

**University of North Texas at Dallas**  
**Spring 2017**  
**SYLLABUS**

<b>AGER 4780D AGING PROGRAMS AND SERVICES      3 Hrs</b>		
<b>Department of</b>	<b>Human Services</b>	<b>Division of Education and Human Services</b>
<b>Instructor Name:</b>	<i>Iftekhar Amin, Ph.D.</i>	
<b>Office Location:</b>	<i>Dallas Building 2 #327</i>	
<b>Office Phone:</b>	972-338-1380	
<b>Email Address:</b>	<a href="mailto:iftekhar.amin@untdallas.edu">iftekhar.amin@untdallas.edu</a>	
<b>Office Hours:</b>	W 10:30 AM -1:30 PM: and by appointment	
<b>Virtual Office Hours:</b>	<i>M 7-10 PM</i>	
<b>Classroom Location:</b>		
<b>Class Meeting Days &amp; Times:</b>		
<b>Course Catalog Description:</b>	<p>This course examines concepts and controversies in older adults. Students will become acquainted with the common social beliefs and attitudes that may affect aging. The student will be able to identify the link between the three broad domains of human aging: health care, socioeconomic trends and the life course. The student will also be made aware of biological and physiological changes that take place during the aging process. Equally important, this course allows the student to recognize emotional, psychological and physical aspects of aging. Upon completion of the course, the student will have gained an understanding of the aging process throughout the course of life. Students will be able to link the process of aging with telecommunications, biotechnology and genetics.</p>	
<b>Prerequisites:</b>	None	
<b>Co-requisites:</b>	None	
<b>Required Text:</b>	<p>Community Resources for Older Adults Programs and Services In An Era of Change</p> <p>Robbyn R. Wacker, Karen A Roberto and Linda E. Piper</p> <p>Sage Publications, Inc.</p> <p>Fourth Edition (Year, 2014)</p>	
<b>Recommended Text and References:</b>	Additional Reading materials will be provided in class	
<b>Access to Learning Resources:</b>	<p>UNT Dallas Library:  phone: (972) 780-3625;  web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a></p> <p>UNT Dallas Bookstore:  phone: (972) 780-3652;  e-mail: <a href="mailto:1012mgr@fhcg.follett.com">1012mgr@fhcg.follett.com</a></p>	
<b>Course Goals or Overview:</b>	<p>It is the goal of this course to understand the sociology of the aging process. The student is also expected to learn and gain a better understanding of the aging process as well as about existing community resources and services available to this identified target population.</p>	

<b>Learning Objectives/Outcomes:</b> At the end of the semester students will be able to	
1	Demonstrate a comprehension of the aging process
2	Identify the link between the three broad domains of human aging: health care, socioeconomic trends and the life course.
3	Demonstrate knowledge of how to link the processes of aging with identified community resources.
4	Identify the physical aspects of aging along with attitudes and belief systems about aging.
5	Demonstrate a strong ability to identify local, state and community resources for the elderly population.
6	Identify existing community resources and service providers.

## **COURSE OUTLINE**

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by announcements during class.

### **Tentative Schedule\* CLASS READINGS & EXAM DATES**

	<b>Topic</b>	<b>DUE: Assignments, Exams</b>
Week 1 January 17- 22	Chapter 1	Introduce Yourself
Week 2 January 23- 29	Chapter 2	
Week 3 January 30- February 5	Chapters 3 & 4	Quiz 1 Discussion 1 Due
Week 4 February 6 -12	Chapter 5	
Week 5 February 13- 19	Chapter 6 & 7	Quiz 2 Liability Form due
Week 6 February 20 – 26	Chapter 8	
Week 7 February 27 – March 5	Chapter 9	Discussion 2 Due Quiz 3
Week 8 March 6-12		<b>EXAM 1</b>
Week 9 March 13- 19	Spring Break	
Week 10 March 20-26	<i>Chapters 10 &amp; 11</i>	Quiz 4 due
Week 11 March 27 - April 2	Chapter 12	Community Resource file
Week 12 April 3- 9	<i>Chapters 13 &amp; 14</i>	
Week 13 April 10-16	Chapters 15 & 16	Discussion 3 Due Quiz 5
Week 14 April 17- 23	Chapters 17 & 18	EXAM 2
Week 15 April 24- 30	Chapter 19	

Week 16 May 1 - 7		Discussion 4 and Quiz 6 Due Draft & Feedback (optional)
Week 17 May 8		<b>Service Learning Project Submission</b>

### Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

If you are having a problem with your performance in this course, please schedule an appointment with me as soon as possible so that together, we can figure out what needs to be done. I am willing to help solve any problem you might experience involving this course, except failure to read the assigned materials or course work.

#### 1. QUIZZES

There will be 6 quizzes (10X 6= 60 points). These quizzes will include multiple choice and true/false questions and will be based on the assigned reading materials for the particular week(s).

