I. COURSE DOMAIN AND BOUNDARIES
This course examines a range of theories and contemporary issues in aging that relate to social work practice with older adults and families. Domains of inquiry include biological, psychological, and sociological perspectives of aging and older adults. There is a critical examination of the social constructions of old age, social work values and ethics, and social work practice within an aging society at the individual, community, and institutional level. Specific consideration is given to heterogeneity of the aging population in the areas of age, gender, race and ethnicity, class, sexual orientation, religious, physical or mental disability, and national origin. Additionally, the diversity of experiences, activities, roles, and responsibilities of older adults are evaluated as they related to aging theories and issues such as productive aging, intergenerational relationships, and cultural norms. Social and economic justice, evidence-based practice, and capacity building are highlighted throughout the course. Professional communication skills will be practiced. Throughout the course, we will discuss how to apply the tenants of evidence-based practice to the theories and issues that impact aging.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate ethical and professional behavior</td>
<td>C1</td>
</tr>
<tr>
<td>Engage diversity and difference in practice</td>
<td>C2</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice</td>
<td>C3</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice</td>
<td>C4</td>
</tr>
<tr>
<td>Engage in policy practice</td>
<td>C5</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations, and communities</td>
<td>C6</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations, and communities</td>
<td>C9</td>
</tr>
</tbody>
</table>
III. COMMON PEDAGOGICAL ELEMENTS

Pedagogical elements common to all sections of this course include:

1. Various methods of instruction will be utilized including, but not limited to, lectures, discussions, class presentations, videos, exercises, and guest speakers.
2. Instructors will guide students how to use the best and most current evidence in developing their critical thinking and planning for social changes and advocacy work.
3. Students will complete issue briefs to develop written and oral skills in communicating best practices, current evidence, and future directions regarding issues of aging.
4. Students will demonstrate their ability to evaluate the underlying theory relevant to understanding older adults and their service needs.
5. Students will have the knowledge and skills to confront ageism and to contribute to more positive views of older adults and later life.
6. The development of leadership abilities will be a focus of this course.

IV. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

Student Handbook 2017-2018

Accommodations: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The Disability Resource Center, a University-wide resource, provides diagnostic and academic accommodations support and referrals.

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording
devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

V. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu
Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See shs.wustl.edu/MentalHealth

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

VI. READINGS


All readings except for required text (Hooyman text) will be posted on BlackBoard.

Here are the options for getting the required text. No hardcopies are available from the bookstore yet.

1. Purchase REVEL eBook access from the Washington University bookstore - Cost is $73.50. You will be given an access code at the bookstore. Click on this course invite link - https://console.pearson.com/enrollment/w2dcgu (You will be given the option to purchase and keep a Loose Leaf copy of the text upon registration, if you want it, for $19.95).

2. Purchase REVEL eBook access directly from Pearson with a credit card or PayPal – Cost is $65.00. Click on this course invite link - https://console.pearson.com/enrollment/w2dcgu. (You will be given the option to purchase and keep a Loose Leaf copy of the text upon registration, if you want it, for $19.95).

3. Rent the hard copy of the book directly from Pearson at MyPearsonStore.com (http://www.mypearsonstore.com/bookstore/social-gerontology-a-multidisciplinary-perspective-9780133894776) Cost is $71.00. You will have to return this to Pearson after the semester is over.

VII. ORGANIZATION OF COURSE

The course will operate as a seminar in which both students and instructors are responsible for presentations and discussion stemming for the assigned readings. The instructors will be responsible for presenting core information while students are responsible for reflecting on this content and applying it to their field, employment, and life experience. Students will take responsibility for leading some presentations and discussing the assigned readings. Students will practice leadership skills in the oral and written presentation on cutting-edge issues in gerontology. In these assignments, it is expected that students will access the best evidence-based materials available and communicate information professionally and effectively. The instructor will provide on-going feedback both on content and communication style of these presentations.
VIII. ROLE OF FACULTY AND STUDENTS

Lead instructor and teaching assistant are expected to be prepared to present materials, lead discussion, and organize student participation. Instructors are available during office hours but also by scheduled appointment to give feedback and help with course assignments.

Students are expected to attend all classes, unless excused. See participation grade below.

