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### Julian Montoro-Rodriguez CD Spring 10

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**COURSE DEVELOPMENT GRANT REPORT**

**NAME: JULIAN MONTORO-RODRIGUEZ**

DEPARTMENT: SOCIOLOGY

EMAIL ADDRESS: JMONTORO@CSUSB.EDU

DATE SUBMITTED: September, 17 2013

**Title of Grant Award: Course Development Grant: (SOC330: SOCIAL GERONTOLOGY, SPRING 2010)**

**DESIGNING A HYBRID ONLINE COURSE FOR STUDENTS INTERESTED IN WORKING WITH OLDER ADULTS**

**Project Goal:**

The goal of this Innovative Course Development Grant for the Spring of 2010 entails redesigning the current "Soc330: Social Gerontology" course to integrate hybrid online features so that students on the main campus and at the Palm Desert campus could enroll in the class and fulfill one of the core requirements to complete the Gerontology Certificate. The goal is to offer the course to current students and nursing professionals in the area (San Bernardino and Coachella Valley) beginning in the Fall of 2010/Winter 2011. The instruction of "Soc330: Social Gerontology" as a hybrid online course will meet the needs of students and working nursing professionals who have a variety of learning styles, work schedules, and personal commitments.

**When Implemented (Quarter the course was taught):**

IMPLEMENTED DURING THE SUMMER OF 2011, 2012 AND 2013

**Brief Description of the Project (as described in the proposal):**

The Gerontology Certificate is a multidisciplinary (university-wide) program intended for students seeking professional development in working with older adults in the health and human service sectors. One of the three required courses for the Gerontology Certificate, as well as an elective class for Sociology students is "Soc330: Social Gerontology." I will develop the online components of the course. In particular, I will create a syllabus for Soc330: Social Gerontology, where online students will be working in small groups to answer questions, search for problem/scenarios, best practices, etc. Students will be assigned group sequential projects to address the main topics of the class. The syllabus will include quizzes and group deadlines with progressive incentives. The contents of the class will be delivered using video/audio, word and PowerPoint slide presentations.

**How the Project was implemented (including how it differed from original plan):**

The project was implemented during the last three years. I offered the course in the Summer (10 week session) of 2011, 2012 and 2013. Each year I updated the content and assignments of the syllabus and incorporated the suggestions from students.

**Results of the Project:**

The results are: a fully implemented online course that provides an assortment of learning activities and resources available for students. Please see attached current syllabus and list of assignments and resources for the class.

Activities/assignments developed for the class included:

- a) An interview with an older person from a different culture to report on the main bio-psycho-social events over their life course;
- b) An interview with an administrator in a health facility and portfolio of the organization serving older adults; and
- c) A position paper about the Affordable Care Act regarding its expected impact on health insurance and services for older adults.

**The assessment of the class:**

Student's evaluations for the class are indicative of learning. Their comments include positive feedback about the content and the type of the assignments and readings. They indicated that the online class provided to them plenty of new information about older adults and their social and family contexts, and an opportunity to reflect on their own aging experiences. See attached list of comments from the class evaluation (see attached list of comments from students).

# **SOC330 – SUMMER 2013: SOCIAL GERONTOLOGY**

[ON-LINE Version –Section 70 – Call Number 60069]

## **INSTRUCTOR**

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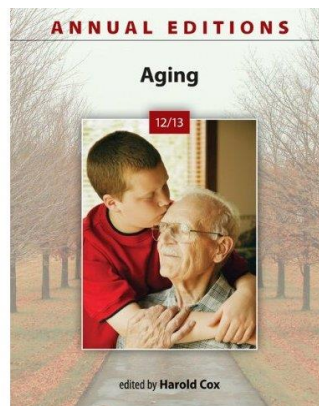
Course Website: <http://blackboard.csusb.edu/>

## **PURPOSE OF COURSE**

This course introduces students to the interdisciplinary nature of gerontology. Reading materials present the contributions of researchers, practitioners, and policy makers from multiple disciplines, including biology, communication studies, exercise science, ethics, family studies, health care, leisure studies, nutrition, psychology, and sociology. In addition, assignments stimulate students to: (1) explore their feelings about being members of an aging society, (2) think more deeply about their own aging process, and (3) consider the role and contributions of their selected major to the multidisciplinary field of gerontology.

