Objectives and Course Content: This course is an introduction to the concept of aging. The student will gain an understanding of social and cultural aspects of aging. In addition, biological aging as well as the older person’s role in the family and society will be explored. Ethics and a humanistic view of aging will also be examined.

Prerequisites: None

Attendance: Mandatory

Class Format: Classes will include lectures, small groups, guest speakers, student presentations, discussions, videos and debates.

Laboratory/Field Experience:

Readings:


Other readings as assigned

Evaluation:

Attendance, class participation and promptness 10%
Aging 05/06 Summaries/Quizzes 10%
Three Exams 50%
Student Presentation 10%
Student Paper/Project 20%
GERO 1100-002  
Introduction to Gerontology  
Christine Caldarale-Ahearn  
MW 6:00-7:50 PM  
Fall 2006  

Course Content & Objectives: This course is an introduction to the concept of aging. The student will gain an understanding of the bio, psycho, social, spiritual, and cultural aspects of aging. In addition, the aged person’s role in the family and society will be investigated. Ethics and a humanistic view of aging will be explored.

Prerequisites: None

Attendance: Mandatory

Class Format: Lecture, discussion, group work, audio-visual, guest speakers

Laboratory/Field Experience: None


Evaluation: 15%; Paper 15%; Two Exams at 25% each; Brochure 15%; Class participation 5%
GERO 2107-001
Aging and Health
Bruce DeLussa
TR 10:30 AM-12:20 PM
Fall 2006

Objectives & Course Content: (1) To clarify the relationship between aging and health; (2) To understand the concepts of health status, illness, chronicity, prevention, and treatment; (3) To learn the administrative agencies, program, and institutions providing insurance and services to the aged. Topics covered: Myths and Facts, Biologic Aging, Body Changes, Physical Activity, Nutrition, Sexuality, Mental Health, Medications, Chronic Illness, Acute Illness, Prevention and Promotion, Health Devices, Alternative Health, Health Facilities, Health Insurance, Death and Dying.

Prerequisites: GERO 1100; Not open to Nursing majors.

Attendance: Attendance and Participation 20% of your final grade - No Excused Absences

Class Format: Lecture, discussion, Student oral reports, guest speakers

Readings: One textbook, *Health in Later Years* (3rd edition)

Paper/Projects: One written report with ten-minute oral report

Evaluation: Tests: 3 @ 20% each 60%; Student written and oral report 20%; Attendance and Participation 20%
Objectives & Course Content: This gerontology/labor economics course investigates the process of aging (rather than study those who already “old” by whatever age determined from the socio-economic perspective of today’s living generations. The course has two primary goals: to educate and eliminate some of the stereotypes and misperceptions about each of these generations; to education and create increased economic and financial literacy. The means to this goal begins with a review of basic analytical tools (e.g., the logical fallacies and overview of the economic/political economic ideologies/philosophies implicit in past and present public discourse, quantitative reasoning skills needed by an informed citizen or jobseeker in today’s competitive marketplace (e.g. fractions, decimals and percents, cost-benefit analysis, the miracle of compound interact on savings and the bane or compound interest on debt, statistical literacy). These tools will be applied to the systematic analysis of the causes and consequences of global demographic change, demography, (i.e., characteristics of the population), lessons on the structure and function of our economic system in the context of the other social institutions of the family, education, religion and the legal system. This third goal of financial literacy is applied to decision-making over the worklife cycle/lifespan (e.g., education, family formation, home ownership, health care, labor force and employment status). The engaged student will learn: the importance of a generational/cohort analysis perspective in demographic/socio-economic research; the functions of markets in different economic systems from a social science perspective that brings out the complexity and interdependence of the economic system, the family education, government and religion. Major attention from a worklife cycle/lifespan approach and using cost benefit analysis is given to decisions involving income, wealth and time management, living arrangements, health care and public policy (e.g., fiscal and monetary policy and market regulation). The course pays specific attention throughout to diversity (e.g., age, race, ethnicity, creed, gender, and disability) throughout. Early discussion of logical fallacies and economic/political ideology/philosophy will allow engaged students to develop a critical awareness of the relevance of course content to current events and the ability to decode the rhetoric of the policy debates covered in both print and non-print media, including the relevance and reliability of the information on which policy decisions are based and the inevitable trade-offs between the choice criteria of equity and efficiency of all public policy decisions. Course content is divided into Five categories: I. Overview/Diversity Issues in Aging/Stereotypes of Aging/Age-Targeted Marketing II. Physical Environments/Living Arrangements III. Work Life Cycle IV. Health Care and Aging and V. Age-Related Public Policy.

