

California State University, Chico
CMSD 560: Communication and Aging, 3 units
Spring 2018, T 4-6:50pm

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DESCRIPTION OF THE COURSE

Communication and Aging will be run primarily as a seminar course (a small group of advanced students who convene to discuss current research, philosophies, and ideas on various specified topics). I will conduct several lectures throughout the semester, especially in the first few sessions. But primarily, the course will require each student to be an active member of the class by presenting information and participating in discussions. Specific course content and assignments will be determined by the interests of the group as a whole and its individual members. Therefore, the course can be tailored to you, so you may learn what you choose to about communication and how it may affect, and be affected by, the aging process.

Course Topics may include:

Perception of Aging

- Personal views
- Societal perceptions of aging (e.g., multi-cultural, media)
- Professional views

Problems in aging research

Effects of aging on all aspects of communication

- Social and economic changes (e.g., interpersonal relationships, intimacy, retirement, death of spouse)
- Health aspects
 - peripheral motor/physiologic involvement that may affect articulation, voice, body language
 - sensory involvement that may affect vision or hearing
 - mental health
 - death, dying, longevity
- General cognitive functioning
 - arousal, attention
 - memory, problem-solving
 - wisdom, intelligence

Communication: Linguistic and meta-linguistic factors

- expressive and receptive language, inference
- gesture, pragmatics
- central components of hearing

Successful Aging

- Life-long learning
- Cultural perspectives
- Adaptability, engagement

Universal Design

Counseling

Relationship of Current Theories of Cognitive Aging to Communication

Alignment of Student Learning Outcomes, assignments, and assessments with CTC standards and ASHA CCC standards

Successful analysis, synthesis and evaluation on academic assignments and examinations, and the ability to apply knowledge to clinical applications, will determine acquisition of the following student learning objectives:

Course SLOs Students will be able to:	Implementation	Program SLOs	Accreditation Standards		
			CAA	CFCC	CCTC
Explain information on social aspects of language in later years of life, including changes in opportunities for communication.	Activities: Lecture, Readings, Interviews Assessments: Oral presentation, Discussion	1 2 3	3.1.2b 3.1.3b 3.1.5b	IV-B IV-C	SLP 1 PS 5
Describe various ways in which one can prevent communication difficulties associated with age-related social changes.	Activity: Lecture, Readings Assessment: Oral presentation, Discussion	3	3.1.3b 3.1.5b	IV-D	PS 5
Explain information on cognitive aspects (attention, memory, problem-solving, and executive function) in typical aging individuals.	Activities: Lecture, Readings Assessment: Oral presentation, Discussion	2 3	3.1.2b 3.1.3b 3.1.4b 3.1.5b	IV-B IV-C	SLP 1 PS 5
Describe various issues of normal to abnormal human development in later years, including issues of acceptance and adaptability of communication changes.	Activities: Lectures, Readings; Interview assignment to gain experience with elderly individuals Assessments: Oral presentation, Discussion	2 3	3.1.2b 3.1.3b 3.1.4b 3.1.5b	IV-B IV-C	SLP 1 PS 5
Describe attributes of successful aging (cognitive, social, and communicative).	Activities: Lecture, Readings, Interviews Assessment: Oral presentation, Discussion	2 3	3.1.2b	IV-B IV-C	SLP 1
Describe aspects of typical aging that may affect communication, including biological/neurological, psychological, linguistic, and cultural issues.	Activities: Lecture, Readings, Interviews, Presentation Assessment: Oral presentation, Discussion	2 3	3.1.2b 3.1.3b 3.1.5b	IV-B IV-C	SLP 1 PS 5
Relate the impact that cultural and linguistic diversity has on aging issues.	Activity: Lecture, Readings Assessments: Oral presentation, Discussion	2	3.1.1b 3.1.2b	IV-B	SLP 1
Improve oral presentation skills through interviewing experience, large and small group discussion, and professional-style presentation.	Activities: Lecture, Readings, Interviews, Presentation Assessment: Oral presentation, Discussion	4 5	3.1.1b 3.1.6b	V-A	PS 3 PS 4
Develop knowledge of issues of normal aging through literature reviews and discussion of scientific and research foundations in aging.	Activities: Lecture, Readings, Interviews, Presentation Assessment: Oral presentation, Discussion	1 2 4 5	3.1.1b 3.1.2b 3.1.5b 3.1.6b	IV-B IV-F	SLP 1 PS 3

PROGRAM SLOs

1. Demonstrate ability to think critically, flexibly and creatively, analyze and integrate learning, reason, express informed opinions, information literacy, and utilize judgment across diverse concepts and problems.

