

# Introduction To Gerontology

## HUSV / GERO 101

### Course Syllabus

### IDEAL PROGRAM

Dear Student,

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

**The IDEAL Program assumes joint responsibility in the learning process.** The activities and assignments in our classes build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount of time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend a minimum of ten-twelve hours per week on course material.

**To participate in the IDEAL Program, it is expected that you will do the following:**

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, **it is recommended that you drop the course.**

***Missing one class session will drop the final grade by one letter grade (for example if the student earned a grade of "B" in the course, the final grade would be a "C"). If a student misses two or more classes a grade of F will be entered as their final grade.***

#### **Cheating and Plagiarism**

It is the student's responsibility to become familiar with and adhere to the standards set forth in the policies on cheating and plagiarism as defined in Chapters 2 and 5 of the Key to UB <http://www.bridgeport.edu/pages/2623.asp> or the appropriate graduate program handbook

#### **E-mail correspondence**

It is imperative that you check your UB e-mail on a regular basis. All written correspondence, to include IDEAL and the University will be sent to you through his e-mail. **The University can no longer correspond to your personal e-mail account(s).**

#### **I. Ethics Statement of Confidentiality**

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

# HUSV/GERO 101 Introduction to Gerontology

**August 29, 2013 to September 26, 2013**

**Fall Semester 2013**

**Thursday, 6:00 p.m. – 10:00 p.m.**

**Campus Location: Waterbury, Connecticut**

**Instructor: Joanne T. Butler, MSW**

**Contact Number: (203) 727-3819**

**E-mail Address: [jbutler@bridgeport.edu](mailto:jbutler@bridgeport.edu)**

## Course Description

The Introduction To Gerontology is an interdisciplinary overview of the implications of aging in the United States. This course is designed to familiarize the student who is seeking a career in the study of Gerontology. The student will have an understanding of Gerontology through the exploration of topics in: psychology, sociology, economics, cultural groups, governmental programs, and the living environment of our aging population.

## Required Textbook

Hiller and Barrow, Aging, The Individual, & Society, **9th Edition**,  
Thomas-Wadsworth. ISBN-13-978-0-495-81166-4 9th Edition

To order textbooks, go to the bookstore website at: <http://www.bridgeportbookstore.com>  
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

As part of the assignments each student will need to demonstrate the ability to access information from the Internet via websites related to discussion topics and issues related to human services.

[www.apa.org](http://www.apa.org)

American Psychological Association

[www.os.dhhs.gov](http://www.os.dhhs.gov)

U.S. Department of Health & Human Services

<http://www.samhsa.gov/>

Substance Abuse & Mental Health Services Administration

[www.mentalhealth.com](http://www.mentalhealth.com)

Internet Mental Health

[www.psychology.org](http://www.psychology.org)

Encyclopedia of Psychology

## Course Objectives

Students will be able to demonstrate knowledge, skills, and techniques in the areas of:

- \* A comprehensive study of Gerontology in the American Society
- \* Theoretical pioneers in the study of adult development and social gerontology
- \* The psychological, sociological, and biological functions of the aging
- \* Stereotypes, stigma, and prejudice in the workforce
- \* The Art of Retirement: finances, supplements, and living environments
- \* Policies, Programs, and the Political Movements in support of the aging population

## Grading Scale

| <b>% of Points Earned</b> | <b>Letter Grade</b> | <b>% of Points Earned</b> | <b>Letter Grade</b> |
|---------------------------|---------------------|---------------------------|---------------------|
| 100-94                    | A                   | 76-74                     | C                   |
| 93-90                     | A-                  | 73-70                     | C-                  |
| 89-87                     | B+                  | 69-67                     | D+                  |
| 86-84                     | B                   | 66-64                     | D                   |
| 83-80                     | B-                  | 63-60                     | D-                  |
| 79-77                     | C+                  | Below 60                  | F                   |

### Attendance/Participation

- \* To earn points in this area you must attend class and actively participate.
- \* Students who attend class late, or leave early will earn pro-rated points for attendance.
- \* Missing one class session (5 or 8 week term) will drop the final grade by one letter grade (*See Enclosed Attendance Policy On Page 9*).

