COURSE INFORMATION
- AGER 5750: Processes of Aging – Fall, 2018
- AGER 5750, Sections 810/820/080/086, 3 credit hours
- 100% online course. No scheduled meeting times are required.

Professor / Instructor Contact Information
- K. Whisnant Turner PhD, Associate Professor
- Chilton Hall, Room 218M
  - Phone: 940-565-4737  Cell: 940-390-1610
  - Office hours: Tuesday/Wednesday 2:00pm to 4:30pm or by appointment; Online by appointment
  - Keith.Turner@UNT.edu

Meet the Professor

Welcome to AGER 5750 Processes of Aging! I wanted to share a little information about my background. I earned my Interdisciplinary PhD in Geriatrics, Health Services Administration and Urban Planning at the University of Cincinnati Ohio. My life course has led me as an administrator, practitioner, and academic to engage in a variety of projects involving issues, problems and concerns facing a variety of populations in the US. As a United Way of America non-profit agency board trainer in the 1970s 80s and 90s, I participated in creating a set of national board leadership training materials for local affiliates and trained over 150 non-profit agency trustees and boards of directors. I have served on and chaired several boards of trustees and consulted for community-based non-profit and quasi-governmental agencies addressing the special needs of disability, hunger, orphans, homeless, migrants, senior citizens, populations with special health and
mental health care needs, and populations in need of a medical home. My research and leadership agendas include working as Principle Investigator and Administrator in the areas of social justice and inequality, state and local planning for community health, mental health and human services, infrastructure, capacity building, citizen engagement, integration and access to aging and disability services, childhood immunizations, community-oriented housing and urban development. I am a certified family and organizational mediator and have mediated numerous cases involving a variety of service-related issues. I design dispute resolution systems. But the main thing is that I deeply enjoy integrating all this experience into my academic instruction. The goal for this course is to provide students with essential concepts, perspectives, and data on the social aspects of aging at the individual and societal levels, thereby improving their ability to design, implement, administer, and evaluate appropriate long-term care services for older populations. I teach other related graduate level courses including Community Needs Assessment Program Planning and Evaluation, Grant Proposal Writing, Mediation in Aging and Community Services, Regulatory Strategies, and Ethical Issues in an Aging Society. I hope you will enjoy this course.

Course Pre-requisites, Co-requisites, and/or Other Restrictions
No required pre- requisites or restrictions

Course Description
Advanced seminar in social gerontology with emphasis upon psychosocial changes associated with aging.

Pre-requisites

There are no pre-requisites for the course.

Course Objectives

1. Be able to prepare a mini lecture on the definition and scope of gerontology.
2. Be able to outline the current and the future proportion of older adults on the planet and in various nations, e.g., USA, Mexico, China, Japan, Germany and Globally.
3. Be able to outline the difference between normal and abnormal aging.
4. Be able to define the focus on geriatric medicine.
5. Be able to discuss the interaction between mental and physical status in old age.
6. Be able to outline the advantages of the POMR that was created by Dr. Larry Weed.
7. Be able to define and design (outline) a high quality long term system for older adults.
8. Be able to discuss in some detail various strategies to secure financial security in retirement in USA.
9. Be able to define sustainable living for older adults.
10. Be able to explain ‘Not So Big Life’ as a strategy for successful retirement.
11. Be able to debate two different strategies for living arrangement in retirement – aged segregation vs aged integrated living communities.
12. Be able to outline the various forms of elder abuse and neglect.
13. Be able to define the characteristic of successful aging in face of declining health and disabilities.
14. Be able to outline the medical and social support to create an excellent hospice program.
15. Be able to create an outline for a professional human resource person in a company to discuss retirement planning for new employees.
16. Be able to create the basic components for a city to create an elder friendly city in USA and in a Third World Nation.
17. Be able to create a mini lecture for session at a local church or company seminar on ‘multiple jeopardy’ in old age.
18. Be able to design some policy proposals to improve the financial status of older adults in the USA.
19. Be able to define what it means to be sustainable in old age and how cities and organization may design more sustainable communities for older 25 adults and their families.
20. Be able to define the many components of what means to be a gerontologist.

