SOCIOLOGY 531 (2457) Spring 2014

Social Policy and Aging

College of Arts and Sciences Department of Sociology

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Office Hours: Monday, Weds, & Friday 11:20-1:00 & M, W 2:50-3:35
Tues. 5:00-6:00. & 8:50-9:20 or by appointments.

Required Text: See instructor. Textbook Center does not have these on order

The Aging Network.
Bonding the Generations:
Social Policy tab?

Recommended Texts:

COURSE DESCRIPTION AND GENERAL OBJECTIVES:

SOCI 531 (3-3-0) Social Policy and Aging is an introduction to the field of aging policy or applied gerontology, with emphasis on the history, government and medical aspects of the United State efforts to address the social problem of growing older (and dying). This course also covers more micro aspects of individual and sociological processes of aging. Prerequisite: Graduate Status (or approval for course form on file).

Email policy: Please use your FSU email account only and enter soci 531 with issue in the subject area. Policy at FSU is not to open emails from unknown addresses. My goal is to check emails on Mondays and Thursdays and other days if time and the computers permit, so please be aware of this if you send emails on the weekend etc.

Overview of Objectives:

1. To introduce students to some of the major issues and programs in the fields of social policy and social gerontology.

2. To explore both evolution of policy and programs that have been developed for coping with the elderly and now the aging of America over the last several decades.

3. To emphasize that, above all else, aging is influenced by social and behavioral processes and is not simply biology or diseases. At both the program and individual level we must strive to develop an understanding of the
interactions of aging and health problems to prevent dependency and morbidity or to modify social environments.

4. To understand ourselves and our behavior better as these relate to growing older. To understand macro and policy aspects of the various social contexts of aging.

5. To analyze linkages of micro and macro processes related to the aging process from the individual, interpersonal and group levels.

COURSE DESCRIPTION:
This course includes a presentation of major biological, psychological, and sociological theories used to understand the normal aging process. The course also surveys pathologies and functional disorders associated with aging. Special emphasis is placed on disadvantaged populations.

Note: Some revisions will be needed as the SACS accreditation information and or SLO’s may need to be announced.

EDUCATIONAL OUTCOMES:
Upon completion of the course, the students will be able to demonstrate knowledge of:

1. Major issues of the problem of aging and need for Social Justice and Ethical values to understand what is needed to optimize the aging process and provide a safety net when needed;

2. Major clinical diseases or pathologies and functional disorders of the aged;

3. Cultural and societal forces influencing aging and services for the elderly, and the development of social interventions designed to strengthen multigenerational families and aging in place.

4. Key diagnostic, assessments, treatment, and prevention issues associated with the health care problems of the aged;

5. The effects of race, gender, poverty, and rural residence on aging and the special needs of gay, lesbian, bi-sexual, transgender persons and other special and oppressed elder populations;

6. A salutogenic /strengths-based conceptual framework viewing older people as adaptive resources and contributing members of society.

COURSE INSTRUCTIONAL MATERIALS
No Required Text: Students may choose to order one of the main texts.

Required Readings: Required readings / Schedule is designated on the syllabus.

Supplementary: Supplementary readings or research materials may be designated by announcements in the Announcements Section of this Course. These readings will add to the student’s knowledge of a given area and are suggested for
students who wish to examine certain topics or issues at greater depth. Typically these are short

COURSE OVERVIEW AND INSTRUCTIONAL METHODS
This course consists of a series of instructor provided contents and chapter readings. At least twice each week students are expected to prepare to read, review and evaluate materials provided in the required readings.

In order to meet this expectation, students have a responsibility to complete reading assignments on a regular basis. Quiz assessments may be used to encourage this ritualized study habit. Optimal learning takes place when students are active participants and so I encourage you to be active in reading and then studying the material. Review and outline (take notes) on what is assigned.

Some activities involve assignments designed so students may teach both other students and the instructor. In all cases the course activities and course material should strive for gerontological education and a sociological imagination or perhaps a gerontological imagination. We are learning about policies and programs that can help us both personally and professionally.

The development of a supportive learning environment, reflecting the values of the educational and human services professions are essential for the success of the class. A supportive learning environment is fostered by respectful listening to the ideas and views of others, being able to understand and appreciate the ideas of others, articulating your own point of view, and translating class discussions to reading and written assignments as well as practice. It is important to remember that all human beings (including online interaction) are entitled to unconditional, positive personal regard.

While we will have limited use of the Blackboard system and emails or online classroom these present opportunities to try to practice this important value and create a safe and respectful environment for growth. No group projects are assigned but interaction valuable and perhaps becoming extinct as a major mechanism for the classroom courses (but still a useful tool.). Would grandparents rather look at facebook or talk to someone in person?

POLICIES ON LATE OR INCOMPLETE ASSIGNMENTS
Professional practice and administration require attention to detail as well as timely completion of assignments. The classroom serves as an environment in which to develop professional practices such as meeting deadlines and producing high quality work. As such, class assignments are expected to be completed on time and to represent the student’s highest level of effort. If there are circumstances which prohibit the student’s completion of an assignment, it is the responsibility of the student to contact the instructor prior to the assignment due date. The instructor may grant an extension under certain
extenuating circumstances; however, the instructor may choose not to grant an extension. Grade penalties will be assessed for late assignments.

Course Schedule:
Weeks 1 to 5 Introduction to Aging and Social Policies about it.

