

Course Number	SOWK 553.03 S03	Classroom	Online
Course Name	Gerontology		
Day(s) & Time	Zoom sessions on Wednesday 5:30-7:00pm Mountain Time		
Instructor	Yeonjung Lee, PhD, RSW		
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SYLLABUS STATEMENT

Examines contexts, theories, practice models and skill development in specialized fields of practice.

COURSE DESCRIPTION

This online elective course introduces the concept of aging, including definitions of aging and biological, cognitive and psychosocial correlates of aging. The course emphasizes critical examination of representations of aging, explores aging and related issues in social work practice with older adults and their families, communities and societies and examines a broad range of theories and contemporary issues related to aging and social work practice with older adults and their families. Domains of inquiry include biological, psychological, and sociological perspectives on aging and older adults. Students will critically examine the social constructions of old age, social work values and ethics, and social work practice within an aging society at the individual, community, and institutional levels. Social and economic justice, evidence-based practice, and capacity building will be highlighted throughout the course. Students will participate in applied learning projects as an integral part of this course. Professional communication skills will be practiced. Throughout the course, we will discuss how to apply the tenets of evidence-based practice to the theories and issues that impact aging. The purpose of this course is to highlight the key issues that face the emerging generation of diverse, heterogeneous older adults, as well as social workers and other professionals who will serve them.

This course has no pre-requisites or co-requisites.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Identify and describe the trends, issues, and challenges related to aging and discuss their implications for aging in our society.
2. Explain and evaluate the theories of aging.
3. Apply theories of aging to practice with older adults and their families.
4. Identify and critically analyze a range of policy and programs designed to support an aging society
5. Take responsibility as professional social workers to confront biases and stereotypes about older adults and to educate others about later years in life.

6. Adopt and apply an anti-ageist approach in their social work practice with individuals, families, and communities.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no textbook for this course. However, students will be required to review articles from academic journals, as well as online materials provided by instructor. Lists of required readings and videos will be provided weekly prior to each class via D2L.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for online Zoom class access.

RELATIONSHIP TO OTHER COURSES

This course is an elective course in the BSW program. Knowledge about aging is an important component to support our professional mandate and values. This course relates to foundational BSW courses (e.g., SOWK 304/306) that introduce models and approaches to social work practice, social work theories, and fundamental social work concepts related to diversity and oppression. Students are encouraged to apply knowledge, skills and values learned in other BSW courses.

CLASS SCHEDULE

Week	Date	Topic	Important Notes & Assignments Due
1	Jan 11-17	Introduction	
2	Jan 18-24	Perception of older adults and aging	Zoom – January 20, 5:30-7pm
3	Jan 25-31	Overview of aging in Canada and global aging	<i>Zoom office hour (January 27, 5:30-6:30pm)</i>
4	Feb 1-7	Theories of aging	
5	Feb 8-14	Personal research week	<i>Zoom office hour (February 10, 5:30-6:30pm)</i>
6	Feb 15-21	<i>No Class – Winter Break</i>	Assignment 1 due Feb 21
7	Feb 22-28	Review and discussion of ethnographic interview	Zoom – February 24, 5:30-7pm
8	Mar 1-7	A movie week – <i>Still in Alice</i>	
9	Mar 8-14	Dementia	Zoom – March 10, 5:30-7pm
10	Mar 15-21	Public policy and aging	Zoom – March 17, 5:30-7pm Assignment 2 due Mar 21
11	Mar 22-28	Aging in place and caregiving	
12	Mar 29-Apr 4	Presentation I	<i>Zoom office hour (March 31, 5:30-6:30pm)</i> Assignment 3*
13	Apr 5-11	Presentation II	Assignment 3*

14	Apr 12-18	Presentation III	Assignment 3*
Note: * There are three different deadlines for Assignment 3 depending on which week you are signed up for presentation. Please see Assessment Component below for the details and sign up via D2L.			

