



Introduction to Gerontology

CCGT 5258/CEGT5258

New Orleans Baptist Theological Seminary
Church and Community Ministries Division

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The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Purpose of the Course

The purpose of this course is to introduce the student to the major concepts and issues related to the aging process and to challenge students to minister effectively with older adults.

Core Value Focus

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality – We are a worshipping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

Mission Focus – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2014-2015 academic year that Core Value is *Spiritual Vitality*.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. *Interpersonal relationships*: This course will encourage students to value all persons as being made in the image of God.

2. *Disciple making*: This course assists students in applying their knowledge and understanding of the aging process to ministry with older adults.

Course Description

This course is an interdisciplinary introduction to the major concepts and issues pertinent to the study of the aging process. Theoretical content is combined with practical issues. The course is designed to provide an overview for the generalist in ministry with the elderly and to offer stimulation for further detailed study for the specialist.

Learning Objectives

The student involved in this course should be able to accomplish the following:

1. Think critically about the aging process by considering the social, psychological, biological, and spiritual characteristics of older persons.
2. Articulate their views related to their own aging process.
3. Value older persons.
4. Relate effectively to aging persons.

Required Reading

The following text is required reading for class discussions and is to be read in its entirety unless otherwise specified.

Required Text

Wilmoth, Janet, and Kenneth Ferraro, eds. *Gerontology: Perspectives and Issues*, 4th ed. New York: Springer, 2013.

Additional reading assignments available on the Internet and posted on Blackboard.

Course Teaching Methodology

Units of Study

- Unit 1 Introduction to the Field of Gerontology
- Unit 2 Demographics of the Aging Population
- Unit 3 Physical Aspects of Aging
- Unit 4 Cognitive Aspects of Aging
- Unit 5 Social Aspects of Aging
- Unit 6 Religion, Spirituality, and Aging
- Unit 7 Cultural Perspectives on Aging and the Life Course
- Unit 8 Nutrition and Exercise
- Unit 9 Disorders and Disabilities
- Unit 10 Work and Leisure

Unit 11 Retirement and Finances
Unit 12 Death and Dying
Unit 13 Housing Choices
Unit 14 Policies and Programs

Teaching Method. Threaded discussion, journals, and personal assessment exercises will be utilized in this internet course.

Assignments and Evaluation Criteria

I. Interviews. Each student will conduct three interviews with adults representing three stages of senior adulthood: young old, 65-74; middle old, 75-84; and oldest-old, 85 and older. The focus of each interview is to be life satisfaction, particularly as it relates to the person's perception of the aging process. The interviews should contain basic information about the person including but not limited to physical health, mental well-being, emotional adjustment, support system, financial resources, living arrangements, activity level, church/community involvement. The interviews should be submitted in summary format. Do not use the person's name or specific identifying information in your paper.

At the beginning of the interview, explain the purpose of the assignment to the interviewee and obtain his/her consent to be interviewed (use form attached to the syllabus). Note in your paper that you obtained consent from the interviewee. Keep a copy of the consent form and give a copy to the interviewee.

In addition to the interviews, each student should submit a 3-4 page reflection paper (typed, double-spaced, Turabian format) on the interview process, the persons interviewed, and the insights gained from the interviews.

II. Personal View of Aging Paper

Write a 4-5 page paper (typed, double-spaced, Turabian format) examining your personal view of aging. Include the following:

- a) Describe your interaction with older persons when you were a child. How did these experiences influence your view of aging?
- b) Describe your own process of aging. How do you feel about the age you are now? What are your fears about aging? What pleasant experiences do you anticipate as you age?
- c) What is healthy aging? Discuss any role models you have had for healthy aging.
- d) How do your religious beliefs affect your view of aging?
- e) How has this course influenced your attitudes toward your own aging experience?

III. Students will keep a journal throughout the course. The journals will be assessed by the following criteria:

To what degree did the student engage in self-exploration

To what degree did the student interact with reading assignments

To what degree did the student make application to his/her area of ministry

(See grading rubric attached to the syllabus for more information.)

Journal entries should be at least two to three full paragraphs. The title of each journal entry should be the unit number and the student's last name (e.g. Unit 1 Journal [Last Name]).

Note about Journal: The topics students are asked to write about in their journals often require them to share information about themselves. For this reason, journal entries will be read by the professors and teaching assistants and treated confidentially. However, Information and Technology Center personnel at NOBTS will have access to the Blackboard course and will, in times of need, login to the course to address any problems that might occur that hinder the professors and the students from effectively engaging in online learning.

