



## AGE 430: Policies and Programs for Aging Populations

### Student Syllabus for the Adult Degree Programs

#### Course Description

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This course surveys the history and current development of systems designed to serve the aged and aging in the United States. Agencies and programs oriented to meet the needs of aging populations will be explored and the policies influencing their development will be critically analyzed. The role of the economy, politics, race, class, gender, legal, and advocacy issues are discussed.

#### Course Introduction

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The year 1920 saw the first government action regarding the care of senior adults. Since that time, there have been approximately 50 succeeding policies, revisions, amendments, and milestones. The first comprehensive federal policies to specifically address the needs and services of our older adult population were the Older Americans Act and Medicare, which were signed into law by President Lyndon B. Johnson in 1965. Since, there have been many more policies created as well as multiple amendments made to existing policies.

This course will critically examine these and other policies and programs from the federal level to their application in the local community. Programs and services created because of aging adult legislation will be analyzed and evaluated. Critical examination of key governmental actions at the federal, state, and local levels with the resulting services will occur. How these policies and services apply to multiple demographic categories, such as different geographic areas, various social settings, economic status, age, race, and ethnicities, and to our own families will be determined through research and inquiry. The practice of an aging services professional, working within the policies and programs available to our aging population, will be optimized when undertaken and sustained with a servant heart. The application of Scripture to the aging adult is the foundation for this course.

#### Course Outcomes

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Upon completion of this course, the learner will be able to:

1. Identify multiple policies and programs enacted for the aging adult.
2. Discuss the applicability of federal policies and programs at the local level.
3. Examine the local community for active aging programs.
4. Provide examples of aging services advocacy in policy making.
5. Differentiate between a needs policy and a rights policy for aging adults.
6. Evaluate policies for the aging adult in healthcare, legal protection, economics, ageism, employment, housing, and human rights.

7. Identify vulnerable aging adult populations and analyze the laws in place for their protection.
8. Critique current government policies and programs based upon the application of Scripture.

## Course Texts

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*ESV value thinline Bible.* (2016). Crossway.

ISBN-13: 978-1433550652

ISBN-10: 1433550652

Eyrich, H., & Dabler, J. (2006). *The art of aging: A Christian handbook*. Focus Publishing.

ISBN-13: 978-1885904607

ISBN-10: 1885904606

Niles-Yokum, K., & Wagner, D. L. (2015). *The aging networks: A guide to programs and services* (8<sup>th</sup> ed.). Springer Publishing.

ISBN-13: 978-0826196590

ISBN-10: 0826196594

### Textbook Disclaimer

The textbooks for this course were chosen because their primary content directly relates to the objectives of this course. At times, there may be items or issues that are not presented from a proper Christian worldview. As such, the textbooks do not represent an endorsement by Geneva College or the relevant academic department at Geneva College.

## Learning and Physical Disabilities Policy

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Geneva College values diversity and inclusion and recognizes disabilities as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive, ultimately leading to the success of our students in and beyond college. Therefore, Geneva College complies with the ADA as well as Section 504 of the Rehabilitation Act by affording reasonable accommodations to qualified students with disabilities. Any student with a disability who needs academic accommodations should contact Geneva's Student Success Center (SSC) to arrange a confidential appointment with the Director of the SSC before or during the first week of classes. (Some accommodations may take time to put into place, so it is advised to request this appointment as early as possible.) Legally, no retroactive accommodations can be provided. Accommodations for disabilities are available only as recommended by the SSC. Students whose accommodations are approved will be provided confidential letters which students should review and discuss with their instructors in relation to course requirements. Students who have questions about their right to benefits or have grievances under these statutes should contact the Director of the SSC. For more details, visit the [Student Success Center website](#) or call 724-847-5005.

