



## AGE 401: The Aging Adult in Social Systems

### Student Syllabus for the Adult Degree Programs

#### Course Description

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This course will consider the needs of the aging adult in family and social systems. Students will explore the cooperative nature of family involvement in elder care management. Community and congregational resources will be examined. Different theories and topics such as aging-in-place, long term and palliative care, and hospice will be discussed. The biblical model of creation, fall, and redemption will be the context for the class.

#### Course Outcomes

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Upon completion of this course, the learner will be able to:

1. Use a multidisciplinary approach to understand the adult development and aging process.
2. Apply sociological and gerontological perspectives on aging.
3. Analyze the impact of an 'aging' society through data analysis of demographic patterns and historical factors.
4. Demonstrate sociological concepts and theories of aging through practical application.
5. Apply cultural awareness of the aging population.
6. Engage in critical thinking about the theories of aging through evidence-based arguments.
7. Evaluate conclusions from aging research through effective oral and written communication.
8. Analyze and evaluate research related to aging.

#### Course Texts

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Hooyman, N. R., Kawamoto, K. Y., & Kiyak, H. A. (2016). *Aging matters: An introduction to social gerontology*. Pearson.

ISBN-13: 978-0133974027

ISBN-10: 0133974022

#### Textbook Disclaimer

The textbooks for this course were chosen because their primary content directly relates to the objectives of this course. At times, there may be items or issues that are not presented from a proper Christian worldview. As such, the textbooks do not represent an endorsement by Geneva College or the relevant academic department at Geneva College.

## Learning and Physical Disabilities Policy

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Geneva College values diversity and inclusion and recognizes disabilities as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive, ultimately leading to the success of our students in and beyond college. Therefore, Geneva College complies with the ADA as well as Section 504 of the Rehabilitation Act by affording reasonable accommodations to qualified students with disabilities. Any student with a disability who needs academic accommodations should contact Geneva's Student Success Center (SSC) to arrange a confidential appointment with the Director of the SSC before or during the first week of classes. (Some accommodations may take time to put into place, so it is advised to request this appointment as early as possible.) Legally, no retroactive accommodations can be provided. Accommodations for disabilities are available only as recommended by the SSC. Students whose accommodations are approved will be provided confidential letters which students should review and discuss with their instructors in relation to course requirements. Students who have questions about their right to benefits or have grievances under these statutes should contact the Director of the SSC. For more details, visit the [Student Success Center website](#) or call 724-847-5005.

## The Grading System in the ADP

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The grading scale for the Adult Degree Program is A, B, C, D, and F. Geneva includes pluses (+) and minuses (-) in the determination of the grade point average (GPA). Grade points are assigned for each semester hour of credit earned according to the following system:

Letter Grade	Percentage	GPA	Explanation
A	93.00% - 100.00%	4.0	Excellent
A-	90.00% - 92.99%	3.7	
B+	87.00% - 89.99%	3.3	
B	83.00% - 86.99%	3.0	Good
B-	80.00% - 82.99%	2.7	
C+	77.00% - 79.99%	2.3	
C	73.00% - 76.99%	2.0	Satisfactory
C-	70.00% - 72.99%	1.7	
D+	67.00% - 69.99%	1.3	
D	63.00% - 66.99%	1.0	Less than Satisfactory
D-	60.00% - 62.99%	0.7	
F	< 60.00%	0.0	No Credit Given
WX, WP, WF			Withdrawal

## Policy on Academic Honesty

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Geneva College has adopted a campus wide policy on academic honesty; the main portions of which are summarized here. Students should become aware of the fuller policy found in Appendix A of the student handbook.

When an instructor has reason to believe that dishonest behavior has occurred, the parties involved should be confronted as soon as possible by the instructor and notification made to the Department of Professional and Online Graduate Studies (see Appendix A of the student handbook).

Sanctions may be levied on the student, which could range from an informal warning to expulsion, based on the seriousness of the student's offense (see Appendix A of the student handbook).

Students may appeal any disciplinary action by following the procedure laid out in the College's Policy on Academic Honesty (see Appendix A of the student handbook).

Students are encouraged to visit [www.plagiarism.org](http://www.plagiarism.org) in order to clarify what constitutes plagiarism as well as a number of other academic standards. This website also provides directives as to how to avoid committing this act and how to properly cite academic sources.