#### 2. ONLINE CLASS DISCUSSIONS

For 4 times throughout the semester students will be asked a specific question or questions related to course materials. These questions will be posted in the Blackboard. You will have a minimum of FIVE DAYS to post your response, read statements from other students and submit comments to them. Discussion Area submissions are worth total 40 points. Here are some guidelines regarding your participation in these class discussions.

1. For each question or questions that I've designated for a particular chapter, submit your well-considered response. Then, take a look at what others have said on the topic. Respond to at least TWO of your fellow students with at least one comment/question regarding something they have said.
2. As far as evaluating your discussion responses, I will be interested in whether a response shows an understanding of the concepts/theories covered in course materials or discussed in the class. Applying these concepts accurately shows your familiarity with the reading as well as your ability to apply it. Avoid simply repeating what others have already said in their responses. Take some time to offer different examples or ways of analyzing the issue. Also, it's important to remember that this isn't a talk show where it's adequate to simply state your personal opinion. Earning an "A" on the discussions requires going beyond the minimal requirements of the assignment.
3. Remember, this isn't The Jerry Springer Show. Occasionally, it's apparent that a response is meant to be cute or funny, but not serious and thoughtful. I'm not looking for comedic talent. The discussions require more than having a conversation with your colleagues in the class.
4. I strongly recommend that you take the time to compose your discussion response (e.g., in your software program like Microsoft Word or Works), save it and then post it in the Discussion Area. Always keep a copy of your discussion responses in case of a technical problem on the course website.

#### 3. SERVICE LEARNING PROJECT

Students will work minimum 10 hours in a program or service and submit a paper to the instructor via Blackboard Learn. Your topic must be submitted in advance to the instructor for approval. The

purpose of this paper is to provide an up-to-date analysis of a program or service for elderly.

It is intended to inform those affected by a particular issue; therefore it must be balanced and should be relatively comprehensive. The paper is a research paper, intended to bring the best, most current information to bear on an important topic. It should synthesize and summarize existing information in clear and insightful ways; it will not contribute new, original data. This paper will be worth of 60 points. A Liability Form must be completed and submitted to the instructor before you start the service learning. The form is located in Week 2 folder. There is no grade for this form, however, if the form is missing you may end up with a 0 on the service learning project.

#### **4. COMMUNITY RESOURCE FILE**

You will develop a folder (portfolio) that will serve as your community resource file. As a part of this project you will investigate the community resources by visiting various service agencies in the Dallas-Fort Worth area. You are to inquire about services provided and collect brochures, information packets, flyers, etc. The 16 community resources you present in your portfolio should include updated supporting documents you physically or virtually collected from the agency. Write a one-page summary on each of these 16 agencies. The summary of the agency should also include: agency's mission, services-what they do, location and contact information (include business cards, whenever possible). You would submit the document via learn assignment dropbox.

#### **5. EXAMS**

There will be two exams. Exams will include short essay and multiple choice questions.

#### **Grading Matrix:**

<b>Instrument</b>	<b>Value (points or percentages)</b>	<b>Total</b>
Service Learning Project	1 project at 60 points	60
Community Resource File	40 points	40
Quizzes	6 at 10 points	60
Four online discussions	4 discussions at 10 points each	40
Exam 1	100 points	100
Exam 2	100 points	100
<b>Total:</b>		<b>400</b>

#### **Grade Determination:**

- A = 360– 400 pts; i.e. 90% or better
- B = 320 – 359 pts; i.e. 80 – 89 %
- C = 280– 319 pts; i.e. 70 – 79 %
- D = 240 –279 pts; i.e. 60 – 69 %
- F = 239 pts or below; i.e. less than 60%

### **University Policies and Procedures**

#### **Students with Disabilities (ADA Compliance):**

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call 972-780-3632.

### **Student Evaluation of Teaching Effectiveness Policy:**

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

### **Assignment Policy:**

If you are unable to submit the assignments due to serious illness where you are physically incapacitated (e.g., hospitalized), medical documentation is required to resolve the missed assignment. *Be sure to speak with me immediately if you fail to meet the assignment submission deadline.*

### **Exam Policy:**

*Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).* If you are unable to take an exam due to serious illness where you are physically incapacitated (e.g., hospitalized), medical documentation is required to resolve the missed exam. *Be sure to speak with me immediately if you miss an exam. Remember, you must submit official documentation in order for this policy to apply to you.*

### **Academic Integrity:**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html) for complete provisions of this code.

### **Bad Weather Policy:**

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

### **Attendance and Participation Policy:**

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

### **Diversity/Tolerance Policy:**

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

### **Optional Policies:**

- *Use of Blackboard Learn: Review the course website several times per week, if not daily.*  
Visiting the website frequently will familiarize you with the resources available on the site as well as alert you to any changes or additions to the website (e.g., possible changes to the syllabus, due date reminders posted in the calendar, instructions for discussions).
- *Grade of Incomplete:* You should discuss with me in advance if an “I” has to be assigned.
- Please allow me, the instructor, with **48 hours** to respond to e-mail messages.