I. Course Description:
Aging and the Family course provides students with a comprehensive understanding of the process of aging and senior adults. This course reflects the multi-disciplinary field of gerontology, which includes the historical, cultural, biological, physiological, psychological, and social aspects of aging. This course focuses on typical changes, support needs and outcomes experienced by adults and their family members as they age, and the quality of their relationships across the life course. Students in this course receive an understanding of aging, which prepares them for careers advocating for and helping older adults and their family members. Students in this course typically seek employment in settings where they work with mid-life to older adults, along with their family members. To gain an understanding of family Gerontology by using a bio-psycho-social framework to examine the historical, cultural, biological, physiological, psychological, and social aspects of aging. Emphasis is given to the changes that are associated with aging and the resulting dynamic interactions between older people and their environment.

II. Intended Learning Outcomes/Goals/Objectives:
Upon successful completion of the course, the student will:
1. Become familiar with some of the key scientists influencing our understanding of the aging process.
2. Understand how integrating the sciences of biology, psychology, sociology, and economics can lead to a broader understanding of the aging process.
3. See the issues of caregiving, case management, chronic disease self-management, home modification, long term care regulations, the range of policy programs designed to support an aging society, the range of entrepreneurial ventures that are filling in the gap between needs and demands.

Program Learning Outcomes
1. Learners will identify aging affecting family life.
2. Learners will apply appropriate individual and family plan based on aging and caregiving to aging older adults in family life.
3. Learners will develop culturally-competent educational materials and learning experiences.

Student Learning Outcomes
1. Understand how scientific theories are developed tested, and the limits of macro level theory in understanding micro level interactions.
2. Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.
3. Understand the issue of aging in family relations, how to provide caregiving, and successful aging in family relations.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

HMS 317, Aging and the Family is a D2L Enhanced course. Information notices will be posted on the course home page. Home page includes tools for class assignments, discussion board questions, and grades. Students may contact the instructor and/or other students by clicking in the mail tool and selecting individual's name or click on class instructor's name or all instructors to send e-mail. Course content is delivered via class lectures and discussions, assigned textbook readings, assignments and discussion board questions directly relevant to the course content. Students should check the homepage on a daily basis for notices, mail, and assignments.

Students should check their grade points at least once a week. Any discrepancies in points must be resolved within one week after assignment grades have been posted otherwise the posted grade points are considered final and will not be reviewed at a later date.

IV. Evaluation and Assessments (Grading): The course is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total required points for the course.

There are tentatively 600 required points for the course. Tentative: A=540-600, B=480-539, C=420-538, D=360-537, F=0-359. The total number of required points may be adjusted at the end of the semester.

Background Check Statement:

For careers working with children and families, you are almost always required to pass a criminal background check in order to be employed. In our degree, you are required to participate in service learning and a practicum that will likely require you to pass a criminal background check. It is the student’s responsibility to pass any required background checks. If you cannot pass a background check for a school related activity that is required for the course, you will not receive any credit for that assignment. In the case of a practicum, you will not be able to pass the course without securing a practicum related to the field of human development and family studies. If you cannot pass a criminal background check (and don’t anticipate your record to be cleared/expunged in the foreseeable future), you should seriously consider if enrollment in this degree program will lead to your career goals.

Course Points are earned through:

1. **Weekly Quiz and Final Exam:** There will be Seven Quizzes and one final exam during the semester: Each Weekly quiz worth 40 points and final Exam worth 120 points. Total: 400points. All exams will be taken online via D2L during regularly scheduled class time. Students must have computer access and need to log in promptly in order to take the exam. Please call Student Help Line at 468-1919 for technical assistance. Assistance is available M-F, 8:00-5:00 p.m. Students must contact the instructor prior to the exam date if rescheduling is necessary for a compelling reason. All exams must be made up within 3 class days or a grade of zero will be recorded.
Two Essay Writing Assignments= The writing Assignments should be typed in APA Style and uploaded on D2L Drop Box. Each writing assignment worth 100 points, total 200 points..

Essay Writing Assignment 1: “What Will I Be Like When I am 75?”
Due: 3/22, 9pm

This writing assignment should be 4-5 pages, Single-spaced, 12 pt font, Times New Roman, 1 inch margins. The first page of this assignment should be a cover page with your name, date, your email address and the title of the assignment (10 points). Second page should have (page 2: Write your essay. “What Will I Be Like When I am 75?”. Third page should have (page 3: Create a Written Plan of Action for you that will enable you to age successfully). The last page should be your Works Cited page in APA format.