2. Demonstrate knowledge of normal aspects of communication and culturally linguistic differences across the lifespan
3. Demonstrate knowledge of communication disorders and culturally linguistic differences across the lifespan, including etiology, symptomatology, prevention, diagnosis and treatment
4. Demonstrate ability to utilize professional oral and written communication skills
5. Demonstrate effective interpersonal and team communication skills

CAA - Council on Academic Accreditation in Audiology and Speech-Language Pathology.

<https://caa.asha.org/wp-content/uploads/Accreditation-Standards-Documentation-Guidance.pdf>

CFCC - Council for Clinical Certification in Audiology and Speech-Language Pathology

<https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards>

CTCC - California Commission on Teaching Credentialing

<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/special-education-standards-2013.pdf?sfvrsn=9c98fd6>

REQUIREMENTS

BlackBoard Learn: Copies of the course syllabus and many assignments may be found on Blackboard <https://learn.csuchico.edu> You are responsible for regularly checking the online resources, which can also be accessed through the portal at <http://portal.csuchico.edu>

Readings

I will assign particular pages in the text that correspond to each week's topics. Come to class with readings completed so you are ready to participate fully in discussions.

Required Text:

Toner, M., Shadden, B.B. & Gluth, M.B. Aging and Communication (2011). ProEd: Austin, TX.
ISBN: 9781416404941

Suggested Readings:

<http://psychogerontology.oxfordjournals.org/content/70/4/593.full>

<http://psychogerontology.oxfordjournals.org/content/65B/6/671.full>

<http://www.npr.org/sections/thetwo-way/2011/11/17/142457598/90-is-the-new-85-oldest-old-population-is-expanding-rapidly>

www.programsforelderly.com/documentaries-aging.php

(list of documentaries)

www.aplaceformom.com/blog/12-24-2012-ted-talks-about-aging/

<https://m.youtube.com/watch?v=8Gms2ogdLVE>

*(The many faces of Aging in America)

Attendance AND Participation in discussion. Course grade will be affected by your participation in discussions including the frequency of your responses, appropriateness and depth of thought, contribution to point, and synthesis of learned material.

Assignments

1. **Interviews:** Two separate interviews with typically aging individuals; share experience with class. You are to spend at least 45 minutes interviewing each elderly person (one who you have not

previously met). “Elderly” will be defined in class. You may interview someone in their home, a public place or their living facility. The preference is for you to choose an independent living facility, but if necessary, you may visit an assisted living facility. Prior to you setting up your interviews, you will create questions that will be reviewed in class. Following the interviews you will **compare and contrast the interviews in a 5 minute oral presentation** to the class during the month of February. Evaluation rubric is on BlackBoard.

Possible Contacts (ask for Director of Residential Activities or Activities Director):

Independent Living:

Sierra Sunrise Village- Homes, The Lodge, Apts.
Oakmont
Sycamore Glen
Feather Canyon- Paradise
Pacifica Senior Living Country Crest- Oroville
Tehama Estate- Red Bluff
Sutter Estates- Yuba City
Atria Paradise

Assisted Living:

The Courtyard at Little Chico Creek
Sierra Sunrise Village- The Terraces
Townsend House
Windchime
Prestige

2. **Topic Presentation:** In a group of 2 students you will present orally on a topic of personal interest. A group of 3 may be acceptable with instructor permission given the complexity and breadth of the topic. Topics will be determined by the group and approved by me. A schedule of those topics will be made in the first 3 weeks of the semester. Presentations will be at least 15 minutes each, and will be research-based. You must include at least two scholarly articles related to your topic. **An outline of your group’s talk for me to post BlackBoard, copies of articles used to research your topic, and discussion questions will be due to me via email by 8am the day of your presentation.** Presentations will be evaluated and video-recorded (using your phone is typically the best option). **Each student is required to do a self-evaluation of presentation skills from the video presentation. The Evaluation forms are on BlackBoard.** Your presentation grade will be based on the individual (100 points) and group aspects of the presentation (10 points) and the outline/discussion questions (10 points). The group grade reflects how your presentation meshed with the group and overall effectiveness/impression of group presentation.
3. **Book Review:** Read a non-textbook on an age-related topic pertinent to the class. Have your book approved by me. Report on book in a 5-minute oral presentation toward the end of the semester April/May. Report format is on BlackBoard.

