

Crafton Hills College Course Outline

1. **Discipline:** Sociology
2. **Department:** Social Sciences
3. **Course Title:** Gerontology
4. **Course I. D.:** SOC 150
5. **Prerequisites:** None
Corequisite(s): None
Departmental Recommendation(s): SOC 100; MATH 952; Eligibility for ENGL 101 as determined by the CHC assessment process; Reading: pass a standardized test of reading comprehension at or above the 12th grade level
6. **Semester Units:** 3
7. **Minimum Semester Hours:**
Lecture: 48 Lab: 0 Clinic: 0 Field: 0
8. **Need for the Course:**

The elderly are the fastest growing age group in the population. An understanding of issues related to the aging and elderly is required for many individuals, including those in the health professions. SOC 150 is associate degree applicable, satisfies a social science general education requirement for the associate degree, and is applies toward an associate degree in psychology. This course transfers to CSU and satisfies a CSU general education requirement in area D10, Social, Political and Economic Institutions.
9. **Goals for the Course:**
 - A. To provide students with information and tools to understand the life process of aging.
 - B. To offer students the opportunity to think critically about the social and psychological changes that come with later life including illness, death, and dying.
 - C. To encourage students to explore issues of social inequality based on age, ethnicity, gender and status.
10. **Catalog Description:**

Examination of aging and the life course. Exploration of how the aging process is influenced and shaped by societal forces, including physical, psychological, and economic as well as social aspects of aging. Effects of the aging process on individuals, families, cohorts and societies. This course is also offered as PSYCH 150.
11. **Schedule Description:**

Examination of aging and the life course.

12. Entrance Skills:

A. Requisite Skills: None

B. Recommended Skills:

It is highly recommended that students entering this course be able to:

1. Describe the basic terms, theories and concepts of the field of sociology.
2. Read and comprehend a college-level textbook.
3. Write an essay using proper spelling, grammar and punctuation, incorporating concepts and data and research into a coherent paragraph, that demonstrates inference to support a point.
4. Set up and solve percent equations and applications in an effort to interpret charts, tables, and statistics.

13. Course Objectives

Upon satisfactory completion of the course, students will be able to:

- A. Describe the process of aging and old age as a life stage.
- B. Describe the impact of aging on society and how society views the elderly.
- C. Distinguish the physical and psychological changes that affect the elderly.
- D. Describe the changing social roles and family dynamics of the elderly.
- E. Explain the challenges of growing old in our society.
- F. Compare and contrast the dimensions of aging in a global context.
- G. Analyze the stages of death and dying.
- H. Differentiate the effects of race, ethnicity, religion, status, and gender on late life experiences.
- I. Evaluate social policy regarding current elder care and the future of our elderly.

14. Representative Texts:

Hooyman, N. & Kiyak, H. A. (2002). *Social Gerontology* (5/e). Boston, MA: Allyn and Bacon.

Atchley, R. & Barusch, A. (2004). *Social Forces and Aging* (10/e). Belmont, CA: Wadsworth.

Quadagno, J. (2005). *Aging and the Life Course*. New York: McGraw-Hill.

15. Course Content:

- A. The growth of social gerontology
- B. The social consequences of physical aging
- C. Cognitive changes of aging
- D. The importance of social supports: family, friends and neighbors
- E. Living arrangements and social interactions
- F. Managing chronic diseases and promoting well being in old age
- G. Historical and cross-cultural issues in aging
- H. Death, dying, bereavement and widowhood

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Semester Effective: Fall 2005

- I. The resiliency of older ethnic minorities
- J. The challenges facing older women
- K. Health and long-term care policy and programs
- L. Social policy to address social problems

16. Methods of Instruction

- A. Lecture
- B. Class and small group discussion
- C. Oral, written and Internet exercises
- D. Videotapes and films
- E. Guest speakers
- F. Field trips
- G. Sociological simulations and games
- H. Oral presentations by individual students and groups
- I. Community Service

17. Assignments and Methods of Evaluation:

The instructor may employ one or more of the following assignments and/or methods of evaluation, of which written assignments and essay portions of examinations totaling a minimum of two thousand words must constitute at least twenty-five percent of the final grade.

- A. Class participation (0-25%)
- B. In-class objective quizzes, tests, or examinations (10-75%)
- C. In-class essay quizzes, tests, or examinations (10-75%)
- D. Take-home essay examinations (0-75%)
- E. Individual or collaborative projects (0-50%)
- F. Individual or collaborative research and/or analysis papers (0-50%)
- G. Oral presentations of individual or collaborative assignments (0-50%)
- H. Viewing and analysis of assigned audio-visual materials (0-25%)
- I. Responses to class and class-related activities (0-25%)
- J. Journals (0-25%)

18. Distributed Education Methods of Instruction: None