SW 616: Adulthood and Aging  
Winter 2015  

SYLLABUS  
Note: This syllabus may be modified. Students will be informed in advance of any changes.

When and Where: Mondays, 2:00-5:00 Rm. 3816 SSWB

Instructor: William Cabin, PhD, JD, MSW, MPH  
Phone (201) 566-1253

Office Hours: By appointment  
Email: williamcabin@yahoo.com or wcabin@umich.edu

Required Text and Readings

Required Text  

Readings

Readings listed on syllabus are available either through UM library online or through google scholar; others are available by topic heading on our course website on CTools.

The School of Social Work is making an earnest attempt to “go digital”.  
If possible please bring a laptop or other computing device to each class.
Course Description:
This course will examine psychosocial development and change across the adult lifespan. The focus will be on how various psychological factors influence development and change, as well as the impact of social factors on development and change in family and work roles from adulthood through old age. Special attention will be placed on similarities and differences in adult development and change related to an individual's position in society, including diverse dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation. Due to the structure of the course, there may be some overlap with other gerontology courses in topics, readings, or other content.

Extended Description:
This course offers a thorough introduction to the study of adulthood and aging, often identified by the term Gerontology, which will adequately prepare you for further study in this field. You will have an opportunity to narrow your focus of interest after surveying the various areas of specialty available to gerontologists. You will acquire a much keener appreciation for the roles, status and perception of both the aging process and older adults in our society.

COURSE CONTENT AND DESIGN
This course provides students with an introduction to and comprehensive overview of the multi-disciplinary field of Gerontology (with emphasis on social work practice). Substantive, conceptual, and methodological issues central to the study of adult development and aging are explored through collaborative learning opportunities (round-table discussions, group presentations and projects), on-going reading and journaling, and formal learning projects. Particular attention is given to the following topics: the origins and intent of Gerontology as an academic field and professional practice; aging demographics; cross-cultural perspectives; multi-disciplinary theoretical approaches; ageism and age stereotypes; economics and aging; social policies and programs; mid- and late-life transitions; diversity and aging; bio/psycho/social/spiritual aspects of aging; and health and illness in later life. Due to the structure of the course, there may be some overlap with other gerontology courses in topics, readings, or other content.

LEARNING OUTCOMES:
As a result of participating fully in this course you can expect to:

- Understand the adult development and aging process through a multidisciplinary lens;
- Become familiar with issues and concepts central to the study of adult development and aging;
- Understand the basic social, psychological, and biophysical changes that occur as part of the human aging process;
- Understand the basic political and economic issues of old age;
• Recognize the importance of social, cultural, and historical context in understanding the aging experience;
• Recognize the variability of individual aging experiences due to gender, race/ethnicity, class, and other factors contributing to diversity and difference;
• Develop a provisional understanding of traditional and contemporary theories of adult development and aging;
• Gather information about potential career, learning, and service opportunities in Gerontological Social Work and the larger field of Gerontology;
• Demonstrate your ability to use scholarly literature from multiple disciplines in order to examine a Gerontological problem or topic.

RELEVANCE OF THE COURSE TO CSWE COMPETENCIES AND PRACTICE BEHAVIORS
All course and field work in the MSW program revolves around social work competencies and practice behaviors associated with these competencies. At the end of the syllabus you will find a document developed by CSWE that lists the competencies that students in all MSW programs are expected to attain by the time they receive their degrees. Each competency is followed by a sampling of practice behaviors associated with the competency.

These are the competencies that are most pertinent to SW 616:

Competency Related to Multiculturalism & Diversity:
Students will examine the ways in which the diverse dimensions affect individuals and small social systems. Emphasis will also be placed on the processes of oppression, privilege, and discrimination, as well as the factors that help people and small social systems to change.

Competency Related to Social Justice:
Students will analyze selected theories in terms of the factors and processes that either promote social justice and change or help to perpetuate inequities and problems.