Required Materials

**Syllabus Not A Contract**

The University attorney advises faculty members to notify students that the syllabus is not a contract and is therefore subject to change. We will try to adhere to the schedule provided, but it is important to note that changes may be necessary to meet unforeseen needs and events.
Required Textbook: *Gerontology: An Interactive Text*
By Lisa Curch, Gloria Cox, Harriet Cohen, Donna Eckstein, Lawrence Force, Stan Ingman, Jeannine Klein, Jennie Kronenfeld, Nnamdi Orakpo, Anissa Rogers, Shilpa Shashidhara, Cecilia Thomas, Donna Weinreich, & Celia Williamson - Price: $50.00 (on line access)

All books available at NDBCo.com use an interactive approach to engage the reader and include books in a digital format, a free printed book, and a password protected website where you can access your book online.

All prices include shipping and handling. Orders are processed and shipped via priority mail M-F (except on holidays). You'll receive your complete package, including the digital and printed book, in about 3 days. After your order has been processed you'll also receive an email from National Social Science Press that will give you access to the online edition.

Order Here


Enter Instructor's name: Stan Ingman

**TECHNICAL REQUIREMENTS / ASSISTANCE**

The following information has been provided to assist you in preparation for the technological aspect of the course.

UIT Help Desk: http://www.unt.edu/helpdesk/index.htm
Hardware and software necessary to use Blackboard Learn:
http://www.unt.edu/helpdesk/bblearn/
Browser requirements: You need a browser that interfaces well with Blackboard Learn, such as Microsoft Internet Explorer or Mozilla Firefox.
Word Processor
Creating and submitting files in Microsoft Office, the standard software for this course
Minimum Technical Skills Needed:
- Using the learning management system
- Using email with attachments
- Copying and pasting
- Downloading and installing software
- Using spreadsheet programs

STUDENT TECHNICAL SUPPORT

The University of North Texas [UIT Student Helpdesk](mailto:helpdesk@unt.edu) provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:

Email: helpdesk@unt.edu
Phone: 940.565-2324
In Person: Sage Hall, Room 130

Our hours are:
- Monday-Thursday 8am-midnight
- Friday 8am-8pm
- Saturday 9am-5pm
- Sunday 8am-midnight

Netiquette

*For an explanation of appropriate online interaction for students, please see Albion’s “The Core Rules of Netiquette”: [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html).*

Course Requirements

Required:


Supplementary readings on the World Wide Web or on Canvas will be assigned for some sessions and required. The weekly chapter assignments are provided in this syllabus and will also be posted, along with any supplementary readings. Supplemental Readings folder on course Homepage.

Attendance and Performance in Class

Internet courses provide students with the opportunity to take classes at a distance and at a time that fits their individual schedule. However, to provide a learning experience comparable in quality to the traditional classroom, internet courses require a broader and
more consistent level of participation by students. For purposes of this course, attendance means more completing the assigned readings and visiting the weekly lectures.

In order to receive the maximum benefit (and grade) from this course you will need to:
• Review the course assignments for each weekly Discussion area.
• Complete assigned readings by the beginning of the week in which they are covered.
• Visit the discussion pages early each week.
• Open each unit's discussion question(s) promptly, participate actively in the discussions, and follow the contributions of others throughout the week.
• Check your Canvas E-Mail frequently for personal communications from your instructor and fellow students.
Class Discussions
Class discussion will be a key component of this course. Accordingly, the student's level and quality of class participation will be taken into consideration in assigning the student's final grade. Students will be expected to actively participate in class discussion in two ways; first by responding directly to the questions that are posted, and second, by responding to their fellow students' observations. Each week's discussion questions will be found in the initial pages of the learning module -- along with a link to the week's discussion area. For your convenience, the discussion questions will also be summarized in each week's "Discussion Area." Try to learn from each other.

