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
IV. Course Content

Week 1: Thursday, January 21
Topics: Introduction to the Course
- Syllabus: Overview of Course, Readings, Assignments and Policies
- Aging and Ageism in the United States

SECTION 1: DEMOGRAPHICS, INSURANCE & SERVICES

Week 2: Thursday, January 28
Topics: An Aging World

Required Readings:

Week 3: Thursday, February 4
Topics: Health Insurance Programs

Required Readings:

Guest Speaker: Alison Meirer

Week 4: Thursday, February 11
Topics: Aging Programs & Services

Required Readings:

Guest Speaker: Jennifer Fischer, ADRC Manager, Dane County Human Services
SECTION 2: ISSUES IN CAREGIVING

Week 5: Thursday, February 18
Topics: Multigenerational Caregiving & Grandparent Caregivers

Required Readings:

Week 6: Thursday, February 25
Topics: Elder Abuse & Domestic Violence

Required Readings:

Week 7: Thursday, March 3
Topics: Housing & Transportation

Required Readings:

Week 8: Thursday, March 10
Topics: Technology

Required Readings:

**Week 9: Thursday, March 17**

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

**Week 10: Thursday, March 24**

**NO CLASS- SPRING BREAK**

**SECTION 3: HEALTHCARE**

**Week 11: Thursday, March 31**

**Topics:** Healthcare: Future Trends, Culture & Disparities

**Required Readings:**


**Week 12: Thursday, April 7**

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

**Required Readings:**

Week 13: Thursday, April 14

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: Thursday, April 21

Topics: Mental Health Disorders

Required Readings:

Week 15: Thursday, April 28

Topic: Substance Misuse

Required Readings:
Week 16: Thursday, May 5
Topic: Dementia & Wrap-up

Required Readings:
- Galvin, J. E. (2016). Detection of dementia. In M. Boltz & J. Galvin (Eds.), *Dementia Care* (pp. 33-44). Springer International Publishing.

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>Participation</td>
<td>10</td>
</tr>
<tr>
<td>Mid-Term Examination</td>
<td>50</td>
</tr>
<tr>
<td>Final Examination</td>
<td>50</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, attendance is expected. 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.
2. **Participation**

   Although I rarely provide an opportunity for students to earn points for participation, I am making an exception for this course. I feel that in order for you and your classmates to be fully immersed in learning about the social issues in aging discussed each week, it is important that you not only physically attend class but also mentally and verbally do so. I have carefully chosen each reading to insure that they not only provide information but also lend themselves to incite critical thinking and discussion. In order to earn participation points, you will need to participate in small and large group discussions and when doing so, demonstrate that you have read the assigned readings. I will make note of your participation each week.

3. **Examinations (70 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 each exam is worth 35 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, Thursday, March 17, and cover the material from Weeks 2-8.
   - The final examination, which is not comprehensive, will cover weeks 11-16, and be held on the scheduled final examination date: Thursday, May 12, 2:45pm – 4:45pm. The room in which the exam will be held has not yet been determined by the University.

**VII. Course Policies:**

**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 Policy**

All written assignments are to be either typed or computer-generated. 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). 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**

If you require accommodations, please contact me as soon as possible.
Student Behavior Policy
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. 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.

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 or discussion sessions. These devices must be turned off and stored before the beginning of class. The teaching assistants have been instructed to carefully monitor electronic device usage during 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.

For more information on the topic of taking notes by hand versus using technology, see the 2014 article The Pen is Mightier than the Keyboard by Mueller and Oppenheimer (http://pss.sagepub.com/content/25/6/1159).

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