Competency Related to Promotion, Prevention, Treatment & Rehabilitation:
Students will learn about social problems, as well as the spectrum of interventions and supportive rehabilitation currently used to alleviate these problems.

Competency Related to Behavioral and Social Science Research:
Students will critically analyze relevant theories of human behavior, human development, families and small groups, and individual and small system change through the life course. The research supporting these theories will provide a foundation for the content in this course.
Competency Related to Applying Social Work Ethical Principles to Guide Professional Practice:

As human development throughout the life course is so profoundly impacted by environmental and social conditions, this course will emphasize the critique and evaluation of various developmental theories from a multicultural perspective and a social justice perspective. This course will also consider potential ethical dilemmas may arise for social workers working with individuals, families, and small groups. The impact of social conditions and social policy and the need for macro and micro intervention to improve the lives of clients will also be addressed.

A major goal of this course is to help you discover the practice behaviors associated with these competencies.

COURSE REQUIREMENTS

Academic Conduct and Integrity

Please see the Student Code of Academic and Professional Conduct in the current Student Guide to the Master's in Social Work Degree Program for a discussion of student responsibilities for academic conduct and integrity. Students who are found responsible for academic misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree, or any other sanction deemed appropriate to address the violation.

Attendance and Participation

Class participation, as evidenced by your regular attendance and active participation in class discussions, exercises, and other activities, will count for 15% of your grade. Attendance at all classes is required. Please let me know in advance if there is an urgent situation and you must miss a class or part of a class. More than two absences from a class or part of a class may result in a lower grade. If a class is missed you are responsible for obtaining lecture notes and handouts from your classmates. In this class it is CRITICAL that you complete the assigned readings prior to class each week and to be prepared to discuss them in class. In consideration of your classmates, please arrive on time and remember to turn off your cell phone. Please do not text-message, read your e-mail, surf the Internet, etc. during class. Use of computing devices in class is solely to access our SW 616 CTools site or other sites related to in-class assignments.

Accommodations for Students with Disabilities

If you need accommodation for a disability or other special need, please let me know so that we can work out the necessary arrangements. These arrangements will be specified in a written
document (this is the student’s responsibility) This information will be kept strictly confidential. For more information and resources, please contact Services for Students with Disabilities.

Religious Observances

Please notify me if religious observances conflict with class or due dates for assignments so that we can make appropriate arrangements.

Class Structure, Assignments, and Grading

Class Structure and Assignments. Typically each week we’ll have some combination of lecture based on a section of the text (Moody and Sasser, 2012 or 2014), small group discussion of the readings, in-class projects, and full-class discussion. Discussion and in-class projects are meant to help highlight the core constructs and their implications (i.e., competencies and practice behaviors), and these constructs will link and build from one week to the next. The goal is to create an active learning context in which each week’s content is actively linked to prior content.

Class emphasis will be on discussion and class activity; lectures will not exceed one-hour of class time, unless otherwise specified.

Grading.

Policy Brief (Individual Assignment): Students will analyze a current social policy affecting older adults and their families, and write a policy brief that could be presented to a legislative or administrative decision-maker in city, state, or federal government. These papers are to help students a) define a social problem and its impact on older adults and society at large; b) describe and critically analyze the social policies that are intended to address this problem; and c) develop and present policy recommendations as to how the policies might be improved in order to resolve the social problem. Further instructions will be discussed in class. Further guidance will be provided in class and through the CTOOLS posting from Stanford Law School on policy memos (30% of grade; Topic selection due to Dr. Cabin for prior approval by no later than January 26th; Mandatory ungraded draft due March 2; final due by email by no later than April 19th).

