



GERO-502: DIVERSITY AND ETHICS IN AGING

Effective Term

Spring 2025

BOT Approval Date

04/11/2024

Discipline

GERO - Gerontology-Aging Studies

Course Number

502

Course Title

Diversity and Ethics in Aging

Short Title

Diversity and Ethics in Aging

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Additional Regular Substantive Interaction

Discussion boards- Course and technical issues are addressed in a separate discussion board. It is recommended that faculty will respond within 48 hours, except for holidays and weekends.

E-mail Communication - E-mail may reinforce announcements and discussion board communication. It is recommended that the faculty will respond within 48 hours, except for holidays and weekends.

Catalog Description

This course provides an overview of diversity and ethics as they relate to aging and older adults. Students will enhance their intellectual skills and develop a deeper sense of personal and social responsibility, through exploration of diversity in US society. This course examines the diversity of ethical and moral issues at the clinical, social, cultural, policy, and individual levels. Students explore key value issues that shape societal and individual perceptions about diversity, ethics, and aging. This course considers ageism and the implications it has on diversity and ethics.

Attach Supporting Documents

Sample Program Map Gerontology with Gerotechnology Certificate of Achievement (Revised April 2023).pdf
Riverside County Office on Aging Report.pdf
California Master Plan for Aging.pdf
AGHE Competencies.pdf
Centers for Excellence LMI_Gerontology.pdf
Occupational Outlook_ Social and Community Service Managers _ US Bureau of Labor Statistics.pdf
Deans Meeting_Gerontology-Aging Studies.pdf
Centers for Excellents LMI_Human Services.pdf
Occupational Outlook_Medical and Health Services Managers.pdf
Sample Program Map Gerontology with Mental Health Certificate of Achievement (Revised April 2023).pdf
Sample Program Map Gerontology with Caregiving (Revised April 2023) (1).pdf

Codes

TOP Code (CB 03)

1309.00* - *Gerontology

CIP Code

30.1101 - Gerontology.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives**Learning Objectives****Learning Objective**

1. Investigate the demographics and social challenges of diversity among older people.
2. Describe differences between people over the life span in adaptation to aging, family, employment, income and social programs.
3. Articulate differences in the aging experience by race/ethnicity and gender.
4. Systematize of the differential patterns of health and illness in later life in relation to race/ethnicity/gender/non-binary, and culture.
5. Examine a number of philosophical approaches to ethics and their influence on our perceptions of ethical problems.
6. Examine the ethical decision-making process to contemporary social gerontological phenomena.
7. Consider ethical implications of societal and cultural norms related to aging and old age.
8. Identify and address the ethical problems that arise in different contexts of care.
9. Describe skills necessary in making ethical decisions as it relates to older adults.
10. Examine and discuss how ethics and public policy intersect.
11. Analyze the impact of ageism, diversity and equity as an ethical concern.
12. Differentiate between the experiences and contributions of the historically dominant older population and that of the growing non-dominant population groups, the concepts of multiple-jeopardy and minority-majority population shifts.

Learning Outcome Information**Course Learning Outcomes****Learning Outcome**

1. Student will assess the ethical implications of ageism, stereotypes and myths of aging.
2. Student will apply the ethical decision-making process to contemporary social gerontological problems.
3. Student will critique the ethical problems that arise in the context of gerontological care and service provision.
4. Student will identify differences between people over the lifespan in adaptation to aging, family, employment, income and social programs
5. Student will demonstrate understanding of the issues facing a diverse aging nation.

Program Learning Outcomes**Learning Outcome**

Student will demonstrate knowledge of relationships among older adults, their families, and society.

Student will apply current theory and research in the interdisciplinary field of gerontology and its role in society to assess biological, social, and psychological issues that impact older adults and those who work with and care for them.

Student will integrate information and perspectives from various disciplines to understand the biological, social, and psychological aspects of aging related to diversity and equity shape the experience of aging.

Student will demonstrate the ability to conduct and evaluate gerontological information and research using a variety of methods.

Student will understand and evaluate social policy and its impact on programs and services for older adults and examine how issues.

Student will express ideas effectively in oral and written formats.

Student will analyze critical issues, aspects of ageism in American society and socially conscious behavior regarding the older population and apply knowledge to the field of aging.

