



## **SW 644 – POLICIES AND SERVICES FOR OLDER ADULTS**

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*Office hours upon request*

CLASS MEETING DATES/TIME: Fridays 2-5pm in Room 3816 SSWB (9/9/16-12/9/16)

### **COURSE DESCRIPTION**

This course will examine social policies, problems, and trends in social programs and services for older people. It will focus major attention on the strengths and limitations of existing policies and programs related to health, mental health, income maintenance, income deficiency, long-term care, housing, transportation, nutrition, employment and unemployment. This course will provide a framework for an analysis of the services provided to older people. This analysis will include how adequately needs are met in various subgroups of the elderly population and across core diversity dimensions (including race/ethnicity, class, age, sex and sexual orientation, gender identity and expression, ability, culture, marital status, national origin, and religion/spirituality). It will also include proposals for change in policies, programs and services. Programs will be compared in terms of access to benefits and services provided to older people.

### **COURSE CONTENT**

While much of the educational content of this course will be introduced in the HBSE sequence, students will be exposed and actively engage in opportunities surrounding social policies and programs for meeting the rapidly growing needs of the older population in our society. Policies, programs, and services for older adults will be examined from historical and analytical perspectives. The Social Security Act, the Older Americans Act, and the Affordable Care Act are just a few of the topics that will be highlighted along with various other public and community initiatives. Students will gain knowledge of content that will enable them to engage in work with older adults and/or possibly their care partners in such areas as health care, housing, financial/resource security, and access to institutional or other community resources. Recognizing the disparities and barriers that exist for minority populations will also be addressed throughout the semester.

### **COURSE OBJECTIVES**

Upon completion of the course, students will be able to:

1. Describe the evolution and organization of current policies, programs, and services for older adults in the United States.

2. Critique the strengths and weaknesses of the U.S. social service delivery system for older people.
3. Identify criteria for assessing successful programs for older people while being able to critically evaluate alternative policies and services for older people
4. Discuss typical ethical concerns related to policies and services for elderly people with a special emphasis on similarities and differences related to human diversity and dynamics of oppression and privilege.
5. Use a political economy framework to critically evaluate policies and services provided to older people in terms of such issues as privilege, oppression, diversity and social justice.

### **ADVANCED PRACTICE BEHAVIORS**

This course will utilize and build upon the following Advanced Practice Behaviors:

- Values & Ethics: Balance individual and community needs for appropriate and sustainable services, programs, and policies for older adults;
- Social & Economic Justice: Examine the extent to which current policies and services for older adults promote or hinder social and economic justice and recommend strategies for improvement;
- Social Policy and Context: Understand aging-related policies in historical, social, and political contexts; understand linkages between policy and practice; learn strategies for influencing policies at different levels (institutional, local, state, and national).

### **COURSE DESIGN**

The instructor will select readings and design assignments that engage students in active learning. A power point presentation and an occasional guest speak will make up the initial portion of each class as the relevance of the weekly subject is explored. However, students should expect to play a major part in classroom discussion as readings are discussed weekly. Throughout the semester, students will provide peer teaching through providing a classroom presentation, engaging in a debate, and participating in active dialogue specific to the course content. By engaging in active discussion and observing different perspectives and belief systems about topics related to aging, students will gain a deeper understanding of the issue and can engage in intellectual conversations with knowledge and confidence with those outside our classroom. A written policy review, a mid-term quiz, and an op-ed article advocating for an important issue affecting older adults will provide students the opportunity to share their knowledge gained in the course in written form. **Again, class discussion will be a major part of this class so please come each week prepared to actively engage with your classmates.**

### **RELATIONSHIP OF THE COURSE TO CURRICULAR THEMES**

- *Multiculturalism and Diversity* will be addressed through analysis of differences in needs among subgroups of the elderly population within the U.S. society and the differential application and impact of policies and services.

- *Social Justice and Social Change* will be addressed by considering issues such as the distribution of social security and other benefits, varying standards for assessing the need for intervention (e.g., protective services and guardianship), and differing outcomes for behavior considered harmful to self or others.
- *Promotion, Prevention, Treatment, and Rehabilitation* will be addressed by considering the spectrum of policies and services ranging from promotion and prevention (e.g., pre-retirement programs and in-home services) to treatment and rehabilitation (e.g., income support for those with inadequate resources and nursing homes).
- *Behavioral and Social Science Research* will be addressed by the inclusion of theoretical frameworks for understanding social roles, social stratification, and societal functioning among older people. The findings of research studies and evidence based intervention relevant to the design and evaluation of policies and services for older adults will also be included.

### **RELATIONSHIP OF THE COURSE TO SOCIAL WORK ETHICS AND VALUES**

This course will address social work values and ethics in terms of the extent to which policies and services adequately meet the needs of older people. Special emphasis will be given to ethics and values concerning policies and services that provide older people with autonomy.

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students develop a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

### **COURSE REQUIREMENTS**

#### *A. Academic Conduct and Integrity*

Please see the Student Code of Academic and Professional Conduct in the *Student Guide to the Master's in Social Work Degree Program*. Please review <http://www.ssw.umich.edu/studentGuide/2010/> for a discussion of student responsibilities for academic conduct and integrity. In particular, please pay attention to issues related to plagiarism. Students who are found responsible for academic misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree, or any other sanction deemed appropriate to address the violation.

#### *B. Attendance, Participation, Good Citizenship*

Students are expected to attend, arrive on time and stay throughout all class sessions, participate actively in all class activities, and take initiation to create and promote a good learning environment. **If you have to miss a class for any reason, please notify your instructor at your earliest convenience. A 5-page written make-up assignment with references will be required for ANY missed class (regardless of reason) to ensure that you have gained knowledge about the missed content.** In consideration of the learning environment, please turn off cell phones and all other potentially distracting devices during class. Likewise, unless

instructed by the instructor, use of laptops and other electronic devices should be kept to the minimum so that we can all focus on what's happening in the classroom.

