



**Gerontology 500:
INTRODUCTION TO THE PROFESSIONAL PRACTICE OF GERONTOLOGY
Fall 2021, Tuesdays 6:00pm HYBRID**

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Student Hours: by appointment

Course Description

This graduate level introduction to the professional practice of gerontology is an interdisciplinary examination of the biological, psychological, and social aspects within a sociopolitical context. Students use current research and theoretical approaches to analyze the role of culture, biology and human development in human aging. This course serves as a foundation for the application component of this course. Students will be provided with the tools to develop critical thinking and problem-solving skills, which are essential for professional development in the field of Gerontology.

Course Outcomes

- A. Apply prominent **gerontology theories** to real-life observations of and interactions with older adults
- B. Identify and evaluate various agencies' roles in the **network of services** available in the Long Beach community and state-wide to meet the needs of older adults
- C. **Apply course content** to one's own family situation, one's professional goals, and one's personal future
- D. Examine **historical antecedents** of today's aging-related realities
- E. Analyze current and **emerging aging-related issues** and propose solutions
- F. Demonstrate basic **research skills**, including qualitative research analysis, library utilization, synthesis and analysis of a body of literature pertaining to a gerontological topic
- G. Discuss **professional identity** including articulation of one's own role in the field of gerontology and goals for gerontology education based on AGHE's Gerontology Competencies
- H. Identify and evaluate the **impact of aging** on the individual and society and the role of the gerontologist in US and global society
- I. Devise ways in which all industries (e.g. business, engineering) can **incorporate gerontology** concepts
- J. Explain the importance of **evidence-based practice** in gerontological interventions
- K. Apply the field's professional **code of ethics** to case studies and real-life interactions with older adults

Required Reading

Selected readings posted to GRN 500 BeachBoard site. Completing the readings will ensure that we are all "on the same page" and make class discussions a LOT more interesting.

Recommended Readings

- Publication Manual of the American Psychological Association (7th ed.). Washington DC: American Psychological Association.
- Strunk, W., & White, E.B. (1979). The elements of style. New York: Macmillan.
- Aaron, J. (2006). *The Little, Brown essential handbook*. New York: Pearson Education, Inc. 5th Edition.

Course Procedures

- All assigned readings are to be completed before the class session. Students who are prepared tend to find class discussion more interesting.
- Study groups are encouraged. If you can discuss and articulate the material, you will understand it better.
- All assignments are due at the date and time specified in the syllabus or will be considered late (see comments below). Papers must be in accordance with APA guidelines. This will be discussed further.

Course Requirements/Grading:

Annotated bibliography (100 points; 20% of grade), Outline of Lit Review Paper (25 points; 5% of grade), Peer Review of a Student Paper (25 points; 5% of grade); Literature Review Final Paper (150 points; 30% of grade), Discussion Boards (70 points; 10% of grade), Academic Poster (100 points; 20% of grade), Portfolio (30 points, 10% of grade).

A	90+% 450-500 points	B	80+% 400-449 points	C	70+% 350-399 points
D	60+% 300-349 points	F	50+% 299 and below		

Statement of Non-discrimination

California State University, Long Beach is committed to maintaining an inclusive learning community that values diversity and fosters mutual respect. All students have the right to participate fully in university programs and activities free from discrimination, harassment, sexual violence, and retaliation. Students who believe they have been subjected to discrimination, harassment, sexual violence, or retaliation on the basis of a protected status such as age, disability, gender, gender identity/expression, sexual orientation, race, color, ethnicity, religion, national origin, veteran/veteran status or any other status protected by law, should contact the Office of Equity & Diversity at (562) 985-8256, CSULB Foundation-220, Link to Office of Equity & Diversity (<http://www.csulb.edu/depts/oed/>).

Statement of Accessibility

Accessible Instructional Materials and Course Material Requisitions: Faculty must adhere to CSULB policy 08-11 Accessibility and Faculty Responsibility for the Selection of Instructional Materials in all modes of instruction. Training and support for converting instructional materials to accessible formats will be provided by the University. All instructors shall be familiar with best practices in making their syllabus and course documents accessible to all students and upon request provide the format need for the student. Instructors can access best practices at the following link. http://www.csulb.edu/divisions/aa/academic_technology/itss/course_materials/accessibility/

Accommodation

It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability (PS 11-07, Course Syllabi and Standard Course Outlines).

Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs.

Students who require additional time or other accommodation for assignments must secure verification/assistance from the CSULB Bob Murphy Access Center (BMAC) office located at the Student Success Center. The telephone number is (562) 985-5401.

Accommodation is a process in which the student, BMAC, and instructor each play an important role. Students contact BMAC so that their eligibility and need for accommodation can be determined. BMAC identifies how much time is required for each exam. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a BMAC Student/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. (It takes one week to schedule taking an exam at the BMAC office.) The instructor welcomes the opportunity to implement the accommodations determined by BMAC. Please ask the instructor if you have any questions.

Cheating and Plagiarism (PS 08-02) (CSULB Catalog, AY 2019-2020)

Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledge of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

Definition of Cheating

Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism as defined and altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

Academic Action

One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faculty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.

- A. Review - no action
- B. An oral reprimand with emphasis on counseling toward prevention of further occurrences
- C. A requirement that the work be repeated

- D. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade
- E. Assignment of a failing final grade
- F. Referral to the Office of Student Conduct and Ethical Development for possible probation, suspension, or expulsion

Attendance Policy

Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members, of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

- A. Illness or injury to the student, or medical condition, including those related to pregnancy
- B. Death, injury, or serious illness of an immediate family member. An immediate family member is defined as a close relative, or a person residing in the immediate household of the student
- C. Religious reasons (California Education Code section 89320)
- D. Jury duty, military service, or government obligation
- E. University sanctioned or approved activities (examples include but are not limited to: artistic performances, participation in scholarly conferences and presentations, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty members are not obligated to consider other absences as excused.

Accommodations for Religious Holidays & Military Service

The earliest possible notification is preferred for all excused absences. Advance notification minimally one week in advance is required and verification may be requested for the following absences: Jury duty, military service, or other government obligation; religious reasons; university-sanctioned or approved activities. For those established religious observances, the instructor should be notified during the first week of instruction.

Withdrawal Policy (PS 12-03)

Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

Withdrawal during the first two weeks of instruction:

Students may withdraw during this period and the course will not appear on their permanent records.

Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction:

Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and department chair are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.

Withdrawal during the final three weeks of instruction:

Withdrawal during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

Limits on Withdrawal

No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:

- Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
- Withdrawals in terms prior to fall 2009 at CSULB,
- Withdrawals at institutions other than CSULB, and
- Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

Medical Withdrawal

CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

- A completed Medical Withdrawal Form, including any required documentation, is submitted to Enrollment Services before the end of the semester, and
- The student presents evidence to demonstrate that a severe medical or debilitating psychological condition prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

Campus Behavior

Civility Statement

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate. The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies. Members of the campus community are encouraged to promptly report any acts of violence, threats of violence, or other behavior which by intent, act, or outcome harm themselves or others. (CSULB Catalog, AY 2019-2020).

Classroom Expectations

All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules, regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others.

Unprofessional and Disruptive Behavior

It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.

Preferred Gender Pronoun

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change your name for BeachBoard and MyCSULB without a legal name change, to submit a request go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact me.

Written Assignments/Presentations: Written assignments must include: first and last name, date, and course name/section number. They must be typed using 12-point font, Times Roman or Courier, double-spaced, with 1-inch


margins and page numbers centered at the bottom of each page. Each paragraph must start with a 5-space indent. If outside sources are used, APA rules for citation and referencing must be applied. College level mastery is expected. For further assistance, contact the Writer's Resource Lab at 562-985-4329. It is recommended that students make additional, back-up copies of all papers turned in. Late assignments will not be accepted (beginning on the due date if submitted later than the beginning of class and including weekends). Assignments are considered late if not turned in by the posted deadline. See below for assignments.


Preparedness and Class Participation: You are a valuable member of this class! Thus, attendance is expected! Attendance in this class consists of staying current with each week's assignments. Please note that the syllabus is tentative and changes to reading and writing assignments may occur.


