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.

Course Justification: “Aging and the Family” (3 credits) Students in this course receive extensive course content information online content modules equivalent to 281.25 minutes per week for 8 weeks and includes a two-hour final exam. Students in the course will engage in a variety of assignments which can include, but are not limited to, course content exams, online discussions, academic papers, and quizzes. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments.

II. Intended Learning Outcomes/Goals/Objectives:
The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

Additional information about the College of Education vision, mission, and core values can be found at http://coe.sfasu.edu/about-us.

This course relates to the College of Education’s Conceptual Framework (CF) and/or Vision, Mission, Goals, and Core Values (VMGV). It also aligns with the standards of the National Council
on Family Relations and the National Association for the Education of Young Children in order to promote learning and understanding of child development and family relationships and the National Council for Family Relations (NCFR) standards in the area of child development.

**Program Learning Outcomes**
1. Learners will identify social and cultural influences affecting family life.
2. Learners will recognize healthy and unhealthy characteristics pertaining to family relationships.
3. Learners will apply appropriate practices based on theories of human growth and development to individuals and families.
4. Learners will apply strategies based on the child’s age/stage of development to promote effective developmental outcomes.
5. Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.
6. Learners will develop culturally competent educational materials and learning experiences.

**Student Learning Outcomes**
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.

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**
HDFS 3317, Aging and the Family is a fully online 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 changed 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: 400 points. 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.

2. **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: 9/17, 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: 10/1, 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>
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**General notes on assignments:**

- HDFS 3317 is an online course and all content will be delivered through BRIGHTSPACE. 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 mail.
- Course content is delivered via class online content modules, Dropbox 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.
- Late assignments will not be accepted e.g., submitting assignments as an attachment via email to professor, requesting to submit assignment after the due date has passed, requesting to redo assignment after points have already been assigned, and if assignment was submitted with improper formatting. You should always review documents that you upload in Dropbox to ensure that it is readable and it is the most appropriate document for the given assignment. When an assignment is uploaded correctly into Brightspace, you will receive a confirmation email letting you know it was submitted. Lastly, if you submit an assignment and did not follow all directions correctly, then you automatically receive a zero for the assignment since it is incomplete and you cannot resubmit.

**Use of Technology:**

Please make sure that you have access to a working computer that has a reliable internet connection. You will also need to have speakers/headphones that work to complete the course. You will use BRIGHTSPACE to access all course materials, submit your assignments, take your quizzes, check your grades, and communicate with both your classmates and with me. Internet access is an essential part of the course.
Important notes about BRIGHTSPACE:

1. Course notices will be posted on the course homepage and it is the responsibility of each student to review BRIGHTSPACE daily as you will be responsible for any information disseminated through BRIGHTSPACE. You log-on to BRIGHTSPACE on a daily basis to check for notices. Neglecting to check BRIGHTSPACE is NOT a valid excuse for not knowing course information.

2. Students should check their grades at least once a week. Any discrepancies in grades must be resolved within one week after assignment grades have been posted. Otherwise, the posted grade is considered final and will not be changed at a later date. I am always willing to discuss ways you can improve your future work, even if the one-week limit for a grade change has passed.

3. Most assignments that you will upload to BRIGHTSPACE should be done using a Word document or PowerPoint. If you do not currently have, or anticipate having, access to Microsoft Office, then please make the appropriate arrangements to secure the appropriate software for use in this course. It would be virtually impossible for the professor to save work in multiple formats to accommodate for all individual software available—as such Microsoft Office is the sole means of acceptable software to be used for uploading relevant documents.

4. The most appropriate browsers to use with BRIGHTSPACE are either Google Chrome or Firefox.

Re-taking the Course:
If you are retaking the course, all your work must be original. You may not use the work that you submitted previously to count as credit for this semester. It is a new semester and new work should be produced. If you submit previously written work and attempt to pass it as newly produced work, you will receive a “0” for the assignment. If you have questions or are in doubt about what you are producing, please talk with me about the assignment.
V. Tentative Course Outline/Calendar: **All due dates in Central time zone**

NOTE: All submissions, unless otherwise noted, are to be uploaded to Brightspace Dropbox **by 11:59 PM (CST) on the day they are due!!!**