Class correspondence will be conducted via email at students’ @wustl.edu addresses. Please check regularly.

NO ELECTRONIC DEVICES CAN BE USED DURING CLASS, including laptops, phones and pads. If a student needs to use a device for learning purposes, permission must be granted by the instructors. Please keep devices in backpack, pocket, etc. in silent mode.

Assigned readings are to be read prior to class, and students should be prepared to discuss these readings. Class participation is expected and will be assessed by instructors as part of the course grade. It is expected that students participate appropriately and respectfully. Instructors will inform students individually when s/he observes under/over participation or other forms of inappropriate participation.

IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Competencies</th>
<th>Dimensions Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research to Practice: Application of readings to field practicum or work experiences</td>
<td>C1, C4</td>
<td>Knowledge; Cognitive Processes</td>
</tr>
<tr>
<td>Written brief on current issue in gerontological practice or policy</td>
<td>C1, C2, C3, C4, C5, C6, C9</td>
<td>Knowledge; Skills</td>
</tr>
<tr>
<td>Oral presentation on current issue in gerontological practice or policy</td>
<td>C1, C2, C3, C4, C5, C6, C9</td>
<td>Knowledge; Skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Activities</th>
<th>Competencies</th>
<th>Dimensions Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of ideas in Application Papers</td>
<td>C1, C4</td>
<td>Knowledge; Values; Cognitive Processes; Affective Processes</td>
</tr>
<tr>
<td>Life review with older residents of low income senior housing facility</td>
<td>C1, C2, C3</td>
<td>Skills; Values; Cognitive Processes; Affective Processes</td>
</tr>
<tr>
<td>Oral presentation on current topic</td>
<td>C1, C2, C3, C4, C5, C6, C9</td>
<td>Knowledge; Skills</td>
</tr>
<tr>
<td>Presentation of written brief topic to class and lead discussion</td>
<td>C1, C2, C3, C4, C5, C6, C9</td>
<td>Knowledge; Skills</td>
</tr>
<tr>
<td>Interactions with allied professionals</td>
<td>C1, C6</td>
<td>Knowledge; Values</td>
</tr>
</tbody>
</table>
X. ASSIGNMENTS AND GRADING CRITERIA

There are three criteria used to evaluate student’s performance:

- Class attendance and participation: 10%
- Application papers: Research-Practice: 20% (5 @ 4 pts each)
- Two presentations: one written and one oral: 70% (2 @ 35 pts each)

1) Class attendance and participation. Both attendance and participation are expected, based on the assumption that much of the learning from the class comes from in-class lectures, discussion, and presentations. Students are expected to inform the instructor when they will not be in class prior to the class session. The student may not be able to complete the course if absences are excessive. Interview and reflection paper associated with Crown Center will be part of participation grade.

2) Research to Practice: Application of readings to the field. Students will complete 5 one-to-two page single-spaced papers (application papers) that apply the readings to their field or previous work experience. At 5 designated times, the student will write her/his paper on the week’s reading. These papers are not a summary of the readings, but they must demonstrate that the student has done the reading by incorporating ideas or information from the readings into an application.

Papers should be uploaded to Blackboard by Monday at 5PM before class so that everyone can read them. Papers will be given full credit if done appropriately. During class discussions, the instructor will rely on those students preparing application papers for comments and reflections. Each paper is worth 4 points (2 points for demonstrating comprehension of readings; 1 point for using ideas from the readings in an application; 1 point for writing/grammar).

3) Two presentations (one written, one oral). The students will be expected to pick two topics relevant to the course content. (One topic should derive from an identified issue at practicum; none of the topics can be the same as another gerontology class). One will be in the form of a powerpoint and oral presentation. One will be in the form of a written issue brief.

Please use the writing lab or have a colleague give feedback. These products are appropriate for job interviewing portfolio.

Papers are due at the beginning of class on the designated day. Papers/Powerpoint Presentations late for any reason will be docked 2 points (starting at 33, not 35 points). The criteria for grading these presentations are as follows (each presentation is worth 35 points):

Written issue brief
- Clearly indicates why the issue is relevant/pressing to society; introduction is compelling (5 points).
- Reflects the current thinking and evidence-base on the topic; well researched and is based on current empirically based findings (10 points).
- Content includes challenges and recommendations. Challenges and recommendations are based on information presented earlier in the brief (10 points)
- Tightly organized around main points; subheadings reflect organization and content. No space is wasted with lose ideas or writing. Presentation style is professional and effective. Grammar and spelling are correct. (8 points)
8-10 references are utilized. Sources include journal articles, book chapters, reports retrieved from the internet from authoritative organizations (government, NGOs, research institute). Peer-reviewed journals must be included. Referencing and citations are correct. (2 points).