## **RECOMMENDED TEXTBOOK**

The Annual Editions series is designed to provide convenient, inexpensive access to a wide range of current articles from some of the most respected magazines, newspapers, and journals published today.



The articles selected are authored by prominent scholars, researchers, and commentators. Annual Editions have organizational features designed to make them valuable for classroom use: a general introduction; an annotated table of contents; a topic guide; an annotated listing of supporting World Wide Web sites; a brief overview and Learning Outcomes at the beginning of each unit; and a Critical Thinking section at the end of each article.

## **COURSE OBJECTIVES**

The objectives for students include:

1. To learn facts about the aging population; to be able to refute myths on aging.
2. To examine the role society plays in shaping the lives of older adults and the ways in which demographics affect society's cultural, political and social systems.
3. To explore the supportive needs of older adults and the social service delivery system responsible for meeting those needs.
4. To develop an understanding of the aging process and to develop a sensitivity to it.
5. To consider career possibilities in the field of gerontology.

## **COURSE REQUIREMENTS**

**General policy:** The major mode of “instruction” will be via assignments and individual communications between the student and instructor. As a result, you will need to be highly self-motivated and proactive in order to succeed in this class. I expect weekly involvement of each class member. You will complete a wide assortment of exercises and class assignments so that you can improve skills and apply the material you learn here to your work and everyday life.

**Policy on Incompletes:** I do not assign a grade of “incomplete” (I) without a compelling reason. Expecting a poor grade is NOT a compelling reason.

**Plagiarism and Cheating:** The “Student Discipline Code” can be found in the most recent University Bulletin. Any incidence of expected cheating or plagiarism will be dealt with harshly. Please note that assignments will be submitted to the Turnitin plagiarism website for review for possible plagiarism.

**Support for Students with Disabilities:** If you are in need of an accommodation for a disability in order to fully participate in this class, please contact me and also contact the Services to Students with Disabilities (SSD) office at (909) 537-5238.

**Writing Skills:** If you need help writing, contact the “**Writing Center**” on Campus (909 537-5232, University Hall - Room 387), and ask for a “tutor” (<http://www-ugs.csusb.edu/wc/>). It is also expected that you will use the APA Style Documentation. You can find the information at the Library, “Publication of the American Psychological Association, 4th Edition (<http://www.apa.org/journals/faq.html>).

**Virtual Classroom Etiquette:** Please observe “classroom etiquette.” You need to be respectful and professional in all of your communications with other students as well as me as the instructor. In addition, assignments should be turned in on time and fully completed. I will typically be able to respond to most e-mail inquiries within 24 hours. You can also reach me voice to voice during my office hours.

***For those of you taking an on-line class for the first time, below are some “Dos and Don’ts” that you may find helpful:***

- Do communicate with me as often as needed. Since many online students never meet their professors in real life, it is important to get to know them by communicating with them and asking questions.
- Do have a quiet place in your home where you can access your classes and study. All online students will need to cut themselves off from distractions such as TV, cell phones or non-school-related Web surfing when they are accessing their classes from home.
- Don't think online classes are easier than traditional classes. This is actually a common misperception. Online classes are designed to be just as rigorous as any on-the-ground. The only difference is how the subject matter is delivered.
- Don't procrastinate. Because you never have to show up to a physical classroom, some students let themselves "forget" when they should be logged in to class, and put off their assignments.

## COURSE REQUIREMENTS

**POINTS [20] ESSAY QUESTIONS** on the main topics covered in the readings and the textbook during the TEN weeks of class. Students will write weekly short essays (500 words) to answer questions to summarize the issues and provide insight into the controversies.