Student will apply acquired interdisciplinary knowledge of older adults in varied career applications, such as the design of services for older adults, patient care, and engineering and technology for independent living.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Content

Course Lecture Content

1. Diversity and Aging
 - a. Introduction to the importance of diversity and gerontology
 - i. Social theories, diversity, aging, and inclusion
 - ii. Impact of diversity on personal experiences of aging
 - iii. Research methods and issues related to diversity
 - iv. Population demographics, including shift to minority-majority
2. Gender and Aging
 - a. Gender, aging, and social policy
 - b. Understand the relevance of gender, race, ethnicity, immigration status, and age to addressing the needs and concerns of women, men, LGBTQ+ populations.
 - c. Introduce concepts of multiple jeopardy and cumulative disadvantage in aging.
3. Health, Inequities, and Aging
 - a. Understand how social determinants of health shape aging across diverse populations
 - b. Describe how chronic and co-morbid conditions impact diverse populations
 - c. Explore what diversity-sound interventions and health initiatives look like
 - d. Articulate how cumulative advantage and disadvantages impacts minority populations over the life course
4. Formal and Informal Care
 - a. Reflect on how informal and formal care varies across ethnic and cultural groups and how care is impacted by elements of diversity
 - b. Describe systematized and invisible barriers in place concerning access to programs and services when considering ethnicity, race, class, gender, sexual orientation, and religion
5. Ethical Approaches to Aging
 - a. Key elements, domains, histories, and realities that we need to consider when thinking about the ethical approaches to aging, including internal bias regarding age when combined with cultural diversity, education, ability or other challenges.
 - b. Self-evaluation of ethics, morals and values
 - c. Understand and communicate a value system as shaped by using a gerontological lens
 - d. Develop a gerontological perspective through knowledge and self-reflection
 - e. Develop and respect the person's autonomy and right to real and meaningful self-determination in terms of healthcare, housing and social structures.
 - f. Respect interdependence of individuals of all ages and abilities.
 - g. Respect cultural values and diversity.
6. Ethics in Context – The Aging Body
 - a. Examine the culture of aging and related anti-aging messaging
 - b. Understand the social constructions of an aging body and how these vary for diverse populations
 - c. Role agency plays within the process of growing older and related choices about care and support
 - d. Issues of competence, autonomy, and independence
 - e. Explore the advantages and disadvantages of lengthening life expectancy
 - f. Diversity and the role of culture in ethics and older adults
7. Ethics and Issues of Caregiving
 - a. Levels of care continuum and service delivery criteria (skilled nursing facilities to home care)
 - b. Purpose and limitations of a living will, durable power of attorney, medical power of attorney, conservatorship, guardianship, measuring competency, and least restrictive alternatives

- c. Family caregiving responsibilities and the implications of culture and custom on choices for providing care for older adults
 - i. Accessing equitable care
 - ii. Receiving care and services that are inclusive to all older adults.
- d. Reciprocity between family generations and family caregiving
- 8. Legal issues related to aging
 - a. Legal issues, elder mistreatment, and crime
 - b. Elder abuse, exploitation, and neglect, factors that increase vulnerability, mandated reporting
 - c. Adult Protective Services; Patient Self-Determination Act, Uniform Health Care Decision Act; Informed Consent
 - i. Responsibility and ways of helping older adults being abused, exploited, or neglected
 - 1. Protect older persons from elder abuse of all types:
 - 2. Utilize programs and policies that address elder mistreatment and abuse:
 - d. Mandatory legal reporting
 - e. Issues in research with older adults
- 9. Negotiating multiple relationships in a gerontological practice
 - a. Professional competence when working with elders
 - b. Ethical and legal issues in practice
 - c. Skills for working with clients and patients
 - d. Confidentiality and legal concerns
 - e. Adhere to ethical principles to guide work on behalf of older persons
 - i. Recognize ethical standards and professional practices in all phases of
 - 1. work and research with and on behalf of older persons, including but not
 - 2. limited to the following:
 - 3. Informed consent
 - 4. Confidentiality
 - 5. Beneficence
 - 6. Non-maleficence
 - 7. Honesty and Integrity to do the following
- 10. End-of-Life Issues
 - a. Euthanasia and Assisted Suicide
 - b. Explore the concept of the right to die and understand life-sustaining technologies
 - c. Understand the significance of advance directives and barriers to their use
 - d. Describe how these practices vary among cultures and how those cultural variations can lead to issues of inequality in accessing end-of-life care.
- 11. Rationing Health Care, Aging, and Resource Allocation
 - a. Financing long-term health care
 - b. Discrimination toward the poor/elderly regarding health care accessibility
 - c. Understand the role of policy in the allocation of health care resources
 - d. Quality of life
 - e. Role of public knowledge and opinion in rationing health care
 - f. Age as a criterion for allocating resources
- 12. Diversity and Ethics of Aging in a Global Context
 - a. Globalization and its impact on older adults
 - b. Status of older adults and aging in other countries
 - c. Mortality rates, access to healthcare, and global ageism
 - d. Explore the possibility and nature of a global ethic of aging