Journal entries are due when the unit for which they are assigned closes. No late journal entries are allowed in this course. Students may drop one unit journal grade.

IV. Discussion Boards

Threaded discussion is intended to foster dialogue concerning the subject matter. Timely answers are critical for participating in threaded discussions. Initial posts to threaded discussions should be submitted by 11:59 p.m. on Thursday of each week to allow time for further dialogue. All students are expected to respond to at least 2 initial posts per week. Response posts are due when the unit for which they are assigned closes. Threaded discussions should be timely and thought provoking, referencing reading content and making real-life application. Points will be deducted for late initial posts. No late response posts are allowed in this course. Students may drop one unit discussion board grade. (See grading rubric attached to the syllabus.)

V. Final Exam. Students will complete a final exam on the assigned date.

Course Evaluation

Assignment	Percentage of Grade	Due Date
Interviews	30%	
Personal View of Aging Paper	20%	
Journals	15%	
Discussion Boards	15%	
Final Exam	20%	

Course Policies

Policy Regarding All Assignments

All assignments should be submitted in either .doc (Microsoft Word) or .wpd (WordPerfect) on Blackboard unless otherwise stated.

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Academic Policies

Academic policies related to absences, examinations, and other topics can be found in the *New Orleans Baptist Theological Seminary Academic Catalog*.

Blackboard

Blackboard will be used extensively in this class. Please make sure that your contact information on Blackboard is accurate. If you need assistance accessing Blackboard, please contact the Information Technology Center.

Netiquette

Appropriate Online Behavior. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with others students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Course Schedule

Unit	Topics/Reading Assignments
Unit 1	Introduction to the Field of Gerontology Wilmoth & Ferraro, Chapter 1 "Healthy Aging: Lessons from the Baltimore Longitudinal Study of Aging" available from the National Institute on Aging website [www.nia.nih.gov]
Unit 2	Demographics of the Aging Population Wilmoth & Ferraro, Chapter 9 Profile of Older Americans: 2013 [available on Administration on Aging website, www.aoa.gov] Older Americans 2012 [available at www.agingstats.gov]
Unit 3	Physical Aspects of Aging Wilmoth & Ferraro, Chapter 2, 14 "Aging Hearts and Arteries" [Available on National Institute on Aging website, www.nia.nih.gov]
Unit 4	Cognitive Aspects of Aging Wilmoth & Ferraro, Chapter 3 "Alzheimer's Disease" [Available on National Institute on Aging website, www.nia.nih.gov]
Unit 5	Social Aspects of Aging Wilmoth & Ferraro, Chapters 6, 13
Unit 6	Religion, Spirituality, and Aging Read about Biblical role models who served God in advanced age
Unit 7	Cultural Perspectives on Aging and the Life Course Wilmoth and Ferraro, Chapters 7 and 10 Using EBSCOhost or another academic database, find a peer-reviewed, academic research article published in the last 5 years that provides a non-American cultural context for a topic of your interest related to aging. [The