Powerpoint presentation:
- Content of slides (20 points): importance of the issue for society, best available evidence; current strategies (indication of evidence base), challenges and recommendations (specific), 8-10 references (see instructions on referencing above). Use APA style referencing, with (author, date) on the bottom of individual slides and full reference list on last slide.
- Format of slides (7 points): Use of space; consistency of style; not too much content
- Oral presentation (8 points): Knows content; does not over-rely on notes; makes contact with/engages the audience; professional, comfortable style (balance); energy, enthusiasm; control of time

| Some ideas on topics (we will assign certain topics to make sure they are covered): |
|-----------------------------------------------|-------------------|
| Aging workforce/aging-friendly workplace | Aging-friendly communities (Village Model) |
| Multi-generational living | Age Discrimination, Ageism |
| PACE | Pioneer Network/MC5 |
| Malnutrition | Homelessness |
| Chronic disease self-management | Political participation |
| Substance abuse | Consumer directed care |
| Grandparenting : Generations United) | Direct Care Workforce |
| Senior Centers: New directions | Social isolation |
| Immigration/immigrant older adults | Financial abuse/fraud |
| Older adult education/job training | LTC Insurance * (public-private partnerships) |

XI. COURSE OUTLINE

Week 1: Overview of course, Aging in America

In this session, we review the evidence base regarding basic aspects of aging in America, ensuring that students do not perpetuate the myths of aging. We emphasize their responsibility as professional social workers to confront biases and stereotypes about older adults and to educate others about late life. Students are exposed the history of the field of gerontology as well as social work’s involvement in that history. We review syllabus and class assignments as well as how the Brown School’s curriculum themes of evidence-based practice and capacity building relate to this course.
 Assigned readings:
Hooyman & Kiyak text, Chapter I: The Growth of Social Gerontology.


 Recommended reading:

Week 2: Populations at Risk: Understanding the intersections of gender, race, ethnicity, sexual orientation and class among older adults

This session on populations at risk comes early in the semester to sensitize students to the vulnerabilities of ethnic older adults, female older adults, lesbian-gay-bisexual-and transgender (LGBT) older adults, and poor older adults -- and these themes will continue throughout the semester. The evidence base regarding cumulative disadvantage, the double and triple jeopardy hypotheses as well as age-as-leveler hypothesis will be discussed. The economic and social injustices experienced by these groups are reviewed; but the capacities and resources that have led to survival are also emphasized.

 Assigned readings:
Hooyman & Kiyak text, Chapter 15: The Resilience of Elders of Color.

Hooyman & Kiyak text, Chapter 16: The Resilience of Older Women.

 Recommended reading:


Week 3: Theories of Aging: Biological and Psychological

Why and how does the human body age? In this session we consider the various theories and supporting evidence. Primary aspects of biological aging are reviewed—that occurs naturally with advancing age—as well as the secondary disease process that ultimately terminates life. We emphasize why gerontological social workers need basic knowledge about the biology of aging and be familiar with the social consequences of the biological changes. Psychological perspective on aging are also covered, including the longitudinal studies which reveal the few personality changes that are actually associated with aging. We review knowledge from cognitive psychology about changes in intellectual ability and memory of older adults.

 Assigned readings:
Hooyman & Kiyak text, Chapter 3: The Social Consequences of Physical Aging.

Hooyman & Kiyak text, Chapter 6: Personality and Mental Health in Old Age (selected pages).

 Recommended readings (landmark pieces):


**Week 4: International Aging**

In this session we will focus on the social work with older adults and their families throughout the world. First we will overview world population aging, highlighting the major demographic changes taking place in aging societies. Then we will discuss social work practice in selected regions of the world. Both developing and developed nations are represented.