*Example: An earned "B" in the course will become a "C" as the final grade.*

### Grading System

|   |     |
|---|-----|
| Class Participation..... (4% Earned Each Class) ..... | 20% |
| Session 1. Paper: Famous Theorists & Theories.....    | 15% |
| Session 2. Test: Chapters 4, 5, & 6.....              | 15% |
| Session 3. Genogram (Family Tree).....                | 15% |
| Session 4. Test: Chapters 10, 11, & 12.....           | 15% |
| Session 5. Paper: My Personal Retirement Plan.....    | 20% |

**Total Points.....100%**

### Late: Homework and Paper Assignment Expectations

- \* Paper Assignments that are not submitted during the scheduled class will be considered *Late*.
- \* Late Paper Assignments will be dropped by "1-Letter Grade".

## **Reading Assignments**

### **Session #1: Thursday, August 29, 2013**

Chapter 1: Aging In America

Chapter 2: Stereotypes and Images

Chapter 3: Social & Psychological Theories In Later Life Development

### **Session #2: Thursday, September 5, 2013**

Chapter 4: Physical Health & Well-Being

Chapter 5: Mental Health

Chapter 6: Friends, Family, & Community

### **Session #3: Thursday, September 12, 2013**

Chapter 7: Intimacy & Sexuality

Chapter 8: Work & Leisure

Chapter 9: Finances & Lifestyles

### **Session #4: Thursday, September 19, 2013**

Chapter 10: Living Environments

Chapter 11: The Oldest Old & Caregiving

Chapter 12: Special Problems

### **Session #5: Thursday, September 26, 2013**

Chapter 13: Women & Ethnic Groups

Chapter 14: Death & Dying

Chapter 15: Politics, Policies, & Programs

### **Note: Accelerated Courses**

In accordance with the IDEAL Policy, you may expect 12-15 hours of work that is “In Addition” to class time.

Listed below are the directions for each typed paper assignment. Remember, **“Spell Check”** does not correct every misspelled word or grammatical error. Please, proof read your work prior to submission.

### **Writing Instructions:**

1. **Cover Page: Your Name, Date, & Title of Paper**
2. **Write **2-3 paragraphs** for each sub-title listed below.....(See Page 6)**
3. **The paper must be typed—hand written papers will not be accepted.**
4. **Use personal life experiences when appropriate.**
5. **Separate Reference Page must list all work cited in your paper.**
6. **Content of Paper: Double Space**  
**Print Type: Times New Roman**  
**Font Size: 12**

Each homework assignment must meet the page requirement.

Example: 2-3 Pages.....Minimum 2 Pages.....Maximum 3 Pages or More

If your paper does not meet the page requirement: **1/2 letter grade decrease.**

Example: A decreased to A-    A- decreased to B+    B+ decreased to B

### **Session #1:**

**August 29, 2013**

**Paper Assignment: Famous Theorists & Theories.....(See Page-6)**

Be prepared to present a *3-5-Minute Presentation Overview* of your paper in class.

### **Chapters To Be Read For Class**

- 1: Aging In America
- 2: Stereotypes & Images
- 3: Social & Psychological Theories In Later Life Development

### **Class Review & Discussion**

- What is Gerontology
- Historical Perspectives on Aging
- Personal & Social Definitions of Aging
- Stereotypes of Aging
- The Social Construction of Aging
- Early Developmental Models

## Homework Assignment Due: August 29, 2013

### Assignment #1: Famous Theorists & Theories (2-3 Pages)

Select a theorist and explain why you agree with their theory on Aging. You may select a Theorist that is listed in Chapters 3 or 4 OR from another resource.

Your paper should be divided into “5” sections. Please use the following “5” subtitles listed below.

1. Theorist Name & Personal History

|                                  |                               |
|----------------------------------|-------------------------------|
| Date of Birth & Birth Place      | Education History             |
| Name of Parents & Siblings       | Education History             |
| Name of children (if applicable) | Date of Death (if applicable) |

2. Theory On Aging

Describe, in detail, the Theorist’s theory on Aging.  
You must list the “Name of the Theory”.

3. The Positive & Negative Characteristics Of This Theory

What are the positive & negative characteristics of this theory on Aging?

4. Why I Agree With This Theory On Aging

Why do you agree with this particular theory on Aging?

5. My Personal Life Experience(s) On Aging

Students will include a personal life related experience(s).

*You will not be required to present this information in class.*

6. Reference Page

Must use 2 resources for this assignment (class textbook, internet, etc.)  
All resources must be cited and listed on a separate reference page.