Journal articles: Some of the journals in which you will find information for your presentations are:

Age and Ageing
Aging, Neuropsychology and Cognition
Clinical Aphasiology
Developmental Review
Experimental Aging Research
Gerontology Journals
International Journal of Aging and Human Development
Journal of Educational Psychology
Journal of Experimental Psychology: General
Journal of Experimental Psychology: Human Perception and Performance

Journal of Experimental Psychology: Learning, Memory, and Cognition
 Journal of Gerontology
 Journal of Speech and Hearing Research
 Memory and Cognition
 New England Journal of Medicine
 Psychological Bulletin
 Psychological Review
 Psychology and Aging

RIGOROUS LEARNING (excerpt from CSU statement of Academic Rigor)

Rigorous students are part of the equation of rigorous teaching and learning. A rigorous education is vigorous, difficult, deeply satisfying work, and it requires a lifestyle conducive to achieving excellence. College is not a temporary diversion or a period of entertainment, but a fundamental piece of student character, citizenship, and employment future. A diploma and good grades from a demanding institution count for something.

Rigorous students:

- 1) Set high personal standards, develop a strong sense of purpose, come to class well-prepared, and complete assignments on time.
- 2) Develop an effective relationship with the instructor, in and outside of class, and make the most of University advising and other services.
- 3) Treat the instructor, fellow students, and the classroom environment with complete respect. Give each class full attention and participation. Do not miss class, arrive late, or leave early.
- 4) Accept continuing responsibility for learning and for grades earned.
- 5) Approach each class in a professional manner, as if the class was real employment. Treat a full-course load as full-time work and spend no less time on it. Determine exactly what is expected.
- 6) Experiment with all teaching and learning strategies used in classes, and also determine which work best for them.
- 7) Demonstrate complete honesty and integrity.

GRADING

Based on attendance, participation, and depth of study into your assignments and presentation topics, and oral presentation performance.

- 50 points attendance **AND** participation
- 50 points for oral presentation of interviews
- 120 points for oral presentation of topic
- 50 points for oral presentation of book review
- **IF THE ABOVE LISTED “RIGOROUS LEARNING” STANDARDS ARE NOT ADHERED TO YOUR GRADE WILL DROP 10%**

Grading Scale in Percent

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
60-69	D
Below 60	F

Here's a conceptual grading guideline that may help you to understand how you earn your grades: An “A” constitutes outstanding performance, work that is above and beyond expectations; a “B” is very good work,

commendable; a “C”, acceptable, accurate, and complete work, but not beyond ordinary; “D”, unacceptable due to inaccuracies and/or incompleteness, and “F”, unacceptable, failing.

ACADEMIC CONDUCT: Although collaboration with other students is encouraged through study groups, etc., you are expected to only claim authorship of your own work. If it is apparent, or suspected, that you are turning in work that is not your own, including plagiarism, it will be dealt with under the guidelines of the University’s policy on academic dishonesty.

STUDENTS WITH DISABILITIES: If you have any disability related needs in terms of taking exams or other accommodations, please contact Accessibility Resource Center (530-898-5959) on campus to obtain the appropriate documentation. Afterwards, come by my office to discuss your needs within the first two weeks of class so that any necessary arrangements can be made.

CONFIDENTIALITY AND MANDATORY REPORTING: As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as Program Director. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. **However, I am required to share information regarding sexual misconduct with the University.** Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information on campus reporting obligations and other Title IX related resources are available here: www.csuchico.edu/title-ix

ADD/DROP POLICY: Students may add or drop courses without restriction or penalty and without instructor approval during the first two weeks of the semester using the telephone registration system (TRACS) or, where necessary, by Change of Program (COP) form. During the third and fourth weeks of classes, COP forms are required in order to add and drop and need instructor’s signature. After the end of the fourth week of the semester, all COP forms are required in order to add or drop will require a serious and compelling reason (University Catalog, 2009/2011) and require approval signatures of the instructor, department chair, and dean of the college. It is your responsibility to commit to dropping or continuing in class by the end of the second week. Do not assume that you will be automatically dropped for not attending class; doing so may result in you getting a failing grade for the class.

WEEKLY SCHEDULE
(Subject to change with notice)

- Jan 24 Student and Professor introductions
 Perceptions of Aging; Definitions (personal & societal)
 Discuss interview assignments and presentation topics
 Discuss interview questions
 Discuss oral presentation skills; go over grading rubric
- Jan 30 Societal views on aging
 Discuss articles; readings
 Go over interview questions
 Lecture: Problems in aging research
 Discuss Topic Presentations: Format & topics
 Set up Topic Presentation schedule
- Feb 6 Interview presentations
 Discuss interview experiences
 Elderly self-perceptions
 Student perceptions
 Begin Topic Presentations
 Determine film activity
- Feb 13- Complete Interview Presentations
- April 18 Topic Presentations
 Lectures on assigned topics
 Guest Speakers
 Sierra Sunrise tour and panel discussion?
 Videos and Film on Aging
 Book Reports
- March 14 Spring Break!
- May 2 & 9 Book Reports
- May 16 Final Class session 6-7:50: Reflections