A. Description of Course Content

This course presents the major theories of aging, in the United States and across cultures, and explores the diverse factors of aging from various perspectives including psychological, biological, sociological, and spiritual. Theories are integrated into practice thus providing students a sound foundation for social work practice with older adults. Students develop skills for completing multi-dimensional assessments, and effective social work interventions with and on behalf of older adults. Prerequisite: SOCW 3301, SOCW 3302, and SOCW 3307.

B. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards that comprises nine competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities Competency
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Specifically, while this course addresses competencies 1-5, it mainly focuses on competencies 1, 2, 3, and 4.

- Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgement and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and

- Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, my oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experience; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and

- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable
about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and engage in practices that advance social, economic, and environmental

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials

*I encourage students to take an active role in their own learning by providing supplemental materials on Canvas such as videos, documentaries, and reading recommendations which, although not required, gives students the opportunity to deepen their understanding of topics or concepts they are most interested in.*

E. Descriptions of Major Assignments and Examinations

This class takes you one step closer to making a BIG difference in your clients’ lives (and maybe even your own life and relationships)! You will get to learn about a variety of important and “hot” topics related to aging, which will help equip you for success in the fast-growing field of gerontological social work.

In addition to creating a strong foundation of the basics of aging issues, you’ll have a chance to gain a deeper mastery of topics of your choosing through focused work on special projects.

Rubrics will be used to grade each assignment. This helps ensure that expectations are clearly communicated and grading is fair. *For all assignments (including discussion boards), please see the RUBRIC in Canvas (Modules > Course Materials > Grading Rubrics) for additional information on assignment expectations!*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Class Activities/ Discussions</td>
<td>20</td>
<td>Weekly</td>
</tr>
<tr>
<td>Scrapbook Presentation</td>
<td>10</td>
<td>In class Thursday August 29th</td>
</tr>
</tbody>
</table>
Class Participation

Addresses competencies 1, 2, 6

Students will earn participation points by actively engaging in class activities such as discussions, group activities, ungraded Kahoot quizzes, preparing questions for guest speakers, etc. Just coming to class does not guarantee full participation points. Students should actively listen and engage with thoughtful questions and responses that demonstrate preparation/understanding of assigned readings.

Class participation cannot be made up.

Scrapbook Item Presentation

Addresses competencies 1, 2, 3

During the first few weeks of this course, you will have the opportunity to observe “artifacts” of how our culture views aging, and think critically about this. You will collect TWO items from online media/materials, photos, or artwork which serve as examples of cultural treatment of aging and old age. These examples can come from popular magazines, advertisements, etc. You may also include items which you glean from broadcast or visual media (e.g. audio interviews, recordings, song lyrics, YouTube, etc.). For example, you could choose song lyrics about growing old or a magazine advertisement for anti-aging cream. You’ll need to bring these to class with you to be able to share with your classmates.

For each item:

1. Describe what it says about aging or old age
2. How you react to the message personally, and
3. What you can do about the message.

Social workers often present in front of peers, with tasks such as talking with media, training new staff, teaching a CEU class, etc. This assignment helps you practice being comfortable presenting. Each student will present their findings in a brief (5-10 minute) informal presentation to the class. You may choose to prepare a couple PowerPoint slides, or just talk in front of the class.

After each student has presented, we will have a group discussion about ageism in America and have a collective “scrapbook” of aging. You’ll need to come prepared to discuss based on the assigned readings.

“Alive! Inside” Reflection Paper

Addresses competencies 1, 2

When working with older adults (and most other populations!) social workers will be confronted with situations that will bring up a range of emotions, from heartwarming and inspiring to tragic and uncomfortable. Social workers need to be able to be aware of their own personal reactions to clients, reflect on their feelings,
and translate those emotions into appropriate professional responses. This individual assignment gives you the opportunity to do just that!

For this assignment, write a 2 to 3 page paper reflecting on your thoughts upon watching the film "Alive! Inside" which is found online through the UTA library. What emotions and feelings did this documentary evoke in you? How might it feel to be one of the nursing home residents? How might it feel to be a close family member of a nursing home resident with Alzheimer's-type dementia? Do you think that music therapy should become standard across all long-term care facilities and why? What barriers exist to implementing such programs? Are there any steps you can take to advocate for elder nursing home residents who are affected by Alzheimer's disease and assist in program implementation, such as "Music & Memory"? Submit your paper online in Canvas and remember to view the assignment rubric in Canvas > Modules > Course Materials.