Methods of Instruction

Method

Lecture

Integration

Throughout the course, we place a significant emphasis on the ethical considerations surrounding aging, particularly for the widely diverse older population, both dominant and non-dominant. Our lectures delve deeply into multidisciplinary information related to aging in the United States, shedding light on the unique challenges encountered by this diverse demographic, including the concepts of multiple jeopardy and the population demographic shifts to a aging minority-majority,

Online resources, including accessible websites, text lectures, closed-caption videos, and PowerPoint presentations are utilized. These resources integrate current research findings, public policy insights, and legislation pertaining to diversity, equity, and aging. Lectures address these aspects at various levels of governance, including the Federal, State, Local, and Non-Profit levels. This approach ensures a holistic understanding of the subject matter and fosters an awareness of the ethical dimensions inherent in addressing the needs of our aging population.

DE Adaptations for MOI

To meet accessibility needs, lectures can be communicated through the CMS in a variety of formats, including accessible Powerpoint presentations and lecture videos. Websites and online videos can be incorporated as part of these lectures. Lectures can be delivered through video conferencing platforms

Method

Discussion

Integration

In this course, we prioritize the in-depth exploration of contemporary issues related to diversity and aging, and how issues of culture, language, economics and education can impact late-life satisfaction. Our discussions, whether in a student-to-student classroom setting or within small groups, will be highly focused on this aspect, providing a unique platform for addressing current concerns. These discussions are supplemented with pertinent materials, such as readings and accessible multimedia resources, which are designed to introduce key concepts and facilitate the integration of existing knowledge about aging and the lifecourse with innovative perspectives on multidisciplinary aspects of aging, public policy, ethics, diversity, caregiving, and life satisfaction.

Furthermore, these discussions are carefully curated to foster a safe and respectful environment for students to exchange ideas, share findings, and enhance their understanding of the course objectives. We encourage open dialogue, and differing views are not only welcomed but actively supported. Our commitment to inclusivity extends to the digital realm as well, with discussion boards designed to meet accessibility requirements. All communication within the course will be conducted through a course management system (CMS), ensuring that our discussions remain accessible to all.

DE Adaptations for MOI

To meet accessibility needs, student discussion will be achieved using asynchronous threaded discussions with other students and the instructor within the CMS, or by participating in synchronous discussions using accessible video conferencing platforms. Students can also be divided into breakout groups during synchronous group meetings to compare their ideas before being brought back to the main session to compare their ideas as a class using CMS tools that meet accessibility needs.

Method

Visiting Lecturers

Integration

To enrich the learning experience and provide students with diverse perspectives in the field, we may invite guest speakers who possess expertise in the intersection of diversity and aging. These speakers could include individuals with hands-on experience in specialized areas or topics. By doing so, we aim to broaden students' understanding and expose them to a range of viewpoints.

Our guest speakers often represent various sectors, including public advocacy agencies, government service entities, and nonprofit service providers. These professionals bring a wealth of insights and can shed light on the distinctive needs of a highly diverse older population.

DE Adaptations for MOI

Guest Speakers can join online classes via CMS video conferencing. It can be synchronous or asynchronous. Instructors may also elect to post videos/media interviews of guest speakers with closed captioning, or other tools that best meet accessibility needs.

Method

Reading

Integration

Students will engage with a dynamic array of materials, with a strong emphasis on current publications and literature focusing on current research on ethics and diversity in aging, including the impact of population shifts toward a minority-majority aging

population and the impact of cumulative disadvantage. The reading list includes chapters from the textbook, up-to-date articles, contemporary case studies, oral histories, recent poetry, and other relevant sources. These materials are carefully curated to provide insights into the ever-evolving landscape of aging, and to specifically address the multifaceted challenges associated with diversity, equity, cohort dynamics, and economic disparities throughout the lifecourse.

DE Adaptations for MOI

Relevant readings can be delivered through materials provided in the CMS or the assigned texts, or students can access current research through MSJC's online library collections. Some papers and projects related to class readings may also use asynchronous threaded discussions in Discussion Boards, where students can compare their ideas from a reading and also compare research projects or share resources or websites related to reading content. Students can also use discussion boards to share common issues related to the project, such as Q & A forums where students can ask questions about the reading or project, and the instructor or other student can answer using CMS tools to meet accessibility requirements.

Methods of Evaluation

Method

Class Participation

Integration

As a culture, we are striving to open dialogue about diversity, equity and inclusion. This course offers a platform to discuss these issues in a context that can allow students to share their experiences and observations of their own cultural context regarding aging, and apply new understandings of both their classmates and the theoretical foundations of gerontology. For example, students will examine areas that older adults may experience challenges in terms of access to care, language barriers to accessing support, the unique intergenerational dynamics within cultures. Active class participation serves as a pivotal component in our learning process, enabling students to gain a broader and deeper understanding of diversity within the context of aging. Regular and effective participation in safe and structured discussion boards, reflective writing and research offers students an opportunity to not only demonstrate their comprehension but also to articulate and critically evaluate a spectrum of concepts, terminology, theories, structures, and experiences pertinent to aging across a vastly diverse older adult population.