**POINTS [40] POSITION PAPER:** Students will develop an opinion paper to address the impact of the “**AFFORDABLE HEALTH CARE ACT.**” Your report will attempt to gauge the benefits and potential challenges associates with the proposed health care reform as they pertain to older adults and their families in San Bernardino and Riverside Counties.

The paper will include: a) current health care data (services and needs) for older adults in California and the Inland Empire; b) proposed changes in the health care system (services and programs); c) changes in access and potential use of social and health services for older adults and their families; and d) potential impacts in the short term related to the implementation of the new health care reform. Students are encourage to use information available through the media, health care organizations and providers, older adult associations and advocates, research centers and foundations. The final report will include (1) a written report and (2) a Powerpoint presentation summarizing the main points of the paper.

**MIDTERM AND FINAL EXAM [40]:** A Midterm (20 points) and Final comprehensive test (20 points) will be given to assess your knowledge and learning about the main gerontology facts and beliefs discussed in the materials during the TEN weeks.

## **TENTATIVE OUTLINE OF CLASS LECTURES:**

**June 19<sup>th</sup> 2013:**

Blackboard Access to Syllabus, Materials, Textbook and Class Activities.

### **How to use the Textbook:**

The change in the age composition of the population has not gone unnoticed by the media or the academic community. The number of articles appearing in the popular press and professional journals has increased dramatically over the last several years. This growing interest has resulted in this 25th edition of **Annual Editions: Aging 12/ 13**.

This volume is representative of the field of gerontology in that it is interdisciplinary in its approach, including articles from the biological sciences, medicine, nursing, psychology, sociology, and social work. The articles are taken from the popular press, government publications, and scientific journals. They represent a wide cross section of authors, perspectives, and issues related to the aging process. They were chosen because they address the most relevant and current problems in the field of aging and present a variety of divergent views on the appropriate solutions to these problems. The topics covered include demographic trends, the aging process, longevity, social attitudes toward old age, problems and potentials of aging, retirement, death, living environments in later life, and social policies, programs, and services for older Americans.

The articles are organized into an anthology. Two new learning features have been added to this edition to aid students in their study and expand critical thinking about each article topic. Located at the beginning of each unit, Learning Outcomes outline the key concepts that students should focus on as they are reading the material. Critical Thinking questions, located at the end of each article, allow students to test their understanding of the key concepts. A Topic Guide assists students in including other articles on a given subject within this edition, while a list of recommended Internet References guides them to the best sources of additional information on a topic. The goal of Annual Editions: Aging 12/ 13 is to choose articles that are pertinent, well written, and helpful to those concerned with the field of gerontology.

**WEEK 1:** June 24th

### **READINGS: UNIT 1. The Phenomenon of Aging:**

1. Elderly Americans, Christine L. Himes, Population Bulletin, December 2001, 2
2. You Can Stop “Normal” Aging, Dr. Henry S. Lodge, Parade, March 18, 2007, 6
3. Living Longer: Diet and Exercise, Donna Jackson Nakazawa and Susan Crandell, AARP The Magazine, September/October 2006, 8
4. More Good Years, Dan Buettner, AARP The Magazine, September/Oct. 2009, 12
5. Will You Live to Be 100?, Thomas Perls, MD and Margery Hutter Silver, EdD, Living to 100, 1999, 14
6. Long Live . . . Us, Mark Bennett, Terre Haute Tribune-Star, March 27, 2011, 16

***ESSAY 1: The Man Who Would Stop Time. DUE DATE: MONDAY JULY 1***

**WEEK 2:** July 1th

**READINGS: UNIT 2. The Quality of Later Life:**

7. The Secrets of Resilient People, Beth Howard, AARP The Magazine, November/December 2009, 20
8. The U-bend of Life: Why, Beyond Middle Age, People Get Happier as They Get Older, The Economist, December 18, 2010, 22
9. We Can Control How We Age, Lou Ann Walker, Parade, September 16, 2001, 25
10. The Myths of Living Longer, Howard S. Friedman, PhD and Leslie R. Martin, PhD, Parade, February 20, 2011, 28