Examinations
There will be two examinations (a midterm oral exam and a final oral exam), each covering one-half of the course content. Exams are designed to establish that the student has completed the readings; these examinations will test the student's ability to comprehend, integrate, and apply concepts and information provided through readings and other assignments. (More information about these exams will be presented.)

Grading
Student performance on individual assignments will be evaluated and assigned a numeric grade. Values may be equated to letter grades as follows:
93-100 = A
80-92 = B
70-79 = C
60-69 = D
<60 = F
You can access your current assigned grade via the My Grades icon on the course Homepage.

The final course grade will be determined on the basis of:
• Weekly Posting and discussion comments on fellow student postings - 30 %
• Service Learning Project - 20%
• Midterm Examination – may be oral or written – determined by instructor- 20%
• Final Examination – may be oral or written- determined by instructor- 30%
You will be notified by the course communication tools of any changes.

Monday Aug-27th Orientation

**Read Syllabus, Assignments, Calendar, Introduction:** Post a paragraph or two introducing you to the class. Please indicate what you hope to learn in this course and how this course will be useful to you in your career goal. Use “Introductions” Discussion found in the Virtual Office discussion area. **Due September 2nd.**

**Mini-Internship Service-Learning Project:** Spend 20 hours or more at a site. Interview director and participants at the site, and develop a small program of assistance in cooperation with the director of an existing program.

**Submit report on your experience.** Describe program in some detail, produce a diary of visits, and report on your interview with director or some administrator. Finally, in conclusion – what were your impressions on the program?

**Report Outline**
A. Introduction – describe program
B. Describe your assistance at the site.
C. Conclusion – Evaluation of programs impact, and what did you learn from your participation.

**Service-Learning Project – 20%**
(Local Examples only, listed here- explore other sites in your area.)

a) Adult Day Care - Corinth or Lewisville
b) Heritage Oak Retirement Community, Denton Housing Authority, Call Director Help expand social & recreational programs.
c) Senior Citizen Center at American Legion Center in Denton. Betty Kimble. (940 349-8298)
d) Fair Oak Retirement Housing, Denton
e) Pecan Place Retirement Housing, Denton, Call Denton Public Housing Authority  
f) Meals-on-Wheels. Help provide meals in the home. Call SPAN (Senior Programs for Aging Needs). , 940 382 2224
g) Denton Senior Center, largest and most diverse programming in Denton. Call 940 349 8720
h) Seniors in Motion - Industrial Blvd. Denton, Texas.
i) RSVP-Serving Denton County - Call Diana Corona 940 383 1508
j) Good Samaritan – Lake Forest or Hinkle Ave, 940 891 0856
k) Vintage Retirement – on Bonnie Brae in Denton - Senior Housing Assisted Living, Nursing Home. 940 364 1500
l) Carriage House, Assisted Living, Executive Director, Rachel Babb, 1357 Bernard Street, 940 484 1066
Or, select similar senior oriented service program in your town or region and arrange for assisting an aging program. Call director or volunteer coordinator to arrange a visit.

**AGER-5750 Fall-2018**  
**Weeks run from 12:01 AM Mondays thru 11:59 PM Sundays (Except 1st and last week)**

Introduction & Scope of Social Gerontology Weeks 1 & 2: Introduces the course organization and requirements, defines the field of gerontology, and places aging in historical and demographic contexts.

