Gerontology 101



*Picture: Cascade Creek - Yosemite National Park*

Elder Care Continuum Services & Strategies Theresa Abah, Ph.D. Fall 2021

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**California State University, Sacramento Department of Gerontology**

**GERONTOLOGY 101 – ELDER CARE CONTINUUM SERVICES & STRATEGIES**

**Fall 2021 Synchronous ONLINE Course**

Meet your Professor

Instructor: Dr. Theresa Abah, M.S., Ph.D.

Email: [t.abah@csus.edu](mailto:t.abah@csus.edu) (best method of communication) Instructor Availability: Via email and appointment

Virtual Office Hours: Tuesdays 11:00 am - 2:00 pm or by appointment Zoom Meeting Link

<https://csus.zoom.us/u/kboTIN6M5> Dial by your location

(669) 900 6833

Meeting ID: 842 2236 120

**Welcome:** I welcome you to Elder Care Continuum Services & Strategies. I am delighted to be your instructor for this course. Here is a little about me: I graduated from the University of North Texas with a Ph.D. in Health Services Research, with a major in Gerontology. I also have a Master of Science degree in Health Management, and a Bachelor of Engineering degree in Agricultural Engineering. A few information about me; I have spent over 18 years working in public health field before pursuing a doctoral program. Most of my work was spent working with community champions and advocates who help to promote access to healthcare services. A fun fact about me; About five years after my first degree, I learned tailoring, and love every bit of time devoted to making my own clothes. I also travelled a lot before joining the academic world. I do miss the adventure, but would rather be safe now. My ultimate career goal has been to work in academia, and I’m glad I did. I am excited about teaching in the aging field because it sets the stage for preparing the next generation of the aging workforce. I look forward to working with you.

Class Meeting Time: Thursdays 5:30 to 8:20 p.m. (Online)

## Course Description

Exploration and analysis of "elder care service continuum" within the context of changing diverse societal needs, service availability and accessibility, current public policy, administrative and management issues facing care providers. A multidisciplinary examination of the spectrum of services and programs targeted for older adults and their families. Includes information about referral processes, agencies, recreational and social options, housing alternatives, in-home, residential and skilled care options, including elder health care eligibility criteria, funding sources, and adult protective services. Note: This is a service learning course.

**Graded:** Graded Student **Units:** 3.0

## Overview

This is a service learning course. The course will acquaint the student with the spectrum of services targeted for older adults and introduce the field of aging services. Topics of study and discussions will include housing options, leisure and community-based programs, elder justice, workforce issues, health care eligibility criteria, funding sources, service capacity, protective services, residential care options, and public policy issues. A multidisciplinary examination of the design and delivery of these aging services and factors that influence their successes will be explored. In this context, students are exposed to different services through faculty and

professionals from within the community currently working, teaching and engaging in research in the fields of gerontology and geriatrics.

The course is designed to allow students to be able to:

1. Articulate student’s own awareness about the range of resources for older adults.
2. Demonstrate an understanding of the numerous opportunities to become familiar with community resources, programs and services.
3. Demonstrate the multidisciplinary characteristics of a gerontological knowledge base.
4. Analyze the existing and potential opportunities for a wide range of career options in the field of aging within the continuum of senior services.
5. Contribute, and provide support to older adults within the infrastructure of an existing agency in a service learning capacity.

## Required Reading /Text

Brown, L. H. & Roodin, P. A. (2001). Service-learning in gerontology: An out-of-classroom experience. *Educational Gerontology, 27*(1), 89-103.

Niles-Yokum, K.N. & Wagner, D.L. (2018). *The aging networks: A guide to programs and services* (9th ed.). New York, NY: Springer Publishing Company **AVAILABLE IN**

## DIGITAL FORMAT FROM THE LIBRARY:

<http://site.ebrary.com/lib/csus/detail.action?docID=10995929>

Grabinski, C. J., ABD, F., & Niles-Yokum, K. (2014). *101+ careers in gerontology*. Springer Publishing Company.