Discussion of Course Scores or Grades: Class members have the right to discuss their scores on individual assignments and course grade with the instructor. Grade challenges, however, are limited to the course grade as a whole per university policy, as follows: Students have the right to appeal only their final grade on the basis that the grade was prejudicial, capricious, or arbitrarily assigned. The student must initiate the appeal to you, orally or in writing, within the first regular semester after the assignment of the disputed grade. If further action is necessary, the student may direct the appeal to your department's grade representative, usually the department chair. If the issue remains unresolved, the student may direct the appeal to the grade appeals committee of the college involved.

Tentative Course Schedule

Week	Date	Topic	Readings/Assignments	Activities
Welcome & Introductions				
1	8/24	Welcome and Introductions Syllabus Gerontology Competencies/SCAN Competencies Introduction to Portfolio, Professional Goal Statement	American Psychological Association (n.d.) Exploring Careers in Aging https://www.apa.org/pi/aging/resources/careers/index Pierpaoli & Crowther (n.d.). The role of the gerontologist. Grabinski, C. J. (n.d.). 101 Careers in Gerontology (Introduction). New York: Springer.	Introductions (with objects about aging) Discussion Board (<i>Introductions</i>) post due 8/31 by 11pm (topic is in under the Discussion tab in BeachBoard)
Gerontology & The Gerontologist				
2	8/31	History of Gerontology Theories about Aging: A Review	Alkema, G. & Alley, D. E. (2006). Gerontology's future: An integrative model for disciplinary advancement. <i>The Gerontologist</i> , 46(5), 574-582. Ferraro, K. F. (2006). Imagining the disciplinary advancement of gerontology: Whither the tipping point? <i>The Gerontologist</i> , 46(5), 571-573. Moody p. 1-25: Review of Aging Theory	Discussion Board (<i>Competencies</i>) post due 9/7 by 11pm
3	9/7	The Role/Need of Gerontology Professionals Careers in Gerontology <u>Guest Panel: Gerontology Careers</u> <i>Elizabeth Nadeau, MSG</i> <i>Christine Weber, MSG</i>	Institutes of Medicine (2008). Retooling for an Aging America Browse: www.ExploringCareersinGerontology.com Weiner, L. (2004). Careers in aging: A booming industry. In: <i>Exploring Careers in Gerontology</i> . Weiner.	Discussion Board (<i>What's a Gerontologist?</i>) post due 9/14 by 11pm


			Bolles, R. (n.d.). The two-minute crash course on picking a field. Available at: http://www.jobhuntersbible.com/articles/article.php?art_item=034	
Skills: Research in Gerontology				
4 Learning Objective F IN PERSON @ the LIBRARY	9/14	<u>Library Presentation:</u> <i>Joseph Abuele</i> Discussion of Annotated Bibliography	From Idea to Library - http://www.lib.ncsu.edu/tutorials/idea_library/ Creating an Annotated Bibliography https://www.bethel.edu/library/research/apa-annobib-sixth.pdf Galvan Ch 2-3 (on BeachBoard)	Discussion Board (<i>Tips for a Successful Search</i>) post due 9/21 by 11pm
5 Learning Objective F ASYNCH ONLINE	9/21	Introduction to Literature Reviews (including full systematic literature reviews and reviews that serve as the introduction to a research paper) 	<u>Example Literature Reviews</u> Wyte, Claver, Dalton, & Dobalian (2015). Disaster Planning for Home Health Patients and Providers: A Literature Review of Best Practices. Claver, Friedman, Dobalian, Ricci, Mallers (2012). The Role of Veterans Affairs in Emergency Management: A Systematic Literature Review. <u>Websites and Videos</u> Purdue Online Writing Lab (n.d.). Annotated Bibliographies. Available at: http://owl.english.purdue.edu/owl/resource/614/01/ Picking a Topic - http://www.lib.ncsu.edu/tutorials/picking_topic/ Literature Review http://www.lib.ncsu.edu/tutorials/litreview/ [watch this as many times as you need to – good information]	Discussion Board (<i>Topic for Lit Review</i>) post due 9/28 by 11pm

