I. Catalogue Description
This course is designed to give students an understanding of the origins, nature, scope and dynamics of the social problems of older adults and their families in the U.S. and to acquaint students with programs and services available to older adults.

II. Course Overview
The purpose of this course is to provide students with an understanding of the contemporary social issues faced by older adults and their families in the United States. A critical examination of these issues will include exploring the demographics of aging, and the programs and services developed for this population. Attention will be given to the diversity of older adults and the aging population with regard to age, race, sexual orientation, class, ethnicity, experiences and abilities.

III. Course Objectives
At the end of the semester, students will have:
- Increased knowledge of the ways in which changing social demographics, social trends, and scientific and technological advancements impact aging social policies and services
- Increased knowledge of local, state, and national policies and programs
- Increased understanding of societal views of older adults and the aging process
- Increased awareness of how social influences and personal experiences may impact one’s attitudes toward older adults
- Increased knowledge concerning the ways in which the socio-historical context and personal life experiences shape the lives of older adults
- Increased understanding of how older adults are impacted by intersecting oppressions, including age, race, ethnicity, gender, class, sexual orientation, disability and other marginalized statuses
- Increased awareness concerning the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- Gained knowledge that dispels commonly held myths regarding older adults and aging
- Increased understanding concerning social issues that impact the lives of older adults and their families

Instructor: Professor Tracy Schroepfer
Meeting Time: Tuesday, 1:20-3:15
Location: Sterling Hall, Room 1339
Office Hours: By Appointment
Phone: 263-3837
Email: tschroepfer@wisc.edu
IV. Course Content

**Week 1: Tuesday, September 6**

**Topics:** Introduction to the Course
- Syllabus: Overview of Course, Readings, Assignments and Policies
- Aging and Ageism in the United States
- Service Learning & Placements

**SECTION 1: DEMOGRAPHICS, INSURANCE & SERVICES**

**Week 2: Tuesday, September 13**

**Topics:** An Aging World

**Required Readings:**

**Week 3: Tuesday, September 20**

**Topics:** Health Insurance Programs

**Guest Speaker:** Alison Meier

**Required Readings:**

**SECTION 2: ISSUES IN CAREGIVING**

**Week 4: Tuesday, September 27**

**Book or Film Approval Due**

**Topics:** Multigenerational Caregiving & Grandparent Caregivers (Part I)

**Required Readings:**

**Week 5: Tuesday, October 4**

**Topics:** Service-Learning Small Group Processing
Multigenerational Caregiving & Grandparent Caregivers (Part II)

**Required Readings:**

**Week 6: Tuesday, October 11**

**Topics:** Elder Abuse & Domestic Violence

**Required Readings:**

**Week 7: Tuesday, October 18**

**Critical Book or Film Discussion Paper Due**

**Topics:** Housing & Transportation

**Required Readings:**

**Week 8: Tuesday, October 25**

**Topics:** Technology

**Required Readings:**


**Week 9: Tuesday, November 1**

**MID-TERM EXAMINATION ON WEEKS 2-8**

**SECTION 3: HEALTHCARE**

**Week 10: Tuesday, November 8**

**Topics:** Service-Learning Small Group Processing  
Healthcare: Future Trends, Culture & Disparities

**Required Readings:**


**Week 11: Tuesday, November 15**

**Topics:** Aging Programs & Services

**Guest Speaker:** Jennifer Fischer, ADRC Manager, Dane County Human Services

**Required Readings:**

- The Long-Term Care Workforce Crisis: A 2016 reports
**Week 12: Tuesday, November 22**

**Topics:** Healthcare: Communication, Literacy & Health Care Settings

**Required Readings:**

**Week 13: Tuesday, November 29**

**Topics:** Sexuality & Intimacy

**Required Readings:**
- Spring, L. (2015). Older women and sexuality–are we still just talking lube?. *Sexual and Relationship Therapy, 30*(1), 4-9.

**SECTION 4: MENTAL HEALTH**

**Week 14: Tuesday, December 6**

*Service Learning Hours & Agency Evaluation Due*

*Service Learning Reflection Paper Due*

**Topic:** Substance Misuse

**Required Readings:**
Week 15: Tuesday, December 13

Topics: Service-Learning Small Group Processing
Mental Health

Required Readings:

V. Texts and Reading Material for the course:
No textbook is required for this course and all articles will be available through Learn@MyUW.

VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

Grading Scale & Standards:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grade generally indicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding, surpasses expectations in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Surpasses expectations in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets expectations in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets expectations in some areas; below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectations in most areas</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>&lt;64</td>
<td>F</td>
<td>Fails to meet minimal expectations in all areas, not acceptable</td>
</tr>
</tbody>
</table>

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points/Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Learning Hours &amp; Agency Evaluation</td>
<td>10</td>
</tr>
<tr>
<td>Critical Book or Film Discussion Paper</td>
<td>20</td>
</tr>
<tr>
<td>Mid-Term Examination</td>
<td>25</td>
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<tr>
<td>Service Learning Reflection Paper</td>
<td>20</td>
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<tr>
<td>Final Examination</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
1. Attendance Policy
In order for you and your fellow classmates to benefit from this course, you are expected to attend all scheduled classes and to arrive on time. Attendance will be taken at each class. If you are unable to attend class, please email me prior to class so that you can receive an excused absence. You may receive no more than two excused absences per semester. Two points will be deducted from your grade for each unexcused absence incurred. Please note that you must attend at least 11 classes in order to pass the course.

2. Service Learning Hours & Agency Evaluation (10 points)
In order to enhance your learning experience, you will be required to spend a minimum of 25 hours providing service in an aging-related placement approved by your instructor. The first day of class, a service learning coordinator and your instructor will provide you with a list of placements from which you can choose. You will then contact the agency and set up a time for an interview. Once approved by the agency, you will need to complete any paperwork, TB tests, etc. that the agency requires. You must also complete with your agency supervisor two documents provided by your instructor. The first is a “Memorandum of Understanding” between you, your supervisor and your instructor regarding what tasks are expected during the semester. The second document is your “Student Timesheet” on which you will fill out weekly your volunteer hours completed. Your supervisor will need to sign the form upon completion of your 25 hours.

In regard to your volunteer hours, you will need to comply with certain conditions. The first is that you must begin your volunteer hours no later than September 27, and complete them no later than December 6. In addition, your service hours are not to be completed early or late in the semester; rather, you are required to spread your hours out over the semester. For example, it would be ideal to volunteer 2-3 hours a week, depending on your start week. Finally, please note that you cannot pass this class unless your volunteer hours are completed.

3. Critical Book or Film Discussion Paper (20 points)

Purpose of Assignment
A key goal of this course is to provide you with a deeper awareness and understanding of the contemporary social issues in aging; however, it is not possible to cover all issues in class lectures and required readings. This assignment affords you the opportunity to choose and learn more about a social issue of interest to you, and to do so through the medium of books or films. Oftentimes when social issues are presented in a classroom environment, the emotional component and voices of those experiencing the issue can be lost. Books and films, however, tend to capture these missing components. Furthermore, it is important that you learn to make the connection between your service learning work and knowledge gained in the classroom and through required readings, a skill referred to as triangulation. This assignment will both allow you to learn more about a particular issue and to practice the art of triangulation.

Assignment Instructions
A list of books and films will be provided and you must obtain approval regarding your choice. Once you have received this approval, you can begin working on your paper. You are required to write a 4-page minimum to 5-page maximum paper. Please remember that this is not a book
or film review; rather, it is a thoughtful and critical discussion of the material. Be certain to adhere to the Written Assignment Guidelines Policy.

In your paper, please cover the following areas. It is recommended that you use headings in your paper in order to increase the readability of it.

- Introduction
- Brief summary of book or film
- Discussion covering the following but in no particular order:
  - New knowledge and insights you gained
  - Questions you were left with
  - Connections between your book or film and the classroom lectures, required readings and your service learning experience (triangulation)
- Implications for practice and policy
- Conclusion that weaves the threads of your discussion together such that your reader has a sense of closure

Assignment Due Dates
You must obtain approval for your book or film no later than September 27, and the completed paper placed in the Learn@UW dropbox on October 18 prior to the beginning of class. You can earn up to 20 points on this assignment.

4. Examinations (50 points)
Two examinations will be given covering material from the readings, lectures, videos and class discussions. These exams will consist of multiple choice and true-false questions, and the mid-term exam is worth 25 points and the final exam 25 points. Please arrive promptly at the appointed exam time. If you arrive late to the either exam and at least one student has already completed the exam and left the classroom, you may not take your exam and will receive a failing grade.

- The mid-term examination will be held on Week 9, Tuesday, November 1 and cover the material from Weeks 2-8.
- The final examination, which is not comprehensive, will cover weeks 11-15, and be held on the scheduled final examination date Thursday, December 22, 7:45am-9:45pm.

5. Service Learning Reflection Paper (20 points)

Purpose of Assignment
The service-learning component of this course provides the opportunity to spend time with elders in their environment in order to enhance your learning. Gaining an understanding of the social issues involved in aging requires that you not only learn from lectures and readings but also from elders who are experiencing these issues. This paper affords you the opportunity for to critically and deeply reflect on your service-learning experience and, in doing so, consider how your experiences connected with lectures and required readings (triangulation).