Recommended Text

*Publication manual of the American Psychological Association* (7th ed.). (2010). Washington, DC: American Psychological Association.

*Wacker, R. R., & Roberto, K. A. (2018). Community resources for older adults: Programs and services in an era of change (5th ed.). Sage Publications.*

## Course Objectives

At the completion of the readings, class experience and assignments of this course, students will be able to:

1. Define the key factors involved in assessing the needs of older adults and the resources available to meet those needs.
2. Describe the structure and organization of senior services in the country through the Older Americans Act and in the Sacramento area.
3. Differentiate and discuss the realities of aging services and factors that deter utilization of services.
4. Describe the range of services available to meet the needs and challenges of the aged.
5. Identify social policy issues that affect the elder.
6. Utilizing the service learning experience, students will explore own beliefs and feelings about health and illness with aging.
7. Explore responses to readings and class activities through journal writing.

**Gerontology Department Learning Outcomes**

# Upon the completion of the gerontology program of study the student will:

1. Demonstrate understanding of fundamental interdisciplinary evidence-based knowledge, skills, values, and current trends as a basis for competent gerontological practice. (1, 2, 5)
2. Demonstrate critical thinking when analyzing diverse and complex aging issues and outcomes for elders, families, and society from an interdisciplinary perspective that is grounded in the sciences, social sciences, and humanities. (1, 2, 3, 5)
3. Synthesize and apply learned interdisciplinary theories and research in applied settings (1, 2, 3, 4, 5)
4. Demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others. (2, 3, 4, 5)
5. Exhibit personal and social responsibility, and ethical and professional behavior in all settings. (4, 5)
6. Exhibit effective use of basic communication (written, oral and interpersonal) skills and information technology needed in a global information society. (3 & 4)

Note: (numbers relate to the five (5) *Sacramento State Baccalaureate Learning Goals* (2009).

## COURSE REQUIREMENT

**Attendance & Participation –** The key mode of instructions in this course is synchronous online format which will include; discussions, case studies, lectures, journal writing, essay and tests.

Learning experiences built on quality interaction with peers is essential for scholarly development, in addition to out of-class readings and tasks to enhance the development of concepts. In order to earn credit for the weekly assignments associated with each topic, you are, at a minimum, required to:

* + participate actively in class discussions – by using the discussion thread,
  + contribute meaningfully to discussions yourself and post quality responses to at least two of your classmates make sure to complete all assigned readings, and all associated assignments, and activities for each week.
  + if you are unable to participate in a designated synchronous class session, make sure to email your professor
  + contact the professor if you are unable to complete an assignment before the due date for proper documentation.
  + ensure your level of participation in class and group assignment is based on conscientious effort as this will be taken into consideration when calculating students’ final grades.

***Note: There will be consequences for missed assignments and service learning participation due to negligence of any kind.***

Students are expected to:

1. Interact with the professor and/or peers with appropriate questions or discussions required to complete all class work and assignments.
2. Read all assigned readings for each week for quality participation during in-class and offline class discussions.
3. Complete writing assignments, service learning journals, and topics of interest concerning materials presented each week.

**Writing Guide:** All assignments that includes essays and a paper should be completed using APA format. To guide students through the process, there is a brief APA training in Canvas.

## Paper Formatting:

Most professional courses use APA writing style for written research papers. **All papers (except papers written in-class) must be typed and in APA format** - *Publication Manual of the American*

*Psychological Association* 6th ed. (APA) is a required text for this, and all other Gerontology courses. You can also check out these helpful websites: <https://owl.english.purdue.edu/owl/resource/560/01/>or [www.apastyle.org](http://www.apastyle.org/) (click on Style Tips). You can also check the CSUS library site

[(www.library.csus.edu)](http://www.library.csus.edu/) or Department of Gerontology website [(http://www.csus.edu/gero/currentstudents/research%20and%20writing.html).](http://www.csus.edu/gero/current-students/research%20and%20writing.html) If in-class papers are unreadable, they will not receive credit. A sample APA paper is available from your professor for review.

