Gerontology Interdisciplinary Program
Course Syllabus

Course Number:	GERON 5001/6001
Title:	Introduction to Aging
Pre- or Co-Requisite:	None
Current Semester:	Spring 2021
Total Credits:	3
Didactic Credits:	3
Clinical Credits:	0
Meeting Time and Location:	Asynchronous Online Course
Academic Terms Offered:	Spring, Summer, Fall
Faculty:	Dr. Katarina Friberg Felsted, PhD

Course Description:

This introductory course is designed to present a broad overview of the field of gerontology by examining some of the major issues, problems, and solutions related to an aging society. We will also investigate research methodology, theories of aging, and future implications of an aging society at local, national and international levels. The value of interdisciplinary and life course perspectives will be emphasized.

Course Objectives:

By the end of the course, the student will:

1. Understand and indicate competency for the interplay of biological, psychological and social factors as they influence the life-long course of aging.
2. Appreciate and apply the value of the multidisciplinary and interdisciplinary nature of the field of gerontology.
3. Describe and use several prominent theories of aging in written assignments.
4. Identify several specific demographic trends and discuss the implications for individual communities, states, nations and the world.
5. Identify a broad range of issues and concerns of older adults and make recommendation for improving their quality of life.
6. Explain the functions of various service and professional organizations that are part of the aging network.
7. Understand some of the unique features of doing gerontological research.
8. Understand their own attitudes and beliefs about aging and older adults and make their views more consistent with information gained from the course.
9. Become more familiar with career opportunities related to aging.
10. Meet their own personal goals for the course, particularly to recognize the value of

engaging in community service as a method of gaining knowledge while helping others.

Teaching Methods:
Lectures, discussions, videos, and assigned readings.

Evaluation Methods:
Evaluation includes the quality and depth of participation in discussions, assigned exercises, and written assignments. Online attendance is gauged by CANVAS analytics, where individual student participation is assessed through such means as participation in discussion boards and accessing CANVAS modules. Participation may be evaluated in additional ways as specified by the individual faculty's syllabus.

Grading Scale:

Letter Name	Range	
A	100%	to 93%
A-	<93%	to 90%
B+	<90%	to 87%
B	<87%	to 83%
B-	<83%	to 80%
C+	<80%	to 77%
C	<77%	to 73%
C-	<73%	to 70%
D+	<70%	to 67%
D	<67%	to 63%
D-	<63%	to 60%
E	<60%	to 0%

Topical Outline of Major Areas to be Covered:
- We are growing older
- The evolution of aging
- Physical changes and the aging process
- Health, wellness, and normal aging; sexuality
- Mental health and mental abilities
- Death, dying and bereavement
- Living environments of older adults
- Economics of aging: Work and older persons
- Retirement
- Primary support systems – family and other
- Formal support systems
- Medical care, Medicare, and medications
- Assisted living/ Long-term care; elders at risk; elder abuse
- The policies and politics of aging: A new paradigm

Course Assignments:

Discussions:

This course encourages student interaction via the DISCUSSION BOARD. You are expected to participate in a discussion thread each week. These postings are intended to encourage independent thought about important aging issues. A topic or question will be initiated by the instructor. <u>For each thread you will need to post a response to the question by Wednesday at 11:00 am MT</u>. <u>You will need to reply twice to your peers before Friday at 11:00 am MT.</u> Please do not wait to post your two responses until Friday morning - the goal is to spread out your posting and reading of other posts and as importantly, give other students time to respond again.

<u>Journal Article Review:</u>
The purpose of the Research article analysis assignment in the Introduction to Aging course is based on the following reasons (or the overarching rationale):
- To prepare students to learn about the importance of peer-reviewed journal articles in the field of aging as the optimal experience to discover scientific findings about aging issues.
- To have student appreciate the importance of data-driven (empirical-based) research in the field of aging so that evidence-based policies, programs and services, and interventions can be implemented to better serve older adults and their families.
- To facilitate the understanding of the role of theory, methodology, and practical applications (and implications) of scholarship in the field of aging.
- To have students realize and discern the strengths and limitations of research in the field of aging.

Why? Students must be able to become "consumers" of research; that is, to be able to acknowledge and discover that virtually all publications have facets of good and "not so good" dimensions of research activity (if compared to an ideal). Some research is lacking in theory; some research is weak in methodological structure; some research is lacking in any practical or applied aspects.

Requirements: Students will select a total of 2 journal articles from an approved list of gerontological journals (see list), and write a minimum 2-page summary (typed, double spaced) of each. Pick research-based articles that are of interest to you personally or that relate to your major field of study and your research articles MUST be associated with <u>KEY TERMS</u> found in the textbook and module overview pages. Please analyze each article separately in terms of:
- What is (are) the key term(s)?
- What are the research questions?
- What is the reason for conducting the study?
- What was the sample size or profile?
- Identify major findings and conclusions.
- Are there implications for the future?
- What were the limitations and weaknesses of each article?
- What was your opinion about the study or what did you learn?