### Examples of Theorists

Susan Cloninger  
Emile Durkheim  
Eric Erikson  
Sigmund Freud

David Gutman  
Elliot Jaques  
Carl Jung  
Daniel Levinson

Jane Loevinger  
Robert McCrae  
Gail Sheehy  
Arnold Van Gennep

## Session #2:

September 5, 2013

**Assignment: Test # 1: Chapters 4, 5, & 6 (See Study Guide)**

### Chapters To Be Read For Class

- Chapter 4: Physical Health & Well-Being
- Chapter 5: Mental Health
- Chapter 6: Friends, Family, & Community

### Class Review & Discussion

- The Aging Body: A Description
  - Why We Age: Theories of Aging
  - The Psychology of Aging
  - Organic Mental Disorders
  - Family Development In Later Life
  - Social Networks
- 

## Session #3:

September 12, 2013

**Paper Assignment: Genogram (Your Family Genogram)**

Be prepared to present a *3-5-Minute Presentation Overview* of your Genogram in class.

### Chapters To Be Read For Class

- Chapter 7: Intimacy & Sexuality
- Chapter 8: Work & Leisure
- Chapter 9: Finances & Lifestyles

### Class Review & Discussion

- The Need For Intimacy
- Sexual Relationships & Sexuality
- The Concept of Retirement
- Expanding Work & Leisure Opportunities
- Financial Status
- Lifestyles of the Poor

## Session #4:

September 19, 2013

**Assignment: Test # 2: Chapters 10, 11, &12 (See Study Guide)**

### Chapters To Be Read For Class

Chapter 10: Living Environments

Chapter 11: The Oldest Old & Caregiving

Chapter 12: Special Problems

### Class Review & Discussion

Living Environments

Nursing Homes: What Do they Offer?

The Oldest Old

Informal Caregiving

Crimes Against Older People

Medical & Health Care Fraud

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## Session #5:

September 29, 2013

**Paper Assignment: My Personal Retirement Plan**

**This Assignment will not be accepted LATE**

Be prepared to present a *3-5-Minute Presentation Overview* of your paper in class.

### Chapters To Be Read For Class

Chapter 13: Women & Ethnic Groups

Chapter 14: Death & Dying

Chapter 15: Politics, Policies, & Programs

### Class Review & Discussion

Ethnic Groups: African Americans, Hispanic Americans, Asian Americans, etc.

A Death-Denying Society

Elisabeth Kubler Ross: The 5 Stages of Dying

Senior Power Today

The Older Americans Act & Other Programs



## ACADEMIC POLICIES

### Attendance Policy

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should advise the instructor. Arrangements should be made at that time for additional assignments if appropriate. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

### IMPORTANT:

- **Missing one class session will drop the final grade by one letter grade (for example if the student earned a grade of “B” in the course, the final grade would be a “C”).**
- **Missing two or more class sessions will be cause for a failing grade.**

### Incomplete grade

An incomplete may be given, at the discretion of the instructor, to those students who fail to complete assignments due the last day of your course. These would include absence from a final examination or inability to complete terminal assignments (papers, presentations) due to illness, employment conflicts, etc.

Incompletes will not be given to a student who fails to complete any assignment during the term. At the discretion of the instructor, these assignments could be completed no later than the last scheduled day of your class.

### Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the following web page:

<http://www.bridgeport.edu/pages/2595.asp>

### Starting Fall 2012

- Add and/or Drop a course after the start date..... ..\$30.00 per transaction
- Drop prior to the start of classes.....100% Tuition Refund
- Drop prior to the second class session.....75% Tuition Refund
- Drop prior to the third class session.....50% Tuition Refund
- Drop after the third class session.....0% Tuition Refund

**\*\*Please note students will not be automatically dropped for missing the first class. Missing one class session will drop the final grade by one letter grade. If you have to miss the first class, or the first week of class for online classes, *you must contact your instructor* in writing before or after the first class/first week. However, a grade reduction will apply.**

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the Academic Calendar to see the fees for a drop and the impact on tuition. The Academic Calendar can be found at: <http://www.bridgeport.edu/pages/2595.asp>

### Cell Phones

Cell phones must be turned off while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

### Academic Dishonesty

We are committed to intellectual integrity in our academic pursuits; therefore, the IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

**Cheating** – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory computer-programming course. He has co-workers who program in the same language as his final project. As the end of the term approaches, he wonders how he will find the time to get the project finished, and asks one of his co-workers for help. His co-worker hands him a disk with a complete program similar to the kind required for the course project. The student makes minor modifications to the program, and submits it under his own name.