**Unit-1 Week-1:** Monday Aug. 27th – Sun Sept. 2th, 2018  
Introduction & Organization  
Welcome - Course Goals & Objectives - The Syllabus - Course Procedures (Read Syllabus) • Use of WebCT • Requirements • Text & Other Assigned Readings • Lectures • Class Discussion • "Experientials" & Reports • Term paper • Examinations • Grading • ADA, Integrity, Incomplete Policies

Scope of Gerontology & History of Aging • Definitions of gerontology • The nature of aging • Theories of aging • Research and practice • Modernization and aging: Status of Aged- Better now or worse? • History of Aging

**Unit 1 and Week 1 Objective:** Be able to prepare a mini lecture on the definition and scope of gerontology

**Unit-1 Assignment - Due: Sunday, September 2nd:***
1. Read: Gerontology: An Interactive Text - Chapters 1, 10, 15.
2. Post response to question 4 at the end of chapter 1 of Gerontology: An Interactive Text.
4. Go to Supplemental Readings - Retirement Folder - and review the book review of Don Cowgill’s book (File: Cowgill_Aging-Around-the-World_Book-Review.pdf) briefly – what was Professor Cowgill’s theory?

**Supplemental Reading for this Discussion area:**
- Supplemental Reading / Misc folder - Chapter-1-The-Scope-of-Gerontology_RobertC-Atchley.pdf

**Unit-2 Week-02 Mon-Sept.3rd –Sun Sept.9th , 2018** Population Aging:
- Population aging – means what? • Measuring the proportion of older adults in a society • Demographic characteristics of the aged • Population processes in later life • China one baby
policy and elder care?  • Dependency Ratio - Child dependency vs. Elder dependency ratio vs. total dependency ratio.  • Take test – Will you live to be 100?

Unit 2 and Week 2 Objective: Be able to outline the current and the future proportion of older adults on the planet and in various nations, e.g., USA, Mexico, China, Japan, Germany and Globally.

Unit-2 Week-2 Assignment - Due Sunday September 5th:
1. Read: Gerontology: An Interactive Text - Chapter 17
2. Post response to question 1 at the end of chapter 17 of Gerontology: An Interactive Text, then
3. Review each paper listed below in the Supplemental Paper Population Issues Folder, and write one page to summarize what you have learned.


Unit-2 Week-3: Mon Sept.10th – Sun Sept. 18th, 2018
Physical Aging & Health:
Weeks 3 & 4 Reviews essential physical and psychological dimensions of the aging process.

Determinants of physical aging  • Physical consequences of aging  • Nature & extent of health problems  • Functional status in old age  • Why is geriatric medicine different?

Unit 2 and Week 3 objective 1 : Be able to outline the difference between normal and abnormal aging.

Unit 2 and Week 3 objective 2 : Be able to define the focus on geriatric medicine. Unit-2 Week-3 Assignment - Due - Sunday September 18th:
1. Read: Gerontology: An Interactive Text - Chapters 2 and 3
2. Post response to Question 2 at end of Chapter 2 of Gerontology: An Interactive Text - what is the concept of Compression of Morbidity - and
3. Post a response to Question 1 end of Chapter 3 of Gerontology: An Interactive Text, then
4. Go to Supplemental Papers Geriatric Care Folder - review these three papers and discuss why geriatric practice or clinical care is complex.

Supplemental Papers Geriatric Care Folder contents (Files):  • Comprehending-the-dimensions-of-elderly-care_lawson.pdf  • The-Early-History-of-Geriatric-Medical-Care-in-the-
Dr. Lawson is a geriatrician from Scotland who practiced geriatric in Connecticut for some 30 years.

Unit-3 Week-4: Mon Sept. 17th - Sun Sept. 23rd, 2018 Psychological and Physical Health Care:
• Physical Health Care  • Changes in sensory & perceptual processes  • Psychomotor performance  • Changes in personality  • Mental disorders  Problem Oriented Medical Record – Why it important in geriatric care?

*Unit 3 and Week 4 Objective 1*: Be able to discuss the interaction between mental and physical status in old age.

*Unit 3 and Week 5 Objective 2*: Be able to outline the advantages of the POMR that was created by Dr. Larry Weed.

