SOWK 3173 – Minority Aging  
Fall 2016

Instructor: Alex D. Colvin  
Section # and CRN: P01 - 13268
Office Location: 214 W.R. Banks  
Office Phone: 936-261-1675  
Email Address: adcolvin@pvamu.edu  
Office Hours: TR 9-9:30am; 3:30 – 5pm; W 9-5pm
Mode of Instruction: Face to Face (Lecture)
Course Location: W.R. Banks Rm 205  
Class Days & Times: TR 2:00 – 3:20pm
Catalog Description: Designed to survey the process of aging among predominant minority groups in the United States and other parts of the world. At completion of this course students should be able to identify and describe patterns of aging among blacks, Hispanics, Indians, Appalachians, and Asians, and to identify and analyze social problems for the minority groups studied.

Prerequisites:  
Co-requisites:


Student Learning Outcomes:

<table>
<thead>
<tr>
<th>#</th>
<th>Upon successful completion of this course, students will be able to:</th>
<th>Program Learning Outcome #</th>
<th>Core Curriculum Outcome Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Apply critical thinking skills within the context of professional social work practice.</td>
<td>(E.P. 2.1.3)</td>
<td></td>
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<tr>
<td>2</td>
<td>Identify the value base of the profession and its ethical standards, principles, and practices accordingly.</td>
<td>(E.P. 2.1.2)</td>
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<tr>
<td>3</td>
<td>Apply knowledge of the processes of prejudice, oppression and discrimination, skills and strategies and social change that advance social and economic justice.</td>
<td>(E.P.2.1.5)</td>
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<tr>
<td>4</td>
<td>Use of values, knowledge, and skills of generalist social work practice when working with clients of diverse race/ethnicity, gender (including transgender), social class, age marital status, religious beliefs and sexual orientation.</td>
<td>(E.P. 2.1.4)</td>
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<tr>
<td>5</td>
<td>Apply the knowledge and skills of generalist social work perspectives to practice with individuals, families, groups, organizations and communities.</td>
<td>(E.P. 2.1.7; E.P. 2.1.10)</td>
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<tr>
<td>6</td>
<td>Apply knowledge of Human Behavior and Social Environment across the life span.</td>
<td>(E.P. 2.1.7)</td>
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<td>7</td>
<td>Analyze existing social policies, and create and advocate for client populations and/or service delivery.</td>
<td>(E.P. 2.1.8)</td>
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</tbody>
</table>
Use knowledge of research and statistics for a critical evaluation of one’s own practice in order to become a more effective practitioner. (E.P. 2.1.6; E.P. 2.1.10b)

Use communication skills appropriately when working with individual, family, group, organization, communities, and professional colleagues. (E.P. 2.1.3)

Use supervision and consultation appropriate to social work practice. (E.P. 2.1.1)

Function within the structure of the organization and service delivery systems and seek necessary organizational change. (E.P. 2.1.9)

The goal of this course is to…

1. Prepare students to understand social welfare policy and its history, as well as policy analysis and its implementation; forms and mechanisms of oppression and discrimination, and the strategies of change that advance social and economic justice in both rural and urban settings.

2. Utilize a liberal arts perspective and professional foundation that prepares students for direct services with client systems of various sizes and types in order for students to understand the social contexts of social work practice, the behavior of organizations, and the dynamics of change.

3. Prepare students to appreciate and conduct ethical social work research to evaluate service delivery at all levels of practice and to add to the social work knowledge base with qualitative and quantitative methodologies.

4. Prepare students for professional entry-level generalist social work practice with diverse populations in rural and urban settings at micro, mezzo, and macro levels of practice; based on knowledge, values, ethics, and skills of social work built to a liberal arts perspective and reinforced through classroom and field experiences.

5. Prepare students for a professional generalist social work career as well as graduate social work education and importance of ongoing professional growth and development for both students and faculty.