	International Journal of Aging and Human Development publishes numerous articles that meet the requirements for this assignment.]
Unit 8	Nutrition and Exercise Read information and take quizzes related to Eating Well as You Get Older on the NIH Senior Health website: https://nihseniorhealth.gov [Look under Health Topics A-Z for "Eating Well"] Wilmoth & Ferraro, Chapter 5
Unit 9	Disorders and Disabilities Wilmoth & Ferraro, Chapter 4 "Arthritis," "Falls," "Foot Care," "Eyes," "High Blood Pressure," "Hearing Loss," "Osteoporosis," "Pain," "Stroke"
Unit 10	Work and Leisure The Sloan Center on Aging & Work at Boston College Fact Sheets available at http://www.bc.edu/research/agingandwork/publications.html . Read at least 7 of the fact sheets of your choice about aging and work. "Activities You Enjoy" (available at www.nia.nih.gov). Seinfeld, Sofia, Heidi Figueroa, Jordi Ortiz-Gil, and Maria V. Sanchez-Vives. 2013. "Effects of music learning and piano practice on cognitive function, mood and quality of life in older adults." <i>Frontiers In Psychology</i> 4, PsycINFO, EBSCOhost (accessed September 8, 2014). Kleiber, Douglas Alfred, and Brittany Danielle Linde. 2014. "The Case for Leisure Education in Preparation for the Retirement Transition." <i>Journal Of Park & Recreation Administration</i> 32, no. 1: 110-127. Academic Search Complete, EBSCOhost (accessed September 8, 2014).
Unit 11	Retirement and Finances Wilmoth & Ferraro, Chapter 8 Read about retirement planning, Social Security, and money on the AARP website [www.aarp.org], as well as in in Savings Fitness publication available from the U.S. Department of Labor [www.dol.gov].
Unit 12	Death and Dying Curtis, Lindley Sharp. 2010. "Empowering, Educating, and Advocating: How Social Workers Can Help Churches Integrate End of Life Care into Congregational Life." <i>Social Work & Christianity</i> 37, no. 2: 128-141. Academic Search Complete, EBSCOhost (accessed September 8, 2014). "Advance Care," "End of Life Care," and "Getting Your Affairs in Order" (available from the National Institute on Aging website [www.nia.nih.gov])
Unit 13	Housing Choices Roalstad, Beth. 2014. "iHubs: A Community Solution to Aging in Place." <i>Generations</i> 38, no. 1: 58-60. Academic Search Complete, EBSCOhost (accessed September 8, 2014). Lustbader, Wendy. 2013. "It All Depends on What You Mean by Home." <i>Generations</i> 37, no. 4: 17-23. Academic Search Complete, EBSCOhost (accessed September 8, 2014).

	<p>Stone, Robyn. 2013. "What Are the Realistic Options for Aging in Community?." <i>Generations</i> 37, no. 4: 65-71. Academic Search Complete, EBSCOhost (accessed September 8, 2014).</p> <p>Cho, Jinmyoung, Christine Cook, and Marilyn J. Bruin. 2012. "Functional Ability, Neighborhood Resources and Housing Satisfaction among Older Adults in the U.S." <i>Journal Of Housing For The Elderly</i> 26, no. 4: 395-412. SocINDEX with Full Text, EBSCOhost (accessed September 8, 2014).</p> <p>"Nursing Home" (available from the National Institute on Aging website, www.nia.nih.gov)</p>
Unit 14	<p>Policies and Programs</p> <p>Wilmoth & Ferraro, Chapters 11, 12, and 15</p> <p>Medicare [www.medicare.gov]</p>
	Final Exam

Selected Bibliography

- Angus, J., and Reeve, P. (2006). Ageism: A threat to "aging well" in the 21st century. *The Journal of Applied Gerontology*, 25(2), 137-152.
- Arno, P. S. (2006). *Prevalence, hours and economic value of family caregiving*. Kensington, MD: National Family Caregivers Association and San Francisco, CA: Family Caregiver Alliance.
- Boise, L., Congelton, L., and Shannon, K. (2005). Empowering family caregivers: The powerful tools for caregiving program. *Educational Gerontology*, 31, 1-14.
- Braun, K. L., Cheang, M., and Shigeta, D. (2005). Increasing knowledge, skills, and empathy among direct care workers in elder care: A preliminary study of an active-learning model. *Gerontologist*, 45(1), 118-124.
- Cherry, K. E., and Palmore, E. (2008). Relating to older people evaluation (ROPE): A measure of self-reported ageism. *Educational Gerontology*, 34(10), 849-861.
- Dobbs, D., Eckert, J. K., Rubinstein, B., Keimig, L., Clark, L., Frankowski, A. C., and Zimmerman, S. (2008). An ethnographic study of stigma and ageism in residential care or assisted living. *The Gerontologist*, 48(4), 517-526.
- Gibson, M. J. and Houser, A. (2007). *Valuing the invaluable: A new look at the economic value of family caregiving* (pp. 1-12). AARP Public Policy Institute.
- Goodman, C., and Silverstein, M. (2002). Grandmothers raising grandchildren: Family structure and well-being in culturally diverse families. *Gerontologist*, 42(5), 676-689.