Our assessment of student participation will be centered on their capacity to accurately grasp and engage with the profound impact of diversity on contemporary social challenges, such as those related to aging, healthcare, public policy, end-of-life decision-making, and other topics directly influencing the quality of life in later years. Active engagement in class discussions will play a pivotal role in the ability to navigate these complex issues and develop a holistic perspective on the subject matter.

DE Adaptations for MOE

Discussion forums and blogs within the CMS can be utilized to assess class participation in asynchronous courses and video conferencing tools can be utilized for synchronous online course meetings. The instructor will employ available accessibility features within the CMS to ensure equitable access for all students during the evaluation process. The instructor will provide correct responses, comments, and grades within two weeks of the due date of these quizzes within the gradebook using the CMS.

Method

Exams/Tests

Integration

Intermittent assessments designed to gauge the comprehension of diversity and aging concepts, aligned with the course's learning objectives, will be conducted and evaluated for accuracy. These assessments encompass a variety of formats, including objective question types such as true/false, multiple choice, short answer, and extended essays. They are intended to measure students' learning outcomes using both quantitative and qualitative criteria, as outlined in a rubric accessible through the course management system (CMS).

Quizzes and exams may undergo grading either manually or through an automated grading process, facilitated either within the CMS or using scantron technology. Instructors will furnish correct answers, feedback, and grades within a timeframe of two weeks from the due date of these assessments, making them readily available in the gradebook via the CMS.

DE Adaptations for MOE

Unit quizzes offered through CMS will assess course learning objectives. Using accessible tools, including objective tests, closed-caption video responses, or other accessible technology, students will demonstrate understanding of core course competencies. Quizzes should be timed, open book/note, focusing on course learning objectives. Quizzes may be graded manually by the instructor

or through the CMS auto-grading system. The instructor will provide correct responses, comments, and grades within two weeks of the due date of these quizzes within the gradebook using the CMS.

Method

Papers

Integration

Students will be tasked with crafting both extended and concise research and reflection papers, emphasizing the application of their acquired learning objectives and skills to their real-world encounters with ethics, diversity and aging beyond the classroom setting. These assignments will prompt students to analyze research findings, reflect on personal experiences, and establish connections between the course readings, lectures on diversity, and their own observations of diversity within American culture. Examples include opportunities to research challenges of access to care and services experienced by older adults with cognitive challenges, economic disadvantage or language barriers.

To ensure clarity and guidance, comprehensive rubrics and explicit instructions will be provided to aid students in their paper composition. Evaluation of these papers will encompass criteria such as correctness, clarity, completeness, and precision. Students can anticipate receiving both a grade and constructive feedback from the instructor, typically within two weeks of the assignment's due date, all conveniently accessible through the gradebook within the course management system (CMS).

DE Adaptations for MOE

Evaluation of student application of aging content will be submitted via CMS. Rubrics/clear instructions will be provided. The instructor will employ available accessibility features within the CMS to ensure equitable access for all students during the evaluation process. Papers will be evaluated through correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Assignment Description:

Ethics Autobiography Paper

This assignment aims to explore your own ethical platform and worldview. In short, you will craft a short paper that will be an "ethics autobiography" in which you examine aspects of your background that likely shape how you think about ethical issues related to aging.

Instructions:

Begin by reflecting on the concept of "ethics" and its broader implications. Consider the distinction between personal and cultural ethics as discussed in the lecture materials. Delve into the readings on ethics and aging provided and use them as a foundation for your exploration. If you choose to focus on issues specific to one population, please be sure to include research on population shifts (minority-majority) and issues of multiple jeopardy or cumulative disadvantage in later life.

Section 1: Defining Your Ethics:

1. Define your understanding of "ethics" based on the readings and lecture materials. What elements contribute to your ethical framework?

2. Explore the differences between personal and cultural ethics in your own life. How do your personal beliefs align or diverge from the ethical standards prevalent in your culture or community?

Section 2: Examining Background Influences:

1. Investigate aspects of your background (e.g., family, education, cultural influences) that likely shape your ethical perspectives, specifically in relation to aging.

2. Reflect on pivotal experiences or key individuals who have played a role in shaping your ethical stance on issues related to aging.

Section 3: Self-Reflection and Questioning:

1. Engage in a thoughtful self-reflection. How have your beliefs and ethical perspectives evolved over time, especially concerning aging?