Unit-3 Assignment: Due Sunday September 23rd:
1. Read: Gerontology: An Interactive Text - Chapters 4 and 7
2. Read : POMR – Dr Larry Weed ( Medical Records that Guide and Teach)

Post response to question 4 at the end of Chapter 4 of Gerontology: An Interactive Text and Post a response to question 11 at the end of Chapter 7 of Gerontology: An Interactive Text.


SOCIAL ROLES IN LATER LIFE
Unit-4 Week-5: Mon Sept. 24th – Sun Sept. 30th , 2018 Aging & Social Supports:
• Changing social roles in old age • The life course, age norms, & changing lifestyles • Relations with significant others • Extended relationships

*Unit 4 and Week 5 Objective 1*: Be able to define and design ( outline) a high quality long term system for older adults.

Unit-4 Assignment: Due Sunday September 30th:
1. Read: Gerontology: An Interactive Text - Chapters 5, 9 and 12
2. Post response to question 2 end of chapter 5 of Gerontology: An Interactive Text
3. Post a response to question 5 at end of chapter 9 of Gerontology: An Interactive Text and
4. Post a response to question 5 at end of chapter 12 of Gerontology: An Interactive Text
5. Create one paper summarizing what interests you in review of papers by S. Susanka, Brune and on the Eden Alternative in the Supplemental Papers Housing and Communities Folder. Supplemental Papers Housing and Communities Folder Files:
- Chapter-rev-for-Sustainable-Senior-Living_Not-So-Big-Communities_SarahSusanka.pdf
- The-Long-Term-Care-Culture-Change-Movement_Brune-Chatfield-2009.pdf

Unit-5 Week-6: Mon Oct. 1st – Sun Oct. 7th, 2018 Employment & Retirement: • Elder participation in the labor force • Employment problems of older workers • The evolution of retirement • The process & consequences of retirement • Not so big life?

Unit 5 and Week 6 Objective 1 : Be able to discuss in some detail various strategies to secure financial security in retirement in USA

Unit 5 and Week 6 Objective 2 : Be able to define sustainable living for older adults

Unit 5 and Week 6 Objective 3 : Be able to explain ‘Not So Big Life’ as a strategy for successful retirement.

Unit-5 Assignment: Due October 7th:
1. Read: Gerontology: An Interactive Text - Chapter 13
2. Post short essay on how we can maintain social security in USA. What reforms would you suggest? What is a retirement plan?
3. Go to Supplemental Papers Housing and Communities Folder – read the papers by Lehning, Scarfo, and Moody and summarize the vision of these authors.

Supplemental Papers Housing and Communities Folder Files:

AARP SmartBriefs are also available on Employment subject, available at: http://www.smartbrief.com

Sarah Susanka paper in Miscellaneous Supplemental Papers – Not So Big Communities – review again.

UNIT 6 Week-7: Mon Oct. 8th – Sun Oct. 14th, 2018 (Mid-course)
Social Relationships, Interactions • Determining factors • Spheres of Activity • Religion and spirituality • Elder Abuse • Sexuality in old age • Intergenerational relationship- Important? • Aging in Place – realistic or not?

Watch this Video: “What is believed to be the nation’s first “LipDub” performed solely by residents of a retirement community is getting rave reviews. Clark Retirement Community and
Grand Valley State University combined efforts for this “Feelin’ Good” video to the jazzy sweet contemporary crooning of Michael Bublé.” GO TO: http://youtu.be/uZ7-n930zJo or Clark Retirement Community ‘you tube’.

Unit 6 and Week 7 Objective: Be able to debate two different strategies for living arrangement in retirement – aged segregation vs aged integrated living communities.

Unit-6 Assignment: Due Sunday October 14th:
1. Read: Gerontology: An Interactive Text - Chapter 11
2. Post: what are the positives and negatives of Aging in Place?
3. Post: describe the pluses and negatives for aged segregation in old age.