<p>6</p> <p>Learning Objective F</p> <p>SYNCH ONLINE</p>	<p>9/28</p>	<p>From Data to Publication Anatomy of a Scholarly Article</p> <p>APA Citation</p> <p>Qualitative Research Methods</p> <p>Secondary Data</p> <p>Thesis/DP Options</p> <p><u>Guest: Writing Tips</u> <i>Omar Hussein – Writing specialist from Graduate Student Center</i></p> 	<p>Anatomy of a Scholarly Article – http://www.lib.ncsu.edu/tutorials/scholarly-articles/</p> <p>Citation Introduction – http://www.lib.ncsu.edu/tutorials/citation/</p> <p>Medecins Sans Frontieres (n.d.). Qualitative Research Methodology. Accessed on 8/17/15 at: http://fieldresearch.msf.org/msf/bitstream/10144/84230/1/Qualitative%20research%20methodology.pdf</p> <p>Cobb, A. K. & Forbes, S. (2002). Qualitative research: What does it have to offer to the gerontologist? <i>Journals of Gerontology: Medical Sciences</i>, 57A(4), M197-M202.</p> <p>Lowhorn, G. L. (May 28, 2007). Qualitative and quantitative research: How to choose the best design. Presented at Academic Business World International Conference, Nashville, TN.</p> <p>Jane.com site</p>	<p>Discussion Board (<i>Summary of Articles</i>) post due 10/5 by 11pm</p>
Skills: Practicing Gerontology				
<p>8</p> <p>Learning</p>	<p>10/12</p>	<p>Leadership</p> <p>Ethical Issues in Professional</p>	<p>Covey (2004). Principles of personal leadership. In: <i>Seven Habits of Highly Effective People</i>.</p>	<p>Discussion Board (<i>Your Leadership Skills</i>) post due</p>

<p>Objectives C, J, K</p> <p>SYNCH ONLINE</p>		<p>Practice</p> <p>Evidence-Based Practice</p> 	<p>Greene, R. R. & Kropf, N. P. (1993). Ethical decision making with the aged: A teaching model. <i>Gerontology & Geriatrics Education</i>, 13(4), 37-52.</p> <p>NAPG Code of Ethics (http://www.napgerontologists.org/code_of_ethics.html)</p> <p>GSA Ethics Statement</p> <p>Gendron, T. L., Inker, J. & Welleford, A. (2018). "How old do you feel?" The difficulties and ethics of operationalizing subjective age. <i>The Gerontologist</i>, 58(4), 618-624.</p>	<p>10/19 by 11pm</p> <p>Submit ONE annotation for feedback (optional) by 10/13/21 by 6pm in Dropbox</p>
<p>9</p> <p>Learning Objective C</p> <p>SYNCH ONLINE</p>	10/19	<p>Images of Aging</p> <p>Protecting your Good Image: Facebook and Other Landmines</p> <p>Laurinda Reynolds?</p>	<p>AARP (n.d.). How social media can help (or hurt) your job search.</p> <p>Schwab, S. (n.d.) Job searching in a new media world.</p> <p>Lindland, E., Fond, M., Haydon, A., & Kendall-Taylor, N. (2015). Gauging aging: Mapping the gaps between expert and public understandings of aging in America. Washington, DC: FrameWorks Institute.</p> <p>AARP (2017). Don't call me sweetie.</p>	<p>Annotated Bib due 10/20/21 by 6pm in Dropbox</p> <p>Discussion Board (<i>Job Searches & Social Media</i>) post due 10/26 by 11pm</p>
<p>10</p> <p>Learning Objectives C, G</p> <p>IN PERSON</p>	10/26	<p>Working with Older Adults: Listening</p>	<p>Richardson, V. E. & Barusch, A. S. (2006). <i>Gerontological Practices for the Twenty-First Century</i>. Ch. 4: Stages in Gerontological Practice. New York: Columbia University.</p> <p>Burlingame (1999). Gerocounseling.</p>	<p>Discussion Board (<i>Feeling Heard</i>) post due 11/2 by 11pm</p>
<p>11</p> <p>Learning</p>	11/2	<p>Entrepreneurship in Gerontology</p> <p><u>Guest Panel: Entrepreneurs in</u></p>	<p>Henke, M. (n.d.) Find hidden opportunities in the senior market.</p>	<p>Discussion Board (<i>Marketing to Older Adults</i>) post due</p>