2. Pose questions to yourself about the ethical considerations related to aging. How do your beliefs align with societal norms, and where do you find yourself challenging or reevaluating these norms?

Conclusion: Summarize your exploration into an "ethics autobiography." Conclude by highlighting key insights gained from the examination of your ethical platform and worldview in the context of aging. Discuss any areas where you feel your ethical views may continue to evolve or be challenged in the future.

Formatting and Additional Guidance:

- Aim for a well-structured paper with an introduction, clearly defined sections, and a thoughtful conclusion.
- Provide specific examples from your life to illustrate key points.
- Consider incorporating relevant quotes or concepts from the assigned readings to strengthen your arguments.
- Ensure that your paper demonstrates a deep understanding of the materials covered in the lectures and readings on ethics.

Evaluation

Student submissions will undergo an assessment that considers grammatical correctness, clarity, completeness, and precision. Furthermore, the instructor will provide a detailed rubric to guide students in meeting these criteria effectively. Evaluation will extend beyond surface-level correctness and formatting to encompass an appraisal of evidence demonstrating thoughtfulness and an understanding of the extensive array of challenges and issues encountered by diverse older adults. Following this assessment, each student will receive a grade, accompanied by valuable feedback from the instructor.

How assignment will be adapted in online format

The assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Assignment Description: The Positional Debate

The format of this assignment will be that written debate in the form of a position paper. Topics will be assigned, and include a wide range of topics addressing challenges of aging through the lens of diversity. Possible topics may include, for example: How does contemporary culture address the unique needs of a widely culturally diverse older population; What challenges might an older person experience today in terms of accessing care, maintaining independence, remaining mobile with physical or cognitive decline? Do services exist that are specific to the needs of a specific minority group? The primary goal of this debate format is for you to generate effective critical thinking into primary issues of ethical issues as they relate to aging in context.

Instructions:

Introduction: Begin your position paper by introducing the chosen area of diversity and aging that will be the focus of the debate. Your focus should be on an area of the aging experience that poses a particular challenge for older people, their families or caregivers. Clearly define the issue and its relevance to the broader societal context. Provide a brief overview of the ethical considerations associated with this aspect of aging.

Section 1: The Issue at Hand:

1. Articulate the specific aspect of diversity and aging under examination. This could include factors such as race, gender, socioeconomic status, or others.
2. Discuss the current state of affairs regarding how society addresses or fails to adequately address this issue. Include relevant statistics, policies, or practices that highlight the existing challenges.

Section 2: Identifying Causes:

1. Analyze the root causes contributing to the disparities or challenges within the chosen area of diversity and aging.
2. Explore historical, social, or systemic factors that have led to the current state of affairs. Consider how these causes intersect with ethical considerations.

Section 3: Proposing Potential Cures:

1. Present potential solutions or interventions that could address the identified issue. These could include policy changes, community initiatives, or awareness campaigns.
2. Discuss the ethical implications of each proposed cure. Consider how these solutions align with or challenge existing ethical frameworks related to aging and diversity.

Section 4: Unintended Consequences:

1. Explore potential unintended consequences that may arise from implementing the proposed cures. Consider how these consequences could impact different segments of the aging population and society at large.
2. Evaluate the ethical implications of these unintended consequences and weigh them against the potential benefits of the proposed solutions.

Conclusion: Summarize the key arguments presented in the position paper. Reiterate the importance of addressing the chosen area of diversity and aging ethically. Highlight the potential positive outcomes and the importance of continuous critical evaluation of policies related to aging.

Formatting and Additional Guidance:

- Adhere to a clear structure with distinct sections for each aspect of the debate.
- Support your arguments with relevant data, studies, or examples.
- Engage with opposing viewpoints and address potential counterarguments to strengthen your position.
- Ensure that your position paper demonstrates a nuanced understanding of the ethical dimensions associated with the chosen area of diversity and aging.
- Conclude with a call to action or reflection on the broader societal implications of addressing these issues ethically.

Evaluation:

Based on the rubric provided, student submissions will be evaluated for grammatical correctness, clarity, completeness, precision and evidence of thought. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

How assignment will be adapted in online format

Assignment instructions will be provided through the CMS, and students can submit their completed projects into the Assignment Pages within the CMS. Some assignments may also be completed using the Discussion options or Quiz options within the CMS. Instructor feedback will be given within the CMS using rubric and written feedback options, or through quizzes feedback within the CMS to ensure accessibility requirements are met.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Assignment Description: Arts/Literature Exploration

Choose a book, movie or play that focuses on a topic addressed in this course, including but not limited to the experience of being an older adults from a diverse background, a public policy that you find interesting in how it influences quality of life, or even an ethical dilemma like euthanasia or filial piety. This assignment is not a movie review.

