

# ISSUES IN AGING

Family Studies and Human Development 413, 413H, 513

11:00 a.m. - 12:15 p.m. T, Th

Harvill Building, Room 302

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## COURSE DESCRIPTION & OBJECTIVES

What challenges and opportunities do adults face as they age? What resources and barriers shape their lives? How do physiological, psychological, interpersonal, economic, and socio-historical factors affect the experience of aging? How do gender, social-class, and ethnicity influence the experience of aging? What are existing and optimal policies and services that affect the lives and well-being of older adults? What are effective ways of studying the aging process? How can theories and conceptual frameworks from the fields of psychology, sociology, family studies, & biology/medicine help us to make sense of the aging process?

These and other related questions reflect the major themes of this course. The course format will include a combination of readings, lecture, discussion, video case studies, guest speakers, in-class oral and written student participation, and an out-of-class interview/written assignment. Students who successfully complete this course will have a strong empirical and conceptual knowledge base regarding issues in aging, and will be able to apply this critical understanding to their professional and personal experiences with older adults.

## REQUIRED READINGS

The required readings for this course include a textbook by Hooyman and Kiyak (2005) and selected excerpts from two other books. The textbook can be purchased at the ASUA Bookstore. The other required readings are on online reserves (*see instructions handout*) for easy access as you study for exams and prepare your interview paper; remember, they are required readings that cover essential topics not examined in the textbook. The initials, CAV and BEL, noted below will be used in the course outline to denote the online reserve readings.

**TEXT** Hooyman, N., & Kiyak, H. A. (2005). *Social gerontology: A multidisciplinary perspective* (7<sup>th</sup> ed.). Boston: Pearson / Allyn and Bacon.

**CAV** Cavanaugh, J. C. (1997). *Adult development and aging* (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole. Health, lifestyle, and prevention excerpt (pp. 123-146)

**BEL** Belsky, J. (1999). *The psychology of aging* (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole. Parents and children as adults excerpt (pp. 309-314)

## 413 COURSE REQUIREMENTS ← ← ←

### 1. All students are required to take three exams:

Each exam will contain a mix of multiple-choice and short-answer (e.g., one paragraph) questions. The final exam will be partly cumulative (i.e., approximately one-third of the questions will address material covered in the first two parts of the course). Exam questions will be based on the lectures, required readings, handouts, videos, guest speaker presentations, and class discussions.

Exam One: Tuesday, Feb. 15  
Exam Two: Tuesday, March 29  
Final Exam: Thursday, May 12 (11:00 am - 1:00 pm)

### 2. Interview Assignment:

Over the course of the semester, each student will interview one older individual (once, or twice if needed), and write a scholarly paper that systematically integrates course material with the interview responses. As a final part of the assignment, each student will identify a website that would be useful to his/her interviewee. Instructions and guidelines will be provided in a separate handout.

Paper Due: Thursday, April 14

### 3. Attendance, Readings, Participation, and In-Class Assignments/Activities:

To get the most out of this course, you are strongly encouraged to attend ALL class sessions, to complete all reading assignments on time, and to participate in class with insights, questions, or comments. In addition, you are required to complete in-class assignments/activities. Throughout the semester, there will be 9 in-class assignments/activities, worth 2 points each. Any 8 of these assignments will be counted toward your final course grade. (This means that you may miss 1 assignment without penalty.)

## GRADING

These calculations apply only to those students who have taken all exams and have completed the interview assignment. Note that a significant change in the quality of one's work (i.e., a dramatic increase or decrease) can affect grading, especially in borderline cases.

<u>Possible Points</u>		<u>Your Points</u>		<u>Point Distributions</u>
Exam One	100	_____		379 - 422 A (90%)
Exam Two	100	_____		337 - 378 B (80%)
Final	100	_____		295 - 336 C (70%)
<i>Paper (&amp; Website)</i>		106	_____	245 - 294 D (58%)
In-Class Assignments	16	_____		244 or below E
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<b>Total Possible</b>	<b>422</b>	_____		

## 513 & 413-HONORS COURSE REQUIREMENTS ← ← ←

### 1. All students are required to take three exams:

Each exam will contain a mix of multiple choice and short-answer (e.g., one paragraph) questions. The final exam will be cumulative (i.e., approximately one-third of the questions will address material covered in the first two parts of the course). Exam questions will be based on the lectures, required readings, handouts, videos, guest speaker presentations, and class discussions.

Exam One: Tuesday, Feb. 15  
Exam Two: Tuesday, March 29  
Final Exam: Thursday, May 12 (11:00 am - 1:00 pm)

### 2. Research Scholar Assignment:

Each student in the 513 and the 413-honors sections of the course will complete a “**research scholar assignment**.” This assignment (described in detail in a separate handout) is designed to allow you to take an in-depth, critical look at the research program of one scholar whose work has been influential in the field of gerontology.