Literature Review-based Paper and Presentation (Group Assignment – Groups of 3 Students): students will organize in groups of three beginning on January 12th to select an aging-related practice effectiveness question (PEQ) as the basis of this assignment. Further guidance on the assignment will be presented in class by reviewing the outline posted on CTOOLS. Students will be asked to form groups in the first class, January 12th; obtain prior approval of their PEQ from Dr. Cabin by no later than January 26th; and select their presentation date (either 4/5 or 4/12-three groups per date only) by January 26th. Papers will be due no later than April 19th by email. Presentations will be one hour per group, including Q & A. A grading rubric for the presentation is provided on CTOOLS. (40% of grade)

Critical Analysis of a Peer-Reviewed Article (Individual Assignment): By no later than January 26th (by email or handing in a selection on paper hardcopy in class to Dr. Cabin), each student will select a first and second choice article either from the syllabus or other resource headings/subsections on the CTOOLS site to critique in 15-30 minute power-point presentation
Students are encouraged to structure their presentations not only to present the article summary and critique, but to create interactive class discussion. BE CREATIVE! Selections will be on a first-come, first-served basis. Every effort will be made to give students their first choice article; if not, their second choice. Dr. Cabin will compile a final list of presentations after January 26th. Presentations will start no earlier than February 9th. Guidelines appear on CTOOLS. **(15% of grade)**

**Class Attendance and Participation (Individual Assignment):** This grade component will be based on attendance and active participation in response to individual and group presentations by your peers, and any other small-group, in class assignments. **(15% of grade)**

**Letter Grading**
Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguish the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade which carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit.

**COURSE CALENDAR AND READING ASSIGNMENTS**
This schedule is preliminary; any changes in the topics or reading assignments will be announced in class and on CTools.

**Session 1: Jan. 12**

**Introduction and Overview**
- Intent and design of course: learning outcomes, syllabus and learning projects; detailed assignment review
- Time for group formation (groups of 3, unless course registration changes) and initial meeting (see syllabus)
- Students may submit their individual article review assignment selections to Dr. Cabin (see syllabus)

**Reading Assignment**
Pages 1-25 in Moody and Sasser


Central Concepts and Theoretical Perspectives in Gerontology

- The Life-course perspective on aging
- Multiple-domains and definitions of aging
- Key concepts and theories in the study of aging

Does Old Age Have Meaning?

- The Meaning of Age
- Leisure Activities in Later Life
- Religion and Spirituality
- Social Gerontology and the Meaning of Age
- Activity or Reflection?

Reading Assignment

Pages 27-50 in Moody and Sasser

Elderly Mobility and Mobility Outcomes: Households in the Later Stages of the Life Course Clark, W.A.V., Davies, Suzanne

Social Relationships and Mortality Among the Elderly Sabin, Edward P.
Journal of Applied Gerontology, Mar 1993; vol. 12: pp. 44-60
Utility of the Life Course Perspective in Research With Mexican American Caregivers of Older Adults
Bronwynne C. Evans, Neva Crogan, Michael Belyea and David Coon
DOI: 10.1177/1043659608325847
J Transcult Nurs 2009 20: 5 originally published online 9 October 2008
http://tcn.sagepub.com/content/20/1/5

Faith, Aging, and Dementia: Experiences of Christian, Jewish, and Non-Religious Spousal Caregivers and Older Adults
Stuckey, Jon C.
Dementia, Oct 2003; vol. 2: pp. 337-352

Selected Social Gerontology Theories and Older Adult Leisure Involvement:
A Review of the Literature
Howe, Christine Z.
Journal of Applied Gerontology, Jan 1987; vol. 6: pp. 448-463
Leisure Activities and Quality of Life among the Oldest Old in Sweden
Silverstein, Merril, Parker, Marti G.
Research on Aging, Sep 2002; vol. 24: pp. 528-547

Reconsidering Successful Aging: A Call for Renewed and Expanded Academic Critiques and Conceptualizations
Heather E. Dillaway and Mary Byrnes
Journal of Applied Gerontology December 2009 vol. 28 no. 6 702-722
http://jag.sagepub.com/content/28/6/702

Successful Aging: Selected Indicators in a Southern Sample
Meredith Troutman Flood, Mary A. Nies, and Dong-Chul Seo
Home Health Care Management Practice February 2010 vol. 22 no. 2 111-115
http://hhc.sagepub.com/content/22/2/111

Session 4: Feb. 2
How and Why Our Bodies Grow Old
• The Process of Biological Aging
• Biological Theories of Aging
• Is Aging Inevitable?
• Ways to Prolong the Life Span
• Environmental Approach
• Genetic Approach
• Compression or Prolongation of Morbidity?