**Living Arrangements Presentation**

*Addresses competencies 1, 2, 3, 4*

This assignment may be completed individually or in pairs. Collaboration and teamwork are important skills to develop, so I encourage students to work together, but you may choose to work alone if you prefer.

This is a great opportunity to practice client case presentations. Select a real older adult- preferably an actual client. Using either PowerPoint or Prezi, develop a short presentation where you describe their living arrangements, answering the following questions:

1. Where do they currently live? Please, provide a detailed description of their living arrangement.
2. Describe their support system in this environment. Does your client have family or are they estranged from their family?
3. What services is your older adult utilizing in their living arrangement?
4. Do you think this is an appropriate setting for them to live? Why or why not?
5. As a social worker, what referrals will you make for your client?
6. Discuss the home and community-based services that the older adult might access (refer to Anderson, Dabelko-Schoeny, & Fields, 2018, book).

**Advocacy Presentation**

*Addresses competencies 1, 3, 5, 8*

The NASW Code of Ethics states that all social workers, even those working in direct-practice settings, engage in macro-level systemic advocacy on behalf of their clients. One example of this could be talking with elected officials about a policy or issue impacting your clients. Many social work students feel intimidated by this idea, but have no fear! This class will equip you with strategies and tips for working with elected officials, and you'll have a chance to apply your new knowledge and skills with an oral testimony in a mock meeting that would mimic a city council meeting, HHS committee hearing, etc.

Each student will select a policy, bill, program, or social issue relevant to older adults and make a 3-minute verbal presentation that succinctly covers:

1. Provide a brief overview of the issue, so that someone unfamiliar with this issue has appropriate background information.
2. Include facts, data and/or statistics to support your claims (quantitative data)
3. A compelling case example to illustrate the problem (qualitative data)
4. "The ask"- Specific recommendations for the elected official (i.e. Vote YES on X bill, increase funding for X service, etc.).

The "elected officials" will also have a chance to ask questions after the 3 minute presentation. Students will take turns playing the role of the "presenter" as well as the "elected official", giving students the opportunity to experience which advocacy strategies are most effective. The "elected officials" will also provide
constructive feedback to each presenter using a provided template. More details will be provided in class and in the rubric for this assignment.

**Final Paper**

Addresses competencies 1, 2, 3, 5

This assignment may be completed individually, in pairs or in groups of three. Collaboration and teamwork are important skills to develop, so I encourage students to work together, but you may choose to work alone if you prefer.

It’s important, both academically and professionally, for students to be able to effectively communicate in writing. Students will get to deepen their knowledge on one aging topic of their choosing. This assignment involves writing a 8-10-page paper (excluding cover sheet, references; APA). Students will choose their topic for the final paper using one of the modules/content areas discussed throughout this course. For example, you may choose to expand on the topic "Love, Intimacy, & Sexuality in Older Adulthood", “Gero-technology”, or "Chronic Diseases among Older Adults" (your options are not limited to these three).

Some topics/questions you will address in your paper include:

- a description of the aging topic and the population(s) of concern
- impact on individuals, family, community, and society
- what contextual factors do you recognize as contributing to your aging topic/issue?
- what controversies surround your topic?
- how is this aging topic being addressed at micro and macro levels of practice and policy?
- where does social justice come into play?
- where do you find elements of ageism? Strengths? Empowerment?
- how does this topic connect with social work practice?
- what methods from your discipline and other disciplines could be used to address this topic?

**Extra Credit**

But wait, there’s more! There is also an opportunity to earn extra credit by:

1. Completing an additional Resources discussion board (see Canvas) and
2. By meeting (virtually or in-person) with the UTA Writing Center to get help with your papers. First, make an appointment at the Writing Center. The writing center will then send me a summary of what you worked on within a week or so. If two weeks have passed since your appointment and I haven’t entered your EC point, email me to let me know.

Go to this link to make an appointment at the Writing Center*: [http://www.uta.edu/owl/](http://www.uta.edu/owl/)

We used to have a social work-specific writing center, but that is on hold temporarily. While you can’t make appointments, you can browse some GREAT writing resources, including writing guides and several awesome webinars: [https://www.uta.edu/ssw/student-resources/writing-resources/index.php](https://www.uta.edu/ssw/student-resources/writing-resources/index.php)

*Please note that I cannot control the Writing Center’s availability, especially around holidays. It’s your responsibility to reach out to schedule an appointment as early as possible.