Prerequisites: There are no specific course prerequisites. However, a course in introductory social science (especially economics, sociology, gerontology or social work) would be helpful. ECON/GERO 2282 is also a second level (W2) course in the Writing Across the Curriculum Program at Stockton. All students are expected to be competent writers. ECON/GERO 3610 uses writing as a primary mode of instruction, learning and evaluation. Students will write frequently and for a variety of purposes. The policy on WAC courses is faculty do not accept substandard submissions on graded writing assignments but work with students to remedy the writing deficiencies. I will announce and discuss the purposes and expectations and criteria of all the writing assignments for the course. We will collectively consider strategies for completing assignments, making use of peer and instructor review. Writing proficiency is essential for success in this course. The ultimate goal of this WAC
course is that we learn about statistics and econometrics and become better writers in the process.  

**Attendance:** All students are expected to attend and participate in all classes. Students are responsible for the material covered and the assignments made in all classes. Class participation is included in the overall evaluation for the course. (See evaluation below).

**Class Format:** The variety of pedagogies include class lecture/discussion during the meeting module either in face to face or virtual mode in the WebCt created for the course; holistically evaluated writing assignments will be used as an incentive for prompt attendance (no class participation credit is earned but feedback can be obtained if the assignment is submitted electronically before the next class; selective use of audio-visual; invited guest lecturers, group presentations on the specific topics related to income, wealth and time management (i.e., spending time in market work, non-market work or leisure) over the life cycle.

Students can expect regular in-class written assignments at the start of class as an incentive for promptness. These will be counted towards class participation; no make-ups will be allowed but I will provide feedback to an electronic submission on WedCt sent before the next scheduled meeting module.

**Laboratory/Field Experience:** This is a hybrid course that requires a significant amount of on-line engagement both during the scheduled interactive class sessions and outside the meeting module. Each student must have an active loki account and access to a computer during the meeting module for those interactive classes.

Understanding and appreciation of the relevance of the course can be enhanced with a Service Learning Internship placement that will satisfy up to 6 of the Awareness Assignments for the course. More details will be provided on the first day of the course, posted on WebCt and explained by the presentation of the Service Learning Coordinator in the first week of the semester.

Each student must keep a Portfolio to show his/her increased knowledge and understanding of course coverage throughout the semester.

Each student must have access to his/her stapler with which to attach the sheet of instructions provided for each of the assignments. Any assignment that is not word-processed must be completed with a pencil or erasable ink. Submissions with write overs or scratch outs will be returned without feedback.

Students are required to check and make course related postings on the WebCt created for the course. Each student must have an active loki account to access WebCt. This information is available from the computer center (check the directory by any hall phone).

Students must expect to be active learners who keep abreast of current developments and issues in aging and aging-related personal choices as well as the polices decision of business and government.

**Readings:** Schulz, James. The Economics of Aging. Westport, Conn, Greenwood Publishing Group.most recent edition.

**Evaluation:**
1. Student Engagement/Active Learning during the meeting module  
   a. Attendance (500 pts)
b. All students are expected to attend each class having read and thought about the assignment for the day. Plan for regular class “start up” assignments for which there will be NO MAKE-UP and which will have a negative affect on this component of the overall grade for the course. Electronic feedback can be obtained on an electronic submission of the assignment through the mail tool of WebCt submitted within the next 48 hours. Each class, one volunteer can earn participation credit by posting careful notes taken during the module. This function is performed automatically (after the tool is activated) when we have an Interactive Discussion on WebCt.