Objectives B, E, H, I SYNCH ONLINE START AT 7PM		<u>Aging</u> <i>Angela Williams, MSG</i> <i>Elizabeth Dobson, MSG</i>	Rock, M. (n.d.). The Grey Market: Attitudes: Consumer. Stylesight Trendboard. Whippy. G. (n.d.) Dementia-Friendly Banking. Sweetland et al. (2017). Finding the Frame.	11/9 by 11pm Outline of Literature Review due 11/3/21 by 6pm in Dropbox
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Career Development

12 Learning Objective G SYNCH ONLINE	11/9	Resumes, Conferences and Posters: Tools for a Job Search <u>Guest: Job Search & Resume</u> <i>Cynthia Schlesinger, MSG</i>	Aging Organizations GSA: Presenting Dynamic Posters CSULB Career Development Center – Online Resume Workshop	Discussion Board (<i>Presenting at a Conference</i>) post due 11/16 by 11pm
13 Course Objective C, G IN PERSON	11/16	Burnout 	Moyer, H. (August 2018). Burnout: What it is and how to avoid it. In <i>Gerontology News</i> . GSA.	Discussion Board (<i>Taking a Break</i>) post due 11/30 by 11pm

11/23 NO CLASS SESSION – HAPPY THANKSGIVING!

14 SYNCH ONLINE	11/30	What happens next? MS Gerontology and Gerontology Certificate <i>Panel of current MSG students</i>		
15 Course Objectives	12/7	Finding a job in Gerontology, Interviewing <u>Guest: Panel of Employers</u>	Martin, C. (n.d.) Prepare for the top 10 interview questions. Online at: http://interview.monster.com/articles/iq	Discussion Board (<i>Response to Interview Question</i>) post due 12/15 by

<p>B, E</p> <p>SYNCH ONLINE</p> <p>7PM</p>		<p><i>Jacque Lauder, MSG</i> <i>Ellen Wong, MSG</i></p>	<p>Basalla & Debelius (2001). Sweaty palms, warm heart: How to turn an interview into a job</p> <p>Olin School of Business (n.d.) Informational Interviewing</p> <p>Real Faces of Careers in Aging https://www.geron.org/programs-services/podcasts/the-real-faces-of-careers-in-aging</p>	<p>11pm</p> <p>Literature Review DRAFT Paper Due by 12/7/21 at 6pm in Dropbox</p> <p>Peer Review Feedback Due 12/10/21 by 6pm</p>
<p>FINALS WEEK</p>		<p><i>Take a deep breath...you are almost there!</i></p> 		<p>Literature Review FINAL Paper Due by 12/14/21 at 6pm in Dropbox</p> <p>Final Poster Slide Due 12/15/21 In Dropbox</p> <p>Portfolio Due during Zoom session TBA</p>

Written Assignments:

1. Literature Review Project (to include an Annotated Bibliography, Outline, Peer Feedback, Paper and Academic Poster)

Literature reviews are vital to research. Chapter 2 of your directed project/thesis will be a literature review, so it's not too early to learn how to do them correctly.

This project will be submitted in parts. A 10-item annotated bibliography (100 points) will be due first, followed by an outline for the paper (25 points), a peer review of a draft of your final paper (25 points) and then the final paper (150 points). The final part of this project is the development of an academic poster (using a Powerpoint template that will be provided) (100 points).

Annotated Bibliography (100 points)

An annotated bibliography is a list of citations to peer-reviewed articles (and other documents, but in our case, peer-reviewed journal articles). Each citation is followed by a brief descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research.

First, after deciding on your topic, locate and record citations to peer-reviewed journal articles (for this assignment) that may contain useful information and ideas on your topic. Briefly examine and review the actual items. Then choose those works that provide a variety of perspectives on your topic. Be sure that the articles you choose are peer-reviewed (see “How to find peer-reviewed articles” in the content area).

Cite the article using APA style. Write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that (a) summarizes the intent of the article, (b) summarizes the main conclusion, (c) compare or contrast this work with another you have cited, AND (d) explain how this work illuminates your bibliography topic (see rubric below).