I suggest using the AgeLine, Academic Search Premier, or PubMed databases to help locate, identify, and select your research articles. <u>The articles must come from different journals. The journal articles should be published in the last 2 years or so (2018 to present)</u> and students must provide the full reference in APA 6th Edition format (e.g., author(s), year, title, journal, volume, number, and pages) to the article along with the summary. Simply replicating or using the abstract of the article, or any part of it, for the assignment is plagiarism and this would result in no credit for the assignment. Further

sanctions would be pursued as necessary including a failing grade for the entire course.

Quizzes:
Each week you will take a quiz (multiple choice, true/false, fill in the blank, short-answer) based on the textbook readings and course materials found in each module. These weekly quizzes take the place of a final exam at the end of the course. These quizzes are due Fridays at 5 pm.

Cumulative Essays:
This is the final assignment of the course. These are not discussion questions, nor are they something quick to dash off an answer to. These are full questions and require full answers. Please consider your entire semester, remember what you have learned and discovered, and provide a comprehensive, detailed, insightful answer to each of these. Use examples from the text, the course, the video lectures, and the supplemental assignments. These are not opinion pieces. You must be able to support your answers. Your question 1 answer should be 2 pages (double-spaced) at minimum and your question 2 answer should be 2 pages (double-spaced) minimum. Limit your submission to 3 pages per essay.

Required Textbook:
The required text for this class is:
Introduction to Aging: A Positive, Interdisciplinary Approach, by Judith Sugar, 2nd edition, 2020, published by Springer Publishing Company, ISBN-13: 978- 08261-6293-9. You may purchase this book at the Campus Store or online.

Canvas:
Canvas is the where course content, grades, and communication will reside for this course. http://utah.instructure.com Your username is your U#, and your password is your global password (the same one you use for CIS or UMail). For Canvas questions, contact the Teaching and Learning Technologies Help Desk. 801 581-6112 Option 2 or email classhelp@utah.edu. For passwords, or any other computer-related technical support contact the IT Help Desk. 801-581-4000 or email helpdesk@utah.edu

Communication:
Canvas Notification Preferences: Please make sure your Canvas notification preferences are set so that you will receive course announcements ASAP or Daily (click the appropriate link to set your preference).
Instructor Feedback/Communication: I will be in the course several times a week. Please allow 48 hours during the week for turnaround time on questions, requests, or feedback. I do not expect you to be available on weekends and ask you for the same courtesy.

Online Guidelines:
There are unique responsibilities that come with taking an online course.
Electronic or equipment failure: It is your responsibility to maintain your computer and other equipment needed to participate in online forums. **Equipment failures are not an acceptable excuse for late or absent assignments, quizzes, or exams.**
Computer literacy: You will need to gain access to a computer and to the Internet at

least three (3) times per week, as well as to MS Word®, & PowerPoint®. It is assumed that you have a basic knowledge of computers, including but not limited to how to navigate the Internet, attach a document to an email and send the email with the attachment, and use basic software packages (e.g. MS Word®).

Assignment archiving: To prevent problems involving corrupt or lost files, each assignment should be saved in at least two places (e.g. on hard and flash drive; and on drive or as attachment to an email message you send to yourself). Each student is responsible for making sure assignments (including attachments) are submitted before the deadline, via the Assignment Dropbox, using the requested software in the required version, with the required extension. This generally means a MS Word® (.doc or .docx) or MS PowerPoint® (.ppt or .pptx) files.

Classroom equivalency: Discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior within those environments shall conform to the Student Code.

Specifically:

- Posting photos or comments that would be off-topic in a classroom are still off-topic in a discussion thread.
- Off-color language is never appropriate.
- Using angry or abusive language is called "flaming", is not acceptable, and will be dealt with according to the Student Code.
- Do not use ALL CAPS, except for titles, since it is the equivalent of shouting online, as is overuse of certain punctuation marks such as exclamation points !!!! and question marks ?????.
- E-mail, e-journals, and other online communications in the course are part of the classroom and as such, are University property and subject to GRAMA regulations and the Student Code. Privacy regarding these communications between correspondents must *not* be assumed and should be mutually agreed upon in advance, in writing.
- Instructors are required to respond to e-mails in a "reasonable" amount of time. If you have not received a reply to an email communication within 3 business days (Monday through Friday), please contact the instructor again - emails occasionally do not reach the intended recipient.

