contributed by the individual, and the learning community that is created through the shared ownership and contributions of the collective whole. Everyone is asked to participate to the fullest extent in the learning environment, and to facilitate others’ ability to participate at the same time. This means being prepared to join in the learning experience by completing assigned readings and other work, respecting ourselves and others, and taking responsibility for completing assignments in a competent and timely manner. But more than this, it also means that we each take shared responsibility for the growth and professional development of each of the individuals in our learning community.

I. Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Learning outcomes</th>
<th>DB DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>June 5th</td>
<td><strong>Review</strong>  Syllabus, The Growth of Gerontology</td>
<td>Hooyman &amp; Kiyak, Preface, Ch. 1</td>
<td>1, 2, 3</td>
<td>6/11 @ 11:59</td>
</tr>
<tr>
<td>2</td>
<td>June 12th</td>
<td><strong>Physical Aging and Social Consequences</strong></td>
<td>Managing Chronic Disease, Promoting Well-Being in Old Age</td>
<td>1, 2, 4, 7</td>
<td>6/18 @ 11:59</td>
</tr>
<tr>
<td>3</td>
<td>June 19</td>
<td><strong>Cultural Issues and Social Theories of Aging</strong></td>
<td>Hooyman &amp; Kiyak, Ch. 2 &amp; 8</td>
<td>2, 4, 7</td>
<td>6/25 @ 11:59</td>
</tr>
<tr>
<td>4</td>
<td>June 26</td>
<td><strong>Cognitive Changes with Aging</strong></td>
<td>Personality, Mental Health, &amp; Aging</td>
<td>2, 5, 6</td>
<td>7/2 @ 11:59</td>
</tr>
<tr>
<td>5</td>
<td>July 3</td>
<td>Review for midterm</td>
<td></td>
<td></td>
<td>7/9/17</td>
</tr>
<tr>
<td>6</td>
<td>July 10th</td>
<td><strong>The Importance of Social Supports/Informal Caregiving</strong></td>
<td>Hooyman &amp; Kiyak, Ch. 9 &amp; 10</td>
<td>2, 4, 5</td>
<td>7/16 @ 11:59</td>
</tr>
</tbody>
</table>

DUE 7/9/17
### Module 7th
#### July 17th
**Topics:** Living Arrangements, Leisure, Activities
**Readings:** Hooyman & Kiyak, Ch. 11 & 12
**Learning outcomes:** 1, 5

**ASSIGNMENT DUE 7/23 @11:59**

### Module 8
#### July 24th
**Topics:** Death, Dying, Bereavement, and Widowhood
**Readings:** Hooyman & Kiyak, Ch. 13, 14, 15
**Learning outcomes:** 3, 4, 5
**DB DUE 7/30 @11:59**

### Module 9
#### July 31st
**Topic:** Social Policy/Social Problems/Social Programs,
**Readings:** Hooyman & Kiyak (2011), Ch. 16, 17
**Learning outcomes:** 4, 5, 6

**ASSIGNMENT DUE 8/6**

### Module 10/11
#### August 7th
**Review for Final exam**
**Final Exam**

---

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

### J. Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

### K. Grade Grievances


### L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [http://www.uta.edu/universitycollege/resources/index.php](http://www.uta.edu/universitycollege/resources/index.php).

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services
You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Andy Herzog. His office is in the campus Central Library. He may also be contacted via E-mail: amherzog@uta.edu or by phone: (817)272-7517 below are some commonly used resources needed by students in online or technology supported courses:

http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:

Library Home Page...................... http://www.uta.edu/library
Subject Guides.......................... http://libguides.uta.edu
Subject Librarians....................... http://www.uta.edu/library/help/subject-librarians.php
Course Reserves.......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ........................ http://www.uta.edu/library/help/tutorials.php
Connecting from Off-Campus............ http://libguides.uta.edu/offcampus
Ask a Librarian……………………... http://ask.uta.edu

N. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

O. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.
Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

P. Non-Discrimination Policy
The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Q. Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

R. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.

S. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/.

U. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other
students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

V. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.