## Turnitin Policy

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Students agree that by taking this course all required papers may be subject to submission for textual similarity review to [Turnitin.com](http://Turnitin.com) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism of such papers. Students must agree to the End User License Agreement (EULA) for Turnitin. Use of the Turnitin service is subject to the Usage Policy and Privacy Pledge posted on Turnitin.com. Assignments that are not submitted through Turnitin will not be graded and will not receive credit.

## Participation Policy

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In the online environment, **participation is marked by the completion of an academic event in each session (week) of the course.** Academic events include, but are not limited to, submission of a class assignment, participation in class discussion forum, or completion of a quiz/exam.

**If no academic event is completed within the first session (Week 1) of a course, the student will be administratively withdrawn from the course.** Beyond the first session, if no academic event is completed for a class session, the student will be considered as having not participated in that week of class, which in some cases may result in zeros on the missed assignments and a half-letter grade deduction from the student's final course grade.

If a student does not complete an academic event for two consecutive sessions, the student will either be administratively withdrawn from the course or will receive a final course grade of F, depending on how much of the course has transpired at the time of the second week of nonparticipation. For more details, please review Geneva's Student Handbook ([Undergraduate](#) and [Graduate](#)).

## Course Evaluation

Criteria	Points Breakdown	Points
Discussion Forums (7)	30 points each	210 points
Written Assignments (3)	60 points each	180 points
Web Research Exercise	One Submission	60 points
Exams (3)	50 points each	150 points
Book Review	One Submission	200 points
Book Review Oral Presentation	One Submission	100 points
Total		900 points

## Assignment Descriptions

### *Discussion Forums*

Class participation is monitored by postings and responses in the discussion forum. Typically, class participation is composed of two parts:

- a. Part 1 – Requires you to go to your discussion forum and post a response to a question or prompt that is written in your syllabus by 11:55 pm (EST) Wednesday of your scheduled session week. Your instructor will generally respond to your post within 24 hours. Depending on the nature of the assignment, the instructor may have a follow up question for you, ask you for clarification or further details, or direct your conversation to someone else for rebuttal.
- b. Part 2 – Respond back to your instructor's post. In addition, post a response to at least two of your fellow classmates' postings, using 1 or 2 paragraphs. Your response should further the discussion (e.g., ask a question, provide further information or examples, or introduce a different opinion). In particular, one response to a classmate MUST be in the form of a question that seeks to further the conversation. Your question must be posed by 11:55 pm (EST) Friday of the scheduled session week so that your classmate has adequate time to answer it.

Likewise, if a question is posed to you by Friday night, you are also required to answer it.

Part 2 of these online activities (response to instructor, response to classmates' questions of you, and responses to your classmates) must be completed by 11:55 pm (EST) Saturday of each session.

**NOTE:** How to earn full credit in discussion forums:

1. Become familiar with the discussion forum rubric, which is available to you in all of your Moodle classroom discussion forums.
2. Be thoughtful in your responses and incorporate examples from your personal and professional experiences and references to the course material (e.g., readings, lecture, videos, audio clips, scripture, etc.) when appropriate. Remember to cite all sources and references according to proper APA style.
3. Respond to the discussion contributions of at least 2 peers and be sure to adequately address all posts your instructor may pose to you throughout the week. This level of participation is REQUIRED as the minimum in all discussion forums (see the rubric for more detail).

Your posting and responses will be graded by your instructor. For a detailed description of your responsibility in discussion forum postings, please see the "Interacting in the Online Environment" section in the ADP Student Handbook.

## *Written Assignments*

Throughout this course, students will complete three written assignments that will require them to concisely respond to and apply some of the key course concepts. Each of the written assignments should be reflective of the student's critical thinking skills, understanding of the course materials, and ability to incorporate and apply course concepts. Specific instructions for completing these written assignments can be found in the course outline below.

- Session 1: Written Assignment 1 – Longevity and Spirituality in Aging
- Session 2: Written Assignment 2 – Depression and Spirituality Case Study
- Session 6: Written Assignment 3 – Technology for Aging in Place

Each of these written assignments will be graded on content, style, and timeliness. They should adhere to all page length requirements and typical APA style and formatting (double spacing, proper APA citations, etc.).

All written assignments are due by 11:55 pm (EST) Saturday of the designated session week.