SAMPLE ANNOTATED BIBLIOGRAPHY ENTRY FOR A JOURNAL ARTICLE (note that APA format would be double-spaced. Please double-space for your assignment)

Waite, L. J., Goldschneider, F. K., & Witsberger, C. (1986). Nonfamily living and the erosion of traditional family orientations among young adults. *American Sociological Review*, *51*(4), 541-554.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living. This article will help describe the circumstances related to younger adults' opinions about intergenerational households, which is my literature review topic.

Annotated Bibliography Grading Rubric

Section	Points	Comments
Research Question	10	What question do you want to research? What do you think the outcome of the question will be? Why do you think your question is important?
Relevance of Citations to RQ	75 (7.5 points for each citation)	FOR EACH CITATION: Write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that (a) summarizes the intent of the article, (b) summarizes the main conclusion, (c) compare or contrast this work with another you have cited, AND (d) explain how this work illuminates your bibliography topic.
Conclusion	15	What did you learn during this process? Did the references you found answer your question? If not, what would you do differently? What would

		be your next steps if you were to continue this research?
TOTAL	100	

Paper Outline (25 points)

Now that you have 10 sources for your paper, you will develop your annotated bibliography into a brief literature review. From your 10 sources, choose three themes about the topic and discuss those themes, citing the articles to support those themes. BUT HOLD ON! Before you start writing, you need a road map, otherwise known as an OUTLINE (HINT: use the grading rubric for the literature review paper below to help you develop your outline). A good resource about how to write an outline is here: <https://owl.english.purdue.edu/owl/resource/544/03/>

Literature Review Paper (150 points)

Great! You have an outline. Now follow that outline and flesh out your ideas. Support your findings by citing your 10 resources.

Literature Review Paper Grading Rubric

Section	Points	Comments	Suggested length
Research Question	25	What question do you want to research? What do you think the outcome of the question will be? Why do you think your question is important?	¾ page
Identification of Themes	10 points	Identify three themes that emerged from the 10 sources in your annotated bibliography.	1 page per theme
Support for Themes	90 points (30 points for each theme)	Use citations from your annotated bibliography sources to support each theme.	
Conclusion	25	What did you learn about the topic? What did you learn about the process? Did the references you found answer your question? If not, what would you do differently? What would be your next steps if you were to continue this research?	¾ page
TOTAL	150		

Peer Review of Student Literature Review Paper (25 points)

Each student will be paired with another student and will provide feedback for the Literature Review Paper, using the checklist/survey provided (which will be based on the rubric for the paper above).

Academic Poster (100 points)

An academic poster gives your audience a snapshot of your work. Examples are provided under Content in Beachboard, as are guidelines to developing a quality poster and a template. Drafts of your poster will be peer-reviewed during class. The sections should include: Introduction/Research Question; Methods; Results (your three themes); Conclusions.

Academic Poster Grading Rubric

Component/Quality	Points	Comments
Inclusion of Introduction, Methods, Results, Conclusion Sections	20	Be sure you have a separate section for each of these areas and a clear subheading
Uniform font/style throughout poster	20	Use the same font throughout
Bullet points instead of paragraphs	20	Avoid complete sentences
Compelling Title That Summarizes Results	20	Choose a title that will catch the reader's attention
Design Lends to Readability	20	Would you stop to take a look at this poster?
TOTAL	100	

3. **Portfolio** (30 points): Due during finals week (through ZOOM), Date/Time TBD (you will give the instructor a "tour" of your portfolio during class.) Some of you will have a lot of material to add to your professional portfolio, while others are just starting out in the field. This is your opportunity to set up a portfolio, which will develop into a tool that helps you tell your story. This will be further discussed in class.

Introduction

The Gerontology Program (and this course) were designed to provide you with opportunities to push your own professional and personal boundaries and explore new areas of interest as well as expand on past experiences and current talents. A portfolio, or organized collection of artifacts, serves not only to keep everything straight, but also allows you to better see the "big picture" of how each course you take, assignment you complete and experience you have contribute to your overall professional and personal goals.