Due: Thursday, April 14

### 3. Attendance, Readings, Participation, and In-Class Assignments/Activities:

To get the most out of this course, you are strongly encouraged to attend ALL class sessions, to complete all reading assignments on time, and to participate in class with insights, questions, or comments. In addition, you are required to complete in-class assignments/activities. Throughout the semester, there will be 9 in-class assignments/activities, worth 2 points each. Any 8 of these assignments will be counted toward your final course grade. (This means that you may miss 1 assignment without penalty.)

## GRADING

These calculations apply only to those students who have taken all exams and have completed the research scholar assignment. Note that a significant change in the quality of one's work (i.e., a dramatic increase or decrease) can affect grading, especially in borderline cases.

<u>Possible Points</u>		<u>Your Points</u>		<u>Point Distributions</u>
Exam One	100	_____		374 - 416 A (90%)
Exam Two	100	_____		332 - 373 B (80%)
Final	100	_____		291 - 331 C (70%)
Paper	100	_____		241 - 290 D (58%)
In-Class Assignments	16	_____		240 or below E
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<b>Total Possible</b>	<b>416</b>	_____		

## SPECIAL NEEDS

Students needing special accommodations or services to meet the requirements for this course must register with the Disability Resource Center, 1224 East Lowell Street, 621-3268, <http://drc.arizona.edu>, and request that the instructor be notified of the accommodations/ services as soon as possible. *In order to take your exams through the Testing Accommodation Service Center, you **must** have documentation on file in that office.* To begin an exam at Testing Accommodations at a time other than usual class time, you must obtain written agreement from the instructor and bring this signed agreement to Testing Accommodations at least three business days in advance of the exam date.

## POLICIES & EXPECTATIONS

*IF YOU HAVE ANY QUESTIONS REGARDING THE COURSE, PLEASE FEEL FREE TO CONTACT PROFESSOR KOERNER OR OUR T.A. RENÉE DENNSION FOR ASSISTANCE AND/OR CLARIFICATION.*

- Students are encouraged to share intellectual views and freely discuss the principles and application of course materials. However, all graded requirements must be executed independently. All students are expected to follow the University's Code of Academic Integrity. Cheating in any form (e.g., plagiarism, the use of another student's paper) is unacceptable in this class. Appropriate action will be taken in the event the Code is violated. Students are encouraged to read the code of academic integrity: <http://info-center.ccit.arizona.edu/~studpubs/policies/cacaint.htm>.
- Please treat this class with professionalism. This includes following ordinary conventions of courtesy to your classmates and instructor during class lectures and discussions (i.e., cell phones off and stored in purses or backpacks, respectful comments, no newspaper reading, no side conversations). In addition, make all efforts to arrive on time and to stay until the class is formally ended for the day. If you must leave early, please let the professor know prior to the start of class and sit in a seat easily accessible to an exit. University policy regarding classroom behavior may be viewed online at <http://info-center.ccit.arizona.edu/~policy/disrupt.html>.
- There will be no make-up exams except in the case of a medical emergency/illness (a medical professional's signed formal, written excuse is required) or death in the family (some documentation required). Exceptions will be rare, and will require a written request to the instructor prior to the day of the exam.
- Papers will be considered on time only if received by 5:00 p.m. on the date they are due. Ten points will be deducted on papers for each day they are handed in late, unless a signed written agreement has been made with the instructor.
- There will be no make-ups for missed in-class assignments (you may miss 1 without penalty).
- If you would like the instructor to reconsider points that have been deducted on an answer you have given to an exam question, you must submit a reason / justification in writing on why you believe you should be granted points within 1 week from the day exams are returned in class.

- Any changes in the syllabus and assignment instructions will be announced in class. It is each student's responsibility to be aware of such changes.
- Any incomplete grade given must be verified in advance in a written agreement between the student and instructor that specifies the work to be done and a timetable for completion.
- If you are unable to meet with the instructor or teaching assistant during regular office hours, please feel free to set up an alternative time.
- *Enjoy the class and learn a lot !!*

### WRITING IMPROVEMENT

Students who would like to improve their writing skills can turn to the following university-based resources:

- Y All students may seek assistance from the Writing Center, a free tutoring program for undergraduates. The Center has a main location (Bear Down Gym, East Side of Building, Monday - Friday 9 a.m. - 5 p.m., 621-3182) and satellite locations across campus. For more information see the homepage: <http://uawc.web.arizona.edu>
- Y Minority students and students receiving financial assistance based on need can receive free professional tutoring from the Writing Skills Improvement Program (WSIP). WSIP is located at 1201 E. Helen, 621-5849. For more information see the homepage: <http://w3.arizona.edu/~wsip>
- Y All students may attend Weekly Writing Workshops offered through the Writing Skills Improvement Program (WSIP). For more information contact the WSIP at 621-5849 or see the homepage: <http://w3.arizona.edu/~wsip>

### VOLUNTEER WORK IN THE COMMUNITY

One way to learn more about older adults is to provide your services as a volunteer in public or private community location -- whether that be in an active retirement community, adult day center, hospital, social service agency, research lab, assisted living center, or nursing home. No course credit is given for volunteer work, but we highly recommend your gaining volunteer experiences. Direct experience with older adults (a) is sure to enhance your learning during the semester, (b) is something the community truly needs, and (c) may help you decide on career directions. Check with Stephanie Hazel, our Service Learning Coordinator, FCS 219A, <http://cals.arizona.edu/icyf/> or 621-8931, for appropriate places for volunteer work in the Tucson area.