Key Components of APA format to be used when typing your papers include:

* A properly formatted title page. *(\*This has changed from APA 6th edition)*
* Double-spaced; “accessible” font (i.e. Times New Roman-12 pt., Calibri-11pt, Arial-11pt, Lucida Sans Unicode-10pt, and Georgia-11pt
* 1" margins on all sides.
* Header: The title of the paper is flush with the left margin, and number all pages in upper righthand corner (numbering Title Page is optional).
* Indent 5 spaces-first line of every paragraph.
* Sources must be referenced in the text of the paper, *example:* Hoyer and Roodin (2003) with a reference list at the conclusion of the paper. **All direct quotes must be referenced with source, year, *and* page number.**
* If the source is from the Internet, please refer to the APA Website: <http://www.apastyle.org/elecref.html> or refer to the APA Manual 7th edition for examples.
* Reference Page is double-spaced and utilizes hanging indentation.

## Writing Standard Guidelines and Rubric:

Most CSUS courses use the CSU Sacramento Advisory Standards for Writing. It will help you decide if you have written the level of paper you want to turn in. It is used along with other course grading rubrics to assess your paper. Please utilize this resource provided in the link above, as quality written work is extremely important to passing this course.

**Service Learning**– Service learning is a key component of this course. Students will be assigned to CSUS Cardiovascular Wellness Program for this activity. The goal is to provide practical experience to students that complements the theoretical aspect of the course. Students are expected to spend 20 hours working with older adults throughout the semester, and will be assigned to groups. More information is available in Canvas.

**NOTE:** Service learning hours must commence (latest by 10/3) or you will NOT be able to earn the points associated with this assignment to pass this course.

## Course Organization

Course Modules & Weekly Topics:

|  |  |  |
| --- | --- | --- |
|  | Weeks | Course Content |

|  |  |  |
| --- | --- | --- |
| 1 | week 1 | Introductions   * Personal Introductions * Overview of Gerontology / Ageism |
| 2 | week 2 | Introduction to Gerontology & Changing Aging Demographics   * Our aging world & the aging challenge * Gerontology Acronyms / Gerontology & Geriatric Care Professional * New era in aging services |
| 3 | week 3 | Service Learning Training/Orientation   * Overview of Aging Services * Service Learning in Gerontology & Geriatric Care Management |
| 4 | week 4 | The Rights and Wellbeing of Older Americans   * Legal foundations for programs, issues & services * Elder Abuse / Public Guardianship |
| 5 | week 5 | Older Americans Act Legislation and the Aging Network – A new era   * Older American Care * Social Security * Affordable Care Act |
| 6 | week 6 | Elder Assistance Programs   * Patterns of service use * Income / Nutrition programs & Health Care & Wellness |
| 7 | week 7 | Service Learning Experience   * Presentations |
| 8 | week 8 | Aging Workforce: Issues, future & the Aging Network   * Gerontology profession /professionals * Cultural change |
| 9 | week 9 | Emerging Issues for the Aging Network   * Aging in place / Aging Future |
| 10 | week 10 | Generation Silent   * Gen Silent (LGBTQ Topics) * Marriage and family therapist |
| 11 | week 11 | Understanding Integrated Health Care   * Integrated Care Core Competence * Mental Health Services & Substance Abuse |
| 12 | week 12 | Understanding Integrated Health Care   * Mental Health Stigma among older adults’ * Suicide risks |
| 13 | week 13 | Community-based Services   * Care Management / Interdisciplinary Care & Intergenerational care * Community Programs / Caregiver Support |
| 14 | week 14 | Community-based Services   * Home Care and respite care * Long term /End of Life Care |
| 15 | week 15 | Community-based Services   * Medical Aid in dying |
| 16 | week 16 | Finals Week   * Final Project * Research Paper |

* 1. Course Presentation

1. **Discussion Board**– Includes a personal introduction and 9 discussion posts @ 5 points each = 45 points **Purpose**: To provide students with a general introduction to major issues associated with elder care continuum, and to teach participants how to contribute meaningfully to a discussion in an online environment. Before your first interaction on the discussion board, please review the Rubric for Discussion Board Participation posted in the Rubrics section

**Description:** The discussion board assignments and activities are organized around the topics covered in the course. Textbook readings are linked to each discussion board topic, and I will introduce each week’s discussion with a lecture and an overview that presents perspectives from the field that relates to the topic.