Assignment Instructions
You are required to write a 4-page minimum to 5-page maximum paper. Be certain to adhere to the Written Assignment Guidelines Policy. Please remember that this assignment is to be written as a thoughtful, insightful and critical discussion of your experience. Your paper should
respond to the questions below. Be sure to employ triangulation; that is, were there experiences at your site that were supported or contradicted by what you learned through class lectures and readings. It is recommended that you use headings in your paper in order to increase the readability of it.

**Placement & Assigned Tasks Description**
- Briefly describe your placement and assigned tasks
- What was interesting about the elders with whom you worked?

**Personal & Professional Reflections**
- What values, beliefs and/or myths regarding aging did you have coming into your experience? How did they change or not change?
- If you had to handle a tough situation, please describe it. How did you handle the situation? If you were faced with the same situation again, would you do anything different?
- How did you grow as a person from your experience?
- Did you learn new skills?

**Administrative Reflections**
- How were decisions made at your site formally and informally?
- What could be improved programmatically and administratively about how the organization works?
- How did funding affect what happens at your site?

**Assignment Due Dates**
Your completed paper is to be placed in the Learn@UW dropbox on December 6 prior to the beginning of class. You can earn up to 20 points on this assignment.

**Grading Questions**
Your goal for this and other courses should be to make the most of your learning experience, and not to simply earn an ‘A’. Your expectations about the grades you receive on assignments should be wholly based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, and clarity), and (3) your ability to demonstrate critical thinking and write with depth. If there is something about an assignment that is unclear to you, please note that it is your responsibility to bring this to my attention and do so in a timely manner.

Grade expectations should not be based on what you have received in other courses; such an expectation is never a legitimate argument for appealing a grade. If you have an issue with a grade that you earned in this course, please document the reasons for your appeal in writing with specific attention to the three points raised above and I will give your appeal my fair and careful attention. If you would like to discuss how to improve your writing, etc. (and are not appealing a grade), then you are welcome to schedule a time to meet with me to do so; no documentation is necessary.
VII. Course Policies:

Student Behavior Policy & Classroom Climate
In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs that will serve to enhance the learning of their colleagues. In this time we share together over the semester, please honor the uniqueness of your classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so that ideas can be examined honestly and diverse viewpoints shared. On the first day of class, we will discuss creating a brave space in the classroom, the art of dialoguing, and the establishment of community guidelines. I want to insure that our classroom is an inclusive space free from discrimination, harassment, bullying and victimization.

The success of this Student Behavior Policy & Classroom Climate relies on all of us accepting the responsibility not to be offensive to each other nor participate in or condone harassment or discrimination of any kind. Should you experience or witness such behavior, please schedule an appointment with me so that together we can discuss and address the issue.

Reading Assignments
You are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

Written Assignment Guidelines Policy
All written assignments are to be completed in Microsoft Word; no pdf documents will be accepted. Please format these assignments using one-inch margins, double-spacing, and a Times New Roman 12-point font. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper). Be certain to include an introduction and a conclusion to your papers. All assignments should be checked thoroughly for correct spelling and grammar.

Late Assignment Policy
The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. Unapproved late assignments will be marked down three points for each day they are late.

Students with Disabilities
Students requiring accommodations pursuant to the Americans with Disability Act should disclose their needs to the instructor as soon as possible. The McBurney Center provides services and classroom accommodations to students with disabilities. These disabilities might include vision
and hearing difficulties, learning difficulties and mental health disorders. The Center is located at 701 West Johnson Street. For more information, call 608-263-2741 or go to the website at http://mcburney.wisc.edu

Use of Electronic Devices in the Classroom
Research (University of Michigan Center for Research on Learning and Teaching, 2010; and Wood, et al., 2012; Mueller & Oppenheimer, 2014) has found that use of electronic devices in the classroom leads to poorer recall and performance on assignments and exams; therefore, the use of these devices (e.g., laptops, smartphones, ipads, etc.) is not permitted in lecture. These devices must be turned off and stored before the beginning of class. Students found to be using electronic devices (including responding to texts) will be respectfully asked to leave the classroom and will be required to meet with the instructor in order to return to class the following week.

If you have a passport from the McBurney Disability Resource Center noting your need to use a laptop for notetaking, this accommodation will be approved by the course instructor.

Plagiarism
Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.

The School of Social Work defines plagiarism as:
1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of ideas of others as one’s own without giving credit.

There are two major forms of plagiarism:
1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

Note that slight changes to the author’s original text, even with a citation, is plagiarism. Please see http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Process:
- If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

Sanction:
- Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.

Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (http://www.students.wisc.edu/doso/acadintegrity.html).

Note: Students can appeal any sanctions.

For more information:
Academic misconduct rules procedures can be found in UWS 14:

For guidelines on quoting and paraphrasing:
UW-Madison Writing Center http://writing.wisc.edu/Handbook/QuotingSources.html