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<thead>
<tr>
<th>Assignment</th>
<th>Extra Credit</th>
<th>Due Date (Wednesday by 11:59pm unless otherwise specified)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources Discussion Board</td>
<td>0.5 point</td>
<td>October 2</td>
</tr>
</tbody>
</table>
Summary

Knowledge: After successfully completing assigned readings, lecture materials and course assignments, students will be able to remember, understand, apply, analyze, and evaluate information about the biopsychosocial aspects of aging, aging policy, the sociology of aging, and trending topics in aging, and to and create new material based on this knowledge.

Skills and Abilities: After successfully completing assigned readings, lecture materials and course assignments, students will further develop skills such as professional writing, interpersonal communication, creative problem solving, public speaking and critical thinking.

F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

That section of the syllabus template cannot be edited by the instructor but please note that we are in CANVAS, not Blackboard.

I work hard to be attentive in answering student’s emails. Since I typically teach five different classes each semester, until I learn everyone's name it is very helpful for me if you include the course number (i.e. SOCW 53xx) and name (i.e. HBSE, Advanced Micro, etc.) in the subject line of all emails you send me. That way, if you asked a question about “the syllabus” or “the paper” I know which one you are talking about!

The classroom should be an inclusive, intellectually stimulating environment where students are able to learn new and diverse perspectives, express their opinions, and ask questions. Class discussions may be a great opportunity to practice being respectful, considerate, empathetic and professional. Students are expected to strive to exemplify the UTA Principles of Community of mutual respect, constructive communication, a supportive environment, collaborative relationships, leadership & service, and inclusion & diversity.

The Canvas course shell contains modules that may include assignment information, lecture materials, and additional resources. Students are expected to log in to Canvas regularly and engage with each module. Please also regularly check your email and Announcements in Canvas. Students are expected to attend all classes and notify the professor IN ADVANCE if you have to miss a class. In class, students should demonstrate active listening and participate in activities and discussions. There is a strong positive correlation between active class participation and high levels of learning and achievement in this course. Also, you are paying for this education so you might as well get your money’s worth, right?
G. Grading

You can set up notifications to be notified immediately when a grade is entered for you under Account>Notification. In order to view feedback on Canvas submissions, you will see a blue 1 appear in a circle next to the Grades tab in the lefthand column of the course page. Click on that. From there, you can click on the blue hyperlink of the assignment name to:

1. See any highlighted comments in the paper (used to highlight grammar, APA issues, etc.)
2. View my general comments on the paper (on the right hand side box).
3. Click “Show Rubric” in the top righthand corner to see detailed feedback for each rubric item.

Writing: I strive to help students polish their writing skills and prepare them for future academic and professional roles where grammar, organization of ideas, following directions, and formatting will be important. This could include a thesis or integrative paper, cover letters, documentation of client services, grant writing, designing treatment protocols, and writing research articles.

To help practice these skills, papers must be grammatically correct and follow APA style, 6th edition. This includes being double-spaced, using 12 pt font, and including a title page, section headings, page numbers and a references page. Papers should generally be written in the third person (avoiding I, me, we, etc.). See the following link for an APA sample paper:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html

Rubrics will be used to grade each assignment. This helps ensure that expectations are clearly communicated and grading is fair. Students are highly encouraged to review rubrics in Canvas before submitting assignments.

Assignment Samples: Since some students are still learning APA style, I do provide a sample APA paper which allows students to review formatting. For “out of the box” assignments I may also provide some mini-samples to illustrate what I am expecting. However, I typically do not provide complete examples of previous students’ assignment work. This is a thoughtful decision that I think best facilitates students’ skill building based on the following factors:

1. In your career, you will often be expected to produce a deliverable without an example to go off of. While some agencies may provide examples for things like documentation notes, many other important tasks (such as presentation requests, grants, research proposals, etc.) will include detailed instructions only.
2. I’ve found that when I provide samples this limits creativity and problem solving, as students try too hard to model their own work off the sample.

If you are struggling with understanding assignment expectations, please don’t hesitate to ask me. I am happy to clarify and provide guidance.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

<table>
<thead>
<tr>
<th>Final Points</th>
<th>Final Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89.9-80</td>
<td>B</td>
</tr>
<tr>
<td>79.9-70</td>
<td>C</td>
</tr>
<tr>
<td>69.9-60</td>
<td>D</td>
</tr>
</tbody>
</table>
Final grades will not be rounded up. Any assignments completed in groups (if applicable) will result in each student receiving the same grade. Suggestions for earning a good grade:

1) Do the weekly readings
2) Turn in all assignments on time
3) Talk to the professor about any issues you are facing
4) Ask questions about assignments prior to the assignments due dates
5) Follow the syllabus and rubric guidelines for assignments

I am typically very quick to respond to questions via email (karen.magruder@uta.edu) and will communicate regularly through the Announcements section in Canvas. Although I will try to send due date reminders, it’s ultimately your responsibility to follow the schedule, submit assignments on time, and communicate with me if you encounter problems or need clarification.