**Instructions:** The course week will begin on Mondays at 8am, and initial postings to the weekly discussion board assignments (your initial post to the discussion topic should be made by Thursday no later than 11:59pm to allow your classmates enter the discussion early). Then, respond to at least two other classmates before the Sunday due date, this is the same for all weekly assignments. To obtain full points for each discussion, make sure to include links to additional resources or provide examples of an experience that relates to the topic. These posts will lay the foundation for the beginning of our conversation, but students are expected to post throughout the week, and to introduce supplementary materials to expand the conversation or to illustrate your point.

1. **Group Case Study** 4 @ 25 points each = 100 points

Students will be involved in group assignments to deepen their learning, and facilitate discussion of older adults, their needs, and services addressing their needs. The professor will provide students with a vignette relevant to the field of gerontology which will be addressed throughout the semester. Each student group will complete assignments/questions associated with their assigned vignette. The group case study assignments include both individual and group components. It is expected that you will work closely with your assigned group throughout the semester. There will be four assignments based on the assigned vignette. *All group members will be graded individually on their contribution to EACH assignment (see grading rubrics).*

* 1. Part I: **Overview/Initial Assessment** (Group Assignment) Each group will analyze/assess their assigned vignette. This includes client/family demographics, issues, risk factors, holistic domains, and all relevant social policies that impact (or have a potential impact) on the client/client system assigned to you. Students will address the social, biological, psychological and psychosocial needs of a client/client system and/or their family. This is to identify relevant policy, criteria upon which elder care continuum is achieved to benefit the client/client system using pre-defined criteria (i.e. age, income, employment history, spiritual background and psychosocial issues etc.)
  2. Part II: **Treatment / Therapeutic Plan** (Group Assignment): Each group will create a treatment plan which addresses issues identified in the initial assessment (Part I). Each GROUP will create an overarching goal for the vignette, then each INDIVIDUAL in the group will create 2 objectives, and appropriate tasks, based on theory and services and programs available to older adults (HINT: refer to course materials) to achieve those objectives for the client(s) and their families. See the Treatment Plan template in the “**Group Case Study Directions**” located in Canvas. You will be expected to utilize the following web resources to locate referral services for the individuals in their vignette: [Sacramento 211](http://www.211sacramento.org/211/) and [Eldercare Locator.](https://eldercare.acl.gov/Public/Index.aspx)
  3. Part III: **Agency Contact** (Individual Assignment): Consider the existing literature/research which addresses the *needs*, *concerns, values, and interests* that significantly relate to the vignette you have been assigned. You will select one or more agencies that provides that service/program to address identified needs. You will have to rely on electronic means to complete this task; examples include, emails, website visit and phone calls **(Remember to indicate your contact method). Each group member must investigate a different agency)**.

During this assessment, you will let the receptionist/agency contact person know that you are a gerontology student at CSUS and your assignment is to gather information for 10-15 minutes on the topic of interest about service availability, eligibility and support resources for a client. You must also document the information on services available on the agency’s website. NOTE: your service learning assigned site or your place of employment **cannot** be utilized for this paper – the goal is to broaden your knowledge on services for older adults in the region. The following questions can be used to guide your investigation, and your paper. Your paper must utilize your two GERO 101 texts (Niles-Yokum & Wagner and Grabinski), at least two evidenced based article of not more than 5 years old, and incorporate at least one of the [Gerontology Core Competencies](https://www.aghe.org/images/aghe/competencies/gerontology_competencies.pdf) as identified by the Academy of Gerontology in Higher Education (AGHE). The Paper must be in a narrative (not outline or question/answer) format and be **no longer** than 5 pages (not counting title and reference pages). And a reminder per APA, all sources must be cited (including for the gerontology competency).