<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Readings &amp; Course Module</th>
<th>Assignments</th>
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| Week 1 8/28-9/3 | Welcome to the Course Module  
Module 1: Overview of Aging  
Ch. 1: The Older Population in the United States  
Ch. 2: Global Aging and Older Immigrants in the United States | Quiz 1: Ch. 1-2 due 9/10 |
| Week 2 9/4-9/10 | Module 2: Physical & Emotional Wellbeing of Older Adults  
Ch. 3: Physical Wellbeing: Physiological Changes and Health  
Ch. 4: Mental and Emotional Wellbeing | Quiz 2: Ch. 3-4 due 9/10 |
| Week 3 9/11-9/17 | Module 3: Theories of Aging, Social Support, & Leisure  
Ch. 5: Social Theories of Aging  
Ch. 6: Family, Friends, and Other Informal Supports  
Ch. 7: Informal and Family Caregiving  
Ch. 8: Productive Aging: Leisure, Spirituality, and Civic Engagement | Quiz 3: Ch. 5-6 due 9/17  
Quiz 4: Ch. 7-8 due 9/17 |
| Week 4 9/18-9/24 | Module 4: Loss & Grief and Economic Wellbeing  
Ch. 9: Loss and Grief in Old Age  
Ch. 10: Economic Wellbeing: Retirement, Employment, and Poverty | Quiz 5: Ch. 9-10 due 9/24  
Essay Writing Assignment 1: “What Will I Be Like When I am 75?” due by 9/24 |
| Week 5 9/25-10/1 | Module 5: Community Wellbeing & Technology  
Ch. 11: Community Wellbeing: Living Arrangements and Social Interactions  
Ch. 12: Enhancing Older Adults’ Wellbeing through Technology | Quiz 6: Ch. 11-12 due 10/1  
Essay Writing Assignment 2: “Four generation Family” due 10/1 |
| Week 6 10/2-10/8 | Module 6: Policies & Careers in Aging  
Ch. 13: Policies to Promote Older Adults’ Wellbeing  
Ch. 14: Careers in Aging | Quiz 7: Ch. 13-14 due 10/8 |
| Week 7 10/9-10/13 | Module 7: Final Exam | Final Exam: 120 points  
Due **WEDNESDAY** 10/11 |
VI. Readings

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

*** Required QClassroom Statement:***
This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu.

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

**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.

**Course Grades (Including WH), Policy 5.5**

**Final Course Grade Appeals by Students, Policy 6.3**

**Academic Accommodation for Students with Disabilities, Policy 6.1**

**Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6**

**Class Attendance, Policy 6.7**
Mental Health
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp
Human Services Room 202 • 936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

Other Relevant Course Information:

Attendance Policy:
Since it is an on-line course, physical attendance is not expected, but you need to check the Brightspace website every day 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.

Acceptable Student Behavior
In an online course, acceptable behavior includes how you interact with your fellow students in class discussions, online discussion forums, and any group work. Language used should always be professional. While you are encouraged to share personal experiences as examples for synthesizing class information, it will never be required of you to disclose information that makes you uncomfortable. When disagreeing with other students in the class, please be professional and refrain from profanity, personal attacks, and slurs.

Class participation
Class participation promotes a valuable learning environment, and is therefore encouraged and expected. Participation includes asking questions (for clarification or better understanding).
discussing current or controversial issues related to course content, exploring applications of ideas or concepts, problem solving, and other exchanges of ideas. It is the student’s responsibility (and to his/her benefit) to read the material assigned in the class schedule prior to the assignment to be able to participate effectively in discussion postings and/or activities. Students are encouraged to collaborate with others in the class when studying and/or reviewing material via chat, student-created discussion board postings, in person, or other methods by which they will be successful.

**Office Hours**
I conduct my office hours via Zoom, if you would like to attend office hours in person, please notify me that you will be coming by the office. When using Zoom, I try to conduct my office hours (as much as I can) as if we were still in person! I want to see your face and get to visit with you. :) If you came to my physical office for office hours and another student was there, you would wait in the hall until I finished with the person who was already there. What that means for you on Zoom is that when you follow the link for office hours from the course and log on to the office hours, you will be put into a "waiting room." You'll see a message that I will let you in shortly. If there is no student there already and no student in my physical office, I will immediately let you in. If you have to wait for a few minutes, that means I'm with someone. Don't worry, I WILL get to you in the order that you entered the waiting room. Even it is past the time for my office hours to end, I'll get to everyone who logs on! So if you have to wait, please be patient and know that I haven't forgotten you are there.