MIDTERM 20% Week-08 Mon Oct.14th –Sun Oct. 21st, 2018 Short essays and short answer questions Review for Midterm Exam - This examination will test the student’s ability to comprehend, integrate, and apply concepts and information provided through readings and other assignments.

Midterm material that may be covered:
Text reading assignments, Discussion questions and Supplemental Papers as reviewed Assigned readings in Gerontology: An Interactive Text: Chapters: 1-5, 7, 9-10, 12-13, 15 and 17 Supplemental Readings: Covered in Units 1-7 Population Issues Folder Contents (Files):
حفظ China-population-numbers-charts.pdf
حفظ Demography-Of-Aging_Quadagno_ch04-2005.pdf
حفظ OP-Ed-Article_The-Earth-is-Full_Friedman-NYT-June-7-2011.pdf
حفظ Quiz-on-Living-to-100.pdf
حفظ Comprehending-the-dimensions-of-elderly-care_Lawson.pdf
حفظ The-Early-History-of-Geriatric-Medical-Care-in-the-UK_Lawson.pdf
حفظ The-home-assessment-visit_Comprehending-the-Social-Ecology-of-Geriatric-Care-byHome
حفظ Assessment-before-Long-Term-Institutionalization_Lawson-2008.pdf
حفظ The-Early-History-of-Geriatric-Medical-Care-in-the-UK_Lawson.pdf Housing and Communities Folder (Files):
حفظ Chapter-rev-for-Sustainable-Senior-Living_Not-So-Big-Communities_SarahSusanka.pdf
حفظ The-Long-Term-Care-Culture-Change-Movement_Brune-Chatfield-2009.pdf
ADJUSTING TO OLD AGE Weeks 8 & 9 The ways older persons respond to these changes.

UNIT 7 Week 8: October 15th – October 21st, 2018 Psychological Expressions and Adult Development: Chapter 6 and 8 • Adaptive strategies • Counterproductive coping mechanisms & deviant roles • Successful adaptation in old age • The victimization, abuse & neglect of older people • Dementia and Alzheimer Care

Unit 7 and Week 8 Objective
1: Be able to outline the various forms of elder abuse and neglect. Unit 7 and Week 8 Objective
2: Be able to define the characteristic of successful aging in face of declining health and disabilities.

Unit 7 Assignment: Due October 22nd
1. Read: Gerontology: An Interactive Text - Chapters 6 and 8
2. Post response to question 1 at the end of chapter 6 of Gerontology: An Interactive Text and
3. Post response to question 23 at the end of chapter 8 of Gerontology: An Interactive Text

UNIT 8, Week 9: October 22nd – October 28th, 2018 Dying, Death, Bereavement & Widowhood: Chapter 5, 16 • Definitions of death • Ethical and political issues associated w/death • Care of the dying • Bereavement and widowhood

Unit 8 and Week 9 Objective: Be able to outline the medical and social support to create an excellent hospice program.

Unit-8 Week-9 Assignment: Due October 28th:
1. Read: Gerontology: An Interactive Text - Chapters 5 and 16
2. Post response to question 5 at the end of chapter 5 of Gerontology: An Interactive Text and
3. Post after reading chapter 16. of Gerontology: An Interactive Text respond to the question “How would you integrate spirituality issues into clinical practice?”

Find a paper on hospice care on google or in Supplemental Papers

ADDRESSING THE NEEDS OF OLDER PERSONS Week 10 & 11 The health and social service needs which often accompany old age.
Week-10: October 30th – November 4th, 2018

The Needs & Resources of Older Persons: Chapter 12 and 13 in Text • Financial needs • Housing problems • Personal and health care needs • Transportation

Social Contract for US Citizens and their Society? : Beth Rubin’s Shift in Social Contract Chapters 1, 2, 2.3 and 7. + How is this changing? + Based upon your current understanding of support of elders are social support stronger or weaker?

Unit 8 and Week 10 Objective: Be able to create an outline for a professional human resource person in a company to discuss retirement planning for new employees.

