Middlesex Community College
Sociology of Aging - Spring 2018

Prof. Donna B. Fedus, M.A., Gerontologist   DFedus@mxcc.commnet.edu
Sociology of Aging (Soc 114) – Online Course   CRN1196

Required Reading
Articles and readings posted during the semester, plus the following book:

- *Learning to Speak Alzheimer's* by Joanne Koenig Coste

Scope of the Course
This course will explore the impact of social and cultural conditions on the psychological, physiological, and social processes of aging. It will examine the demographics of aging and how the diversity of the aging population has an impact on the societal, clinical, therapeutic, and institutional responses to the needs of those ages 65 years and older.

The course will facilitate the development of students' critical thinking skills by situating the construct of "older person" in a historical context, examining the roles of older persons in various cultural, ethnic, and gender groups, and by assessing the impact of changes in life expectancy and caregiving trends on the problems and opportunities experienced by older persons and caregivers.

Learning Outcomes
Following are the overall outcomes and module objectives. Upon completion of the course, the student will be able to:

1. **Recognize the Scope of Social Gerontology:** Define aging, gerontology, and geriatrics. Describe foundational concepts in gerontology. Identify demographic trends affecting the U.S. Examine societal implications resulting from longevity and the overall relevance of studying aging.
2. **Analyze the Impact of Ageism:** Define ageism and identify examples of positive and negative bias. Explain how personal, cultural, and societal attitudes, beliefs, values and biases can impact older adults and those who live and work with older adults. Compare historical age norms with present day age norms. Discuss patterns of gender, racial and ethnic inequity and its consequences on living arrangements, and informal caregiving arrangements among ethnic, minority and LGBTQ individuals and groups. Describe current efforts to reframe aging. Discuss cohort effects and predict ways the baby boom and future generations will likely differ from the current generation of older adults in terms of preferences, values, and work / retirement patterns.
3. **Examine Cognitive Changes in Aging**: Distinguish normal age-related cognitive changes from cognitive impairment and diseases common in older adults. Explain stability in personality and ability to learn across the life span. List the major causes of dementia. Describe brain changes associated with Alzheimer's disease and related dementias and commensurate changes in behavior, judgment, and functional ability over the course of the disease. Outline risk and

protective factors for Alzheimer's disease. Distinguish depression, dementia and delirium.

4. **Analyze the Habilitation model as a practical approach to dementia caregiving.** Distinguish Habilitation from Reality Orientation in the care of elders with dementia or Alzheimer's disease. Explain the 5 tenets of habilitation and their application across all phases of Alzheimer's disease. Learn how to prevent or minimize agitation by using behavior logs to determine triggers, introducing music, and using other person-centered techniques.

5. **Review Family Relationships, Social Support Systems & Caregiving Issues:** Describe caregiving trends in the United States. Distinguish formal and informal caregiving. Discuss the central role of informal caregiving within the long-term care system, including the benefits and costs of caregiving, the gendered nature of family care, policies, programs, and poetry to support family caregivers, and direct care workers in long-term care. Explore supports developed to assist family caregivers by the aging network and the business community.

6. **Integrate Brain Health Principles with Brain Fitness Activities:** Explain cognitive reserve and other ways to achieve or maintain brain health, which may help to reduce the risk of cognitive impairment. Demonstrate brain fitness activities and concepts that can help improve long-term learning and memory skills.

7. **Compare Living Arrangements and Home & Community Based Services**: Review the continuum of long-term care housing options for elders who range from frail to well elderly, and the impact of housing type on the social functioning of older people. Describe components of the Aging Network from the federal through the local level, and list commonly available long-term care services and supports as well as new technology designed to help elders remain independent in the community while they age in place.

8. **Report Health and Health Care Issues and Trends**: Describe eldercare workforce trends, and the enormous gap between supply and demand for geriatrics-trained healthcare workers at all levels. Describe the impact of medical delegation trends on family caregivers. Explain health care disparities and their implications for minority elders and caregivers. Explain the concept of health promotion and its benefits in old age. Discuss physician and family roles in older driver safety. Describe health literacy and the role of cohort differences in patient-provider communication.

9. **Describe Careers In Aging:** This module is scheduled to coincide with Careers In Aging Week, an annual project of the Association for Gerontology in Higher Education. Students will have the opportunity to explore careers in the field of aging, and related fields, and also to describe how aging is tied to their futures (hint: aging is VERY connected to your future!). Students will participate in a first ever experience connecting with others from Connecticut colleges on a shared assignment that will be presented during Careers in Aging Week.