*Accommodations for Students with Disabilities*

If you need accommodation for a disability or other special need, please let the instructor know by the second week of class so that we can work out the necessary modifications. Also note that Office of Student Services at the SSW offers support to students with unique learning needs, as well as students with other issues such as emotional, health, family, and financial problems.

*Religious Observances*

Please notify me by the second week of class if religious observances conflict with class or due dates for assignments so that we can make appropriate arrangements.

*C. Assignments*

***Guidelines for specific assignments are outlined in individual Canvas handouts***

Class participation/attendance (20%)

Local Program Visit Presentation (20%)- as assigned

Debate (20%)- as assigned

Op-ed article (10%)- due November 4

Mid-term quiz (10%) – in class on November 11

Policy brief/analysis(20%) –due December 2

As will be outlined in each assignment handout, written assignments should clearly communicate the student's knowledge, thought, and be easily understood. Students are required to use appropriate APA style referencing - <http://guides.lib.umich.edu/social-work> - click the APS style tab. All written assignments should be typed, double-spaced, 12-point font size and proofread before submission. Please print all written assignments (on one side only) and present to instructor at the beginning of class on due date.

*D. Grading*

Grades will be determined by adding the scores from all assignments combined with class participation points. The following percentage or better in the correlating box is required to obtain each grade below. As such, 59% or less results in an E.

A+ (100)	B+ (87)	C+ (77)	D+ (67)
A (95)	B (83)	C (73)	D (63)
A-(90)	B- (80)	C- (70)	D- (60)

**READINGS**

Most required readings are available on the Canvas site (under the corresponding date in the files section). Please ask the instructor if you have difficulty accessing any of the required or supplemental readings. Of note, the instructor reserves the right to amend required reading assignments up to one week prior to class.

## COURSE AGENDA

Week 1: Introduction to Aging Policy September 9	Required readings for this week: Aging Social Policies; The New Politics of Old Age Policy (Ch. 1 & 2)
Week 2: Aging Networks & The Older Americans Act September 16	Required readings for this week: Blueprint for increasing economic security; Diversity and the economic security...; OAA and the Aging Network; Integrated Care and the Aging Network; Programs and services in the Era of Change; The New Politics of Old Age Policy (Ch. 3)
Week 3: Economic and retirement “insecurity” September 23	Required readings for this week: ADEA Legislation; Council for Adult and Experiential Learning; Families in Societies; NIA Booklet; Poverty Among Seniors...; PPAR – Older Workers Report; Promoting Employment; US Census; Healthy Wealthy and Wise
Week 4: Social Security September 30  <b>Debate # 1</b>	Required readings for this week: A young person’s guide to SS; SS keeps 22,000,000 Americans out of poverty; SS benefits, finances...; Options to balance SS; How would seniors fare...
Week 5: Medicare, Medicaid and other insurance options and dilemmas October 7  <b>Debate # 2</b>	Required readings for this week: Health reform and Medicare; Medicaid primer; ACA changes; Primer on Medicare financing; Policy options to sustain Medicare; ACA and Medicare
Week 6: Health Care - access and disparities October 14 <b>Agency Presentations</b>	Required readings for this week: AARP public policy institute; Medicaid and the Elderly; Dual-Eligibles
Week 7: Long-term care concerns October 21  <b>Debate #3</b>	Required readings for this week: The Class Act; Direct care workers fact sheet; Do non-institutional LTC services reduce Medicaid spending; Person-centered care for Medicaid; Will you still need me...; Developing a better LTC policy
Week 8: Residential services October 28  <b>Debate #4</b>	Required readings for this week: Center for Housing Policy; Home at the end of the rainbow; Irrational exuberance for the aging in place; Racial disparities in LTC; The place of assisted living in LTC
Week 9: Home and community based services November 4 <b>Op-ed article due!!!</b>	Required readings for this week: AARP Age-friendly communities; Affordable clustered housing; Aging and housing

<b>Agency Presentations</b>	instability; The Elder Care Study; Home and community based care; It takes a village; PACE; Housing policy solutions; State options that expand access to Medicaid HCBS; Advancing HCBS
Week 10: Mental Health, Elder Abuse, and Guardianship November 11  <b>MID-TERM TODAY!!!</b>  <b>Debate # 5</b>	Required readings for this week: Justice for All; CDC's disaster planning goal; Implications of the ACA for mental health; Widespread deployments of integrated models of care; Medicaid policy options for meeting the needs of adults with mental illness
Week 11: Nutrition and Transportation November 18  <b>Agency Presentations</b>	Required readings for this week: Policy options to improve transportation; Everyone rides...; Falling through the social safety net; Meeting transportation needs in aging; Nutrition and meal program; Providing more home delivered meals; Senior Hunger Report; Transportation options for older adults
Week 12: NO CLASS November 25	Required readings for this week: None assigned
Week 13: Care Partnering and Intergenerational considerations December 2 <b>Agency Presentations</b> <b>Policy Brief/Analysis due!!!</b>	Readings for this week: Public Policy Aging Report; Metlife Report; Evaluation of caregiving
Week 14: Course Wrap up – Moving forward! December 9	Readings for this week: Education and Lifelong learning; Volunteerism and civic engagement

### SAFETY & EMERGENCY PREPAREDNESS

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email [ssw-ADAcpliance@umich.edu](mailto:ssw-ADAcpliance@umich.edu).

Office of Student Services School of Social Work | Room 1748 [734-936-0961](tel:734-936-0961) For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>. Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.