

**NEW YORK CITY COLLEGE OF TECHNOLOGY
CITY UNIVERSITY OF NEW YORK
HUMAN SERVICES DEPARTMENT – N401
(718) 260-5135**

HUS 2401 INTRODUCTION TO GERONTOLOGY

Section Number: _____ **Instructor:** _____

Email Address: _____ **Office Hours:** _____

Course Description:

This course provides students with a basic understanding of the physical, social and psychological aspects of the aging process. The importance of a multi-disciplinary perspective in gerontology is stressed. Special consideration will be given to the ways in which the aging population affects and is affected by social and cultural conditions in our society.

Required Text:

Atchley, R. C. (2004). Social Forces and Aging, An Introduction to Social Gerontology. (10th Ed.). Belmont, CA: Wadsworth Publishing Co.

Cox, H. (2011/2012). Aging Annual Editions. (24th Ed.). Guilford, Duskin Publishing Group/Brown & Benchmark.

Reading Assignments:

Weekly assignments are listed on the course outline and must be read before each class.

Attendance:

Consult the college catalog for regulations regarding absences and lateness.

Class Project:

Life Review Project. Guide along with supplemental reading will be given as a Handout in class.

*Written project and Oral Presentation required in order to receive a passing grade in this course.

Examination:

Two (2) examinations- first during the 5th week; second during the 9th week and a final examination. Listed on the course outline.

Grading:

Final examination	25%
Two (2) examinations	25%
Term project	25%
Attendance, class participation, Punctuality, demeanor, group work, Oral presentation	<u>25%</u> 100%

Passing Grade:

For HUS2401, the passing grade is C or better.

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At the completion of the course, the student will be able to demonstrate

Knowledge of:

1. The demographic, historical and cross- cultural changes and implications for the development of the Field of social gerontology.
2. The social, cultural, gender and socioeconomic diversity in aging.

Skills:

1. The student will be able to define social gerontology.
2. The student will be able to define social theories of aging.
3. The student will be able to discuss and integrate both policy and practice implications of the aging process.
4. The student will be able to address social, health, and long-term care policies that reflect contemporary policy debates.

Attitudes:

The student will demonstrate the attitudes and behaviors as outlined by the NOHSE Code of Conduct, with special attention to personal and professional ethics and cultural sensitivity.

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<u>Week</u>	<u>Topic</u>	<u>Assignment</u>
1	Introduction: Social Gerontology Demography of Aging	Chapter 1 (Atchley) Chapter 2 (Atchley)
2	History of Aging in US Physical Aging and Health	Chapter 3 (Atchley) Chapter 4 (Atchley)
3	Psychological Aspects of Aging Social Aspects of Individual Aging	Chapter 5 (Atchley) Chapter 6 (Atchley)
4	Personal Adaptation to Aging Social Supports	Chapter 7 (Atchley) Chapter 8 (Atchley)
5	Examination #1 Employment and Retirement	Chapter 9 (Atchley)
6	Activities and Lifestyles Religion and Spirituality	Chapter 10 (Atchley) Chapter 11 (Atchley)
7	Dying, Death, Bereavement and Widowhood	Chapter 12(Atchley)
8	Income and Housing Health and Long Term Care	Chapter 13 (Atchley) Chapter 14 (Atchley)
9	Examination #2 Community Social Services	Chapter 15 (Atchley)
10	Aging: U.S. Culture and Society Social Inequality	Chapter 16 (Atchley) Chapter 18 (Atchley)
11	Economy Politics and Government	Chapter 17 (Atchley) Chapter 19 (Atchley)

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<u>Week</u>	<u>Topic</u>	<u>Assignment</u>
12	Epilogue: Aging and the Future PRESENTATIONS: LIFE REVIEW PROJECT	Chapter 20 (Atchley)
13	PRESENTATIONS: LIFE REVIEW PROJECT	
14	PRESENTATIONS: LIFE REVIEW PROJECT	
15	FINAL EXAMINATION	

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References

- Annual Editions (2011-2012). Dying, death and bereavement. McGraw Hill/Dushkin.
- Butler, R.N. M.D, Lewis, M.I., Sanderland, T., M.D. (1998). *Aging and mental health: Positive Psychosocial and Biomedical approaches*. (5th Ed.). Boston: Allyn and Bacon.
- Cavanaugh, J.C., (2011). *Adult development and aging*. (6th Ed). California: Brooks/Cole.
- Dychtwald, K. (1999). *Healthy aging: challenges and solutions*. Maryland: Aspen Publishers, Inc.
- Freeman, S.J. (2005). Grief and Loss: Understanding the journey. Belmont, Calif: Brooks/Cole.
- Hooyman, N.R. & Kiyak, H.A. (2011). *Social gerontology: A multidisciplinary perspective*. (9th Ed.) Boston: Allyn and Bacon.
- Kart, C.S., Kinney, J.M. (2001). *The realities of aging: An introduction to gerontology*. (2nd Ed.). Needham Heights: Allyn and Bacon.
- Mc. Innis – Dittrich, K. (2009). Social work with older adults: a biopsychosocial approach to assessment and intervention (3rd Ed.) Boston: Allyn & Bacon
- Moody, H.R. (2010). *Aging: Concepts and Controversies* (6 Ed.) Thousand Oaks: Pine Forge Press.
- Novak, M. (2009). *Issues in aging* (2nd Ed.) Boston: Pearson Education.
- Quandagino, J. (2002) *Aging and the eye course: An introduction to social gerontology*. (2nd Ed.) New York: McGraw Hill, Inc.

ACADEMIC INTEGRITY STANDARDS

CUNY Policy on Academic Integrity

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension and expulsion.

NEW YORK CITY COLLEGE OF TECHNOLOGY POLICY ON ACADEMIC INTEGRITY

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

Definitions and Examples of Academic Dishonesty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list.

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take-home assignment or examination.
- Using notes during a closed-book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (all or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person's ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

Falsification of Records and Official Documents

The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.