Agency Inquiry Hint:

* + - What is the relevant issue(s) from your vignette that you are exploring for your paper?
    - What agency(ies)/service(s) exist to address the issue?
    - What agency did you select? Why?
    - What specific concerns/problems does this agency address? How does that fit with your therapeutic plan for your client/family?
    - In your research about the agency (visit, website, etc.), identify one gerontology professional that works in the agency and state how the position, role, education/training is relevant to help with the issue you are trying to address (*hint: use your 101+ Careers in Gerontology text!)*
    - What does scholarly/evidenced-based research say about the issue(s)?
    - Is the agency accessible (accessible to public transportation, accessible for those with physical disabilities)?
    - Do staff members appear to be cordial during your communication?
    - How does the agency address the diversity of your vignette? Will it welcome people from different cultures, religions, genders, sexual orientations, physical abilities, and ethnicities? Give examples…
    - What Gerontology Core Competency(ies) support or challenge your findings? List and discuss where necessary.
  1. Part V: **Case Presentation** (Group Assignment): Each group will be assigned a period to present their case to their colleagues (the class). During the zoom presentation, each group member will have 3-5 minutes to present their section of the group work. Think of this as sort of a “case conference” where you are sharing information about your client(s) with colleagues at an agency.

1. **Service Learning Time Log= 70 points–** To meet the Service Learning Component for this class, each student is expected to volunteer at least 10 hours to an agency offering elder care services. To facilitate learning, students will be assigned to groups based on pre-determined criteria\* to one of the following service areas; community assistance/referral, affordable housing, independent senior housing, assisted living, memory care, adult day care services, respite care, hospice care, nutrition assistance, older adult protective services, and skilled nursing facilities. There will be a presentation of the service learning experience at the end of the semester.

\*More details will be provided in Canvas. All students will need to complete a required Health Insurance Portability and Accountability Act (HIPAA) training. (Please NOTE! Our Academic Specialist for the department - Melanie, sent out an email about how to complete the process. Please contact her for further

information you need information on how to complete this requirement at: Melanie.saeck@csus.edu). Students MUST begin their service learning hours by ***Oct 3rd*** unfailingly, or you will not be able to complete the assignments associated with this experience.

1. **Service Learning Reflective Journals 3** @ 20 points each = 60 points **-** In addition to the 20 hours of service learning experience, students will complete **three reflective journals** to reflect on how the course materials relates to the field experience, and how it helps to explain the help- seeking behavior of older adults, including other issues associated with aging. The service learning reflective journal should be no more than 3- page analytical writing. In the service learning reflection, you will reflect on your interactions with your elder partner / partners you interact with in the community, and document salient issues, topics and other discussions pertinent to facilitating the care continuum of older people. With this reflective journal, you must:

* Include two areas of interest you plan to follow throughout the experience. Examples of inward reflections you should contemplate when journaling your thoughts can include inquiry questions like: *What are the qualifications you will need to do this job? How can you advance the interest working with older adults? What do you like about working in a long-term care community? What are some of the challenging things about this job which you must overcome to be successful*? (feel free to develop your own)
* To support your points, make sure to:
  + Include at least one of your text books as a reference source.
  + Include the assigned Brown & Roodin (2013 & 2001) evidence-based research article on service-learning as a reference.
  + Select at least one Gerontology Core Competency (found in Canvas) to incorporate in your reflection that relates to your service learning experience.

There is a mandatory Service Learning Training /Orientation required by the university, check out more details at: [www.csus.edu/cec](http://www.csus.edu/cec) prior to beginning service.

More information is provided in Canvas.

