

Class Syllabus, Course Calendar
Department of Sociology
SYA 4930 Aging Policies and Services

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Internet version – Spring 2009

Overview

This course examines current federal and state policy, and the dilemmas faced by older people for which policy is needed. We use both a political economy and the long-term care continuum from independence to dependence to examine these policies and dilemmas. Policy implementation and impact are addressed from the perspective of the political arena, and the impact on the aged and their families. Some examples of policy issues include income security, health insurance, and social services. Other dilemmas include housing, transportation, care giving, prescription drug costs, and AIDS in the elderly. Each is addressed in this course.

The course is focused on some of the mainstream issues of U.S. policy on older Americans within an increasingly aging society. The course readings and discussion deal with central policy issues, current programs and practices associated with a somewhat untidy system of planning for elderly persons in the U.S. The materials in this course draw on research and knowledge based in the literature of the social sciences. The course content is intended to provide students and practitioners in gerontology with an understanding of recent developments within three interactive systems, the legislative, the developmental, and the operating.

William G. Bell, who first taught the course beginning in 1972.

Objectives

These are the overall objectives that the student completing this course will attain at the passing level through graded assignments.

Having completed the assigned readings and other resources the student will be able to

1. apply knowledge of aging from social, physical and psychological perspectives in class assignments..
2. discuss existing policies and their affect the health and wellbeing of the aged and their families.
3. apply knowledge of issues impacting the aged for which there is a need for adequate public policy.

There are specific learning objectives for each week found in the weekly course document materials.

Course Evaluation

This course is graded on evidence of an understanding of the readings through participation in class discussion, written assignments, and 3 quizzes.

Weekly class discussion demonstrating evidence of readings 30%
Written assignments 40%
Three quizzes 30%
Total Grade 100%

The assignment of the course letter grade is according to the University Bulletin section on grading.

Grading of Participation in Weekly Discussion

You may earn from 0-2 points each week for your participation in the weekly discussion for a total of 30 points toward your final grade. Scoring is as follows:

0 = no participation

1= minimal participation or participation after the due date

2= participation that demonstrates use of the readings including the Text and Web sites.

Required Readings

The required text book for this course is: Robert C. Atchley, (2000) Social Forces and Aging: An Introduction to Social Gerontology, 10th Edition. California: Wadsworth Press

Course Calendar and Reading Assignments

Week I January 6 Introduction. Atchley, Chapter 1

Week II, January 12, Aspects of Aging: Physical and Psychological. Atchley, Chapters 4, and 5 (Aging IQ Self-Assessment due January 12)

Week III January 20 Demographics and Inequality
Atchley, Chapters 2, and 16

Week IV January 26 Retirement and Income Security
Atchley, Chapters 9, 17, and 18 (When I'm 84 Paper due January 26)

Week V February 2 Housing Options
Atchley, Chapter 13, (Quiz A due February 5)

Week VI February 9 Transportation. Atchley, Chapter 7

Week VII February 16 Medicare and Medicaid
Atchley, Chapter 14 (Housing and Transportation paper due February 16)
Web sites

Week VIII February 23 Medicaid. Atchley, Chapter 7

Week IX March 2 Long Term Care. Read assigned Web sites. (Quiz B due March 5)

Spring Break

Week X March 16 Florida Social Services for Elders. Atchley, Chapter 15.

Week XI March 23 Caregiving and Family Support. Atchley, Chapters 6 and 8

Week XII March 30 End of Life Decisions and Care, Atchley, Chapters 11 and 12

Week XIII April 6 Memory Disorders and Alzheimers Condition. Atchley, Chapter 20.
(Caregiver paper due April 6)

Week XIV April 13 Medicare Part D, Prescription Drug Benefit. Atchley, Chapter 3.
(Quiz C due April 16).

Week XV April 20 Personal Health. Atchley Chapter 10

Week XVI April 27 Review Aging IQ Self Assessment.

Honor Code and ADA Requirements

University Curriculum Committee Approved Academic Honor Policy and ADA Statement

ACADEMIC HONOR POLICY:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

AMERICANS WITH DISABILITIES ACT:

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.--

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center

874 Traditions Way

108 Student Services Building

Florida State University

Tallahassee, FL 32306-4167

(850) 644-9566 (voice) (850) 644-8504 (TDD) sdrc@admin.fsu.edu

<http://www.disabilitycenter.fsu.edu/>