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: Ethnographic Interview and Reflection Paper (25%) – Due February 21 by 11:59pm MT

Aligned Course Learning Outcome: 2, 3, 5, 6

Students will have an ethnographic interview with an older adult. Find an older person who is aged 70 or older. Try to interview someone you do not know or know only vaguely. Use a recording device (that will allow you to record verbatim what the person says); and have a series of questions prepared in advance, with probes. Aim for a 30-45 minute conversation covering the topics suggested (a list will be posted on D2L) and feel free to add additional topics of your own interests. Students are instructed not to take notes during the interview but to pay 100% attention to the conversation instead.

After the interview, write a reflection paper including appropriate quotes from the person (2500 words); we want to hear how they speak about aging. Course-based ethics will be submitted by instructor and approved before conducting this assignment.

Further details and assessment rubric will be provided on D2L.

Assignment 2: Op-ed Essay (25%) – Due March 22 by 11:59pm MT

Aligned Course Learning Outcome: All

Students will write an op-ed essay about an aging related topic of your interest. An Op-ed (Opposite the Editorial) is a newspaper opinion piece from contributors not affiliated with the editorial board. The purpose of an op-ed is to sway public opinion and change minds using convincing arguments, presenting it in a concise, readable way. As a social worker, writing an op-ed is one of the many ways to apply the learnings from the classroom to the real world and practice what you believe is “social justice”. The final paper should NOT exceed 750 words. Students will be encouraged to submit it for publication. For extra credit (1 point out of 25 points), forward me an email showing that you sent your op-ed to an online or print publication, seeking to have it published.

Further details and assessment rubric will be provided on D2L.

Assignment 3: Infographic and Presentation (25%) – Due March 29, April 5, April 12 by 11:59pm MT

Aligned Course Learning Outcome: All

Infographic is a method of visualizing data or ideas that conveys complex information to an audience in manner that can be quickly consumed and easily understood. It is very effective as a tool for communicating ideas and displaying large amounts of information relatively quickly. Infographic combines text, graphics, and images together in a way that is aesthetically appealing and engaging to viewers.

Students will create an infographic poster that will help others better understand an issue or concept related to aging. Present your infographic poster by posting it on D2L and facilitating the discussion among peers. Presenters should post their complete infographic by the deadline that you are assigned. All students will read the presentation and respond to at least 2 postings. Presenters are expected to re-respond to peers’ responses. Try to balance across the postings. If somebody has already posted responses, try to respond to other postings.

Presentation I: Presenters should post their research posters **by March 29**. All students (including the presenters) read the posters and respond to **at least TWO postings by April 4**. Presenters are also expected to **re-respond to all peers’ comments by April 7**.

Presentation II: Presenters should post their research posters **by April 5**. All students (including the presenters) read the posters and respond to **at least TWO postings by April 11**. Presenters are also expected to **re-respond to all peers’ comments by April 14**.

Presentation III: Presenters should post their research posters **by April 12**. All students (including the presenters) read the posters and respond to **at least TWO postings by April 18**. Presenters are also expected to **re-respond to all peers’ comments by April 21**.

Further details and assessment rubric will be provided on D2L.

Assignment 4: Contribution to Online Learning Community (25%) – Weekly, as noted on D2L

Aligned Course Learning Outcome: All

To create a meaningful learning experience for everyone, students’ active class participation in online lectures, synchronous and asynchronous discussions, and presentations is required. Peer interaction and learning is a focus in this course. Class participation through Discussion Board contributions on D2L and in the Zoom sessions is expected and will be assessed by the instructor as part of the course grade.

An assessment rubric will be provided on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend the Zoom sessions regularly and to be fully present and engaged in class activities and discussions via D2L for students' best learning experience. These are part of the participation grade, as outlined in the assessment components section above. If a student misses a synchronous Zoom session, make-up marks are usually gained by completing a series of exercises related to the topics discussed as class participation mark of the week after watching the recorded Zoom session. Whenever possible, advanced notice of the absence is strongly encouraged.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox or Discussion board on D2L. Assignments may be submitted in Word or PDF format. Assignments are due by 11:59pm Mountain Time on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted with no penalty only in exceptional circumstances and at the discretion of the instructor. Late assignments will be downgraded by 2% of the assignment grade per day including weekends and holidays. There is a seven-calendar day maximum limit for late submissions when students have not asked for an extension. No submission will be accepted beyond this seven-day limit.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points (Calgary)**
- **Safewalk (Calgary)**