



Course title:	Policies and Services for Older Adults	
Course #/term:	SW 644/Winter 2020	
Time and place:	Tuesday, 9am-12:00pm, 3629 SSWB	
Credit hours:	3	
Prerequisites:	SW 530	
Instructor:	Erica Solway	
Pronouns:	She/her/hers	
Contact info:	Email: esolway@umich.edu	Phone: (734) 763-1491
	You may expect a response within 48 hours	
Office:	North Campus Research Complex, Building 16 4th floor	
Office hours:	By appointment	

COURSE STATEMENT

a. 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, dependent care, housing, employment and unemployment, and institutional and residential care. This course will provide a framework for an analysis of the services provided to older people. This analysis will include the adequacy with which needs are met in various subgroups of the elderly population and across core diversity dimensions (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation). 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.

b. Course Content

This course will familiarize students with social policies and programs for meeting the rapidly growing needs of the older population in our society. Policies, programs, and services for the elderly population will be examined from historical, observational, and analytical perspectives. This course will increase the student's awareness of programs and services provided through the Older Americans Act, the Social Security Act, and as a consequence of public and community initiatives. Students will be exposed to content areas that will enable them to understand aging programs dealing with social services, health care, housing, and other elements of community and institutional long-term care systems.

Each class will include student and instructor presentations as the subject of the week is explored. Students should expect to play a major part in classroom dialogue by being prepared to discuss course readings, news, and current events. Throughout the semester, students will engage in peer teaching, classroom presentations, a debate, and in active dialogue related to the course content. By engaging in discussion and exploring different perspectives and belief systems about topics related to policies and services impacting older adults, students will gain a deeper understanding of the issue to prepare them to engage in thoughtful and informed conversations with knowledge and confidence with those outside our classroom, including policymakers. A one pager, Op-ed or letter to a member of Congress, and other assignments will provide students with the opportunity to share the knowledge gained through the course in written form, and a policy advocacy campaign assignment will allow students to develop a policy advocacy campaign to educate older adults, providers, and/or community members about important policy issues/policy changes under consideration.

c. Course Objectives

Upon completion of the course, students will be able to: 1. Describe the evolution and organization of policies and services for older people in the context of the problems that give rise to the need for such policies and services. (Practice Behaviors 8.IP, 8.SPE, 8.CO, 8.MHS) 2. Critique the strengths and weaknesses of the U.S. social service delivery system for older people. (Practice Behaviors 8.IP, 8.SPE, 8.CO, 8.MHS) 3. Identify the problems facing the development of services for older people and suggest approaches to address these challenges. (Practice Behaviors 8.IP, 8.SPE, 8.CO, 8.MHS) 4. Identify criteria for assessing the success of programs for older people. (Practice Behaviors 8.IP, 8.SPE, 8.CO, 8.MHS) 5. Critically evaluate alternative policies and services for older people with a special emphasis on similarities and differences related to human diversity and dynamics of oppression and privilege. (Practice Behaviors 4.IP, 4.SPE, 4.CO, 4.MHS, 5.IP, 5.SPE, 5.CO, 5.MHS, 8.IP, 8.SPE, 8.CO, 8.MHS) 6. Discuss typical ethical concerns related to policies and services for elderly people. (Practice Behaviors 2.IP, 2.SPE, 2.CO, 2.MHS, 8.IP, 8.SPE, 8.CO, 8.MHS) 7. 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. (Practice Behaviors 5.IP, 5.SPE, 5.CO, 5.MHS, 8.IP, 8.SPE, 8.CO, 8.MHS)

d. Course Design

This course will include short lectures with discussions, student presentations, and guest lectures by expert policy practitioners. These lectures and presentations will address specific policies and programs/services for older people within both an historical and a contemporary context.

e. Curricular Themes

Theme Relation to Multiculturalism & Diversity

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.

Theme Relation to Social Justice

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.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation

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).

Theme Relation to Behavioral and Social Science Research

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.

f. Relationship 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.

g. Intensive Focus on PODS

This course includes social justice, oppression, and power relationships that have implications for social policies and services for elderly people. The "political economy of aging" paradigm, a social policy paradigm by Dr. Carroll Estes and colleagues, is used to critically analyze policies and services provided to older people. The political economy of aging paradigm addresses the "interlocking systems of oppression" of race, class, gender, and aging," thereby, creating an excellent model for understanding oppression, privilege, and proposals for change.