Reading Assignment
Pages 53-91 in Moody and Sasser

Autoimmunity and geriatrics: clinical significance of autoimmune manifestations in the elderly
Ramos-Casals, M, Garcia-Carrasco, M, Brito, M P, Lopez-Soto, A, Font, J
Lupus, May 2003; vol. 12: pp. 341-355

Ageing Contested: Anti-ageing Science and the Cultural Construction of Old Age
Vincent, John A.
Sociology, Aug 2006; vol. 40: pp. 681-698

When Does Aging Begin?
Hayflick, Leonard
Research on Aging, Mar 1984; vol. 6: pp. 99-103
Regenerative Medicine’s Immortal Body: From the Fight against Ageing to the Extension of Longevity
Céline Lafontaine
Body Society December 2009 vol. 15 no. 4 53-71
http://bod.sagepub.com/content/15/4/53.full.pdf+html

Session 5: Feb. 9

Earliest Date for Individual Article Critiques to Begin

Does Intellectual Functioning Decline with Age?
• Elements of Cognitive Function
• The Classic Aging Pattern
• Measures of Late-Life Intelligence
• Studies of Age and Cognitive Function
• Correlates of Cognitive Stability
• Creativity in an Aging Population

READINGS

Pages 93-128 in Moody and Sasser

A Review of Aging and Cognitive Processes
Woodruff, Diana S.
Research on Aging, Jun 1983; vol. 5: pp. 139-153

Apprehension, Memory, and Fluid Intelligence Decline in Adulthood.
Horn, John L., Donaldson, Gary, Engstrom, Robert
Research on Aging, Mar 1981; vol. 3: pp. 33-84

The Narrative Complexity of Our Past: In Praise of Memory’s Sins
William L. Randall
Theory Psychology 2010 20: 147
http://tap.sagepub.com/content/20/2/147

Session 6: Feb. 16

Intro to Aging, Health Care, and Society

• The Challenge of Longevity
• Epidemiology of Aging
• Economics of Health Care
• Long-Term Care
• Self-Determined Death

Should We Ration Health Care for Older People?
• Precedents for Health Care Rationing
• The Justification for Age-Based Rationing
• Rationing as a Cost-Saving Plan
• The Impetus for Rationing
• Cost Versus Age
• Alternative Approaches to Rationing
• Euthanasia and Assisted Suicide
• The Debate Over Age-Based Rationing

Reading Assignment

Pages 129-195 in Moody and Sasser

Old Age, New Technology, and Future Innovations in Disease Management and Home Health Care
Coughlin, Joseph F., Pope, James E., Leedle, Ben R., Jr.
Home Health Care Management Practice, Apr 2006; vol. 18: pp. 196-207

The Aging of the Population and Health Services
Vladeck, Bruce C., Firman, James P.
The ANNALS of the American Academy of Political and Social Science, Jul 1983; vol. 468: pp. 132-148

Assessing the Impacts of Community-Based Health Care Policies and Programs for Older Adults. Wan, Thomas T. H., Ferraro, Kenneth F.

Familial Transmission of Human Longevity Among the Oldest-Old in China
Danzhen You, Danan Gu and Zeng Yi
Journal of Applied Gerontology 2010 29: 308
http://jag.sagepub.com/content/29/3/308

Older People's Reasoning About Age-Related Prioritization in Health Care
Werntoft, Elisabet, Hallberg, Ingalill R, Edberg, Anna-Karin
Nursing Ethics, May 2007; vol. 14: pp. 399-412

Age-Based Rationing in the Allocation of Health Care
Dey, Ian, Fraser, Neil

Opening the Black Box of Rationing Care in Later Life: The Case of 'Community Care' in Britain
Mary Simms
J Aging Health 2003 15: 713
http://jah.sagepub.com/content/15/4/713

Session 7: Feb. 23 No Class: Attend Winkelman Lecture
Session 8: March 2
No Class; Mandatory DRAFT Policy Brief Due Dr. Cabin (email)

Session 9: March 9
Should Families Provide for Their Own?