I also do my best to grade quickly and give detailed, helpful feedback, and the earlier you turn your papers in ahead of time, the most likely you will be to get a rapid turnaround for a grade (since I won’t have so many to grade at once if it’s more spread out).

Academic Integrity (READ THIS!!!):

- UTA Plagiarism Tutorial: https://library.uta.edu/plagiarism/
- UTA Writing Center: http://www.uta.edu/owl/
- Social Work Writing Resources: https://uta.edu/ssw/student-resources/writing-resources/index.php
- Examples of Plagiarism and Unacceptable Paraphrases: https://indiana.edu/writing-guides/pdf/plagiarism.pdf

The work you are submitting must be your own original writing. Information from outside sources must be summarized in your own words and cited appropriately.

- All information from outside sources should be cited in APA format.
- Most information from outside sources should be paraphrased in your own words. Changing a couple words from the original source does not constitute an appropriate summary.
- Even if you summarize information, you should still give credit to the source of that information using an in-text citation, like this (Magruder, 2019). You must also include a full reference in your references page.
- Direct quotes should be used sparingly and should always be in quotation marks to show you are using another person’s exact words. Only use direct quotes when there is no other way of conveying that information. I know you can read & copy/paste. I want to know whether you understand the information well enough to convey it effectively yourself. When you use a direct quote, use quotation marks and cite the page or paragraph number it came from, “like this” (Magruder, 2019, p.1).
- Do not try copying your friend’s paper (in whole or segments) from a previous semester and pretending it’s your own. I have access to papers submitted previously even to other classes or institutions and I have caught several students doing this who thought I would never know.
- Do not resubmit a paper that you wrote for another class assignment. This is considered "self-plagiarism" and is not appropriate in the "real world". For example, if you write a journal article which is published in Journal A, you can't then copy that article (in whole or part) to be published as a "new" article in Journal B. Reusing your own work is also unfair to other students who put in the effort to write that paper.

Assignments will be checked using UniCheck plagiarism checking software. UniCheck searches the
internet, electronic books, and papers previously submitted by other students. It will find a match even if you change a couple of words.

Any students found plagiarizing (which includes using segments of another student’s paper, inadequate paraphrasing or copy/pasting phrases directly from another author without using quotation marks) may fail the assignment or fail the class and will be referred to the Office of Student Conduct for an Honor Code violation, which could result in academic probation and/or expulsion. I do not want to fail students for plagiarizing, but I have had to do so in the past. Please don’t plagiarize and ask me if you have any questions.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

H. Make-Up Exams

Late Assignments: My late policy is designed to help students practice meeting expectations of their future clients and employers to be timely and reliable. I understand that life happens and work to accommodate the needs of students with extreme unforeseen circumstances. However, students should also develop good time management skills and be able to prioritize commitments to make deadlines.

Small assignments (10 points or less) will not be accepted late and cannot be made up. In-person presentations generally cannot be made up. More major assignments are not accepted past the due date unless under extreme circumstances (such as serious illness, death of a family member, deployment etc.) and where arrangements are made with the instructor PRIOR to the due date with appropriate documentation (such as Urgent Care receipt, photo from car accident, etc.). Late major assignments (more than 10 points) without prior arrangements may be accepted and at the discretion of the instructor and will be docked 10% of the grade for each day it is turned in late.

I. Course Schedule

Unless otherwise specified, all assignments turned in on Canvas are due by 11:59pm the night before class (Wednesday). As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

