



UNIVERSITY of HOUSTON

GRADUATE COLLEGE OF SOCIAL WORK

WWW.SW.UH.EDU

COURSE TITLE/SECTION: SOCW 7336/18729: Issues in Aging

TIME: Tuesday 6:00-9:00 pm

FACULTY: W. Andrew Achenbaum
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OFFICE HOURS: Tuesday 1-3.
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I. Course

A. Catalog Description

Cr. 3. (3.0) This course provides an overview of the aging population, the service delivery systems, challenges and opportunities facing older adults and key issues in aging.

B. Purpose

This course will examine the changing demographics of older adults in the United States and provide an overview of key issues that impact service delivery including an understanding of the unique needs of older adults, the aging process, resiliency, diversity, influence of policies, and financial issues.

II. Course Objectives

Upon completion of this course, students will be able to demonstrate the following competencies:

1. Define key and significant trends in the demographics of the aging population;
2. Develop a working knowledge of policies, systemic issues, and forces shaping the service delivery system for the aging population as well as barriers to services;
3. Describe the normal and abnormal aging process and the range of physical and mental health needs along a continuum of;
4. Analyze the implications of political forces and importance of continuing Social Security, Medicare, and Medicaid as social support systems for older adults;
5. Explore the role of family and the impact of aging on family caregivers;
6. Identify the influence of race, ethnicity, socioeconomic status, gender, and sexual orientation on the process of aging and services delivery; and

7. Define the role of gerontological social workers as productive members and advocates for the aging population across diverse settings.

III. Course Content

This course will include the following topical (content) areas:

1. Gerontology defined and social work as a field of practice;
2. Demography, societal issues, and attitudes toward old age;
3. Biopsychosocial theories and historical context of aging;
4. Issues in home care and long term institutional caregiving
5. Personal, interpersonal and political advocacy and empowerment for social and economic justice;
6. Diversity in aging and culturally competent practice
7. Ethical dilemmas in practice with elderly populations;
8. Community, family, friends and social support systems
9. Economics of aging, income distribution and government
10. Policies, politics and social service programs

IV. Course Structure

This class combines lectures, student led discussions, small group exercises, Active participation in class dialogue is required.

V. Textbooks

Longman, P. *Best Care Anywhere*, 3d ed. Berrett-Koehler, 2012

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Moody, H.R. & J. Sasser, *Aging: Concepts and Controversies*, 7th ed. Thousand Oaks, CA: Sage, 2012

VI. Course Requirements

- A. **Preparation, and Participation** **50%**
Students are expected to read assigned material and come prepared to actively participate by contributing to class discussion throughout the semester. Two persons will “volunteer” to help lead weekly conversations. Initiative is always rewarded: feel free to circulate additional readings.

B.

C.

D. Term Paper

50%

Students will be required to select a topic, approved by the instructor. Papers must be 15-20 pages in length.

E. Attendance

Students are expected to attend class (two excused absences allowed; tardiness monitored), Excessive absences or tardiness will however result in lowering of final grade and student being dropped from course. Please see university policy on Incompletes as this will be adhered to as well.

VII. Evaluation and Grading

The following standard grading scale has been adopted for all courses taught in the college.

A =	96-100% of the points	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+=	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

VIII. Policy on grades of Incomplete (I)

Please refer to the UH Graduate and Professional Studies bulleting for the university policy regarding a grade of Incomplete (I). Incompletes will be given only in accordance with this policy.

IX. Policy on academic dishonesty and plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format, with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five

consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please refer to the University Policy on Academic Honesty that can be found in your UH Student Handbook.

XI. Americans with Disabilities Statement

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance.

WEEKLY ASSIGNMENTS

January 14:	Introduction: societal aging does not parallel individual aging
January 21:	Ambivalence is Historically Rooted Cicero, <i>De Senectute</i> (on old age); Achenbaum, <i>Crossing Frontiers</i> , pp. 23-43' Longman, ch. 2
January 28:	Life course perspectives Moody, pp. 1-52
February 4:	Physical and mental aging Moody, pp. 53-128
February 11:	Economics of aging: Retirement Moody, pp. 401-440, 463-480
February 18:	Politics of Aging Moody, pp. 293-365
February 25:	Social Security, past and present Moody, pp. 365-400
March 4:	Health care Longman, Preface, Introduction, and ch. 1 Moody, pp. 197-227
March 11:	SPRING BREAK
March 18:	Health policy dilemmas exacerbated by “the Longevity Revolution”

Moody, pp. 129-193
Longman, ch. (4), 5-7

March 25: The fundamental policy question: Age vs need

Moody, pp. 325-364
Longman, ch. 9-11

April 1: The Boomers

Achenbaum, handout

Moody, pp. 441-461

April 8: The fourth age

Moody, pp. 164-193, 232-60

April 15: Presentation of term papers

April 22: Presentation of term papers

A hard copy of your term paper is due in my office by noon on Monday, April 28