Add other objectives or specialized accrediting agency requirements as needed.
Major Course Requirements

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

Exams – written tests designed to measure knowledge of presented course material
Exercises – written assignments designed to supplement and reinforce course material
Projects – web development assignments designed to measure ability to apply presented course material
Class Participation – daily attendance and participation in class discussions

Method of Determining Final Course Grade

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value (points or percentages)</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Examination 1</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Examination 2</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Examination 3</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Biopsychosocial Aging Assignment</td>
<td>15 points</td>
<td>15</td>
</tr>
<tr>
<td>Senior Citizen Interview &amp; paper</td>
<td>10 points</td>
<td>15</td>
</tr>
<tr>
<td>Term Paper</td>
<td>15 points</td>
<td>15</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10 points</td>
<td>10</td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Grading Criteria and Conversion:
A = 100 – 90pts;
B = 89 – 80pts;
C = 79 – 70pts;
D = 69 – 60pts;
F = 59pts or below

Detailed Description of Major Assignments:

<table>
<thead>
<tr>
<th>Assignment Title or Grade Requirement</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1. Biopsychosocial Aging Assignment</td>
<td>You will identify current biological, psychological and social issues that accompany minority aging including how their aging experiences impact the broader society.</td>
</tr>
<tr>
<td>2. Term paper</td>
<td>Each student will address the complexities surrounding aging as a minority in the United States including discrimination and oppression issues that impact these groups. You will offer proposed implications for how we can enhance measure to address their social inequalities.</td>
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<tr>
<td>3. Examinations</td>
<td>There will be three examinations which will include materials covered from textbook, lectures, and readings. Examinations are multiple choice questions and/or short answer questions. <strong>Scantron and pencil required.</strong></td>
</tr>
<tr>
<td>4. Senior Citizen Interview &amp; paper</td>
<td>Interview a relative in your family who is at least 65 years of age and write a short paper (2 page typed) describing that person’s health, illness and practices used throughout their lifespan. Be prepared to discuss in class.</td>
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Course Procedures or Additional Instructor Policies

Taskstream
Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is REQUIRED to be submitted as an “artifact,” an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Formatting Documents:
Microsoft Word is the standard word processing tool used at PVAMU. If you’re using other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy
Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

Course Requirements & Evaluation Methods

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

Class Attendance
The attendance policy printed in the Prairie View A&M University Undergraduate Catalogue will be enforced. When a student is unable to attend class, it is the student’s responsibility to call the professor in advance, whenever possible. It is the student’s responsibility to obtain the notes, handouts, or other material for the missed class. Students remain responsible for all assignments due during the missed class. An absence does not excuse the student from any work or due dates.

Attendance will be taken at the beginning of each class and students not present at that time will be marked absent. Students who come in late are required to inform the instructor immediately following that class period in order to be counted late rather than absent. Once in attendance, students should not leave class without the instructor’s permission.

Class attendance is mandated for all Prairie View A&M University students. Students are responsible for attending class on time and adhering to the University’s Class Attendance Policy. The Attendance Policy is printed in the Prairie View A&M University Undergraduate Catalogue ad shall be enforced. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a course grade being reduced or an assignment grade of "F". A student is allowed as many unexcused absences per semester as the class meets per week.

<table>
<thead>
<tr>
<th>Time Class Meets Per Week</th>
<th>Unexcused Absences Allowed</th>
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<tbody>
<tr>
<td>3</td>
<td>3</td>
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<tr>
<td>2</td>
<td>2</td>
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<tr>
<td>1</td>
<td>1</td>
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</table>

Students who do not exceed the allowable number of absences will receive five points as part of the total points for the final course grade.
After the allowed number of unexcused absences has been used, students will receive points as part of the final course grade according to the following table for unexcused absences greater than the allowed absences

<table>
<thead>
<tr>
<th>Number Greater Than Excused Absences</th>
<th>Points Earned</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>4</td>
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<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
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<tr>
<td>5 or more</td>
<td>0</td>
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</table>

**Class Participation:** Students are expected to actively participate in a positive manner in the learning process. Participation includes: demonstrating critical thinking, active learning, development and use of listening and speaking skills needed for career success, and the ability to join a discipline’s conversation. Such participation will include asking questions, active listening, seeking out and valuing the opinion of others, and showing respect for peers and the instructor. Participation also includes evidence that the student has read the assigned material prior to class and by contributing to class discussions, and asking questions about the readings and lectures.
Semester Calendar

Week 1:
Topic Description: Introduction: AGING AND DIVERSITY
Readings: T/R: Chapter 1 in Mehrotra & Wagner text.
Assignment: n/a

Week 2:
Topic Description: Aging and Diversity - Examine the growth, composition and geographic distribution of the older population.
Readings: T/R: Chapter 1 in Mehrotra & Wagner text.
Assignment: n/a