- Institute of Medicine. (2008). *Retooling for an aging America: Building the health care workforce committee on the future health care workforce for older Americans*. Washington, DC: The National Academies Press.
- Menne, H. L., Et al. (2008). Decision-making involvement scale for individuals with dementia and family caregivers. *American Journal of Alzheimer's Disease and Other Dementias*, 23(1), 23-29.
- Schulz, R., and Sherwood, P. R. (2008). Physical and mental health effects of family caregiving. *Journal of Social Work Education*, 44, 105-113.
- Soliz, J., and Harwood, J. (2006). Shared family identity, age salience, and intergroup contact: Investigation of the grandparent-grandchild relationships. *Communication Monographs*, 73(1), 87-107.
- Townsend, P. (2006). Policies for the aged in the 21st century: More 'structured dependency' or the realization of human rights? *Ageing & Society*, 26(2), 161-179.
- Zhang, Y., Harwood, J., Williams, A., Ylänne-McEwen, V., Wadleigh, P., and Thimm, C. (2006). The portrayal of older adults in advertising. *Journal of Language and Social Psychology*, 25(3), 264-282.

INTERVIEW CONSENT FORM

I am a student at New Orleans Baptist Theological Seminary. I am taking a class in which we are learning about older adults and how they view various topics related to our course objectives. The interview will last approximately 1 hour. I will take notes on what you tell me while we are talking because I am required to write a summary of the interview for my class.

Your participation in this interview is voluntary. If you discover that you do not like the interview, you may stop at any point. You are not required to answer any questions you do not want to answer. If you find any topic unpleasant or otherwise not to your liking, please tell me and we will go on to another one.

The information you provide me will be confidential. I will not put your name in my notes nor reveal your identity in my written report. The class instructor and grader will read the contents of the written summaries to see what each student learned.

Do you have any questions you would like to ask before we begin?

CONSENT TO PARTICIPATE IN THE INTERVIEW

Informant's Statement: The purpose of the interview has been described to me. I have had a chance to ask the student questions about the interview. I understand that I may end the interview at any time and that I may decline to answer any of the questions asked. I voluntarily consent to participate in this interview.

Signature of Interviewee

Date

Signature of Student

Date

Grading Rubric for Interviews

Criteria	Points Possible	Points Earned
Summary of interviews (3)	20 points/interview	
To what degree did the student reflect on the interview, interviewees, and insights gained	30 points	
Grammar, punctuation, spelling, format	10 points	

In order to receive an A for the assignment, the following criteria must be met:

1. Complies fully with the assignment (proficient in all areas).
2. Paper begins, flows, and ends effectively.
3. Paper is virtually free of errors in grammar, punctuation, word choice, spelling, format, and Turabian style issues.
4. Paper is well-organized, paragraphs are well-structured, and headings are used appropriately.

Grading Rubric for Personal View of Aging Paper

Criteria	Points Possible	Points Earned
Early Experiences and Aging	20 points	
Personal Process of Aging	20 points	
Healthy Aging: Views and Role Model	20 points	
Religious Beliefs and Aging	20 points	
Course Influences about Aging	10 points	
Grammar, punctuation, spelling, format	10 points	

In order to receive an A for the assignment, the following criteria must be met:

1. Complies fully with the assignment (proficient in all areas).
2. Paper begins, flows, and ends effectively.
3. Paper is virtually free of errors in grammar, punctuation, word choice, spelling, format, and Turabian style issues.
4. Paper is well-organized, paragraphs are well-structured, and headings are used appropriately.

Grading Rubric for Journals

Journal entries are worth 10 points per unit and are graded based on the following criteria:

Criteria	Points Possible	Points Earned
To what extent did the student engage in self-exploration	0 (no self-exploration) 1 (minimal) 2 (moderate) 3 (maximum)	
To what degree did the student interact with the reading assignments	0 (no reference to reading) 1 (minimal) 2 (moderate) 3 (maximum)	
To what degree did the student make application to his/her area of ministry	0 (no application) 1 (minimal) 2 (moderate) 3 (maximum)	
Entries relatively free of grammatical, punctuation, and spelling errors	0 (several errors) 1 (relatively free of errors)	

Grading Rubric for Discussion Boards

Discussion boards are worth 10 points per unit and are graded based on the following criteria:

Criteria	Points Possible	Points Earned
Timeliness of Initial Post	0 (late) 1 (on time)	
Original Thought	0 (no original thoughts) 1 (minimal) 2 (adequate)	
Reference to Reading Materials	0 (none) 1 (minimal) 2 (adequate)	
Thoroughness of Posts	0 (superficial post) 1 (minimal) 2 (moderate) 3 (maximum)	
Number of Posts [{initial + response posts} (3 required)]	0 (only 1 post) 1 (2 posts) 2 (3 posts)	