## The Grading System in the ADP

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The grading scale for the Adult Degree Program is A, B, C, D, and F. Geneva includes pluses (+) and minuses (-) in the determination of the grade point average (GPA). Grade points are assigned for each semester hour of credit earned according to the following system:

Letter Grade	Percentage	GPA	Explanation
<b>A</b>	<b>93.00% - 100.00%</b>	<b>4.0</b>	<b>Excellent</b>
<b>A-</b>	<b>90.00% - 92.99%</b>	<b>3.7</b>	
<b>B+</b>	<b>87.00% - 89.99%</b>	<b>3.3</b>	
<b>B</b>	<b>83.00% - 86.99%</b>	<b>3.0</b>	<b>Good</b>
<b>B-</b>	<b>80.00% - 82.99%</b>	<b>2.7</b>	
<b>C+</b>	<b>77.00% - 79.99%</b>	<b>2.3</b>	
<b>C</b>	<b>73.00% - 76.99%</b>	<b>2.0</b>	<b>Satisfactory</b>
<b>C-</b>	<b>70.00% - 72.99%</b>	<b>1.7</b>	
<b>D+</b>	<b>67.00% - 69.99%</b>	<b>1.3</b>	
<b>D</b>	<b>63.00% - 66.99%</b>	<b>1.0</b>	<b>Less than Satisfactory</b>
<b>D-</b>	<b>60.00% - 62.99%</b>	<b>0.7</b>	
<b>F</b>	<b>&lt; 60.00%</b>	<b>0.0</b>	<b>No Credit Given</b>
<b>WX, WP, WF</b>			<b>Withdrawal</b>

## Policy on Academic Honesty

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Geneva College has adopted a campus wide policy on academic honesty; the main portions of which are summarized here. Students should become aware of the fuller policy found in Appendix A of the student handbook.

When an instructor has reason to believe that dishonest behavior has occurred, the parties involved should be confronted as soon as possible by the instructor and notification made to the Department of Professional and Online Graduate Studies (see Appendix A of the student handbook).

Sanctions may be levied on the student, which could range from an informal warning to expulsion, based on the seriousness of the student's offense (see Appendix A of the student handbook).

Students may appeal any disciplinary action by following the procedure laid out in the College's Policy on Academic Honesty (see Appendix A of the student handbook).

Students are encouraged to visit [www.plagiarism.org](http://www.plagiarism.org) in order to clarify what constitutes plagiarism as well as a number of other academic standards. This website also provides directives as to how to avoid committing this act and how to properly cite academic sources.

## Turnitin Policy

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Students agree that by taking this course all required papers may be subject to submission for textual similarity review to [Turnitin.com](http://Turnitin.com) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism of such papers. Students must agree to the End User License Agreement (EULA) for Turnitin. Use of the Turnitin service is subject to the Usage Policy and Privacy Pledge posted on Turnitin.com. Assignments that are not submitted through Turnitin will not be graded and will not receive credit.

## Participation Policy

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In the online environment, **participation is marked by the completion of an academic event in each session (week) of the course.** Academic events include, but are not limited to, submission of a class assignment, participation in class discussion forum, or completion of a quiz/exam.

**If no academic event is completed within the first session (Week 1) of a course, the student will be administratively withdrawn from the course.** Beyond the first session, if no academic event is completed for a class session, the student will be considered as having not participated in that week of class, which in some cases may result in zeros on the missed assignments and a half-letter grade deduction from the student's final course grade.

**If a student does not complete an academic event for two consecutive sessions, the student will either be administratively withdrawn from the course or will receive a final course grade of F,** depending on how much of the course has transpired at the time of the second week of nonparticipation. For more details, please review Geneva's Student Handbook ([Undergraduate](#) and [Graduate](#)).

