



Course Prefix/Number/Title: SOC 251 Gerontology

Number of Credits: 3

Course Description: This course introduces an analysis of aging within the context of the life cycle with emphasis on the major concerns of the elderly and social policies, especially Social Security, and health care, which have an impact on the lives of the elderly.

This course also introduces an analysis of “the face aging” within the context of the life span with an emphasis on an individual’s physical, social, emotional, and mental changes over time, as well as the social, political, and cultural influences on the population. In addition this course explores how wars, global upheaval, and worldwide depression has influenced the life span development of The Greatest Generation, The Silent Generation, Baby Boomers, Generation X, Xennials, Millennials, Generation Z, and Generation Alpha as much as genetics. In addition, the major fears of the elderly are addressed through exploration of social policies on the topic of Social Security, Medicare, Medicaid, health care, retirement, technology, death and dying, which have an impact on the lives of the elderly and future generation.

Pre-/Co-requisites: None

Course Objectives:

1. Develop an awareness of the historical view of the “face of aging” its values, social, political, and economic influences on the aging and the population.
2. Develop an awareness of the field of Gerontology and how it integrates the mature person over the lifespan by increasing tolerance.
3. Develop and awareness of the psychological and physical changes which occur with aging.
4. Identify, describe and examine basic knowledge of philosophy-based assumptions, and conditions which influence the development and implementation of aging services for individuals, families, groups, and communities.
5. Discuss the impact of the variety of agencies and organizations that develop policy and provide aging services at the micro, mezzo, and macro level of practice by recognizing and understanding various social policies and their impact on the elderly.
6. Discuss the impact of cultural diversity and the practitioner’s need to develop ethnic and gender competencies especially the Northern Great Plains Region.
7. Develop an awareness of culture and its reflections on aging while increasing an understanding how various cultures view the elderly and how elders in various cultures view themselves.
8. Recognize how societal attitudes toward the process of aging affects the individual’s concept of aging by integrating personal feelings, biases with societal needs and values.
9. Identify various critical contributing factors to the issues facing the elderly.
10. Describe a realistic approach to the various problems facing the elderly.

Office: Can be reach through course e-mail or through Dakota College e-mail

Office Hours: The course is checked daily throughout the semester and will answer questions at that time. Can ask questions through course mail.

Phone: 701-269-8845

Email: Jim.Holben@dakotacollege.edu

Lecture/Lab Schedule: Follow course calendar and weekly schedule posted in the course.

Textbook(s):

Aging, The Individual, and Society; Hillier, S. M. and G. Barrow, Cengage Learning; 2013
10th Ed. Thomson-Wadsworth. ISBN: 978-1-285-74661-6

Recommended Resources:

North Dakota: (nd.gov) [Adults and Aging Services: Services: Department of Human Services: State of North Dakota](#)

The Gerontology Society of America: [The Gerontological Society of America](#)

Aging in Place: [10 Resources for Living Independently as a Senior | Updated for 2021 | AgingInPlace.org](#)

Geriatric Resources: [Geriatric Resources | Personalized Quality Senior Care Management | \(geriatricresourcesaz.com\)](#)

American Psychological Association: [Psychology and aging: Psychologists make a significant contribution \(apa.org\)](#)

National Institute on Aging: [National Institute on Aging \(nih.gov\)](#)

Aging Life Care Association: [Aging Life Care Association Home](#)

AARP: [AARP® Official Site - Join & Explore the Benefits](#)

AARP ND: [AARP North Dakota](#)

ARCH National Respite Network and Resource Center: [National Respite Coalition \(archrespice.org\)](#)

YouTube videos (Gerontology) [Gerontology videos - YouTube](#)

Course Requirements:

Students must read assigned chapters from the textbook and other resources, complete assignments that reinforce learning, and demonstrate by exam knowledge of the topics covered. There will be 3 tests, a comprehensive final, as well as 10 quizzes, 10 forum questions, 1 Semester Project, 1 Research Paper and 1 reaction paper. Your final grade is determined by dividing total points earned by total points possible. There are a total of 600 points possible for this course.