10. **Identify Dying, Death, and Bereavement Issues:** Discuss the importance of life review throughout the aging process, and common decisions to be made in the end of life dying process. Summarize various grief reactions, including the five stages of grief described by Elisabeth Kubler-Ross. Discuss the emotional journey through dementia caregiving and anticipatory grief. Identify the ethical, medical,

and legal issues raised by developments in life-sustaining technologies. Describe advance directives, including landmark legal right-to-die cases that led to their development along with the palliative care and Hospice movements. Outline the kinds of protections afforded by advance directives and MOLST orders, along with their potential to provide peace of mind for the end of life, and practical conversation starters to promote discussion of end of life choices.

<u>Course Requirements</u>
1. Sign Student Contract by 1/28/18 at 11:59pm.
2. Class participation is critical, both in terms of completing independent work and engaging in our class community. Assigned readings must be completed on time, as they will be the basis for Discussion & Journal Posts, and Assignments.
3. Satisfactory completion of Discussion Posts, Journal Posts, Assignments, Website Review Forms, and the Final Project is required. Grading policies are described below.

<u>Assessment Methods and Grading</u>

This course will use a 1,000-point grading system. Point values for each assessment category are listed below, followed by a chart with the letter grades associated with each point range.

You will notice there are no exams. Posts and assignments are designed to assist students in deepening thinking and understanding about the issues, and practicing how to apply the concepts in various real-world professional settings and family situations.

1,000-Point Grading System

Categories	Points Per Post or Assignment	# of Posts or Assignments	% of Grade	Total Points
Discussion Posts	30	11	33%	330
Reflective Journal Posts or Assignments	30	14	42%	420
Final Project	Varies	3	25%	250
TOTAL				**1000**

Grade Scale

Letter Grade	Point Range	Grade Point Value
A	950 - 1000	4.000
A-	900 - 949	3.667
B+	890 - 899	3.333
B	810 - 889	3.000
B-	800 - 809	2.667
C+	790 - 799	2.333
C	710 - 789	2.000
C-	700 - 709	1.667
D+	690 - 699	1.333
D	610 - 679	1.000
D-	600 - 609	0.667
F	0 - 599	0.000

Figuring Out Where You Stand, Grade-wise

Grading on a point system and providing the above chart associating point values with letter grades should give you a good idea of where your grade stands at any point during the term. Go to "My Grades" and check the "Overall Total" field for your current points.

Grading Policies

Discussion Posts

You will be required to post to the class Discussion Board two times each week. Grades for Discussion Forums are all or nothing. Posts are not graded on content. However, even if your posts are submitted on time, you will be assigned 0 points if either of your Discussion Posts is not substantive ("me too" or "great job" type posts will not earn points). **Even though you won't be graded on grammar, please use your best writing, please proofread your responses before posting, and please observe proper "netiquette."**

You will post twice each week. Your initial post, based on the readings or videos for that week should appear no later than each Wednesday by 11:59pm. Your response post, which will consist of a substantive response or reaction to at least one classmate's initial post, must be completed by the Sunday of the same week at 11:59pm. If you don't make two posts within the specified timeframes, you will get 0 points for that week's Discussion. If you do make two posts by the deadlines, you will get 30 points for that week's Discussion.

Reflective Journal Posts or Assignments

For most weeks of the term, you will be asked to EITHER create a journal entry or to prepare an assignment.

Points for Journal Posts will work similarly to Discussion Board points. They will be awarded on an all or nothing basis. Journal Posts will not be graded on content. Points will be awarded if your Journal entries 1) are reflective, 2) are thoughtful and substantive, 3) apply to the Journal Prompt Question, refer to the week's readings, movie, or other material from the course, 4) meet the word count requirement (450 words, which is about half a page), and 5) are posted on time. If any of those elements is missing, you will be awarded 0 points for that week's Reflective Journal Entry. Please note that the 450-word count only includes your response, not the prompt question.

Assignments will provide opportunities to put the ideas you are learning into practice. Unlike the all or nothing grading for Discussion Posts and Journal Posts, you can earn partial credit for Assignments, and grading guidelines or rubrics will be provided in Blackboard to help you know how to earn points for each Assignment.

Each week of the course, your Reflective Journal Entry or Assignment will be due by the Sunday of the week at 11:59pm. Points will be awarded if your Reflective Journal entry or your Assignment meets the criteria specified above.

Final Project

The Final Project will allow for deep exploration of a particular subject of your choice. You will post your final project to share during the last weeks of class. It can be completed on a topic and in a format agreed upon with the instructor.