## Course Evaluation

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Criteria	Points Breakdown	Points
Discussion Forums (7)	30 points each	210 points
Written Assignments (6)	60 points each	360 points
Policy Investigation Paper	One Submission	100 points
Aging in Your Community Paper	One Submission	200 points

Aging in Your Community Presentation	One Submission	100 points
Total		970 points

## Assignment Descriptions

### Discussion Forums

Class participation is monitored by postings and responses in the discussion forum. Typically, class participation is composed of two parts:

- a. Part 1 – Requires you to go to your discussion forum and post a response to a question or prompt that is written in your syllabus by 11:55 pm (EST) Wednesday of your scheduled session week. Your instructor will generally respond to your post within 24 hours. Depending on the nature of the assignment, the instructor may have a follow up question for you, ask you for clarification or further details, or direct your conversation to someone else for rebuttal.
- b. Part 2 – Respond back to your instructor's post. In addition, post a response to at least two of your fellow classmates' postings, using 1 or 2 paragraphs. Your response should further the discussion (e.g., ask a question, provide further information or examples, or introduce a different opinion). In particular, one response to a classmate **MUST** be in the form of a question that seeks to further the conversation. Your question must be posed by 11:55 pm (EST) Friday of the scheduled session week so that your classmate has adequate time to answer it.

Likewise, if a question is posed to you by Friday night, you are also required to answer it.

Part 2 of these online activities (response to instructor, response to classmates' questions of you, and responses to your classmates) must be completed by 11:55 pm (EST) Saturday of each session.

**NOTE:** How to earn full credit in discussion forums:

1. Become familiar with the discussion forum rubric, which is available to you in all of your Moodle classroom discussion forums.
2. Be thoughtful in your responses and incorporate examples from your personal and professional experiences and references to the course material (e.g., readings, lecture, videos, audio clips, scripture, etc.) when appropriate. Remember to cite all sources and references according to proper APA style.
3. Respond to the discussion contributions of at least 2 peers and be sure to adequately address all posts your instructor may pose to you throughout the week. This level of participation is **REQUIRED** as the minimum in all discussion forums (see the rubric for more detail).

Your posting and responses will be graded by your instructor. For a detailed description of your responsibility in discussion forum postings, please see the "Interacting in the Online Environment"

section in the ADP Student Handbook.

## *Written Assignments*

Throughout this course, students will complete six written assignments that will require them to concisely respond to and apply key course concepts. The course textbooks will be extremely helpful in crafting responses to the writing prompts, and there are numerous internet resources provided throughout the course which will also enhance understanding of important topics related to the discipline. Specific instructions for completing these written assignments can be found in the course outline below.

- Session 1: Written Assignment 1
- Session 2: Written Assignment 2
- Session 4: Written Assignment 3
- Session 5: Written Assignment 4
- Session 6: Written Assignment 5
- Session 8: Written Assignment 6

Each of these written assignments will be graded on content, style, and timeliness. They should adhere to all page length requirements and typical APA style and formatting (double spacing, proper APA citations, etc.).

All written assignments are due by 11:55 pm (EST) Saturday of the designated session week.

## *Policy Investigation Paper*

By the end of Session 2, students should select a government policy on aging to use as the topic of their Policy Investigation Paper. Students may choose their topic from the following list: Social Security Act; Medicare Parts A and B; Medicare Part D; Medicaid; Americans with Disabilities Act; Farm and Rural Housing Program; Omnibus Budget Reconciliation Act; Congregate Meal Program and Home-Delivered Nutrition Services; Veterans Directed Home and Community Based Services; Older Americans Act Title VII Vulnerable Elder Rights Protection Activities. In order to avoid duplication of topics, students will need to receive topic approval from their instructor in the Session 2 Policy Investigation Topic Selection Forum. Once a student has received instructor approval on their policy choice, they may begin work on the Policy Investigation Paper.

In order to properly address each of the abovementioned aspects of the chosen policy, students will need to conduct outside research. Each student's Policy Investigation Paper should include at least 3 credible, peer-reviewed sources. In addition to research conducted through EBSCOhost, Google Scholar, etc., students may also choose to incorporate information about their chosen policy found in the current course textbooks or textbooks used in previous Aging Services courses (if readily available).

In total, your paper should be at least 3-4 pages in length (not including cover sheet and reference page) and adhere to typical APA style and formatting (double spacing, proper APA citations, etc.).