c. Oral contribution to class discussion during face-to-face or on-line classes that show an increased critical awareness and understanding of current developments and issues in aging and aging-related life experiences and policies of business and government.

d. Computer communication – substantive WebCt postings, substantive replies to postings, e-mail.

e. Seeking needed assistance outside the meeting module (e.g., instructor or econ tutor)

2. Instructor composed measures of learning outcomes: (1500 pts)

a. Students will be asked to submit carefully prepared written narratives to demonstrate a minimum specific basic knowledge and understanding of course content in direct response to the specific instructions provided.

b. Students will earn points towards the final grade based on the difference between the scores on a normed pre-test and post-test of gerontological, economic and financial literacy. The pre-test will be administered after the Drop-Add period. The post test will be administered in the last week of the semester (very likely using the quiz tool of WebCt).

These formal assessments will be scheduled throughout the semester as relevant to the specific learning outcomes for each aspect of course coverage. These must be completed according to the extended writing process of a W2 class and meet the intermediate and final submission deadlines. These will be assessed according to the standards of the WAC program using a specific rubric derived from the stated instructions. Examples and more specific instructions will be provided on the first day of class. The tentative schedule of due dates for these narratives are shown on the syllabus that will be distributed to the class and also posted on WebCt. The timing of the narratives will not change the planned schedule of face to face or virtual class meetings.

3. Joint student-instructor composed measures of learning outcomes. Showing you are “Paying Attention” outside the meeting module with Awareness Assignments. (1000 pts.)

There will be 5 required Print Media assignments to show at minimum basic understanding of an application of one or more specific concepts in any print medium (e.g., newspaper, magazine, cartoon, editorial, bill enclosures, literature on hallway kiosks or from any college office). There are 5 Experiential assignments also to show basic understanding of a specific concept/s from the course content (e.g., paying for college, renting an apartment, seeing a medical practitioner, preparing for a career).

The five categories correspond to the course outline presented in the content section above. More detailed instructions, due dates as well as the rubric for each of these assignments will be provided on the first day of the class and posted on WebCt.

Each student has the option to satisfy specific Print Media and Experiential Awareness Assignments with a Service Learning Internship and Journal. More information will be provided on the first day of class.

4. Collaborative Report on topic of Financial Literacy; (500 pts)
Students will be divided into groups to collaborate on an oral and written (submission of print copy and posting on WebCt.) on one of the topics listed below. We can discuss different allocations methods on the basis of “fairness” and “efficiency”. Please understand that it may be possible to accommodate each/every personal preference and maintain comparable group size.

a) Education
b) Living Arrangements
c) Health Care
d) Transportation
e) Family Formation-child bearing and child rearing
f) To (market) work or not to (market work) before the Third Age
g) To (market) work or not to (market) work in the Third Age

More details will be provided in writing and explained on the first day of the term and then posted for further question and answers in a WebCt discussion tool.

5. Portfolio – (500 pts)
A suggested format will be detailed in writing (“Preparing a Gerontology Portfolio”) and orally reviewed in class and then posted in a discussion item in WebCt for ongoing questions and answers. Engaged students will learn how to create a personal homepage on WebCt on which to publish (i.e., make public) ongoing portfolio entries and receive feedback from the instructor and others in the class.

The syllabus indicates the due dates for submission of the print copy of the Portfolio for written feedback from the instructor.
Course Content: Focuses on consistency and change in the basic processes of adult development and aging (including sensation, perception, learning, memory, intelligence and personality). Also considers themes such as widowhood and bereavement, sexuality, psychopathology, and mental health.

Prerequisites: PSYC 1100 or GERO 1100

Attendance: Required; lectures and reading do not totally overlap.

Class Format: Lecture & discussion

Laboratory/Field Experience: Not required

Readings:

Paper/Projects: Short reviews of several journal articles (4-6) will be required. Group presentations.