The purpose of the assignment is to show me that you can apply principles/theory/research from class to book, movie or play. A suggested viewing list will be provided. Students are welcome to choose outside sources with prior approval from the instructor. Write a one page paper (double-spaced) essay on how this book/movie/play relates to specific theories, topics, or concepts of diversity in aging. One or two outside references are encouraged but not required. Devote half a page to a summary of the work and the rest of the essay should be used to evaluate the work's potential contribution (or lack of contribution) to the study of diversity in aging. Do not simply provide a review of the book/movie/play. Rather, show how specific events from the work support (or contradict) our readings or e-class discussions.

To get started, here are some great resources for you to read before starting your own research:

Singh, Ambika. "No Country for Old Men: A Poignant Portrayal of Aging and Ageism in Arthur Miller's Mr. Peters' Connections." Hungarian Journal of English and American Studies, vol. 26, no. 1, 2020, pp. 155–74.

Meneghel, Stela Nazareth, and Maria Cecília de Souza Minayo. "Dependent aging: what does cinema show?" *Ciência & saúde coletiva*, vol. 26, no. 1, 2021, pp. 67–76, <https://doi.org/10.1590/1413-81232020261.31362020>.

Ng, Indran & Yang, (2023) "Portrayals of older adults in over 3000 films around the world" *Journal of the American Geriatrics Society*.

Evaluation:

Based on the rubric provided, submissions will be evaluated for grammatical correctness, clarity, completeness, precision, and evidence of understanding course concepts and linking textbook readings and lecture into the analysis.. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

How assignment will be adapted in online format

The assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Assignment Description: Reading Analysis Discussion

This week, you will have read over 8 articles (Listed below) on the challenges diverse populations face. As you were reading, did you identify commonalities? Were there specific and unique issues facing one population that you did not see impacting another? If you stepped outside of the assigned reading to explore other articles, please share your findings - the article and your impressions.

The Assignment:

Discussion - Initial Post

Please prepare initial post that is substantial, provides evidence of understanding, and cites resources as you move through your statements (and arguments). Practice academic writing with both style and grammar. Aim for between 200-300 words for your initial post.

1. Which of the articles our resources you found to be the most enlightening, challenging or engaging and why.
 2. As you read through the various topics, did you see commonalities among the aging experience of particular populations?
 3. Did you identify any "red flag issues" that you believe should be urgently brought forward in the discourse around public policy? Which population and which issue stood out for you as being the most important, and why? (Be careful to use the research and not personal bias as the sole foundation for your argument.)
- Did you see evidence of the effects of cumulative disadvantage within the context of your readings? Please share your observations, and cite examples as appropriate.

Discussion Replies

Once you have read your classmates' posts (at least 3 or 4), please select TWO classmates with whom you wish to have a dialogue. As you engage in the dialogue, please identify 1) why you chose to respond to their thoughts; 2) what you found interesting or challenging about their observations; 3) provide positive feedback (or carefully crafted critique) as you feel necessary. In your feedback, I encourage you to use fact, not opinion and remember that our discourse must remain academic

Reading Assignments:**• Ageism (pick at least one)**

Improving Attitudes regarding the elderly population *The Gerontologist*, 2001 (available through SSU library)
The infantilization of Seniors, A Degrading Trend and Why it (Happy At Home Care BLOG)
Ageism and Discrimination Against the Elderly (Florin/Roebig BLOG)

• Gender and Aging (pick at least one)

Health and Wellbeing in Later Life - Gender Differences., Carmel., Sarah. *Front. Med.*, 10 October 2019
Sec. Geriatric Medicine.
Gendered Ageism. *The Lancet*, Rochon, P., 2001 (available through SSU Library)
Ageism and GenderLinks to an external site. (Ageing-equal.org)

• Religion and Aging (pick at least one)

A positive attitude toward provision of end of life care may protect against burnout and religion in a super-aging. *Rel* (Search in SSU Library, PDF is available)
Religion, Aging, and Health: Current Status and Future., Neal Karuse, (Serch in SSU Library, PDF Available)
Aging among Jewish Americans: Implications for Understanding Religion, ethnicity and Service Needs, Glicksman, Et. Al., *The Gerontologist* 2009 (Search SSU Library using OneSource, PDF Available)

• Culture and Ethnicity (pick at least one)

Altruism Related to Health in an Ethnically Diverse Sample of Older (Search n SSU Library, PDF Available)
Perceptions of Latino Cultural Values Related to
(Gouveia, Marquis, etal, *Innovations in Aging*, 2017-07-01, Vol 1 (Sup. 1) p. 804-805 SSU Library, PDF Available)
African Older Americans and Race Related Stress., American Psychological Association
National Asian Pacific Center on Aging. (Spend some time exploring the site)
Asian American Older Adults in the US - A Sense of Belonging and Care
Profile of Hispanic Americans age 65 (Administration on Aging)
National Resource on Native American Aging.