## *Web Research Exercise*

Identify and review three websites that focus on an aging related topic of interest. Write a 3-page critique of these three sources, including (1) a brief description of the content of the website, (2) an

evaluation of the quality of the site/content, and (3) suggestions for using the site as a tool for practice, advocacy, or research. When critiquing these websites, be sure to integrate course material by comparing each website's content and design to the material read in your textbook or encountered through course activities and discussions.

You should explore the same general aging related topic on all three websites. Be sure to include the URL for each of the three websites you selected with your critique.

Your websites should adhere to the following:

1. One website should contain information that is useful for practitioners who are providing direct services to older adults.
2. One website should contain information that is useful for older adults and their families.
3. One website should contain information that is useful for policy-makers, program evaluators, researchers, or students.

In total, the paper should be 3 pages in length (not including cover sheet and reference page) and adhere to typical APA style and formatting (double spacing, proper APA citations, etc.).

The Web Research Exercise is due by 11:55 pm (EST) Saturday Session 4.

## Exams

During this course, there will be three exams that cover the essential elements of the text and help students review and identify key terms. These exams will include multiple choice and short answer questions.

- Session 3 – Students will take an online exam on Chapters 3-6 of the textbook
- Session 5 – Students will take an online exam on Chapters 7-10 of the textbook
- Session 7 – Students will take an online exam on Chapters 11-14 of the textbook

Students will be allowed to consult their text and notes when taking online exams. However, exams will be timed, and students will need to have a working knowledge of the material before taking the exam. There will simply not be enough time to “look up” every answer in your text or materials.

If a student does not take an exam by Saturday at 11:55 pm (EST) of the designated session week, they will not have an opportunity to make it up.

## Book Review

During the course, students will choose and read a work of fiction or a biographical narrative by or about an older adult(s). Examples of potential books include, but are not limited to: *Tuesdays with Morrie* by

Mitch Albom, *Having Our Say: The Delany Sisters' First 100 Years* by Sarah L. Delany and A. Elizabeth Delany, and *A Man Called Ove* by Fredrik Backman.

Before writing your book review, be sure to review the guidelines included in the document "Writing a Successful College Level Book Review" (found in your Moodle classroom).

In total, the Book Review should be at least 5 pages in length (not including cover sheet and reference page) and adhere to typical APA style and formatting (double spacing, proper APA citations, etc.).

The Book Review is due by 11:55 pm (EST) Saturday Session 8.

### *Book Review Oral Presentation*

In Session 8, students will prepare a 5-7 minute oral presentation of their book review, which should be completed on a work of fiction or a biographical narrative by or about an older adult(s).

The oral presentation will be an audio embedded PowerPoint presentation that will be uploaded to a forum in your Moodle classroom. Your fellow classmates and instructor will be able to view your presentation, ask questions, and make comments. If you need further instructions for recording your audio embedded PowerPoint, a tutorial will be available in your Moodle classroom.

After uploading your presentation, watch 5 of your classmates' presentations. Ask questions and give feedback to each of these 5 students' presentations. Feedback should be approximately 50 words and include opportunity for constructive feedback on the presentation's content, style, and delivery. This is not an opportunity to be critical, but to help each other to improve and develop skills in presenting.

Students must post their audio embedded PowerPoint by 11:55 pm (EST) Wednesday Session 8.

Feedback on 5 classmates' presentations must occur by 11:55 pm (EST) Saturday Session 8.

## Professional Skills in Your Online Courses

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All courses in your Geneva College Online program will provide you with an opportunity to develop valuable skills that can positively influence your professional and career development. Each course at Geneva provides numerous opportunities to develop skills employers desire in their employees and job candidates in areas including, but not limited to, written communication, research, critical thinking, and decision-making. However, targeted skill sets are also developed through the learning in particular courses.

After successful completion of this course, you will be able to add these particular skills to your bank of professional assets:

### Collaboration Skills



Skillful in collaborating with others to identify problems, provide advice, and develop agreeable solutions

### Observation Skills



Adept at using eyes, hands, and the body with precision and skill in the physical world

### Cultural/ Social Sensitivity



Effective in establishing and maintaining productive and positive working relationships with diverse audiences

### Categorizing/ Classifying Skills



Skillful in compiling, organizing, and using data to enhance planning and effectiveness

### Design Skills



Creation of a plan or convention for the construction of an object, system, or measurable human interaction