If it is not typed Word file in 12 fonts, Single Space, Times New Roman, you will earn zero points. Handwritten assignments in any part are non-acceptable. Having problems with the computer and/ or failing to view the assignment are unacceptable reasons for failing to complete an assignment/discussion on the due date. I will not open your zip file and you will earn zero for zip file. Do not request to turn in an assignment late for any of these reasons. I will not accept any assignment under my office door and through e mail.

1. Go to the library and review two research articles, from two major gerontology journals (e.g. The Gerontologist, The Journal of Gerontology). Both articles should deal with a single topic that interests you (e.g. family, health, successful aging, housing, ageism, recreation,). You will use these two articles for your reference on the last page. 10 points

2. Write an essay. “What Will I Be Like When I am 75?” Describe/discuss your physiological and psychological state: family life, health, social relations, self, environment, and leisure activities. What caused you to be in that state? How will you adapt to the states you have described? How do you think you will adapt to your condition at that time? Discuss how you might improve the outcome you have described. What resources will be available for you? 50 points. At least 400-500 Words.

3. Create a Written Plan of Action for you that will enable you to age successfully. Include programming from a holistic point of view- emotionally, physically and economically. This should be detailed and provide specifics as to how you will incorporate successful aging into your personal life experience. This can be done decade by decade. 30 points. At least 300-400 Words.

Essay Writing Assignment 2: Four-generation family
Due: 5/3, 9pm

This writing assignment should be 4 pages, Single-spaced, 12 pt font, Times New Roman, 1 inch margins. The first page of this assignment should be a cover page with your name, date, your email address and the title of the assignment (10 points). Second page should have (#2: Write an essay. “Four-generation family” Third page should be your Works Cited page in APA format.
If it is not typed Word file in 12 fonts, Single Space, Times New Roman, you will earn zero points. Handwritten assignments in any part are non-acceptable. Having problems with the computer and/or failing to view the assignment are unacceptable reasons for failing to complete an assignment/discussion on the due date. I will not open your zip file and you will earn zero for zip file. Do not request to turn in an assignment late for any of these reasons. I will not accept any assignment under my office door and through e mail.

1. Go to the library and review two research articles, from two major gerontology journals (e.g. The Gerontologist, The Journal of Gerontology). Both articles should deal with a single topic that interests you (e.g. family, health, successful aging, housing, ageism, recreation,). You will use these two articles for your reference on the last page. 10 points

2. Write an essay. Assume that you are a counselor working with a four-generation family that is experiencing conflicts over caring for a great-grandparent. What would you do to encourage positive intergenerational exchanges? Specifically, what could be done to strengthen the grandchildren-grandparent interactions? 50 points

3. Create a Written Plan of Action for you that will enable you to have a successful four generation family. Include programming from a holistic point of view- emotionally, physically and economically. This should be detailed and provide specifics as to how you will incorporate successful four generation family. 30 points

**Essay Writing Assignment Rubric**

<table>
<thead>
<tr>
<th>Cover Page Pg. #1</th>
<th>Write an Essay Pg. #2 At least 400-500 Words</th>
<th>Create a Written Plan of Action Pg. #3 At least 300-400 Words</th>
<th>Two APA References Pg. #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>50</td>
<td>30</td>
<td>10</td>
</tr>
</tbody>
</table>

**V. Tentative Course Outline/Calendar**

<table>
<thead>
<tr>
<th>Class meeting schedule</th>
<th>To Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong> Jan. 15-19</td>
<td>Getting Started <strong>Syllabus</strong></td>
</tr>
<tr>
<td>Week 2:</td>
<td>Ch. 1: The Older Population in the United States</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Jan. 20-26</td>
<td></td>
</tr>
</tbody>
</table>

| Week 3:       | Ch. 2: Global Aging and Older Immigrants in the United States  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 27-Feb. 2</td>
<td>Weekly Quiz 1: Chapter 1-2 Due: 2/2, 9pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4:</th>
<th>Ch. 3: Physical Wellbeing: Physiological Changes and Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 3-Feb.9</td>
<td></td>
</tr>
</tbody>
</table>

| Week 5:       | Ch. 4: Mental and Emotional Wellbeing  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb.10-Feb.16</td>
<td>Weekly Quiz 2: Ch. 3-4 Due: 2/16, 9pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6:</th>
<th>Ch. 5: Social Theories of Aging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 17-23</td>
<td></td>
</tr>
</tbody>
</table>

| Week 7:       | Ch. 6: Family, Friends, and Other Informal Supports  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb.24-Mar. 1</td>
<td>Weekly Quiz 3: Ch. 5-6 Due: 3/1, 9pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8:</th>
<th>Spring Break</th>
</tr>
</thead>
<tbody>
<tr>
<td>Until Mar. 15</td>
<td></td>
</tr>
</tbody>
</table>