Unit I  Reading copied for students/ Posted in Blackboard.
The Field of Social Gerontology and Demographics of Aging.
Historical Issues in programs for the Aged
Biological and Physiological Aspects of Aging,
The Personal and Social Consequences of Physical Aging, Beware Disuse!
Managing Chronic Diseases & Promoting Well-Being in Old Age.

Introduction to The Psychological Context of Social Aging.

Cognitive Changes with Aging Personality and Mental Health in Old Age.

Myths and facts about aging: ED and Sexuality in Old Age.

Exploring the Social Context of Aging: Myth that families abandon the elderly.

Insights from Social Theories of Aging: brief list of major theories:

It takes a village to raise a child?..
Neglect of Aging as the major social problem.
Discussion issues: Parents, Caregivers neglect self?
The Importance of Social Supports: Family, Friends, and Neighbors
Stresses of Informal Caregiving the hidden patient.

Aging in Place or a continuum of care and CCRC’s
Gender base of Living Arrangements and Social Interactions

Retirement is a very bad idea (in capitalism rooted societies)

WWW assignments.
See google books preview option ... see journals on aging policy free PDF’s
how old or long will you live
how much do you need to retire
see AARP for information (do not join)
see DOA for information now DOA & AS
others tba e.g. http://sagetest.osu.edu

Productive Aging: Paid and Nonpaid Roles and Activities
Death, Dying, Bereavement, and Widowhood
Life satisfaction and Resiliency of Elders (of Color/ of Older Women)
Should we expand Social Policies to Address Social Problems
Should we expand Health and Long-Term Care Policy and Programs

POLICY ON ACADEMIC DISHONESTY
It is the responsibility of every student to obey and support the enforcement of the UNC and FSU Honor Codes, which prohibits lying, cheating, or stealing in actions involving academic processes of this class. Submitting tests and all work should contain an implicit pledge stating: ÒI have neither given nor received unauthorized aid in preparing this work.Ó

It is the responsibility of students to properly cite sources used in preparing written work. To avoid difficulties with plagiarism, remember to credit ideas that are not your own, whether or not those ideas have appeared in print. Always contact your instructor for clarifications and consult with the instructor if you seek assistance from someone else. It is a thin line between getting help and giving help to learn the material and academic dishonesty. It is better to err on the side of not helping someone you suspect is using your help to pass the course and earn a degree in your profession and from your school. Beware active involvement in mutual assistance to improve grades or successfully complete coursework to earn credit can result in both parties earning a failing grade and additional disciplinary actions (expelled from school).

If you have any doubt about giving or getting assistance from someone other than your teacher you should contact the instructor.

Academic Integrity is important and your decision not to drop or withdraw from this class is your informed consent and agreement to accept the policies of the course.

Written Work: Academic Integrity and Other Reasons.

In your paper, you must cite all of your references and it must be well written. One reason to cite the references is that you are the person most likely to need them again. The second is to CYA. If you write something that offends the readers you may be able to defend yourself by pointing out that you merely included the point in the discussion as being a relevant point that was published by a legitimate journal. Listing the references is not just about
academic dishonesty it is also about protecting your reputation and job security.

Note: Learn to Use the American Sociological Association's style for references. You may also need to buy and know the APA style as it is a preferred guide for formatting papers and publications. The best reference for APA style is the Publication Manual of the American Psychological Association (5th ed.). (2001). Washington, DC: American Psychological Association.

Please note that the fifth edition is the acceptable edition as formats are different from earlier editions. This edition also includes much more information on citing electronic sources. This edition is available at most book stores. An additional resource is the website: http://www.apastyle.org

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities which affect their participation in this course should notify the instructor during the first week of class if they wish to have special accommodations in instructional format, examination format, etc. considered.

CLASS ASSIGNMENTS

Following is a brief description of assignments required for successful completion of this class. Additional information will be provided throughout the semester. Please contact the instructor in the event clarification is needed.

Three Unit Tests. 25% each. An essay final is also given during the finals exam week.

Paper and class presentation 15%

Participation (quiz scores, discussion boards, homework/ mini projects) Note grades are 10 -100 %.

Each student workgroup is required to prepare and present an in-depth term paper and presentation on a special topic such as some topic selected by the student and to be approved by the instructor. This is simply a 6-8 page literature review paper with 10 journals/ books (avoid www). It can be, for example, on policy, services, or even focusing on oppressed, or vulnerable segment of the aging population.

The topics are for you to pick but should include a characterization of the population as well as special individual (e.g., social, psychological, and maybe some physical) needs. A sociology paper could include environmental adaptations or interventions (proposed or existing) that support these older adults.

It will be due near the end of the term but a class discussion board (or several ) will be required a bit later in the term, (power point is optional). Start thinking about a topic ASAP.
Questions for exams will be drawn from the required readings on the syllabus. The format of the exam will include multiple choice, but I reserve the right to add short answer and essay questions. The purpose of the examination is to evaluate the student’s knowledge of course content and progress in integrating that content effectively.

Class Attendance and Participation (10 - 100%) This part of your grade will include 2 components. One is the quiz results that are used to keep students involved in reading and doing other assignments. The other is for discussion boards and www assignments. These two components of this grade are tentatively 5% each.

EVALUATION OF WORK:
Class term paper and presentation: 15% Based on using proper material and written /verbal reports.
Three Unit Exams (25% each) are curved and have extra credit outlines.
Class participation and assignments or any quiz 10% - 100%