- Aging and the American Family
- Abandonment or Independence?
- Medicaid and Long-Term Care
- Financing Long-Term Care
- Medicaid Planning

Reading Assignment

Pages 197-231 in Moody and Sasser

Access to Health Care for Older Persons in the United States: Personal, Structural, and Neighborhood Characteristics
Auchincloss, Amy H., van Nostrand, Joan F., Ronsaville, Donna


Home Health Care and Medicaid: The Challenge Ahead


Session 10: March 16
Should Older People Be Protected From Bad Choices?

- The Vulnerabilities of Older People
- Interfering When People Make Bad Choices
- Elder Abuse and Neglect
- Perceptions of Quality of Life
- Sexuality in Later Life
- Crime and Older Adults
- Intervention in the Lives of Vulnerable Older Adults
Reading Assignment

Pages 233-259 in Moody and Sasser

Perceptions of Elderly Self-Neglect: A Look at Culture and Cohort
Filippo, Sylvia Marie San, Reiboldt, Wendy, White, Barbara, Hails, Judy

The Clinical Presentation of Elder Neglect: What We Know and What We Can Do
Strasser, Sheryl M., Fulmer, Terry
*Journal of the American Psychiatric Nurses Association, Jan 2007; vol. 12: pp. 340-349*

Mexican American Elderly: Self-Reported Anxiety and the Mediating Influence of Family Protective Factors
Merranda R. Marin and Charles H. Huber
*The Family Journal 2011 19: 63*
[http://tfj.sagepub.com/content/19/1/63](http://tfj.sagepub.com/content/19/1/63)

Session 11: March 23
End of Life Issues

- Depression and Suicide
- The “Right to Die”
- End of Life Decision Making
- Bereavement

Reading Assignment

Pages 261-290 in Moody and Sasser

Euthanasia Attitudes of Older Persons: A Cohort Analysis
Leinbach, Raymond M. *Research on Aging, Dec 1993; vol. 15: pp. 433-448*


Laidlaw & Knight Ch 12 (pp. 287-310)
Gallagher-Thompson, Dupart, Liu, Gray, Eto, & Thompson. *Assessment and treatment issues in bereavement in later life.*

Session 12: March 30  POLICY ISSUES

A. Intro to Social and Economic Outlook for an Aging Society

- The Varieties of Aging Experience
- The Economic Status of Older Americans
- Public Policy on Aging

**Reading Assignment**

Pages 293-324 in Moody and Sasser

*Gender, Social Class, and the Subjective Experience of Aging: Self-Perceived Personality Change From Early Adulthood to Late Midlife*
Miner-Rubino, Kathi, Winter, David G., Stewart, Abigail J.
*Pers Soc Psychol Bull, Dec 2004; vol. 30: pp. 1599-1610*

*Race, Aging, and Functional Health*
Clark, Daniel O., Maddox, George L., Steinhauser, Karen
*J Aging Health, Nov 1993; vol. 5: pp. 536-553*

*Older Women and 'Frailty': Aged, Gendered and Embodied Resistance*
Amanda Grenier and Jill Hanley
*Current Sociology 2007 55: 211*
[http://csi.sagepub.com/content/55/2/211](http://csi.sagepub.com/content/55/2/211)

B. Should Age or Need Be the Basis for Entitlement?

- A Tale of Two Generations
- Generational Equity
- Poverty Among the Old
- Poverty Among Children and Young People
- The Dependency Ratio
- Taxation and Generational Accounting
- Power and Competition for Scarce Resources
- The Least-Advantaged Older Adults
- Help for Those Most in Need
- The Targeting Debate
Reading Assignment
Pages 325-364 in Moody and Sasser