EMAIL CORRESPONDENCE

- Email communication is the official communication medium of the University. Faculty will respond to your email correspondence within 3 business days (i.e. Monday through Friday) and expect that students will respond to faculty email correspondence in the same time frame. Please re-send your email and/or contact faculty by phone if you do receive a response to your email within these parameters.
- Faculty expects that students will check their Canvas email at least three (3) times per week.
- Students can email faculty through our Canvas email.
- Electronic communication etiquette includes respectfully addressing the recipient of the email and use of appropriate font (use of all caps, all bolded, or all italicized font is equivalent to yelling or 'flaming' and is unacceptable). Please write out all words. The use of acronyms may lead to misinterpretation. If you are uncertain of your electronic communication, please speak directly with us.

FACULTY RESPONSIBILITIES

Your faculty will:

- Treat students with respect
- Inform students of general content, course activities, evaluation methods, grading, and schedule
- Respond to email correspondence and phone calls in a timely manner
- Perform high quality, constructive evaluations of written work and exams
- Return evaluations in a timely manner
- Make every effort to ensure an environment that is conducive to learning
- Enforce student code

Course Policies:

Late Policy:
As a matter of Gerontology Interdisciplinary Program policy, work will not be accepted late. It is the student's responsibility to ensure that all work is submitted successfully, in the correct format, by the identified due date and time. **Equipment failures are not an acceptable excuse for late or absent assignments, quizzes, or exams.** The student is responsible for contacting the faculty before an extenuating circumstance or when an emergency occurs. In such situations, documentation of the circumstance is required and it is the faculty's discretion to decide if make-up work will be given.

University of Utah Student Code:
The Student Code is spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully to become aware of these issues, as students are responsible to know and understand the Code's content. Students will receive sanctions for violating one or more of the proscriptions. The faculty will enforce the Code. Students have the right to appeal such action to the Student Behavior Committee.

"All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and failing grade. Students have the right to appeal such action to the Student Behavior Committee."
"Faculty…must strive in the classroom to maintain a climate conducive to thinking and learning." PPM 8-12.3, B.
"Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning." PPM 8-10, II. A.

Academic Dishonesty:

The instructor(s) of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

Cheating: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:

- Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
- Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
- Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
- Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
- Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
- Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.

Falsification: altering or fabricating any information or citation in an academic exercise or activity.

Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Interactive Video Conferencing:

Any dialogue you engage in on interactive video conferencing sites that the University of Utah supports, such as ACANO, is publicly available. This is true even in "private" chat rooms or while "instant messaging." Professional dialogue and behavior is expected at all times.

Students with Disabilities:

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you have physical or mental health disabilities that may compromise your success with program progression and will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

University Safety Statement:

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS

(801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Addressing Sexual Misconduct:
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. It is the policy of the University of Utah to maintain an academic and work environment free of sexual harassment for students, faculty, staff and participants. A claim under this policy may be brought by any faculty, staff member, student or participant based on the conduct of any University employee or student that is related to or in the course of University business. A claim may also be brought by an administrator acting on behalf of the University. The Office of Equal Opportunity and Affirmative Action (OEO/AA) will handle all alleged sexual harassment matters pursuant to the Procedures set forth in Policy 5-210.Any student, staff, faculty member, or participant in university services or activities who believes that there is or has been sexual harassment should contact any of the following:

1. the cognizant academic chair of the department or the dean of the college within which the conduct occurred;
2. the immediate supervisor or director of the operational unit within which the conduct occurred;
3. the Human Resources Division (Address: 420 Wakara Way, Suite 105, Salt Lake City, Utah 84108; Phone: 801-581-2169; TDD: 801-585-9070);
4. directors or deans of Student Affairs and Services (Associate Dean- SW 108; Phone: 801-581-8828);
5. or the Office of Equal Opportunity and Affirmative Action (201 South Presidents Circle, John Park Building, Room 135, Salt Lake City, Utah 84112; Phone/TDD: 801-581-8365).

Once informed, the supervisor, chair or dean shall consult with OEO/AA. Similarly, OEO/AA shall advise as appropriate the cognizant dean, staff director or administrator of any complaints of sexual harassment OEO/AA receives concerning a member of the faculty, staff or student body.

Attendance & Punctuality:
"The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor." PPM, Policy 6-100III-O)

Wellness Statement:
Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

If you are struggling with mental health concerns, please contact the University Counseling Center at 801-581-6826 during business hours. For after-hours urgent concerns, contact the 24/7 Crisis line at 801-587-3000.

Veterans Center:

If you are a **student veteran**, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: https://veteranscenter.utah.edu/. Please also let faculty know if you need any additional support in this class for any reason.

LGBTQ Resource Center:

The University of Utah offers support for members of the LGBTQ Community through its Resource Center, located in Room 409 of the Olpin Union Building during regular business hours. You can visit their website, https://lgbt.utah.edu/, for additional information.

Syllabus Changes:

The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification, particularly when the modification is done to rectify an error that would disadvantage the student.

Dismissal from a course and/or the College can result from unprofessional behavior.