Week 3:
Topic Description: RESEARCH METHODS - Examine the disciplines that study aging as well as how to improve research with elders of diversity groups.
Readings: T/R: Chapter 2 in Mehrotra & Wagner text.
Assignment: BIOPSYCHOSOCIAL AGING PAPER TR: [09/08/2016]

Week 4:
Topic Description: RESEARCH METHODS - Examine the disciplines that study aging as well as how to improve research with elders of diversity groups.
Reading: T: Chapter 2 in Mehrotra & Wagner text.
Assignment: Examination #1 TR: [09/15/2016]

Week 5:
Topic Description: PSYCHOLOGY AND AGING - Examine changes that occur in sensation, perception, and cognition what occurs with aging including attitudes toward aging and older people.
Reading: T/R: Chapter 3 in Mehrotra & Wagner text.
Assignment: n/a

Week 6:
Topic Description: PSYCHOLOGY AND AGING - Examine changes that occur in sensation, perception, and cognition what occurs with aging including attitudes toward aging and older people.
Reading: T/R: Chapter 3 in Mehrotra & Wagner text.
Assignment: n/a

Week 7: Topic Description: HEALTH BELIEFS, BEHAVIORS, AND SERVICES - Examine models of service, regulation of health care and long – term services, plus issues in financing health care.
Reading: T/R: Chapter 4 in Mehrotra & Wagner text.
Assignment: n/a

Week 8:
Topic Description: HEALTH BELIEFS, BEHAVIORS, AND SERVICES
Examine models of service, regulation of health care and long – term services, plus issues in financing health care.
Reading: T: Chapter 4 in Mehrotra & Wagner text.
Assignment: Examination #2 TR: [10/13/2016]
Week 9:
Topic Description: INEQUALTIES IN HEALTH - Examine why we grow older and the physical consequences of aging including define health and examine chronic conditions that occur as a consequence of aging.
Reading: T/R: Chapter 5 in Mehrotra & Wagner text.
Assignment: n/a

Week 10:
Topic Description: INEQUALTIES IN HEALTH - Examine why we grow older and the physical consequences of aging including define health and examine chronic conditions that occur as a consequence of aging.
Reading: T/R: Chapter 5 in Mehrotra & Wagner text.
Assignment: HEALTH, ILLNESS, AND PRACTICES INTERVIEW TR: [10/27/2015]

Week 11:
Topic Description: INFORMAL AND FORMAL CARE OF OLDER PERSONS - Examine different types of bonding and social support along with human aging with attention their relationship to social policy issues, professional practice and careers in the field of aging
Reading: T/R: Chapter 6 in Mehrotra & Wagner text.
Assignment: n/a

Week 12:
Topic Description: WORK, RETIREMENT, AND LEISURE - Examine general and specific ways to adapt to aging including changes on the job and in income, illness, disability, and dependency. Effective adaptation as well as escapist approaches will be covered.
Reading: T/R: Chapter 7 in Mehrotra & Wagner text.
Assignment: n/a

Week 13:
Topic Description: RELIGIOUS AFFILIATION AND SPIRITUALITY - Examine effects of religion and spirituality including conceptions of spiritual development.
Reading: T/R: Chapter 8 in Mehrotra & Wagner text.
Assignment: n/a

Week 14: (Thanksgiving Week – 11/24-26 – Campus Closed)
Topic Description: DEATH, DYING, AND BEREAVEMENT- Examine the process of dying, bereavement, and death of a spouse as well as the meaning of death.
Reading: T: Chapter 9 in Mehrotra & Wagner text.
Assignment: Final Term Paper TR: [11/22/2016]

Week 15:
Topic Description: (Course Review Day) (Review of Exam)
Reading: n/a
Assignment: n/a

Final Exam TBA
References


Student Support and Success

John B. Coleman Library
The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. https://www.pvamu.edu/library/ Phone: 936-261-1500

The Learning Curve (Center for Academic Support)
The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Description Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services
The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing
The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services
As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs
Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement
The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services
Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Title IX Statement**

Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

**Class Attendance Policy (See Catalog for Full Attendance Policy)**

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

**Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

**TECHNICAL CONSIDERATIONS**

**Minimum Recommended Hardware and Software:**

- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

**Note:** Be sure to enable Java & pop-ups in the Web browser preferences

**Participants should have a basic proficiency of the following computer skills:**

- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

**Netiquette (online etiquette):**

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.
Technical Support:
Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:
Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:
Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.