UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization**.** We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that equity does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization, our Statement on Anti-Black Racism and the work of the faculty's Anti-Black Racism Task Force, our Statement on Anti-Asian Racism, and the university's Indigenous Strategy.

Course & Session Number	SOWK 518 S01	Classroom	Online
Course Name	Gerontological Social Work		
Dates and Time	Start of Classes: January 13, 2025 End of Classes: April 11, 2025 Dates and Time: Zoom sessions on Thursdays (January 16, January 23, February 6, February 27, March 13, March 20, April 4, and April 10) 5:30-8:30pm Mountain Time It is a hybrid course of synchronous and asynchronous sessions. Refer to the Class Schedule below for details. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Yeonjung Lee, PhD	Office Hours	As Requested
UCalgary E-mail	yeonjung.lee@ucalgary.ca	UCalgary Phone	N/A

SYLLABUS STATEMENT

Examines contexts, theories, practice models and skill development in the field of gerontological social work.

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

---

[1] In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

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 and implement 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 8 synchronous Zoom sessions throughout the term (see the Class Schedule), and each will be recorded.

Pre-requisite: Admission to the Bachelor of Social Work.

COURSE LEARNING OUTCOMES

Upon completion of this course, you 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.

There is no required textbook, and 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 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

Important Dates for Winter 2025
- o Start of Term: Monday, January 6, 2025
- o First Day of Class: Monday, January 13, 2025
- o End of Term: Wednesday, April 30, 2025
- o Last Day of Class: Friday, April 11, 2025
- o Fee Deadline: Friday, January 30, 2025
- o Alberta Family Day, no classes: Monday, February 17, 2025
- o Good Friday, no classes: Friday, April 18, 2025
- o Easter Monday, no classes: Monday, April 21, 2025
- o Term Break, no classes: Sunday-Saturday, February 16-22, 2025

Class Schedule

Week	Date	Topic	Zoom Date/Time	Assignments Due
1	Jan 13-19	Introduction	**Zoom**, January 16	Discussion Board
2	Jan 20-26	Perception of older adults and aging	**Zoom**, January 23	
3	Jan 27-Feb 2	Aging in Canada and global aging	*No Zoom*	Discussion Board
4	Feb 3-9	Theories of aging	**Zoom**, February 6	Discussion Board
5	Feb 10-16	Overview of the issues in later life	*No Zoom*	Discussion Board Assignment 1: Feb 14
6	Feb 17-23	*Term Break*	*No Class*	
7	Feb 24-Mar 2	Aging in place and housing	**Zoom**, February 27	Discussion Board
8	Mar 3-9	Personal research week	*No Zoom*	
9	Mar 10-16	Review and discussion of ethnographic interview	**Zoom**, March 13	Assignment 2: Mar 14
10	Mar 17-23	Long-term care and caregiving	**Zoom**, March 20	
11	Mar 24-30	A movie week: *<Still Alice>*	*No Zoom*	Discussion Board
12	Mar 31-Apr 6	Death & Dying, MAID	**Zoom**, April 4	
13	Apr 7-13	Presentation	**Zoom** – April 10	Assignment 3: April 10

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY
All course communication must occur through your @ucalgary email. I will respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES
You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required**. Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)
The instructor may use Zoom 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. Students will be advised before the instructor initiates a recording of a Zoom session

RECORDINGS OF ONLINE CLASSES (By Students)
Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS.
Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assignment 1 (Individual): Op-ed Essay (25%) – Due February 14 by midnight

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 2 (Individual): Ethnographic Interview and Reflection Paper (30%) – Due March 14 by midnight

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 (2000 words excluding the references as min. 1900 words and max. 2300 words). You can include appropriate quotes from the person, but the direct quotes should not take more than 20% 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, 3) TCPS certificate, and 4) audio recording of the interview via Dropbox.

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

Assignment 3 (Group): Infographic and Presentation (20%) – Due April 10 and 11 by midnight

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 on April 10. All students (including the presenters) read the posting and respond to at least TWO posting by April 11. 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.

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 COURSE ENGAGEMENT 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 Contribution to Online Learning Community (Assignment 4), as outlined in the assessment components section above.

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., Yeonjung Lee 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.

MISSED OR LATE ASSIGNMENTS
Late assignments will be accepted with no penalty only in exceptional circumstances and at the discretion of the instructor. A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date. Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day including weekends and holidays). There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the 7-day limit.

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.

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: https://calendar.ucalgary.ca/pages/eb50d7931bba4da5942de21f51d1f514

USE OF ARTIFICIAL INTELLIGENCE TOOLS
In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. If you intend to use artificial intelligence tools as learning aids or to help produce assignments, please discuss with your instructor in advance. You are ultimately accountable for the work you submit. Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, how the results from the AI were incorporated into the submitted work, what you did to verify the AI generated results, what you did to extend your work beyond the AI generated contents and your critical reflection on ethical use of AI tools. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.

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. Instructor will not use rounding.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66

C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university's curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: https://www.ucalgary.ca/provost/teaching-learning/student-surveys

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's Code of Conduct.

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 (2024) and the Alberta College of Social Work Standards of Practice (2023).

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. 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. Please refer to the full policy on Student Accommodations.

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 before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the Integrity and Conduct section in the University of Calgary Calendar.

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 and requirements of the Copyright Act 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 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 and Gender-based 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.

Other Important Information

Please visit the Registrar's website 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
- Safewalk