<table>
<thead>
<tr>
<th>DATE</th>
<th>MODULE/TOPICS</th>
<th>READINGS</th>
<th>PARTICIPATION (Points)</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 22</td>
<td>Module 0- Course Overview</td>
<td>- Syllabus</td>
<td>- Introductions (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Module 1- Growth of Social Gerontology</td>
<td>- Hooyman, Ch. 1</td>
<td></td>
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<tr>
<td>August 29</td>
<td>Module 2- Cross-cultural Aging and Aging in other Countries</td>
<td>Hooyman Ch. 2 &amp; 8 Anderson, Ch. 12</td>
<td>Scrapbook Presentation/ Discussion (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Module 3- Social Theories of Aging</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Module</td>
<td>Reading Materials</td>
<td>Activities</td>
<td>Additional Notes</td>
</tr>
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<tr>
<td>Sep 19</td>
<td><strong>Module 7-Personality and Mental Health</strong></td>
<td>Hooyman Ch. 6</td>
<td>Hand in Hand Video Guest Speaker-Courtney Smith (UTSW Geripsych) (1)</td>
<td></td>
</tr>
<tr>
<td>Sep 26</td>
<td><strong>Module 8- Love, Intimacy, and Sexuality</strong></td>
<td>Hooyman Ch 7</td>
<td>Guest Speaker-Pam Mickens (Long-term Care Ombudsman) (2)</td>
<td>Extra Credit Resources Discussion Board Due Wednesday Oct 2</td>
</tr>
<tr>
<td>Oct 10</td>
<td><strong>Module 10- Informal Caregiving</strong></td>
<td>Hooyman Ch 10 Anderson Ch 5</td>
<td>Guest Speaker-Seraphina Francisco (Caregiver Support Program) (2)</td>
<td></td>
</tr>
<tr>
<td>Oct 17</td>
<td><strong>Module 11- Living Arrangements</strong></td>
<td>Hooyman Ch 11 Anderson Ch 9, 10</td>
<td>Guest Speaker-Assisted Living Administrator (2)</td>
<td>Living Arrangements Presentations in Class</td>
</tr>
<tr>
<td>Date</td>
<td>Module(s)</td>
<td>Reading Material</td>
<td>Guest Lecture</td>
<td>Notes</td>
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<tr>
<td>Oct 24</td>
<td>Module 12- Health and Long-term Care Policies and Programs</td>
<td>Hooyman Ch 18 Anderson Ch 8</td>
<td>Guest Lecture-Julie Porter (Office of the Long-term Care Ombudsman) (1)</td>
<td></td>
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<tr>
<td>Oct 31</td>
<td>Module 13- Technology &amp; Productive Aging Module 14- Resiliency</td>
<td>Hooyman Ch 12 &amp; 13 Anderson Ch 13 Hooyman Ch 15 &amp; 16</td>
<td>Guest Lecture-Noelle Fields (Recorded Video) (1)</td>
<td></td>
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<tr>
<td>Nov 7</td>
<td>Module 15- End-of-Life Care and Practice</td>
<td>Hooyman Ch 14 Anderson Ch 11</td>
<td>Guest Lecture-Hospice (2)</td>
<td></td>
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<tr>
<td>Nov 14</td>
<td>Module 16- Social Policies</td>
<td>Hooyman Ch 17 Anderson Ch 2 &amp; 3</td>
<td>Lynda Ender Guest Lecture (Recorded Video) (1)</td>
<td>Final Paper Due Wednesday Nov 27 Extra Credit- Work with Writing Center on Final Paper Due Wednesday Nov 27</td>
</tr>
<tr>
<td>Nov 21</td>
<td>Module 17- Wrap Up</td>
<td>None</td>
<td>Advocacy Presentations Writing Workshop Wrap Up Feedback (1)</td>
<td></td>
</tr>
</tbody>
</table>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

**J. Expectations for Out-of-Class Study**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**K. Grade Grievances**


**L. Student Support Services**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [http://www.uta.edu/universitycollege/resources/index.php](http://www.uta.edu/universitycollege/resources/index.php).

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer
students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page...................... http://www.uta.edu/library
Subject Guides........................... http://libguides.uta.edu
Subject Librarians......................... http://library.uta.edu/subject-librarians
Course Reserves......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ......................... http://library.uta.edu/how-to
Connecting from Off-Campus........... http://libguides.uta.edu/offcampus
Ask a Librarian.......................... http://ask.uta.edu

N. Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

O. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

P. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of
disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](http://www.uta.edu/disability)** or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671** is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Q. Non-Discrimination Policy**

*The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).*

**R. Title IX Policy**

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

**S. Academic Integrity**

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at [https://www.uta.edu/conduct/](https://www.uta.edu/conduct/). Faculty are encouraged to discuss plagiarism and share the following library tutorials [http://libguides.uta.edu/copyright/plagiarism](http://libguides.uta.edu/copyright/plagiarism) and [http://library.uta.edu/plagiarism/](http://library.uta.edu/plagiarism/)

**T. Electronic Communication**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades,
graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

U. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/.

V. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

W. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.