WEEK 3: July 8

**READINGS: UNIT 3. Societal Attitudes toward Old Age:**

11. Society Fears the Aging Process, Mary Pipher, An Aging Population, 2002, 32
12. We Need to Fight Age Bias, Jack Gross, AARP Bulletin, vol. 51, no. 7, September 2010, 36
13. Friendships, Family Relationships Get Better with Age Thanks to Forgiveness, Stereotypes, Amy Patterson Neubert, Terre Haute Tribune-Star, July 20, 2010, 37
14. The Under-Reported Impact of Age Discrimination and Its Threat to Business Vitality, Robert J. Grossman, Business Horizons, January/February 2005, 38

WEEK 4: July 15

**READINGS: UNIT 4. Problems and Potentials of Aging:**

15. Never Have a Heart Attack, Gina Kolata, AARP The Magazine, January/February 2010, 48
16. Adult Stem Cell Research Far Ahead of Embryonic Innovative Treatments, Malcolm Ritter, Terre Haute Tribune-Star, August 12, 2010, 51
17. Trust and Betrayal in the Golden Years, Kyle G. Brown, The Globe and Mail, January 27, 2007, 54
18. Never Too Late: Exercise Helps Late Starters, Harvard Men's Health Watch, vol. 15, no. 8, March 2011, 56

**MIDTERM EXAM QUESTIONS GIVEN**

WEEK 5: July 22

**READINGS: UNIT 5. Retirement: American Dream or Dilemma?**



19. Uncertain Future, Alan Fram, Terre Haute Tribune-Star, April 10, 2011, 62
20. Do-It-Yourself Financial Freedom, Jane Bryant Quinn, AARP Bull, April 2010, 64
21. Top 25 Social Security Questions, Stan Hinden, AARP Bulletin, vol. 51, no. 10, December 2010, 67
22. Color Me Confident, Paul Magnusson, AARP Bulletin, July/August 2006, 70
23. Work/Retirement Choices and Lifestyle Patterns of Older Americans, Harold Cox et al., Journal of Applied Sociology, no. 1, 2001, 72

WEEK 6: July 29

**READINGS: UNIT 6. The Experience of Dying**

24. Development of Hospice and Palliative Care in the United States, Stephen R. Connor, Omega, vol. 56, no. 1, 2007–2008, 84
25. The Grieving Process, Michael R. Leming and George E. Dickinson, Understanding Dying, Death, and Bereavement, 2007, 89
26. End-of-Life Concerns and Care Preferences: Congruence among Terminally Ill Elders and Their Family Caregivers, Daniel S. Gardner, PhD and Betty J. Kramer, PhD, Omega, vol. 60, no. 3, 2009–2010, 92
27. The Myriad Strategies for Seeking Control in the Dying Process, Tracy A. Schroeffer, Hyunjin Noh, and Melinda Kavanaugh, The Gerontologist, vol. 49, no. 6, 2009, 105

WEEK 7: August 5

**READINGS: UNIT 7. Living Environment in Later Life**

28. The Great Escape, Peter Jaret, AARP Bulletin, June 2010, 118
29. Happy Together, Sally Abrahms, AARP Bulletin, vol. 52, no. 3, April 2011, 120
30. Seniors and the City, John Buntin, Governing, June 2009, 123
31. The Real Social Network, Martha Thomas, AARP The Magazine, May/June 2011, 126

WEEK 8: August 12

**READINGS: UNIT 8. Social Policies, Programs, and Services for Older Americans**

32. Dignified Retirement: Lessons from Abroad, Sylvester J. Schieber, Current, September 2006, 132
33. Social Security: Fears vs. Facts: What Social Security Critics Keep Getting Wrong, Liz Weston, AARP The Magazine, July/August 2011, 136
34. Beyond Wisdom: Business Dimensions of an Aging America, Yash Gupta (Address delivered at the Elizabeth L. Rogers, M.D. Visiting Lecture in Geriatric Medicine, Baltimore, MD, November 12, 2009), 137
35. Keep the Health Care Act, A. Barry Rand, AARP Bulletin, vol. 52, no. 2, March

