Winter 2022

Course & Session Number	SOWK 553.03 S03	Classroom	Online
Course Name	Gerontology		
Day(s) & Time	Zoom sessions on Wednesday 7:00-9:00pm Mountain Time Refer to the Class Schedule below for details.		
Instructor	Yeonjung Lee, PhD, RSW	Office Hours	As Requested
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EQUITY, DIVERSITY, INCLUSION, RECONCILIATION AND ANTI-RACISM

The Faculty of Social Work (FSW) is committed to anti-racist social work education and practice and to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge the historic and ongoing effects of racism, systemic inequities and compounded disadvantages due to the intersection of social locations, particularly for members of racialized, Indigenous, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, and cultural barriers to their education. We recognize, honour, and integrate diverse perspectives, experiences, and strengths into our work. See the faculty's Statement on Anti-Black and Anti-Asian Racism, the work of the faculty's Anti-Black Racism Task Force, and the university's Indigenous strategy.

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

This 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 will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment (students complete on their own time such as Discussion Boards, watching videos, etc.) and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). There will be 7 synchronous Zoom sessions throughout the term, and each will be recorded.

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

Novak, M., Northcott, H., & Campbell, L. (2017). *Aging and Society: Canadian Perspectives* (8th Edition). Nelson College Indigenous.

It is optional to purchase the textbook because only some chapters not the entire books will be used for this course. A copy of the selected chapters may be available via D2L after the approval for use by the UCalgary Copyright Office. Besides the textbook, 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 D2L and Zoom 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.

IMPORTANT DATES FOR WINTER 2022

- o Start of Classes: Monday, January 10, 2022
- o Term Break, no classes: Sunday – Saturday, February 20 – 26, 2022
- o End of Classes: Tuesday, April 12, 2022
- o End of Term: Friday, April 29, 2022
- o Alberta Family Day, no classes: Monday, February 21, 2022
- o Good Friday, no classes: Friday, April 15, 2022
- o Easter Monday, no classes, Monday, April 18, 2022

CLASS SCHEDULE

Week	Date	Topic	Zoom	Assignments Due
1	Jan 10-16	Introduction	**Class** – January 12	Discussion Board
2	Jan 17-23	Perception of older adults and aging	**Class** – January 19	
3	Jan 24-30	Overview of aging in Canada and global aging	*office hour - Jan 26*	Discussion Board
4	Jan 31-Feb 6	Diversity of Aging	**Class** – February 2	
5	Feb 7-13	Theories of aging	*office hour - Feb 9*	Discussion Board
6	Feb 14-20	Personal research week	*office hour - Feb 16*	Assignment 1: Feb 19
7	Feb 20-26	*No Class – Winter Break*		
8	Feb 28-Mar 6	Review and discussion of ethnographic interview	**Class** – March 3	

9	Mar 7-13	A movie week: *<Still Alice>* and *<Help>*	*Office hour* -Mar 16	Discussion Board
10	Mar 14-20	Dementia	**Class** – March 16	Assignment 2: Mar 16
11	Mar 21-27	Aging in place and caregiving	*office hour - Mar 23*	Discussion Board
12	Mar 28-Apr 3	Public policy and aging	**Class** – March 22	
13	Apr 4-10	Presentation	**Class** – April 6	Assignment 3: April 10

Regarding the Zoom, the weeks when a synchronous class is scheduled, the student's attendance is required. On the other hand, the weeks when a synchronous office hour is scheduled, the attendance is optional, and you can freely join me via Zoom for any questions or discussion.

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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 (e.g., to review a recorded session) for your best learning experiences. 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.

ZOOM RECORDINGS OF ONLINE CLASSES
The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

EMAIL
Class announcements will be sent out over e-mail, so you'll need to make sure that the university has your correct e-mail address and that your e-mail account is in working order. Students are welcome to contact me by e-mail. I will make every effort to reply to your e-mails as soon as possible, but students are expected to wait at least 72 hours (not counting weekends and holidays) to hear back from me. If you contact me regarding the assignments at the last minute, you might not be able to get the answer before the deadline. Thus, students are advised to contact me in advance.

A brief note on email etiquette: When emailing your professor, your email should always contain certain elements. First, "SOWK 553" should be in the subject line of the email. Emails without the course number may receive a delayed response. Second, your email should start out, "Dr. Lee" or "Professor Lee" or "Yeonjung." Please refrain from saying "Hey" or starting directly the issue you are emailing about without the appropriate name of the recipient.

ASSESSMENT COMPONENTS

Assignment 1 (Individual): Ethnographic Interview and Reflection Paper (25%) – Due February 19

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

Assignment Description: Students will have an ethnographic interview with an older adult. Find an older person who is aged 70 and 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. 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. Course-based ethics will be submitted by instructor and approved before conducting this assignment.

After the interview, write a reflection paper (2500 words excluding the references). You can include appropriate quotes from the person, but the direct quotes should not take more than 25% of the entire paper. The reflection paper should focus on students' own reflection based on both theories learned and literature reviewed as well as personal experience or insight rather than simply transcribing the ethnographic interview. Submit 1) a reflection paper, 2) the consent form, and 3) audio recording of the interview via Dropbox.

Assessment Criteria: Further details and assessment rubrics will be provided in class/posted on D2L.

Assignment 2 (Individual): Op-ed Essay (25%) – Due March 16

Aligned Course Learning Outcomes: All

Assignment Description: 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 (excluding the references). Students will be encouraged to submit it for publication. For extra credit, forward me an e-mail showing that you sent your op-ed to an online or print publication, seeking to have it published.

Assessment Criteria: Further details and assessment rubrics will be provided in class/posted on D2L.

Assignment 3 (Group): Infographic and Presentation (25%) – Due April 6 – 10

Aligned Course Learning Outcomes: 1, 4, 5, 6

Assignment Description: 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.

It is a group assignment and the groups will be randomly assigned at the beginning of the semester. Students will create an infographic poster that will help others better understand the resources available in their own local communities for older adults. Students as a group will explore and research the resources for older people regarding housing, foods, health, in-home support, transportation and others and demonstrate the gaps that they identify based on the learnings from this course or their own knowledge.

Students will present your infographic poster during Zoom session as well as post it on Discussion Board via D2L. All students (including the presenters) read the posting and respond to at least TWO posting by April 8. Presenters are expected to answer the questions raised by peers and facilitate the discussion among peers. Much like at a research conference, students will be invited to virtually "walk through" the infographic poster and ask questions. When you ask questions, try to balance across the postings. If someone has already posted questions/responses on a poster, try to respond to other postings. Presenters are also expected to re-respond to all peers' comments by April 10.

Assessment Criteria: Further details and assessment rubrics will be provided in class/posted on D2L.

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

Aligned Course Learning Outcomes: All

Assignment Description: 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 via Discussion Board contributions on D2L and in the synchronous Zoom sessions is expected and will be assessed by the instructor as part of the course grade.

Assessment Criteria: Further details and assessment rubrics will be provided in class/posted 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 in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by

11:59pm 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. This grading system overrides the grading system in D2L. There is no rounding up.

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 https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 https://www.ucalgary.ca/pubs/calendar/current/k.html.

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 AND GENDER-BASED 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy

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