**Assigned readings:**
Hooyman & Kiyak text, Chapter 2: Aging in Other Countries and across Cultures in the U.S.

Global AgeWatch Index 2015: Insight report
Published by HelpAge International, PO Box 70156, London WC1A 9GB, UK
www.helpage.org info@helpage.org

Switzerland: WHO Press.

**Week 5: Theories of Aging: Sociological**

There are at least three generations of sociological theories about social behavior in later life. In this session, we overview many of these theories, discussing in what ways they have been supported or refuted by empirical data as well as ways that these theories are reflected in current practices, programs, and policies for older people and their families.

**Assigned readings:**
Hooyman & Kiyak text, Chapter 8: Social Theories of Aging.


**Week 6: Application of theories: Interviewing older adults about their life courses**

Site visit to Crown Center for Senior Living and interview with residents:
8350 Delcrest Drive, St. Louis, MO 63124-2166, 314.991.2055, [www.crowncenterstl.org](http://www.crowncenterstl.org)

**Week 7: Theories of Productive Aging and Successful Aging**

Capacity building is a central theme of this session. We emphasize that most older adults are well, functioning independently and continuing to contribute to their families and communities. We review two paradigms of aging, which are overlapping but distinct: successful aging and
productive aging. We discuss how social workers engage with and assist well-older adults, a subpopulation of this society that is growing fast as the baby boomers approach late life. Here, we recognize the vast and mostly untapped capacity of older adults and explore the institutional role in facilitating and/or obstructing the engagement of older people in productive roles. Finally, fears about how this new thinking might be a threat to the well-being of women, ethnic older adults, poor older adults and older adults with disabilities will be discussed.

**Assigned readings:**
Hooyman & Kiyak text, Chapter 13: Productive Aging: Paid and Nonpaid Roles and Activities.


**Note:**
Interested in these topics? Subscribe to The Center on Aging & Work at Boston College for regular updates: [www.bc.edu/research/agingandwork/about/affiliateForm.html](http://www.bc.edu/research/agingandwork/about/affiliateForm.html)

**Week 8: Family Systems and Older Adults**

Over 80% of care comes from family members. Both elder and family members perspectives are considered, and ethnic, gender, and class issues are very salient. The concept of elder care is juxtaposed against childcare, so as to identify the salient issues that are unique to elder caregivers and care receivers. An abundance of empirical data is summarized, describing who gets care, who provides care, what caregivers do, and what outcomes occur for both older adults and their family members. Additionally, policy options on supporting family caregiving are presented.

**Assigned readings:**
Hooyman & Kiyak text, Chapter 9: The Importance of Social Support.

Hooyman & Kiyak text, Chapter 10: Opportunities and Challenges of Informal Caregiving

**Recommended readings:**


**Week 9: Legal and Ethical Issues**

**Speaker:** Lawyer specializing in elder law. A lawyer will review legal instruments most pertinent to older clients and families: advanced directors, powers of attorney, etc. We will
also review the NASW Codes of Ethics from the perspective of gerontological social work, discussing the most common ethical dilemmas in working with older adults and their families. Particular interest will be paid to groups that are most vulnerable to unethical treatment, namely ethnic older adults, poor LGBT older adults, and older adults with mental and physical disabilities. We will read opposing points of view regarding controversial issues of right to die, self-determination and cognitive impairment, and family responsibility toward dependent older adults.

**Assigned readings:**
- Should older people be protected from bad choices? (pp.237-264)
- Should families provide for their own (pp. 201-235)
- Should people have the choice to end their lives? (pp. 265-296)

**Week 10: Theories and Issues in Service Utilization**
An extensive, yet uncoordinated, formal system of services has developed over the last 25 years aimed at helping older adults maintain independent living. We will review what services exist (home-delivered meals, transportation, personal care, day care, etc.) and what theories and issues emerge in formal service utilization. Further, the discussion will focus on issues of accessibility, availability, cultural competency and acceptability. Lastly, there are many difficult issues associated with nursing homes: the quality of care, the cost of care, the workforce of personal care aides, life satisfaction of its residents, etc. Values and ethical issues in residential care are considered.