• Sexual and Gender Identity (pick at least one)

The Aging Experience of LGBTQ Ethnic Minority Older Adults: A Systematic Review
Resilience in the Stonewall Generation: How Experiences over the Lifecourse Shape Aging and Resilience LGBTQ Adults 50 and Older
• National Resource on LGBTQ Elderly. (spend some time exploring the entire site)
Lesbian, Gay, Bisexual and Transgender Aging. (APA)

Evaluation:

Students submissions will be evaluated based on the rubric provided. Student submissions will be evaluated on grammatical correctness, clarity, completeness, precision and evidence of understanding course concepts. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

How assignment will be adapted in online format

To meet accessibility needs, student discussion will be achieved using asynchronous threaded discussion with other students and the instructor within the accessible course management system (CMS. Use of text or captioned video in discussions will meet accessibility needs, and offer students options in how to best document and share their thoughts. Students may be divided into breakout groups for discussions, allowing those with similar fieldwork placements to debrief in a smaller setting.

Course Materials**Textbooks****Required:**

Lowry, D., (2022) *Aging and the Life Course – Social and Cultural Contexts*, Rowman & Littlefield.
OR
Darr, K., (2019) *Ethics in Health Services Management* (6th Edition), Health Professions Press

Supplemental/Optional:

Mehotra, c., & Wagner, L.S. (2019 *most recent), *Aging and Diveristy*. (3rd Ed.) Routledge.
OR

Holstein, M., Parks, J.A., & Waymack, M.H. (2011). *Ethics, aging and society; The critical turn*. New York: Springer Pub. Co.

Other Resources

Publication Manual of the American Psychological Association (7th ed) (2019), Washington DC: American Psychological Association

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Over the next decade, the landscape of aging in the United States is poised for a profound transformation. With the notable growth of the nondominant population among older adults, the demographic shift demands a critical examination of policies and social structures, and a discussion of ethics and cultural attentiveness when working with, caring for, or ultimately becoming part of a diverse older population. Students will learn that what has historically served the dominant population may no longer be sufficient, necessitating adjustments to ensure the well-being and inclusivity of an increasingly diverse aging community. This course offers students the opportunity to discuss the imminent shift in the demographic composition of the aging population, emphasizing the growth of nondominant communities among those aged 65 and above, and how this shift challenges the traditional image of aging a primarily represented by white, English-speaking individuals. In a safe and structured environment, students will explore the need for adjustments in public services and social policies to cater to the diverse needs of the evolving older population, and examine the potential challenges and opportunities that arise when policies designed for a predominantly white demographic must adapt to the needs of a more diverse aging community. Students will delve into the anticipated outcomes of policy shifts, both intended and unintended, and their impact on various segments of the aging population, and consider how adjustments to the public discourse around aging must include conversations about both similarities in the aging process, and differences in individual and cultural expression.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Students have equal opportunities to access all learning resources through CMS, and individual support from the instructor via accessible videoconferencing. Students are encouraged to share personal experience and understanding of diversity and aging concepts as they relate their own family and social narrative to the theory of diversity and aging studies. Accessible/closed caption videos and other forms of media are used to ensure success in the area of DEI, a students are encouraged to participate through the mechanism best suited to the assignment and their learning goals, including written response, narrated video or transcribed audio interactions. Instruction is provided through recorded/captioned video and in print lectures. Discussion boards are offered in two different formats - student-to-student and student-to-instructor. Students participate in class via asynchronous discussions in print or video format using accessible CMS video conferencing software. All PowerPoint or accessible/closed caption video presentations will be uploaded onto the CMS for student use. Exams and/or tests are administered fully online. They are evaluated through CMS. The format may include multiple choice, short answer essay, or other formats. Exams/tests will be evaluated based on the demonstration of identification and/or understanding of the applications of major topics described in the course content. This is in alignment with the learning objectives. All exams/test must meet accessibility guidelines. Instructor feedback will be provided via CMS within two weeks. The textbooks and supplemental materials are designed to address a segment of the population that is often marginalized and to introduce students to a life course perspective on the aging process. Engagement from instructor-to-student and student-to-student will prompt students to consider age-related attitudes in society and broader their understanding of their futures.

Interactions

Explain how the course will incorporate student-to-student interaction.