Detailed instructions and deadlines will be given about the final project early in the term for those who wish to start early.

Just to get you thinking early, here are a few format options for your final project. You may choose to read an additional book or watch a movie and complete a review or share highlights with the class; interview an older person or caregiver and present it with lessons learned; share a therapeutic recreation activity that you use with older adults; teach something…

When Can You Expect to See Grades

The instructor will make every effort to grade your regular work and update your grades in Blackboard's Grade Center within one week of submission. The Final Project may take up to 2 weeks to grade.

<u>Modules</u>

Module 1 (1/17/18 – 1/28/18)
Welcome to Sociology of Aging (Soc 114) Online; Begin Demographics

What To Do	Due Date	Points
Review Module Content & Reading in Blackboard • By reading the items posted in Blackboard under Module 1, you will learn about Blackboard features and navigation as well as the basic course structure and "netiquette." • Click into the different sections to familiarize yourself with Blackboard. • Read the entire Syllabus. • Read, sign, and submit the Student Contract	Submit signed Student Contract by 11:59pm 1/28/18	0 points but a course requirement
Discussion Board To earn points, post **by the deadline.** 1. Click CREATE THREAD to create your post in response to the discussion prompt questions in Blackboard. Your post to the discussion board must directly and specifically address the discussion prompt or you will not receive points for this activity. 2. Click REPLY to respond to at least one other course participant post. You may respond to more than one if you wish! Your reply must be substantive in order to earn points. **Introduce Yourself Post (see Blackboard for detailed instructions)**	Initial post due by 11:59pm Wednesday 1/24/18 Reply post due by 11:59pm Sunday 1/28/18	30
Reflective Journal Post To earn points, submit your 450-word Journal Post by the established deadline in a way that substantively responds to the prompt in Blackboard.	Post due by 11:59pm Sunday 1/28/18	30

Module 2 (1/29/18 – 2/4/18)
Demographics in Aging; Scope of Gerontology

What To Do	Due Date	Points
Review Module Content & Reading in Blackboard		
Discussion Board To earn points, do both of the following **by the deadline.** 1. Click CREATE THREAD to create your initial post in response to the discussion prompt questions in Blackboard. Your post to the discussion board must directly and specifically address the discussion prompt or you will not receive points for this activity. 2. Click REPLY to respond to at least one other course participant post. You may respond to more than one if you wish! Your reply must be substantive in order to earn points.	Initial post due by 11:59pm Wednesday 1/31/18 Reply post due by 11:59pm Sunday 2/4/18	30
Reflective Journal Post To earn points, submit your 450-word Journal Post by the established deadline in a way that substantively responds to the prompt in Blackboard.	Post due by 11:59pm Sunday 2/4/18	30

NOTE: THE DISCUSSION BOARD DIRECTIONS ARE THE SAME FOR EACH WEEK. I WILL ABBREVIATE THEM FROM HERE THROUGH WEEK 15 TO SHORTEN THE SYLLABUS, BUT THE PATTERN AND THE WAY YOU EARN POINTS DOESN'T CHANGE.

Module 3 (2/5/18 – 2/11/18)
Ageism

What To Do	Due Date	Points
Review Module Content & Reading in Blackboard		
Discussion Board To earn points, do both of the following **by the deadline.** 1. Click CREATE THREAD to create your initial post in response to the discussion prompt questions in Blackboard. 2. Click REPLY to respond to at least one other course participant post.	Initial post due by 11:59pm Wednesday 2/7/18 Reply post due by 11:59pm Sunday 2/11/18	30
Assignment **Detailed Assignment Instructions in Blackboard**	Post due by 11:59pm Sunday 2/11/18	30

Module 4 (2/12/18 – 2/18/18)
Cognitive Changes in Aging

What To Do	Due Date	Points
Review Module Content & Reading in Blackboard		
Discussion Board To earn points, do both of the following **by the deadline.** 1. Click CREATE THREAD to create your initial post in response to the discussion prompt questions in Blackboard. 2. Click REPLY to respond to at least one other course participant post.	Initial post due by 11:59pm Wednesday 2/14/18 Reply post due by 11:59pm Sunday 2/18/18	30
Reflective Journal Post To earn points, submit your 450-word Journal Post by the established deadline in a way that substantively responds to the prompt in Blackboard.	Post due by 11:59pm Sunday 2/18/18	30