1. **Annotated Bibliography 1** @ 15 points **–** An annotated bibliography is a reference list of citations with a brief description/evaluative paragraph about the source. There is a sample in Canvas. Your annotated bibliography must contain eight scholarly articles from **peer-reviewed journals** as well as the two texts from the course. In total, you must have at least 10 references/descriptions in your annotated bibliography. One of the articles must have an international (outside of U.S.) focus. You may find that you want to use this format to track a particular research topic of interest which you did in class. This annotated bibliography will prove extremely useful as you move through the Gerontology Department. More information is provided in Canvas.
2. **Practice Quizzes 4** @ 10 points each = 40 points. There will be four practice quizzes to help students master and retain concepts that have already been learned. These will be in different formats including questions from videos, flash cards and crucial course materials for the week to reinforce what students have already learned. There will be 2 attempts to take the quiz, and the highest score will be automatically documented for the student.
3. **Midterm Exam** 1@ 30 points: There will be a midterm exam which will cover topic from module 1 through 7. It will consist of multiple-choice questions and essay

## Research Paper or Project = 100 points

Students will be assigned to groups at the beginning of the semester for service learning. Each group will have the opportunity to choose to complete either a research paper or a project as the final assessment for this course. Whatever option selected, the findings will be presented to the class as part of the culminating activity.

The final research paper / project is intended to provide an opportunity for you to analyze an elder care program, system, service or issue faced by an older partner you worked with during service learning, or a problem you identified or issues around the provision of a continuum of care to other people. You will synthesize and apply what you have learned throughout the semester to design a strategic solution or propose a plan that could be implemented to address the gap identified.

Group members can also choose their topic from the list of topics completed throughout the semester. It is recommended that you review all of the topics provided in Canvas before selecting **one** topic for your

Note: All groups will present their service learning experience to the class irrespective of the option selected.

**Research Paper OR Project**. The best way to deepen understanding on concepts learned is to stick to the same topic or problem or issue identified throughout the semester.

If you choose to complete a project, make sure to read all the instructions provided in Canvas to guide the process.

See Canvas for detailed instructions.

## OUTCOME EVALUATION METHODS:

## Grading

The following assignments will be evaluated by established objectives and will determine the student’s final grade. The individual assignment percentages are shown below:

Assignments at a glance

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Points Possible** | **Total Points** |
| Discussions + Introduction | 10 @ 5 Pts. each | 50 |
| Practice Quiz | 4 @ 10 Pts. each | 40 |
| Reflective Journals | 3 @ 15 Pts. each | 45 |
| Case Study (Group work) Case Vignettes 1- 4 | 4 @ 25 Pts. each | 100 |
| Service Learning Experience  Presentation | 1 @ 20 Pts | 20 |
| Annotated Bibliography 1 | 1 @ 10 Pts | 10 |
| Research Paper / Project | 1 @ 100 Pts. | 100 |
| Service Learning Time Log | 1 @ 50 Pts. | 50 |
| Attendance | 2.5X6 | 15 |
| **Total** |  | **500** |

**University standards for course grades:**

|  |  |
| --- | --- |
| Points | Letter Grade |
| 468 and above | A |
| 449 - 467 | A- |
| 428 - 448 | B+ |
| 418 - 427 | B |
| 398 -417 | B- |
| 383 - 397 | C+ |
| 368 - 382 | C |
| 348 - 367 | C- |
| 333 - 347 | D+ |
| 318 - 332 | D |
| 298 - 317 | D- |
| 297 or below | F |

|  |  |
| --- | --- |
| 93-100%=A | 73-76% = C |
| 90-92% = A- | 70-72% = C- |
| 87-89% = B+ | 67-69% = D+ |
| 83-86% = B | 63-66% = D |
| 80-82% = B- | 60-62% = D- |
| 77-79% = C+ | 59% & below = F |

## University standards for course grades:

**Total Points Possible for Semester = 500**

Participation subject to university management / Gerontology Department’s approval

**All** assignments are due and must be turned in **on the due dates** stipulated in Canvas, unless alternative plans have been made with the professor prior to class. Late assignments are subject to earning a lower grade only after it must have been approved for re-submission. NOTE: Missed discussion posts cannot be accepted after the due dates, a new assignment will replace missed discussion posts when there is approval from the professor. For emergencies or sickness or other life challenges that prevents students from meeting any assignment due dates, make sure to get clearance from the professor prior to the due date to be excused. This clearance must be via email from the professor. ***Students must complete all assignments in order to pass the course.***



Assignments must follow syllabus directions, to ensure students get full points.