Unit-8 Week-10 Assignments: Due November 4th:
1. Read: Gerontology: An Interactive Text - Chapters 12 and 13
2. Post response to question 6 at the end of chapter 12 of Gerontology: An Interactive Text and
3. Post after reading chapter 13 of Gerontology: An Interactive Text respond to the question “What is a good plan to retirement?”

UNIT 9 Week-11: November 5th – November 11th, 2018 Week 11 Society’s response the elderly and their service needs. Health Care & Social Services for the Aged: • The provision of medical care • Long-term care • Community facilities • Organizing & financing social services • International developments

Unit 9 and Week 11 Objective: Be able to create the basic components for a city to create an elder friendly city in USA and in a Third World Nation.

Unit-9 Week-11 Assignments: Due November 11th:
1. Read: Gerontology: An Interactive Text - Chapters 4, 14 and 15
2. Read: In Supplemental Readings Folder: Housing and communities - files:
3. Post a response to the question “What are the positives and negatives of reforming Social Security in USA?”
4. Post a response to the question “What are the political barriers to reforming our medical care system, especially why it so hard to control cost inflation?”

AGING AND SOCIETY Weeks 12, 13, 14 and 15 Addresses issues of aging from a broader societal perspective, including social inequalities in old age, the economics of aging, and the politics of
old age. Consider changes in individual and population aging which may result from altered demographic forces, technological advances, and emerging public policies in the field of aging.

UNIT 9 Week-12: November 12th – November 18th, 2018 Societal Responses to Aging & Social Inequalities in Old Age:

- Attitudes, beliefs, & stereotypes about aging
- Ageism, discrimination & societal disengagement
- The role of social class, ethnicity & gender
- Multiple jeopardy
- Spirituality and aging

Unit 9 and Week 12 Objective: Be able to create a mini lecture for session at a local church or company seminar on ‘multiple jeopardy’ in old age

Unit-9 Week-12 Assignments: Due November 18th:
1. Read: Gerontology: An Interactive Text - Chapter 16, after reading chapter 16:
2. Post response to the question “How would you integrate spirituality issues into clinical practice?”
3. Post: Define multiple jeopardy that some older adult face in the USA.

UNIT 9, Week 13 Monday, November 19th – November 24th, 2018 The Economy:
- The economic environment
- Retirement income & expenditure on the elderly
- The contributions of older persons to the economy
- The elderly as consumers of services

Unit 9 and Week 13 Objective: Be able to design some policy proposals to improve the financial status of older adults in the USA.

Unit-9 Week-13 Assignments: Due Before November 25th.
2. Post a summary to these two papers to the Discussion Board. Service Learning Project wrap up.

- Political beliefs & political action in old age
- The elderly as a pressure group
- The role of advocacy for the elderly
- Public policy & aging
- Health Care Reform and Aged
- Aging and the Future: Chapter 17
See Supplemental Paper and Power Points  •  Demographic forecasts  •  The future of physical aging  •  The future of psychological aging  •  The future of social aging  •  Sustainable Senior Living  •  Aging and technology  •  Policy issues and options

**Unit 10 and Week 14 Objective**: Be able to define what it means to be sustainable in old age and how cities and organization may design more sustainable communities for older adults and their families.

Unit-10 Week-14 Assignments: Due Dec 3rd :  

1. Read: Gerontology: An Interactive Text - Chapters 14 and 17.
4. Post response to the question “How would you make sure social security program will remain strong in USA?”  
5. Post response to the question “How would you design a more sustainable community for citizens in your local community?”

**SUMMARY AND CONCLUSIONS**

Week-15_Mon-December 3rd - __-Dec-9th , 2018 Last “Class” Day  Unit 15 and Final Week Objective : Be able to define the many components of what means to be a gerontologist. 
Unit -15a Assignments: Due December 10th:  
1. Visit The LeadingAge Center for Aging Services Technologies (CAST) http://www.leadingage.org/CAST.aspx  
2. Post: Week-15 Discussion: Future of Aging - Make at least one SUBSTANTIVE contribution to a discussion of the baby-boomers likely approach to aging in the future and how it might impact important social changes in 21st Century America.