The Policy Investigation Paper is due by 11:55 pm (EST) Saturday Session 3.

### *Aging in Your Community Paper*

Imagine you are on staff at your local Chamber of Commerce, and you have been tasked with speaking to representatives from *AARP Magazine* who are doing a feature on “Being a Senior Adult in *Your City, U.S.A.*”. In order for the AARP representatives to write the feature, you need to provide them with as much information as you can about your area’s senior population and the various activities, services, and programs available to this population. Since AARP has such a strong and visible lobby in Washington, D.C., you plan to present as much policy and program information to their representatives as possible to demonstrate the effectiveness of their lobbying efforts.

To provide the AARP representatives with a document to take back to their editorial board, you will need to prepare a comprehensive assessment of your local community’s activities, services, and programs for aging adults. Determine the area to be included in your assessment by using your home/place-of-residence as the starting point and moving outward in a 10-mile radius. If you live in a very rural area, go as far as necessary to reach the closest town and be sure to note how far you had to go to find these aging services, as this would be a significant fact to share in your assessment.

Using the following instructions, write a paper providing your assessment of the aging services available in your community. Your assessment should cover all of the necessary and optional services available that would benefit an aging adult within your 10-mile radius. Use the information compiled in your previous course assignments as a starting point for your research.

In total, the Aging in Your Community Paper should be at least 4-5 pages in length (not including cover sheet and reference page) and adhere to typical APA style and formatting (double spacing, proper APA citations, etc.).

The Aging in Your Community Paper is due by 11:55 pm (EST) Saturday Session 7.

### *Aging in Your Community Presentation*

Because you are expecting an influx of older adults to your area after publication of the *AARP Magazine* feature story, your Chamber of Commerce executive team also wants you to create a 5-8 minute presentation for the Chamber’s website, showcasing your community’s programs and services for the aging. Your presentation should reach out to prospective new community members and present an overview of the findings of your Aging in Your Community assessment, which will, hopefully, bring new residents and/or businesses to the area.

The presentation will be an audio embedded PowerPoint presentation that will be uploaded to a forum in your Moodle classroom. Your fellow classmates and instructor will be able to view your presentation and make comments. If you need further instructions for recording your audio embedded PowerPoint, a tutorial will be available in your Moodle classroom.

In addition to the abovementioned criteria, your presentation should also include a title slide and reference list slide. Proper APA citations should be included throughout the PowerPoint.

After uploading your presentation, watch 5 of your classmates' presentations. Give feedback to each of these 5 students' presentations. Feedback should be approximately 50 words and include opportunity for constructive feedback on the presentation's content, style, and delivery. This is not an opportunity to be critical, but to help each other to improve and develop skills in presenting.

Students must post their audio embedded PowerPoint by 11:55 pm (EST) Wednesday Session 8.

Feedback on 5 classmates' presentations must occur by 11:55 pm (EST) Saturday Session 8.

## Professional Skills in Your Online Courses

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All courses in your Geneva College Online program will provide you with an opportunity to develop valuable skills that can positively influence your professional and career development. Each course at Geneva provides numerous opportunities to develop skills employers desire in their employees and job candidates in areas including, but not limited to, written communication, research, critical thinking, and decision-making. However, targeted skill sets are also developed through the learning in particular courses.

After successful completion of this course, you will be able to add these particular skills to your bank of professional assets:

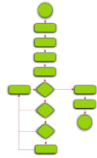


### Consultation Skills



Skillful in seeking outside opinions and thoughts to synthesize into one's desired course of action

### Organization/ Planning Skills



Skillful in creating a strategic vision and motivating others to achieve excellence in performance

### Collaboration Skills



Skillful in collaborating with others to identify problems, provide advice, and develop agreeable solutions

### Training Skills



Skillful in developing and helping individuals and groups achieve personal and professional goals

### Coaching Skills



Ability to motivate and empower individuals and groups to greater participation, commitment, and high standards of performance