Module 5 (2/19/18 – 2/25/18)
Habilitation Model

What To Do	Due Date	Points
Review Module Content & Reading in Blackboard		
Discussion Board To earn points, do both of the following **by the deadline.** 1. Click CREATE THREAD to create your initial post in response to the discussion prompt questions in Blackboard. 2. Click REPLY to respond to at least one other course participant post.	Initial post due by 11:59pm Wednesday 2/21/18 Reply post due by 11:59pm Sunday 2/25/18	30
Assignment **Detailed Assignment Instructions in Blackboard**	Post due by 11:59pm Sunday 2/25/18	30

Module 6 (2/26/18 – 3/4/18)
Caregiving

What To Do	Due Date	Points
Review Module Content & Reading in Blackboard		
Discussion Board To earn points, do both of the following **by the deadline.** 1. Click CREATE THREAD to create your initial post in response to the discussion prompt questions in Blackboard. 2. Click REPLY to respond to at least one other course participant post.	Initial post due by 11:59pm Wednesday 2/28/18 Reply post due by 11:59pm Sunday 3/4/18	30
Reflective Journal Post To earn points, submit your 450-word Journal Post by the established deadline in a way that substantively responds to the prompt in Blackboard.	Post due by 11:59pm Sunday 3/4/18	30

Module 7 (3/5/18 – 3/11/18)
Brain Health & Brain Fitness

What To Do	Due Date	Points
Review Module Content & Reading in Blackboard		
Discussion Board To earn points, do both of the following **by the deadline.** 1. Click CREATE THREAD to create your initial post in response to the discussion prompt questions in Blackboard. 2. Click REPLY to respond to at least one other course participant post.	Initial post due by 11:59pm Wednesday 3/7/18 Reply post due by 11:59pm Sunday 3/11/18	30
Assignment **Detailed Assignment Instructions in Blackboard**.	Post due by 11:59pm Sunday 3/11/18	30

SPRING BREAK – March 12 – 18, 2018

Module 8 (3/19/18 – 3/25/18)
Living Arrangements; Home & Community Based Services

What To Do	Due Date	Points
Review Module Content & Reading in Blackboard		
Discussion Board To earn points, do both of the following **by the deadline.** 1. Click CREATE THREAD to create your initial post in response to the discussion prompt questions in Blackboard. 2. Click REPLY to respond to at least one other course participant post.	Initial post due by 11:59pm Wednesday 3/21/18 Reply post due by 11:59pm Sunday 3/25/18	30
Assignment **Detailed Assignment Instructions in Blackboard**	Post due by 11:59pm Sunday 3/25/18	30

Module 9 (3/26/18 – 4/1/18)
Health & Healthcare

What To Do	Due Date	Points
Review Module Content & Reading in Blackboard		
Discussion Board To earn points, do both of the following **by the deadline.** 1. Click CREATE THREAD to create your initial post in response to the discussion prompt questions in Blackboard. 2. Click REPLY to respond to at least one other course participant post.	Initial post due by 11:59pm Wednesday 3/28/18 Reply post due by 11:59pm Sunday 4/1/18	30
Assignment **Detailed Assignment Instructions in Blackboard**	Post due by 11:59pm Sunday 4/1/18	30

Module 10 (4/2/18 – 4/8/18)
Careers in Aging Week

What To Do	Due Date	Points
Review Module Content & Reading in Blackboard		
Discussion Board To earn points, do both of the following **by the deadline.** 1. Click CREATE THREAD to create your initial post in response to the discussion prompt questions in Blackboard. 2. Click REPLY to respond to at least one other course participant post.	Initial post due by 11:59pm Wednesday 4/4/18 Reply post due by 11:59pm Sunday 4/8/18	30
Assignment **Detailed Assignment Instructions in Blackboard**	Post due by 11:59pm Sunday 4/8/18	90

Module 11 (4/9/18 – 4/15/18)
Death, Dying & Bereavement

What To Do	Due Date	Points
Review Module Content & Reading in Blackboard		
Discussion Board To earn points, do both of the following **by the deadline.** 1. Click CREATE THREAD to create your initial post in response to the discussion prompt questions in Blackboard. 2. Click REPLY to respond to at least one other course participant post. You may respond to more than one if you wish! Your reply must be substantive in order to earn points.	Initial post due by 11:59pm Wednesday 4/11/18 Reply post due by 11:59pm Sunday 4/15/18	30
Assignment **Detailed Assignment Instructions in Blackboard**	Post due by 11:59pm Sunday 4/15/18	30