2011, 143

36. Medicare May Soon Take New Shape, Robert Pear, Sarasota Herald-Tribune, April 13, 2011, 144
37. 7 Critical Maneuvers, James S. Toedtman, AARP Bulletin, December 2009, 146
38. Protect Social Security, A. Barry Rand, AARP Bulletin, vol. 51, no. 6, July/August 2010, 149
39. Population Aging, Entitlement Growth, and the Economy, John Gist, AARP Public Policy Institute, January 2007, 150

WEEK 9: August 19

**DEBATE ON THE AFFORDABLE CARE ACT**  
***OPINION PAPER DUE***

WEEK 10: August 26

***FINAL EXAM September 3***

## **CLASS EVALUATION:**

After reading all the materials for the class and completing the assignments, how would you say that your understanding of older adults and their social, psychological, biological and economic conditions has change? Explain.

## **SOC330: SOCIAL GERONTOLOGY ONLINE, SUMMER 2013**

Selected responses by topic from students

### **Respect**

“After completing this class and the readings I do believe that our elderly are not being respected by some the way they should be socially.” Ashley Malady

“I always was warned that they elderly needed a little bit more caring and a little bit more patience but I never imagined the discrimination that came along with growing. It definitely opened my eyes to the problems they face such as not being respected, or have their opinions valued.” Lizeth Verni

“Growing up I always had respect for my elders, due to my cultural background. I was taught that the elders have a lot of stories and knowledge to share with us and they are fragile and weak so we must take care of them.” Sharlena Mefford

“This class has given me a different perspective on our elderly generation. I have more of a respect for them now than I already did before.” Tiffany Walker

### **Stereotypes**

“Through the readings and assignments, I learned a lot about the older population that really opened my eyes. For example, many of the stereotypes on aging are not true and our culture reinforces our individual fears on aging. I have a more understanding on the aging process and how it doesn't have to be a negative thing. If you eat healthy, exercise (stay active) throughout your life, manage your finances and save money, you could live a long, happy life.” Casey Roberson

“I viewed the time in my life in which I would be 65 or older as, severely limited, with an extremely low quality of life, however after reading mainly the articles in this class, I can see this way of thinking is a media inspired stereotype, and that mostly how you spend your latter years is heavily dependent on how you treat your body, mind, and finances at the earlier stages of your life.” Dawn McNulty

“The stereotype that has been projected as the older populations are infirmed, weak, or inactive in my view is slowly diminishing, although there are still members who fit into those categories it is no longer

the perception of the general public. The more the population is educated on how to handle the aging process the more normalized it become. As society continues to promote positive images of aging by encouraging good health both physically and mentally the baby boomer generation should experience a healthy and meaningful outcome as well as a longer lifespan due to the advancement of medical and social practices.” Dorothy Reed

### **Discrimination**

“Elders often face discrimination and it affects their overall lifestyle. Aging is a process that affects many elders psychologically due to the negative ways aging is viewed in society. Many people believe aging is bad and something to be ashamed of and in America there are lot of ways people try to cover up the fact that they are aging.” Brittney Brownridge

“From this course, I have a better understanding of the discrimination older adults receive. I never looked into how the media portrays older adults until this class.” Jennifer Morgan

“After reading and completing all of the assignments for this course, my understanding of older adults and their social, psychological, biological and economic conditions have changed drastically. I was not fully aware of the common stereotypes associated with older adults or of the ongoing ageism.” Marisa Ornelas

“I felt that I had so much knowledge in older adults. However, I realized that older adults have a negative impact when they are called seniors, old folks or have been hit with ageism. This could affect their social and psychological abilities.” Regina de Leon

