

The Hebrew University of Jerusalem

Syllabus

SOCIAL GERONTOLOGY - 3416

Last update 07-09-2020

HU Credits: 2

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Social Work

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Prof. Sharon Shiovitz-Ezra

Coordinator Email: sharon.shiovitz@mail.huji.ac.il

Coordinator Office Hours: Thursday, 14:00-15:00

Teaching Staff:

Prof Sharon Shiovitz-Ezra

Course/Module description:

Israel like many other Western countries experiences an accelerated process of population aging. This means that there has been a substantial increase in the number of older adults in society, both in absolute terms and relative to people in other age groups. These demographic changes, which will intensify in the years to come, resulting in the need to focus on this segment of the population whose needs are increasing. In this course, the demographic trends will be presented as well as the factors that have contributed to population aging in different countries, with emphasis on the sociodemographic characteristics of older adults in Israel. The course will focus on major aspects of the experience of aging and old age, while examining theoretical aspects and practical implications of this experience. Among the main topics of this course: Ageism and its implications; intergenerational relationships – grandparenthood and great- grandparenthood; loneliness in later life.

In view of the changes that have taken place with the outbreak of the corona pandemic, various issues that are at the intersection between pandemic and population at risk will be discussed.

Course/Module aims:

Learning the social basis of the experience of aging.

Learning outcomes - On successful completion of this module, students should be able to:

- 1.Comprehensive knowledge on the "old age revolution".
- 2.Knowledge about key theoretical and applied issues, including the implications of the Covid-19 pandemic.
- 3.Critical thinking of how older people are perceived and treated by society in particular during the pandemic.

Attendance requirements(%):

full attendance

Teaching arrangement and method of instruction: Lecture and discussion.

Course/Module Content:

- 1.3 generations of gerontological theories
- 2.Ageism

3.Ageing of the population

4.Intergenerational Relationships – Grandparenthood and Great-grandparenthood

6.Loneliness in later life

7. the COVID-19 pandemic and its implications

Required Reading:

Theories - המארג התיאורטי

Bengtson, V. L., Burgess, E. Q., & Parrott, T. M. (1997). Theory, explanation and a third generation of theoretical development in social gerontology. *Journal of Gerontology: Social Sciences*, 52B, S72-S88.

Hooyman, N. R., & Kiyak, H. A. (2009). *Social theories of aging. Social gerontology: A multidisciplinary perspective* (8th ed.). Boston: Pearson, pp. 305-329.

סבות וסבות גדולה - grandparenthood-Great & Grandparenthood

אבן-זוהר, א. (2008). יחסי הגומלין בין נכדים ובוגרים לבין סביהם במצבי תפקוד שונים של הסבים – מנקודת ראות של שני הדורות. גרונטולוגיה, לה (2), 23 – 48.

Bengtson, V.L. & Roberts, R.E.L. (1991). Intergenerational solidarity and aging families: An example of formal theory construction. *Journal of Marriage and Family*, 53, 856 – 870.

Muller, Z., & Litwin, H. (2011). Grandparenting and psychological well-being: how important is grandparent role centrality? *European Journal of Ageing*, 8, 109-118.

גילנות - Ageism

דורון, י, איילון, ל, שויביץ-עזרא, ש, בודנר, א, ענבר, נ, קורן, ח ואחרים. (2011). גילנות בישראל ובאירופה: ממצאים ראשוניים מתוך הסקר החברתי האירופי (ESS). גרונטולוגיה, ל"ח (2-3), 73-92.
ורנר, פ, איזיקוביץ, צ' ובוכבינדר, א. (2009). תגובותיו הרגשיות של הציבור הרחב כלפי מתעלל היפותטי באדם זקן. גרונטולוגיה, ל"ו (2-3), 133-145.
בודנר, א. (2011). מקורות הגילנות בקרב צעירים וזקנים. גרונטולוגיה, ל"ח (2-3), 19-40.
מרי-אש, א. ודורון, י. (2011). גילויי גילנות בקהילה ההומו-לסבית. גרונטולוגיה, לח (2-3), 107-129.

Responsibility for Care of Older People- הזקן הטיפול

אחריות הטיפול בזקן: משפחה מול מדינה: בריק, י. ולבנשטיין, א. (עורכים). הזקן והמשפחה: סוגיות מרכזיות ביחסים רב-דוריים. ירושלים: אשל. האגודה לתכנון ולפיתוח שירותים למען הזקן בישראל. שחם, ל, קושניר, ת, בכנר, י. (2011). שחיקת מטפלות הבית: גורמי סיכון והמלצות למניעת התופעה. גרונטולוגיה, לח (1), 91-110.

Ayalon, L. (2009). Fears come true: the experiences of older care recipients and their family members of live-in foreign home care workers. *International psychogeriatrics*, 21, 776-786.

life-later in Loneliness - בדידות בתקופת הזקנה

Dykstra, P. A., & Fokkema, T. (2007). Social and emotional loneliness among divorced and married man and women: Comparing the deficit and cognitive

perspectives. *Basic and Applied Social Psychology*, 29(1), 1-12.

Shiovitz-Ezra, S. (2008). The importance of perceived loneliness in activity-well-being relationship among older people. *Gerontology: Journal of Aging Study* 35(2), 87-109. (in Hebrew)

Shiovitz-Ezra, S. (2013). Confidant networks and loneliness. In A. Borsch-Supan, M. Brandt, H. Litwin & W. Guglielmo (Eds.), *Active ageing and solidarity between generations in Europe: First results from SHARE after the economic crisis* (p.349-358). DeGruyter.

Additional Reading Material:

כצנלסון, ע. ורביב, ע. (2009). סבאות עכשיו. אור יהודה: כנרת-זמורה ביתן

National Academies of Sciences, Engineering, and Medicine. (2020). *Social isolation and loneliness in older adults: Opportunities for the health care system*.

Washington, DC: The National Academies Press. <https://doi.org/10.17226/25663>.

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 20 %

Participation in Tutorials 10 %

Project work 70 %

Assignments 0 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information:

Please keep in mind that active learning requires an active presence in class. We will act as the customary in the University's courses.