| Week 9:       | Essay Writing Assignment 1: “What Will I Be Like When I am 75?”  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar. 16-Mar.22</td>
<td>Due: 3/22, 9pm</td>
</tr>
</tbody>
</table>

| Week 10:      | Ch. 7: Informal and Family Caregiving  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar. 23-Mar.29</td>
<td>Weekly Quiz 4: Ch. 7-8 due: 3/29, 9pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Ch. 8: Productive Aging: Leisure, Spirituality, and Civic Engagement</th>
</tr>
</thead>
</table>
| Week 11: Mar. 30-Apr. 5 | Ch. 9: Loss and Grief in Old Age  
Ch. 10: Economic Wellbeing: Retirement, Employment, and Poverty  
**Weekly Quiz 5: Ch. 9-10  4/5, 9pm** |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 12: Apr. 6-Apr. 12</td>
<td><strong>Easter Break</strong></td>
</tr>
</tbody>
</table>
| Week 13: Apr. 13- Apr. 19 | Ch. 11: Community Wellbeing: Living Arrangements and Social Interactions  
Ch. 12: Enhancing Older Adults’ Wellbeing through Technology  
**Weekly Quiz 6: Ch. 11-12  Due: 4/19, 9pm** |
| Week 14: Apr. 20-Apr. 26 | Ch. 13: Policies to Promote Older Adults’ Wellbeing  
Ch. 14: Careers in Aging  
**Weekly Quiz 7: Ch. 13-14  Due: 4/26, 9pm** |
| Week 17: Apr. 27-May 3 | **Essay Writing Assignment 2: Four generation Family**  
*Due: 5/3, 9pm* |
| Week 16: May 3-May 5 | **Final Exam (Ch. 3,4,5,6,7,8): 120 points**  
*Due 5/5, 9pm* |

**VI. Readings**

**Required Textbook:** Aging Matters: An Introduction to Social Gerontology, 2015, Pearson  
Nancy Hooyman, Kevin S. Kawamoto, H. Asuman S. Kiyak,  

**VII. Course Evaluations:**

“Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!"

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Attendance Policy:
Since it is an on-line course, physical attendance is not expected, but you need to check D2L website everyday for the entire period. You are responsible for course information whether you are in attendance or not. Missed exams, assignment, discussion, grade can only be made up if your absence is excused. Absences are excused only when documentation of illness, loss of family member, significant family emergence, athletic involvement, or religious holiday is presented to the instructor within 1 week of the absence. Please let me know immediately if chronic health problems (mental or physical) or a personal emergency threaten to interfere with your regular attendance and required work for this class.

Zero-tolerance attendance policy:
Cuts, work conflicts, vacations, and appointments that can be rescheduled are examples of unacceptable excuses. Documentation is recommended even for too numerous excused absences or for persistent tardiness.

Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: course and program improvement, planning, and accreditation, and instruction evaluation purposes. As you evaluate this course, please be thoughtful and accurate in completing the evaluation. Professor will assign extra-credit points for completing the survey. In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the professor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the professor until after final grades are posted.

Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Attendance is mandatory. Being present each class day for this course means that you earn 5 points. Not being present on any given class lecture day means you earned -5 points. Please also review roman numeral IV of this syllabus.

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices](http://www.sfasu.edu/disabilityservices).

**Student Academic Dishonesty: Policy 4.1**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: using or attempting to use unauthorized materials on any class assignment or exam; falsifying or inventing of any information, including citations, on an assignment; and/or; helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to: submitting an assignment as one's own work when it is at least partly the work of another person; submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or, incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re- submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from
the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

**Forms of Academic Misconduct:**

1. Cheating: Using unauthorized noted or study aids, allowing another party to do one’s work exam and turning in that work exam as one’s own; submitting the same or similar work in more than one course without permission from the course instructors; deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on the assignments or examinations.

2. Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: Falsification of creation of data, research, or resources, or altering a graded work without the prior consent of the course instructor.

4. Plagiarism: Portrayal of another's work or ideas as one's own. Examples include unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism. You will earn Zero for each assignment, discussion, any other materials for grade if it is considered as Plagiarism.

5. Lying: Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.

6. Bribery: Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.

7. Threat: An attempt to intimidate a student, staff, or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

8. If students will not follow any of these rules, instructor will ask the student to leave the classroom. It is students’ responsibility to upload appropriate files on D2L (Faculty cannot open the ZIP Files, Mac files, and cannot use any other technology). If the file is not appropriate, you will earn zero point for it. Please don’t ask to upload your file again. If you upload the wrong file on due date and ask to upload good file, I will not accept it. Please don’t tell me that it is not late or it is technical issue or others. During the exam, students need to use wired, stable computer. Please don’t ask if there is technical issue during the exam, computer, and power issue.
Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/ <http://www.texes.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.