### **Information**

“From reading all the material for this class I have a more complete understanding of older adults and what they go through socially, psychologically, biologically and economically. I have learned the way the elderly are viewed socially.” Brittney Brownridge

“Personally, I have worked with seniors in the past and volunteer with hospice so I had an idea of their physical and biological changes. What I did not grasp was their economic status until recently. I figured when a person reaches elderly age you are simply helped and financially you are set. This class has shed a light on the many burdens that seniors face, and that there needs to be more advocates to help them.” Christina Covarrubias

“I found it interesting at how much of a difference there is between female life spans and male life spans. I knew that women lived longer; however, I did not realize the difference was pretty significant. Also, I enjoyed learning that a person can put aging on hold by eating the right kind of foods and exercising.” Cassidy Fink

"I feel that even though I spent a considerable amount of time working with the elderly, I still learned many things throughout the course. Many of the items I was unaware of were the benefits for social security and Medicare." Carly Roach

"Also, I did not understand just how important the issues of the older population are. It is easy not to think about these issues, because we live in a society that is obsessed with the idea of staying young. Instead, we should be focused on what we can do to improve the available resources / living conditions of the old, because whether we want to admit it or not, these issues will one day be our own." Kristina Schwab

"After having completed all the materials and course work for this class I believe my understanding of older adults and the various conditions that affects them has certainly expanded. Prior to this class my understanding of these various systems was rudimentary at best. I now have a comprehensive understanding of the various social programs relevant to older adults and myself including Medicare, Medicaid and Social Security." Nickolas Allen

### **Positive Views**

"Although, there is one thing that I did not think it was possible and that was to recuperate some elasticity in the elderly years. That was very interesting. To be honest the whole class was interesting especially the position paper I feel informed. I feel I could help seniors enroll and make decisions in regards to their health care." Christina Covarrubias

"I was surprised that elderly people generally reported being happier with their lives than younger people as well." Cassidy Fink

"Knowing how older adults are different than younger individuals changes my perspective on them because I now know why things happen and change when older for a reason." Devon Christian

"I was pleasantly surprised to learn that they tend to be happier as they get older. Despite physical and mental setbacks, and cultural attitudes that unfortunately do not regard older adults with the esteem they deserve, older adults' attitudes tend to be better and more positive than younger adults. It's good news to have learned that the aging process does not have to be daunting or feared, rather embraced and cherished as the beginning of a whole new outlook that only can come from a lifetime of enriching and meaningful memories and experiences." Jonah Kyle Cantelupe

"All in all, what I have learned simply is that it is important to stay connected with loved ones, friends, to feel productive and contribute, to understand that aging is a scary thing at times, and bias and negative comments and thoughts do no good, that keeping one's health and doing all that is possible will help ensure a healthy older life and plan for the future." Joane Davis

"I have known that older adults' health is important, but I was unaware of the variety of necessities that they have. It never occurred to me how important a social life is for them and what a huge medical issue

this can be since this can lead to depression and psychological problems. I learned that eating habits and exercise are vital requirements for healthy living especially for older adults. I was also educated on the fact that many older adults do not have an easy retirement. They have to return to work because they can no longer afford to pay their taxes from what they saved from retirement.” Jennifer Morgan

“I always had a fear of going to an assisted living home. Now that I took this class, I learned that seniors and elders do want to live on their own and are happier when they are independent, and we must honor them, just like in history. The most surprising thing that I learned in this class is that seniors are happier than I am in life. According to the “U-bend of Life” article it talks about the joy that people reach at a certain age in life where they are content with life.” Sharlena Mefford

### **Affordable Care Act:**

“Researching the Affordable Care Act helped me understand any road blocks or challenges older adults might face when more changes begin to occur. Overall, I believe I learned many things about older adults throughout the course.” Carly Roach

“I have also learned that wellness and lifestyle choices not only impact younger individuals. Before the course I was aware of the hard economic conditions faced by older adults but I had no idea to what extent. The Affordable Care Act will hopefully remedy more than one burden of the older generation.” Marisa Ornelas