The course actively cultivates student-to-student engagement by not only permitting but also encouraging group discussions as a key component of the evaluation process. These discussions serve as a platform for students to interact with their peers, enabling them to share their insights on course content and seek clarification through the exchange of questions. Current social climate encourages structured, respectful and academically rigorous discussion of diversity and inclusion, and this course will provide a variety of platforms for these interactions, centered around the commonality of the experience of aging.

Group activities are strategically integrated to deepen students' comprehension of various topics and foster collaboration, with a primary focus on amplifying student voices. For instance, students may be tasked with surveying their classmates to gather diverse opinions on contentious subjects, such as the impacts of multiple jeopardy and cumulative disadvantage on the older population, or the historical practice of redlining in real estate.

To facilitate this collaborative learning environment, students will participate in an array of interactive activities, including breakout rooms, small group exercises, and discussion posts. These activities will provide students with frequent opportunities to engage in peer-to-peer discussions, cultivating a sense of community within the classroom and allowing students to experience the transformative power of building a collective learning environment. Additionally, students may collaborate online or in person, working in small groups to develop presentations on various theoretical perspectives.

To support these endeavors, students will utilize the course's discussion forums within the course management system (CMS), employ breakout rooms through video-conferencing software, and participate in in-class activities. These collaborative efforts will center on critical approaches and the practical application of course concepts, serving as formative activities that contribute to the development of deeper understanding, proficiency, and the formation of a strong classroom community.

Explain how the course will incorporate instructor-to-student interaction.

The instructor will play a pivotal role in guiding students through the course material, illuminating key concepts, and elucidating the intricate relationships between these concepts. Moreover, the instructor will demonstrate problem-solving techniques, fostering an environment where cross-cultural collaboration and a deep understanding of diversity within the context of aging are integral.

As part of this process, students will actively engage in discussion board activities, serving as a structured and safe space for them to share their thoughts and perspectives. These discussions will require students to provide responses grounded in facts as well as express academic opinions. It is important to recognize that these discussion boards offer a dual function: they create a secure platform for idea exchange and simultaneously provide an opportunity for students to delve deeper into their understanding of the subject matter. Furthermore, these interactions will enable students to connect with the instructor, who serves as a content expert, and benefit from their expertise.

Assignments submitted on these discussion boards will be meticulously evaluated in accordance with a rubric, and students can anticipate receiving prompt feedback on all assessments. For instance, the instructor may take an active role in moderating discussions on contentious topics, providing guidance and valuable insights. In addition, the instructor will model critical thinking processes, demonstrate the importance of understanding intersectionality, and underscore the significance of incorporating sociohistorical and sociopolitical factors into analysis and application.

Students will be encouraged to make meaningful connections between course content and their real-world observations, aiding them in comprehending their learning journey. Faculty members may offer feedback on student assignments through various means, such as video conferencing software, the grading functionality within the course management system (CMS), or individual meetings with students. This multifaceted approach ensures that students receive comprehensive support and guidance throughout their academic endeavors.

Explain how the course will incorporate student-to-content interaction.

Students are encouraged to actively engage with a wide array of research and information pertaining to diversity within aging populations, including examinations of the challenges facing older adults with language barrier or cognitive decline in accessing ethical treatment in terms of health or social supports within the community. This interaction with course content and supplementary materials is a fundamental aspect of our approach to learning. Through the course management system (CMS) discussion forums, video-conferencing breakout rooms, and in-class settings, students will actively participate in discussions that delve into topics of diversity and aging across the entire lifecourse.

The course places significant emphasis on facilitating student-to-content interactions, offering a diverse range of instructional methods. These methods encompass lectures, both individual and group activities, visual and virtual demonstrations, and practical experiments. Students will find ample opportunities to interact with the course content, whether it involves reading from a textbook or engaging with visual simulations.

For instance, students may be tasked with selecting and discussing specific social or ethical challenges, such as the concept of cumulative disadvantage, and exploring how the influence of these phenomena spans across generations. The instructor will not only provide and demonstrate these examples but also model the ways in which students can effectively interact with the course material. This approach is geared towards nurturing critical thinking, reflective skills, and the ability to recognize sociological concepts in their daily lives, thus fostering a well-rounded understanding of diversity within aging populations.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course places a strong emphasis on metacognition, introspection and urging critical thinking about the material's personal relevance to student's lives, communities, and families. By delving into readings, lectures, various activities, and thought-provoking discussions, students are not only encouraged but also empowered to contemplate the profound influence of public policy on the past and its continued impact on the present.

Moreover, students are challenged to reflect on how alterations to these policies, coupled with shifts in public opinion, will invariably shape their own life satisfaction as they journey through the process of aging. This metacognitive approach fosters a deep understanding of the complex interplay between personal experiences, societal dynamics, and the ever-evolving landscape of diversity and aging.

Key: 3091