Case #2: A student enrolled in a religious studies course has never taken a humanities or history course, and is unsure about how to structure a research paper. She is doing research on the World Wide Web, and comes across a paper written by a student from another university. Using her computer mouse, she copies and pastes the document into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

**Plagiarism** – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet as well as in the library. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own classes; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:

[http://www.indiana.edu/~istd/plagiarism\\_test.html](http://www.indiana.edu/~istd/plagiarism_test.html)

### ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at:

<http://myub.bridgeport.edu/academics/academicresourcecenter/Pages/default.aspx> The Center is located in the Wahlstrom Library, Room 506. Hours of operation are Mondays –Thursday 9am – 6pm and Fridays 9am – 1pm. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: [www.etutoring.org](http://www.etutoring.org). To use this free service you must have a UBN account.

**Obtaining a UBNet Account**

Every registered student should obtain a UBNet Account. The account allows you to access your grades, access library services, access online tutoring, access the computers in computer labs, and provides an email account in which the University sends out information. Go to: <http://www.bridgeport.edu/ubnet> - Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your Bridgeport.edu email forwarded to any other email account you use. Following the activation of your UBNet account (takes 24 hours), login at: <http://www.bridgeport.edu/email> and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

**Accessing Your Grades & Schedule Online**

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. Information on WebAdvisor is password protected and requires you to use your UBNet username and password. To access WebAdvisor, go to: <http://www.bridgeport.edu/webadvisor>

1. Login in with your UBNet username and password.
2. Click on “Student Menu.”
3. Click on “My Grades.”

If you are carrying a financial balance, access to WebAdvisor will be restricted.

**Using the Library**

You can access the library through the library’s website: <http://www.bridgeport.edu/library>.

Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

To access the online journals for research purposes, you will need a UBNet account (see above).

**Using Computers**

Open access computer labs are available at three campuses:

- Bridgeport – 1<sup>st</sup> floor of the Wahlstrom library. Check library hours of operation at: <http://www.bridgeport.edu/library>.
- Stamford – Room D; Check open hours at: <http://www.bridgeport.edu/stamford>
- Waterbury – Computer Lab; Check open hours at: <http://www.bridgeport.edu/waterbury>

**Course Cancellations/ Weather Policy**

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, ([www.bridgeport.edu](http://www.bridgeport.edu)). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations. Please note each campus makes weather cancellations independently. You should always check with the specific campus staff. It is best to call the campus emergency phone.

Bridgeport – 203-576-4159

Waterbury - 203-573-8501

Stamford – 203-358-0700

**IMPORTANT CONTACT INFORMATION**

| Office                       | Contact            | Telephone      | Email                     |
|------------------------------|--------------------|----------------|---------------------------|
| Bridgeport Campus Security   |                    | (203) 576-4911 | ubsecurity@bridgeport.edu |
| Bursar                       | Robinson Hernandez | (203) 576-4692 | bursar@bridgeport.edu     |
| Cashier                      | Lana Mistry        | (203) 576-4682 | cashier@bridgeport.edu    |
| Financial Aid                |                    | (203) 576-4568 | sfs@bridgeport.edu        |
| Registrar                    |                    | (203) 576-4642 | registrar@bridgeport.edu  |
| Emergency Notification Phone |                    | (203) 576-4159 |                           |
| Distance Education Office    |                    | (203) 576-4853 | ubonline@bridgeport.edu   |
| IDEAL Office                 |                    | (203) 576-4800 | idealinfo@bridgeport.edu  |

**CAMPUS CONTACT INFORMATION**

| Campus       | Address                                 | Telephone      | Email  |
|--------------|---|----------------|--|
| Bridgeport   | 126 Park Avenue<br>Bridgeport, CT 06604 | (203) 576-4800 | idealinfo@bridgeport.edu   |
| Stamford     | 5 Riverbend Drive<br>Stamford, CT 06750 | (203) 358-0700 | ubstamford@bridgeport.edu  |
| Waterbury    | 84 Progress Lane<br>Waterbury, CT 06705 | (203) 573-8501 | ubwaterbury@bridgeport.edu   |
| Woodbridge   | 6 Lunar Drive<br>Woodbridge, CT 06525   | (203) 576-4800 | <a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a> |
| IDEAL Office |   | (203) 576-4800 | idealinfo@bridgeport.edu   |

|   |   |
|---|---|
| <b>Directions to IDEAL Campus locations</b> | <a href="http://www.bridgeport.edu/pages/2260.asp">http://www.bridgeport.edu/pages/2260.asp</a> |
|---|---|

To fill out your financial aid report to the Federal Government, please go online to [www.fafsa.ed.gov](http://www.fafsa.ed.gov).  
The school code for the University of Bridgeport is **001416**.  
Federal Student Aid Information: 1-800-433-3243