Final -Exam Week  .. Dec. 10th – Dec. 14th , 2018 Exam day will be established at end of class.  
. Final Exam December 10th All work Due : December 12th

1. Catch up on gradable content on previous units  2. Final 20%

Final Exam – Written or Oral Exam –Will be determined based upon performance in Class by instructor and other factors. Oral exam will be by Phone/Skype or in the Office. Instructor will determine format of exam .  
Review for Final Exam This examination will test the student's

Some tips to reduce your anxiety:
- The best way to reduce test taking anxiety is being well prepared.
- Try to maintain a positive attitude during the test.
- Get a good night’s sleep before the test.
- Deep breath can help you to reduce your anxiety; and makes you relaxed. Hydrate yourself, but not too much.
- Read the directions of each question slowly and carefully.
- Before starting the exam, skim through the questions once so that you can manage your time.
- Write down important facts and definitions and/or keywords on a peace of paper. It helps you be relaxed and not worried about forgetting them.
- Answer the simple questions first to help build up your confidence for the harder questions.
- Skip the questions which you don’t know the answer. May be you remember the answer while you are doing the exam. This saves your time, and reduce your anxiety.
- Before taking the exam, reduce the distractions in the environment; don't let your mind

**Course Expectations**

*As the instructor in this course, I am responsible for*

- providing course materials that will assist and enhance your achievement of the stated course goals, guidance,
• providing timely and helpful feedback within the stated guidelines,
• and, assisting in maintaining a positive learning environment for everyone.

As a student in this course, you are responsible for
• reading and completing all requirements of the course in a timely manner,
• working to remain attentive and engaged in the course and interact with your fellow students,
• and, assisting in maintaining a positive learning environment for everyone.

Policies

Include information on specific course and/or department policies, as well as links to UNT policies.

Academic Integrity: https://deanofstudents.unt.edu/academic-integrity

ADA Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://disability.unt.edu/. You may also contact them by phone at 940.565.4323.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation


The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student’s physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or
computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Calendar

Include a tentative calendar for the course. Include information for the modules (weeks/units etc.) for the course, along with the dates they will run, and the assignments and due dates. Here is a sample format:
TIME LINE

COURSE OUTLINE:
FALL –
OVERVIEW:

WEEKLY DISCUSSIONS: 30%
WEEK1
WEEK2 WEEK3 WEEK4 WEEK5 WEEK6 WEEK7 WEEK8

MIDTERM EXAM: 20%
WEEK9 WEEK10 WEEK11 WEEK12 WEEK13

UNIT 1: Aug 27th – Sept. 2nd
UNIT 2: Sept. 3rd – Sept. 9th UNIT 2: Sept. 10th – Sept. 16th
UNIT 3: Sept. 17th – Sept. 22nd
UNIT 4: Sept. 24th – Oct. 30th
UNIT 5: Oct. 1st – Oct. 7th
UNIT 6: Oct. 8th – Oct. 14th
UNIT 7: Oct. 15th – Oct. 21st
UNIT 8: Oct 22nd – Oct. 28th UNIT 8: Oct. 29th – Nov. 4th
UNIT 9: Nov 5th – Nov 11th UNIT 9: Nov. 12th – Nov. 18th UNIT 9: Nov. 29th – Nov. 25th

SERVICE LEARNING PROJECT REPORT / MINI INTERNSHIP REPORT: 20% due November 27th
WEEK14 WEEK15

UNIT 10: Nov. 26th – Dec. 2nd
UNIT 11: Dec. 3rd – Dec 9th OPTIONAL

FINAL EXAM: 30% December 10th