Tentative Course Outline:

This course follows the traditional on-campus semester timeline. It begins the first day of the semester and concludes at the end of the semester. Students are expected to complete the course

in that timeframe. Should an emergency occur, students need to contact the instructor. If a student elects to discontinue the course at any time, s/he must complete the online drop/withdraw form found on Dakota College Online Campus homepage.

- History, value, political and economic views of Gerontology.
- Philosophy based assumptions and conditions that influence the field of Gerontology.
- Impact of philosophy-based assumptions and conditions.
- Aging services for individuals, families, groups, and communities.
- Similarities and difference between Sociology and the Social Work professions and their influences on modern structure, issues, and programs.
- Variety of agencies and organizations that develop policy and provide aging services services at all levels of practice.
- Cultural diversity
- Ethnic and gender competencies

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

General Education Competency 6 (Demonstrate knowledge of social structures) Learning Outcome: 1) Examine the experience of the individual, 2) Examine the world of human diversity and 3) Recognize human social structures.

Demonstrate knowledge of how to connect concepts and use a differing perspective to engage learners in critical thinking, creativity, and collaborative problem solving.

Relationship to Campus Focus:

Development of Social Welfare introduces the history, value, political and economic goals of Social welfare. While examining philosophy-based assumptions, and conditions which influence the development and implementation of social welfare services for individuals, families, groups, and communities. Lastly this course explores the variety of organizations that provide social welfare services at the micro, mezzo, and macro level of practice. Then through class assignments the student demonstrate knowledge of how to connect concepts and use a differing perspective to engage learners in critical thinking, creativity, and collaborative problem solving.

Classroom Policies:

- Regular participation in the class is expected.
- Every assignment is done online or in your community and then sent to the Instructor through an assignment drop box located within the course. Quizzes/Tests are completed online. Students are NOT expected to come to the campus at any time.
- All quizzes and exams can be taken on any computer with Internet access.
- Quizzes and exams can be taken at home, in a library, and/or some other setting that has a suitable testing environment.
- Students need to select a testing environment conducive for testing such as a distraction-free area at home, a computer lab at a library, etc.
- Exams may be taken during set dates and times. The dates and time period are posted on the course calendar.

- Each quiz/test will be available for a 3-5-day period on a date set by the instructor. Students can take a quiz/test at any time during the 3-5-day period.
- Quizzes and test are given for a limited time only.
- Each quiz/test will be available for a set, time (15-90 minutes) depending upon the number of questions.
- Expectations: There are ten quizzes, three tests, and a comprehensive final that is given during the semester. The type of questions on the quizzes and tests are multiple choice, true/false, fill in the blank, short essay, essay, and matching. Quizzes have approximately 5 questions, tests have approximately 50 questions and comprehensive final has around 60 questions.

Students must read the assigned lecture note (Power Point Slides) and review other resources identified in the course complete assignments that reinforce learning and demonstrate by assignments and exams knowledge of the topics and concepts. There will be 3 tests, a comprehensive final, as well as 10 quizzes, 10 discussion board questions, 1 Semester Project, 1 Research Paper and 1 reaction paper. Your final grade is determined by dividing total points earned by total points possible. There are a total of 600 points possible for this course.

- Research Paper (100 Points)
- Semester Project (100 Points)
- 10 Forum Questions (5 points each for a total of 50 points)
- 3 Tests (50 points each for a total of 150 points)
- Test 1 Ch. 1-5
- Test 2 Ch. 6-10
- Test 3 Ch. 11-14
- Comprehensive Final (100 Points) Ch. 1-15.
- 10 Quizzes (5 points each for a total of 50 points)
- 1 Reaction Paper (50 Points)
- Grades will be calculated using the following criteria:

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 59 and below

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

AI Student Policy:

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students	<ul style="list-style-type: none">• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work.• Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment.• In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	<ul style="list-style-type: none">• Determine if the use of generative AI could enhance student learning in any assignment or project.• Clearly indicate in all course syllabi if generative AI is allowable for any academic work.• If allowable, give specific parameters for how and when generative AI may be used.• If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.

Final Comments:

The recommended Resources do not need to be purchased, however were utilized in the development of this course, and will be referenced in the lecture presentation, forum questions, quizzes, exams, reaction papers, research, paper, and semester project.