“I’d have to say that my favorite assignment was probably writing the position paper because I am a health science major which allowed me to find out more information about the Affordable Care Act, which will have an impact on the field that I plan on working in when I graduate.” Melanie Ware

“After reading all the articles for this course it has developed a greater respect for older adults. I’m please to know that when to Affordable Care Act comes in to play that older adults will be greatly taken care of assuring that they are covered from that of prescription and regular doctor visits.” Ronald Hernandez

### **Overall Class Evaluation:**

“Overall I enjoyed this class and believe that our society has a long way to go when it comes to the value that is placed on older Americans.” Brittney Brownridge

“I believe that after this class my view of the elderly has significantly changed and gained understandings. I was able to address the stereotypes I believed were true about the elderly and change them.” Cassidy Fink

“I feel better prepared for the medical career I am going for with this added knowledge about the elderly. Overall, I think this class educated me extensively on the subject of gerontology.” Cassidy Fink

“My understanding of older adults in relation to their social, psychological, biological and economic conditions has greatly increased because of this class.” Casey Roberson

“I definitely feel that my understanding of older adults has been widely expanded based on the readings and exercises in this course. I learned there is so much variability in older adults and how they approach their golden years.” Jonah Kyle Cantelupe

“After reading all of the material for the class, and completing the assignments, I have to say that my views /opinions of the older population were narrow, and oversimplified. I thought of all older people as being the same, and having the same needs. This course has taught me the opposite.” Kristina Schwab

“After reading all of the materials for the class and completing the assignments, I would say I have a better understand of older adults and their social, psychological, biological and economic conditions.”  
Melissa Adcock

“I have always had a clear understanding about older adults. However, now after taking this class and reading the different material about older Americans it definitely has broaden my knowledge about them. I really enjoyed the various activities that were offered, it allowed us to gain a general understanding of each concept and allowed us to voice our opinion on the way that we interpreted the information from the readings.” Melanie Ware

“I truly enjoyed the class one of the best classes that I have taken while attending CSUSB.” Melanie Ware

“After having completed all the materials and course work for this class I believe my understanding of older adults and the various conditions that affects them has certainly expanded. Prior to this class my understanding of these various systems was rudimentary at best. I now have a comprehensive understanding of the various social programs relevant to older adults and myself including Medicare, Medicaid and Social Security.” Nickolas Allen

“In summation, I am glad I took this course as I feel as though I am far better informed in regards to my own old age preparation and planning.” Nickolas Allen

“This class has been very informative covering all the aspects of life that one will face once they reach older adult hood.” Ronald Hernandez

“My understanding of older adults has increased by taking this class. I thought getting older and reaching retirement age was going to be the cat’s meow but it is deeper than that. Older adults are living longer and that affects social and economic conditions. I have noticed that many older adults are living well into their late 90’s and they have to be financially supported to live a comfortable lifestyle with the benefits that they deserve. The social aspect is being affected because older adults still want to be treated as equals and not as “lesser than” individuals of society. They want to have a sense of independence, belonging, and understanding. I think that is why we see older adults becoming more health and active so that they can be viewed as a productive group.” Shannine Crockett

“After taking this course, I have learned a lot about the elderly population and how people perceive them. It was really interesting to read about how the elderly population looks at the younger generation and how they are also more into staying fit and eating healthy. I knew that maintaining a healthy lifestyle does help to prolong one’s life, but more people are interested in eating organic foods and exercising to prolong his or her life span. I also enjoyed the few quizzes that were provided in our readings and in the book which allowed us to see how resilient we were, and also how long I was expected to live by taking the longevity quiz. One of the units had a section about death and dying. I did not realize that elderly people are not as worried about death as the younger generations. They say that it is a celebration of life, and most elderly people try to live their life to the fullest and even tell those who are part of the younger generations to not “sweat the small stuff.” Tiffany Walker