**Assigned readings:**


**Recommended readings:**
Paraprofessional Healthcare Institute. (2011). Who are direct-care workers?

**Week 11: Models of Health Care: Physical Health and Health Promotion**
We will review the most common medical conditions experience by older adults as well as theories and issues informing the current structure of the health care system. We will discuss patterns of health care utilization, affected by gender and ethnicity, and we will consider the growing use of alternative medicines. A new national demonstration program, PACE, will be reviewed. Also, the current state of health promotion programs and disease management programs will be reviewed.

**Assigned readings:**
Week 12: Issues: Sexuality; Spirituality

We cover two "taboo" topics in this sessions, spirituality and sexuality -- neither of which is considered much in our discussion of older people. We will read about the reality of sexuality in later life—dispelling the myths that older adults are incapable and disinterested in sexual relationships. More important, we will discuss the social mores and context that limit sexual opportunities access for older people, especially single older women. Empirical evidence has pointed to the important impact of spirituality and religiosity in later life, especially among ethnic older adults. We will explore the definitions of spirituality and religiosity, and consider the current scientific findings on their outcomes.

Assigned readings:
Hooyman & Kiyak text, Chapter 7: Love, Intimacy, and Sexuality in Old Age.
Hooyman & Kiyak text, Chapter 13: Religious Participation, Religiosity, and Spirituality (pp. 449-456).

Recommended: Policies and procedures concerning sexual expression at the Hebrew Home at Riverdale

Week 13: Mental Health

We will review the epidemiology of mental disorder in later life, the effectiveness of current treatments, and issues in mental health service utilization. We will emphasize that older adults, in general, are as mentally healthy as younger adults, with the exception of the higher incidence of dementia. We will review the current state of understanding regarding Alzheimer’s disease.

Assigned readings:
Hooyman & Kiyak text, Chapter 6: Personality and Mental Health in Older Age (selected pages).

National Council on Aging publication on Healthy Ideas, not dated.

Week 14: Aging in Place, Aging Friendly Communities, NORC

At the present time, there are numerous initiatives to transform communities, both physically and socially, to increase the potential for healthy aging. We will review concepts of aging in
place and naturally occurring retirement communities, as well as discuss model projects around the country.

**Assigned readings:**

St. Louis County Department of Planning (2014). *Aging Successfully in St. Louis County, A Quality of Life Assessment.*

**Recommended readings:**


**Week 15: Presentations; Evaluation**

Powerpoint presentations and discussion

Course evaluation and debriefing
### Course Overview

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Class 1</td>
<td>1/16</td>
<td>Aging in America</td>
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<tr>
<td>Class 2</td>
<td>1/23</td>
<td>Populations at Risk</td>
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<tr>
<td>Class 3</td>
<td>1/30</td>
<td>Biology and Psychology of Aging</td>
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<tr>
<td>Class 4</td>
<td>2/6</td>
<td>International Aging</td>
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<tr>
<td>Class 5</td>
<td>2/13</td>
<td>Sociology Perspectives</td>
</tr>
<tr>
<td>Class 6</td>
<td>2/20</td>
<td>Site visit to Crown Center (draft of WRITTEN brief)</td>
</tr>
<tr>
<td>Class 7</td>
<td>2/27</td>
<td>Successful and Productive Aging (WRITTEN brief due)</td>
</tr>
<tr>
<td>Class 8</td>
<td>3/6</td>
<td>Family Systems and Older Adults</td>
</tr>
<tr>
<td>Spring Break</td>
<td>3/13</td>
<td>No Class</td>
</tr>
<tr>
<td>Class 9</td>
<td>3/20</td>
<td>Legal and Ethical Issues (Lawrence Wittels)</td>
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<tr>
<td>Class 10</td>
<td>3/27</td>
<td>Service Utilization: Theories and Issues</td>
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<tr>
<td>Class 11</td>
<td>4/3</td>
<td>Physical Health and Health Promotion</td>
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<tr>
<td>Class 12</td>
<td>4/10</td>
<td>Sexuality; Spirituality</td>
</tr>
<tr>
<td>Class 13</td>
<td>4/17</td>
<td>Mental Health and Well-Being</td>
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<tr>
<td>Class 14</td>
<td>4/24</td>
<td>Aging in Place, Aging Friendly Communities (draft of WRITTEN brief due)</td>
</tr>
<tr>
<td>Class 15</td>
<td>5/1</td>
<td>Presentations; evaluation (WRITTEN brief due)</td>
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</tbody>
</table>