Module 12 (4/16/18 – 4/22/18)
Final Project

What To Do	Due Date	Points
Review Module Content, Reading in Blackboard & Final Projects		
Final Project Posting and Comments To earn points, you must post at least one comment per final project **by the deadline. Even if you are posting your final project this week, you are still expected to comment on your classmates' projects.** 1. Instead of an "initial thread" in the Discussion Board, Final Projects due this week will be posted by Wednesday at 11:59pm. 2. Each student will write one comment per final project posted that week to earn points. Your reply must be substantive in order to earn points.	Post Final Projects by 11:59pm Wednesday 4/18/18 Classmate comments on Final Projects due by 11:59pm Sunday 4/22/18	10

Module 13 (4/23/18 – 4/29/18)

Final Project

What To Do	Due Date	Points
Review Module Content, Reading in Blackboard & Final Projects		
Final Project Posting and Comments To earn points, you must post at least one comment per final project **by the deadline. Even if you are posting your final project this week, you are still expected to comment on your classmates' projects.**	Post Final Projects by 11:59pm Wednesday 4/25/18	
1. Instead of an "initial thread" in the Discussion Board, Final Projects due this week will be posted by Wednesday at 11:59pm. 2. Each student will write one comment per final project posted that week to earn points. Your reply must be substantive in order to earn points.	Classmate comments on Final Projects due by 11:59pm Sunday 4/29/18	10

Module 14 (4/30/18 – 5/6/18)

Final Project

What To Do	Due Date	Points
Review Module Content, Reading in Blackboard & Final Projects		
Final Project Posting and Comments To earn points, you must post at least one comment per final project **by the deadline. Even if you are posting your final project this week, you are still expected to comment on your classmates' projects.**	Post Final Projects by 11:59pm Wednesday 5/2/18	
1. Instead of an "initial thread" in the Discussion Board, Final Projects due this week will be posted by Wednesday at 11:59pm. 2. Each student will write one comment per final project posted that week to earn points. Your reply must be substantive in order to earn points.	Classmate comments on Final Projects due by 11:59pm Sunday 5/6/18	10

Module 15 (5/7/18 – 5/13/18)
Reflect on Your Experience in Soc 114; Wrap Up Any Outstanding Work

What To Do	Due Date	Points
Review Module Content & Reading in Blackboard		
Assignment (tentative) **Detailed Assignment Instructions in Blackboard**	Post due by 11:59pm **WEDNESDAY 5/9/18 NOTE: early deadline this week**	30

ADA Accommodations Statement: "Students with physical or learning disabilities who may require accommodations are encouraged to contact the Counseling Office. After disclosing the nature of the disability, students are urged to discuss their needs with individual instructors. This should be done at the beginning of each semester. Instructors, in conjunction with appropriate college officials, will provide assistance and/or accommodations only to those students who have completed this process."

Academic Honesty Statement: "At Middlesex Community College we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees" Proscribed Conduct Policy in Section 5.2.1 of the Board of Trustees' Policy Manual. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another's idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally." *(Board of Trustees' Policy 5.2.1)*

Religious Accommodation Statement: If your religious obligations conflict with the course calendar requirements, and if you wish to request an accommodation, make your request in writing prior to the date of the assessment or activity you will miss and preferably at the beginning of the semester. When requesting a make-up quiz, test, exam, assignment, or activity, state the reason for your request and the date(s) on which your religious obligation(s) will conflict with the course calendar requirements. Also, if your religious obligation/holiday is unfamiliar to your instructor, you may be asked to provide a calendar, which shows the published date(s) of your religious observance(s) or holiday(s).

The following Inclement Weather Statement, which applies to on-ground courses at Middlesex Community College, is not relevant for online courses. In the event of inclement weather either before the start of a day when classes are in session or during the *school day, you may check for information on delayed openings, college closings, class cancellations, etc.* by listening to the radio and television stations listed below. Additionally, a message will be posted on the MxCC website at www.mxcc.commnet.edu and an announcement made on the college's main phone number, (860) 343-5800. *(When calling the main phone number, choose option 1 from the menu for school closings.)* If classes are already in session, everyone on campus will be notified of any changes. Decisions to cancel classes or close the college early will be made as soon as practicable.

Radio Stations	Television Stations
WMRD 1150 am	WFSB - 3
WDRC 102.9 fm and 1360 am	WTNH - 8
WMMW 1470 am	WVIT - 30
WRCH 100.5 fm	
WTIC 1080 am, 96.5 fm	
WZMX 93.7 fm	
WELI 960 am, WKCI 101 fm	