Reconsidering the Divergence between Elderly, Child, and Overall Poverty
Brady, David
[http://roa.sagepub.com/content/26/5/487](http://roa.sagepub.com/content/26/5/487)

Poverty Among Rural Elders: Trends, Context, and Directions for Policy
Glasgow, Nina

C. What Is the Future for Social Security?

- Main Features of Social Security
- Success—and Doubt
- Pay as You Go
- Social Security Trust Fund
- Eligibility
- Privatization
- Women and Social Security
- Debate over Social Security

Reading Assignment
Pages 365-399 in Moody and Sasser

Social Security Reform: Another Look at the Facts
Abdnor, Leanne J.

Social Security Reform: Start With the Facts
Patterson, Martha Priddy

Social Security Reform: Options for the Future
Quinn, Joseph F.

Neoliberalism and Postmodern Cultures of Aging
Larry Polivka
*Journal of Applied Gerontology* 2011 30: 173
[http://jag.sagepub.com/content/30/2/173](http://jag.sagepub.com/content/30/2/173)

D. Is Retirement Obsolete?
• History of Retirement
• Origins of Late-Life Leisure
• Changes in the American Economy
• A New View of Retirement
• Debate Over Retirement Policy

**Reading Assignment**

Pages 401-439 in Moody and Sasser

Retirement Satisfaction for Retirees and their Spouses: Do Gender and the Retirement Decision-Making Process Matter?
Smith, Deborah B., Moen, Phyllis
*Journal of Family Issues, Mar 2004; vol. 25: pp. 262-285*

Health Status, Retirement Plans, and Retirement: The Kaiser Permanente Retirement Study
Midanik, Lorraine T., Soghikian, Krikor, Ransom, Laura J., Polen, Michael R.
*J Aging Health, Nov 1990; vol. 2: pp. 462-474*

Working Conditions and Early Retirement: A Prospective Study of Retirement Behavior
Blekesaune, Morten, Solem, Per Erik
*Research on Aging, Jan 2005; vol. 27: pp. 3-30*

Phased Retirement and Workplace Flexibility for Older Adults: Opportunities and Challenges
Richard W. Johnson
*The ANNALS of the American Academy of Political and Social Science 2011 638: 68*
[http://ann.sagepub.com/content/638/1/68](http://ann.sagepub.com/content/638/1/68)

**E. Aging Boomers: Boom or Bust?**

• Who Are the Boomers?
• What Is a Generation? Age-Period-Cohort Analysis
• Social Construction of the Boomer Phenomenon
• Boomers in the Years Ahead

**Reading Assignment**

Pages 441-461 in Moody and Sasser

The Baby Boom, Amenity Retirement Migration, and Retirement Communities: Will the Golden Age of Retirement Continue?
Haas, William H., III, Serow, William J.
*Research on Aging, Jan 2002; vol. 24: pp. 150-164*
F. The New Aging Marketplace: Hope or Hype?
- The New Customer Majority
- One Market Sector Likely to Grow
- What Do Older Consumers Want?
- Limits of the Marketplace Model

Reading Assignment
Pages 463-482 in Moody and Sasser

Aging consumers and drug marketing: Senior citizens’ views on DTC advertising, the medicare prescription drug programme and pharmaceutical retailing
Mathew Joseph, Deborah F. Spake, and Dana Moffett Godwin
[http://mmj.sagepub.com/content/8/3/221.full.pdf+html](http://mmj.sagepub.com/content/8/3/221.full.pdf+html)

Consumer Behavior in Later Life: Multidisciplinary Contributions and Implications for Research George P. Moschis
*Journal of the Academy of Marketing Science* Summer 1994 vol. 22 no. 3 195-204
[http://jam.sagepub.com/content/22/3/195](http://jam.sagepub.com/content/22/3/195)

Session 13: April 5 Group Presentations

Session 14: April 12 Group Presentations; Last In Class Session

Session 15: April 19 No In Class Session; Final Individual and Group Papers
Due by Email to Dr. Cabin at: williamcabin@yahoo.com