## COURSE OUTLINE

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Pages to Read</u>
1	Th, 1-13	Introduction to Course	
2	T, 1-18	Demographics and Meaning of Aging	Syllabus 1-27 31-34
	Th, 1-20	<i>Aging Simulation Activity (A - L):</i> Sensory and Physical Challenges Facilitator: Anne Morrison, Arizona Center on Aging	65-88 525-532; 564-566
3	T, 1-25	<i>Aging Simulation Activity (M - Z):</i>	65-88 525-532; 564-566
	Th, 1-27	Physiological Changes & Day-to-Day Consequences; Gender/Ethnicity and Health	109-136 Health sects: 572-576 534-536; 540-541 544-547; 551-553
4	T, 2-1	Continued	88-103 137-140
	Th, 2-3	Health Care System and Policy Speaker: Lydia Baker, Pima Council on Aging	140-142 626-658
5	T, 2-8	Sensory and Perceptual Changes Health Promotion / Disease Prevention	142-154 CAV: 123-146
	Th, 2-10	Sexuality and Intimacy; Challenge of Research Methods	252-276; 576-578 34-41 (skip "Sequential Designs" section for now)
6	T, 2-15	<i>* Exam One *</i>	

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Pages to Read</u>
	Th, 2-17	Retirement Pathways; Role Transitions in Later Life	283-289 424-439; 449-459 466-472
7	T, 2-22	Economics of Aging: Poverty, Gender/Ethnicity, Social Security	440-449 590-609
	Th, 2-24	Economics of Aging: Challenges of Social Security/ Pensions	566-571; 581-583 533-536; 540 544; 549-551
8	T, 3-1	Paradoxes of Families and Aging	<b>BEL:</b> 308-314 <b>TEXT:</b> 305-322
	Th, 3-3	Grandparenthood	322-331
9	T, 3-8	Widowhood	507-516 578-581
	Th, 3-10	Social Network: Friends, Neighbors, and Siblings Speaker: Renée P. Dennison, FSHD, UA	331-338 318-320
10	T, 3-15	<b>No Class</b> Spring Break!!	
	Th, 3-17	<b>No Class</b> Spring Break!!	
11	T, 3-22	Family Caregiving for Dependent Elders Speaker: Suzy Bourque, Pima Council on Aging	349-374 406-408
	Th, 3-24	Self and Identity in Adulthood: Re-Thinking Erik Erikson's Model <i>(tested on final exam only)</i>	194-209
12	T, 3-29	<b>* Exam Two *</b>	

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Pages to Read</u>
	Th, 3-31	Mental Health, Depression, & Suicide	209-220 232-243
13	T, 4-5	Continued	
	Th, 4-7	A Case Study of Alzheimer's Disease: <i>"Complaints of a Dutiful Daughter"</i>	161-163 220-232
14	T, 4-12	Alzheimer's Disease: Individual & Caregivers Speaker: Tormay Newman, Alzheimer's Assoc.	
	Th, 4-14	<b><i>* Paper Due / Drop off in FCS 221E *</i></b> <b><i>No Class</i></b>	
15	T, 4-19	Housing/Living Alternatives: Guests: Tim Boling and Senior Panel, Tucson's Handmaker Services	383-397 408-418
	Th, 4-21	Nursing Homes / Assisted Living	397-406
16	T, 4-26	Dying and Hospice Care Speaker: Mary Steele, TMC Hospice	480-507 516-518
	Th, 4-28	Intelligence & Life-Long Learning Revisit: Research Methods	164-188 34-40 (all)
17	T, 5-3	Wrap Up & Finish Research Methods <b><i>Brief Review</i></b>	
18	Th, 5-12	<b><i>* Final Exam *</i></b> <b><i>11:00 a.m. - 1:00 p.m.</i></b>	

**FAMILY STUDIES AND HUMAN DEVELOPMENT 413, 413H, 513**  
**“Issues in Aging”**  
**Spring 2005**

Please remove this last page, read and sign below, and hand it to the Instructor/TA on or before Tuesday, January 25, 2005.

**Statement of Student Awareness and Responsibility**

Your signature below indicates that you:

- 1) *have read this syllabus in its entirety;*
- 2) *are aware of course requirements, due dates, and policies; and*
- 3) *agree to follow the policies outlined.*

Printed name: \_\_\_\_\_

ID number: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_  
Month / Day / Year

**Grade-Posting Number**

**University guidelines prohibit posting grades through the use of the student’s Social Security Number, or Cat Card Number. Please pick a four-digit number that is meaningful to you and that you can remember so that your grades can be posted. Failure to pick a posting number indicates that you do not want your grades for this course posted.**

4-digit grade posting number:    \_\_\_\_\_