Your portfolio gives you a valuable tool for demonstrating to potential employers the capacities, skills, competencies, abilities and accomplishments you have acquired through your professional and educational life here at CSULB (and prior to CSULB). It also allows you and the Gerontology faculty to track your progress over your life in the program and periodically reflect and adjust your goals.

The Set Up

There is no "right way" to set up your portfolio. You should set it up in a way that makes sense and is user-friendly to you. You may set up an electronic portfolio (using programs such as OneNote) or have an actual paper notebook. However, there are several components we'd like to see in your portfolio:

Professional Goal Statement

This section will include a statement about "where you are" professionally and educationally and your plans regarding how to proceed from here (professional goals). Include detail as to future career goals and outline a specific plan as to how you will achieve those goals

Sample questions to address:

- Briefly explain why you are in the program. How does it relate to your current/future career goals?
- What do you expect to learn in this program? How does it relate to your current/future career goals?
- How do you think the completion of this program will enhance your professional/personal growth?

- d. When do you expect to complete this program? Will work or family obligations create challenges for you? Will other parts of your life be pushed to the back burner because of this program? If so, which ones?
- e. Place any additional reflections you have at this time here. You can also use this space to add your ideas at any time.

Demonstration of Mastery: Course Evaluation

This section is where you will show off what you have accomplished academically. It will begin with the work you will accomplish in Gerontology 500 and you will add to it with each core course and elective you complete. You should include: 1) Syllabi from your courses, 2) Examples of papers/reports written, 3) Reflective course evaluation essays: at the completion of each core class/elective during the program, write a one-page essay about how the course met one or more of the MS Program objectives (below). Be specific about what class assignments and activities contributed to successful achievement of the goal(s) you discuss.

In this section, you might create a tab for each of your classes. For each class, you should include a course syllabus, one signature assignment for the class, and a course evaluation. Items to discuss in the course evaluation include:

- a. Briefly reflect upon your overall satisfaction with this class. Elements to consider are the method(s) of delivery, value of the content presented, and whether or not the instructor's expectations were reasonable/unreasonable and why.
- b. Reflect upon the level of usefulness of this course. Will the content and concepts be applicable in the future? If so, what items in particular?
- c. How did this class impact your personal goals for the program? **Do a 3-2-1 Analysis** for each course:
 1. 3 things you found to be especially valuable
 2. 2 things you would like to learn more about
 3. 1 thing you did not find especially valuable

You might also use this section to “store” any resource materials you found that you expect to revisit at some future date. This might include video links, PDF files, relevant web sites or any other type of file.

Professional Development

This section should include information (e.g., letters, flyers, awards, etc.) about your professional accomplishments and commendations: 1) Professional Affiliations (membership, etc.), 2) Professional Conference Attendance/Presentations, 3) Commendations/Awards

This section should show initial efforts at becoming more involved in the field of gerontology through membership in organizations, attendance and participation in conferences and networking. If you are very new to this field, write a plan as to how you will begin to incorporate these activities into your overall career plan.

4. Discussion Board (70 points; each discussion is worth 5 points): Your participation in this course is essential! You have much to add to the discussion, so please actively participate through the Discussion Board and during classtime.

CSULB MS Gerontology Program Objectives: INCLUDE THESE IN A TAB IN YOUR PORTFOLIO
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1. Acquire advanced education and professional training in gerontology in order to assume leadership positions in governmental, for-profit, and non-profit programs and services at the federal, state, and/or local level.

2. Enhance cultural and intergenerational competence regarding age, cohort, gender, race and ethnicity, and/or diverse abilities.
3. Acquire expertise in planning, developing, implementing, and evaluating programs for older persons based on systematic needs assessment at the individual, community, and/or agency level using appropriate technology.
4. Demonstrate the ability to evaluate or conduct appropriate research.
5. Exercise sound professional judgment based on ethical standards and expectations of the field.
6. Develop professional identity as a gerontologist to effectively work with an interdisciplinary team.
7. Participate in professional field experiences in gerontology to apply concepts and skills related to aging at various life stages.
8. Develop advocacy skills to participate in policy formation, implementation, and analysis on the local, state, and federal level for aging related issues.