**All** assignments except discussion board participation **must be submitted using APA format**. The acceptable formats for assignments submitted via Canvas **MUST be in .doc or .docx format**. Students using MacBook must convert to the acceptable format or your assignment will not be graded (See software requirement in Canvas for more details).

Students will be allowed to revise and resubmit ONE assignment of their choosing. The revised grade will be no more than 78% of the total points of the original assignment. (Take note of assignment due dates in Canvas).

**Any form of cheating or plagiarism is taken seriously** by the University, College, Department, and faculty. Any cheating offense will be reported following University guidelines and may result in failure of the assignment/exam or the course.

## Student Resources Frequently Used Websites:

CSUS Library: <http://library.csus.edu/> Canvas: <https://csus.instructure.com/>

Various Aging-Related Websites: <http://www.rrf.org/resources/aging-related-websites>

## Internet Etiquette:

Written words in emails and online communication can be interpreted differently than the author’s intended message. Please be respectful in your written communication. When in doubt, don’t press send – give yourself a day to reflect and then send.

## Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available. <https://www.csus.edu/basicneeds/>

**Services for Students with Disabilities SSWD:** <http://www.csus.edu/sswd/>

If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008 (916) 278-6955 The office is open Monday to Friday from 8:00 a.m. - 5:00 p.m. All matters related to students with disabilities are treated as ***CONFIDENTIAL***. Students are strongly encouraged to request accommodations as early as possible since it can take several weeks or more to facilitate requests. Please discuss your accommodation needs with me after class or during my office hours early in the semester.

## Academic Dishonesty Policy and Procedures:

***Cheating*** at CSUS: cheating is the act of obtaining or attempting to obtain credit for academic work using any dishonest, deceptive, or fraudulent means. Cheating at CSUS includes but is not limited to:

1. Copying, in part or in whole, from another’s test or other evaluation instrument;
2. Using crib notes, "cheat sheets," or any other device, including electronic devices, in aid of writing the exam not permitted by the instructor;
3. Submitting work previously graded in another course unless doing so has been approved by the course instructor or by department policy.
4. Submitting work simultaneously presented in more than one course, unless doing so has been approved by the respective course instructors or by the department policies of the respective departments.
5. Altering or interfering with grading or grading instructions;
6. Sitting for an examination by a surrogate, or as a surrogate;
7. Any other act committed by a student in the course of his or her academic work that defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

***Also please refer to University Website:*** [CSU, Sacramento Academic Honesty Policy](http://www.csus.edu/umanual/student/STU-0100.htm) [(http://www.csus.edu/umanual/student/stu-0100.htm)](http://www.csus.edu/umanual/student/stu-0100.htm)

**Plagiarism*:*** Plagiarism is a form of cheating. At CSUS plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution. Regardless of the means of appropriation, incorporation of another’s work into one’s own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it.

Acknowledgement is not necessary when the material used is common knowledge. Plagiarism at CSUS includes but is not limited to:

1. The act of incorporating into one’s own work the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work without giving appropriate credit thereby representing the product as entirely one's own. Examples include not only word-for-word copying, but also the "mosaic" (i.e., interspersing a few of one’s own words while, in essence, copying another’s work), the paraphrase (i.e., rewriting another’s work while still using the other’s fundamental idea or theory); fabrication (i.e., inventing or counterfeiting sources), ghost-writing (i.e., submitting another’s work as one’s own) and failure to include quotation marks on material that is otherwise acknowledged; and
2. Representing as one’s own another’s artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works.

**NOTE:** This syllabus is not a contract, the faculty has the discretion to make modifications to the contents at any time to adjust based on changes to the academic program!