Evaluation: 3 exams covering lectures and readings (multiple choice and short essay), journal reviews, and group presentations, each worth 1/5 of grade.
GERO 2792-001
Aging and the Family
William Jaynes
T 4:30-6:00 PM
Fall 2006

Objectives & Course Content: To explore the significance of aging on families and individual kinship relationships. To explore the significance of aging on families and individual kinship relationships.

Prerequisites:

Attendance: Required

Class Format: Lectures, small groups, student presentations, guest speakers and readings.

Laboratory/Field Experience:

Readings:

Paper/Projects:

Evaluation:
Course Content: The format of the classes will include background lectures, group discussion, guided writing, expressions of art (e.g., music, film), guest speakers, and student presentations. Research and reading assignments provide background information for dialogue with texts, colleagues, and instructors. The knowledge gained will also help the students understand how the readings apply to life situations.

Prerequisites: None

Attendance: Students are expected to attend class, complete all required readings and assignments, and participate in class discussions and exercises. If students know they will be absent for a particular session, they must be courteous and notify the instructor in advance. Multiple absences will result in a reduction of the final grade.

Class Format: Lecture/Discussion/Experiential learning

Laboratory/Field Experience: None

Readings: TBA

Papers/Projects: TBA

Evaluation: Written assignments will be evaluated for comprehensiveness, organization, demonstration of the ability to integrate and apply course content, and correct grammar, spelling, and APA referencing style. Assignments are due on the dates designated and will be marked down one letter grade for each day late unless alternative arrangements have previously been made with the instructor. Students are expected to abide by the college’s Honor System.
Objectives & Course Content: The course considers the multiple issues of age-related psychopathologies, diagnosis and assessment, as well as various approaches to intervention. Course also discusses means to promote and maintain optimal mental health in the older years. Federal and state policy relevant to mental health will also be covered.

Prerequisites: GERO 1100 or PSYC 1100.

Attendance: Mandatory, class participation included in final grade.

Class Format: Lecture, class discussion, multimedia

Laboratory/Field Experience: Optional

Readings: Text book, journal articles

Paper/Projects: Papers, class presentation.

Evaluation: Papers, one midterm and final exam, quizzes, class presentation, class participation.
GERO 3754-001
Research on Aging
David Burdick
TBA
Fall 2006
(W2), Cross listed with PSYC 3754

Objectives: Provides students with the opportunity to study a topic in more depth than allowed by regular courses or to study areas not included in the program’s regular curriculum.

Course Content: Student or instructor initiated research on recent developments in the field of aging.

Prerequisites: GER0 1100; Permission of Instructor; Open to Juniors and Seniors only.

Attendance: The research team will meet periodically. Weekly Computer Conferencing will be used to provide progress reports, discuss research.

Class Format: Tutorial

Laboratory/Field Experience:
Student or instructor initiated research projects. To include review of the relevant literature, design of appropriate research strategy, data collection and analysis, final research report.

Readings: TBA - to be assigned as necessary.

Paper/Projects: See above

Evaluation: Based upon periodic write-ups of activities, research proposal, data collection, final report.
Course Content: Off-campus learning experience at a local agency, organization, or facility, supplemented with relevant readings and discussions. Possible placements include nursing homes, assisted living, and various other government and private agencies working with the elderly. Course requirements, guidelines, and a partial list of placement sites are available on-line at: www.stockton.edu/~burdickd/intsteps.html

Prerequisites: Permission of Instructor (POI); Open to Juniors and Seniors only.

Attendance: Required regular schedule at placement plus weekly participation in a webcaucus computer conference with other interns.

Class Format: Off-campus work-tasks at a local agency, plus weekly participation in computer conference.

Laboratory/Field Experience: 8-12 hours weekly for 15 weeks (total of at least 140 hours) at designated agency.

Readings:

Paper/Projects:
Required 12-15 page typed paper to tie library research and literature review to the specific field experience. Students also must participate in caucus computer conference where they will keep a log or diary which reflects upon the field placement and communicate with other field placement experience students.

Evaluation:
Field Supervisor evaluation 25%
Book Reviews 25%
Caucus Participation & diary 25%
Term paper 25%