CLASS REQUIREMENTS

a. Text and Class Materials

All required readings are available on the course Canvas site (under the corresponding week number and date in the Files section in a folder titled Readings). Please contact the instructor if you have difficulty accessing any of the readings or any supplemental materials. Of note, the instructor reserves the right to amend required reading assignments up to one week prior to class. She will try to exercise this right on a limited basis, but given the quickly changing nature of policy as it impacts older Americans, students are expected to follow the news closely and will be required to share with the class at least two timely news stories over the course of the semester that fit with the content being presented on the assigned week and lead the class in a short discussion.

b. Class Schedule

Week (Date) and Topic	Required Readings (Title, Source)
Week 1 (January 14): Introduction to Aging Policy	1. Aging Social Policy, Aging Social Policy: An International Perspective

	<ol style="list-style-type: none"> 2. Contemporary Challenges to Aging Policy, The New Politics of Old Age Policy 3. Services for Seniors: Laws and Programs for Senior Adults (please skim for awareness) 4. 2020 Election: Where are the debate questions about aging? 5. Civics 101 PODCAST: How a bill becomes a law
<p>Week 2 (January 21): Aging Network & the Older Americans Act</p> <p>Debate and One Pager</p>	<ol style="list-style-type: none"> 1. Older Americans Act: Overview and Funding, CRS 2. Older Americans Act, NCOA 3. Older Americans Act: Updated Information on Unmet Need for Services, GAO 4. Programs and Services in an Era of Change, Community Resources for Older Adults 5. Older Americans Act, ACL 6. VIDEO: Senate Special Committee on Aging Hearing on OAA (NOTE: You will want to scroll to the 40 minute mark due to a delayed start).
<p>Week 3 (January 28): Economic and Retirement Security</p> <p>Debate and One Pager</p>	<ol style="list-style-type: none"> 1. If You're Over 50, Chances are the Decision to Leave a Job Won't Be Yours, ProPublica and Urban Institute 2. Healthy, Wealthy, and Wise? Challenges to Income Security for Elders of Color, Social Insurance and Social Justice 3. How Many Seniors Live in Poverty, KFF 4. Elder Index, NCOA 5. For Passion or For Money, More Seniors Keep Working, Pew
<p>Week 4 (February 4): Social Security</p> <p>Debate and One Pager</p>	<ol style="list-style-type: none"> 1. A Young Person's Guide to Social Security, NASI 2. Social Security Primer, NCPSSM 3. Facts and Figures About Social Security, SSA 4. Social Security Primer, Heritage Foundation 5. Social Security's Intergenerational Conundrum, AEI 6. Social Security's Services to Americans Are Under Threat, Social Security Works 7. Expanding Social Security, EPI 8. 10 Facts About Social Security, CBPP
<p>Week 5 (February 11): Medicare</p> <p>Debate and One Pager</p>	<ol style="list-style-type: none"> 1. Medicare Overview, KFF 2. Medicare & Medicaid Basics, CMS 3. The Affordable Care Act and Medicare, CWF 4. Medicare Hospice Benefits, CMS 5. Medicare's Next 50 Years, Heritage
<p>Week 6 (February 18): Medicaid</p> <p>Debate and One Pager</p>	<ol style="list-style-type: none"> 1. 10 Things to Know About Medicaid, KFF 2. Key State Policy Choices About HCBS, KFF 3. Medicaid Block Grants: Questions State Leaders Should Ask, Georgetown 4. Dual Eligible Beneficiaries, CMS 5. Recent State Efforts, NASHP

	<ol style="list-style-type: none"> 6. Fixing Decades of Failed Dogma on Medicaid, AEI 7. Advocacy Toolkit, NCOA (relevant to Call to Member of Congress assignment) 8. OPTIONAL PODCAST: What the Health: Remaking Medicaid-Maybe
<p>Week 7 (February 25): Impact of the Affordable Care Act, Role of Medicaid Expansion, and Veterans Health Care</p> <p>Debate and One Pager</p>	<ol style="list-style-type: none"> 1. United States Health Care Reform, JAMA 2. Health Reform Stakes are High for Older Americans, AARP 3. Health Insurance Decision-Making Near Retirement, NPHA 4. Why States Should Not Expand Medicaid, Galen Institute 5. Legislative Actions to Modify the ACA, CRS 6. Health Care Benefits Overview, Veterans Administration
<p>Week 8 (March 3): Spring Break</p>	No Required Readings
<p>Week 9 (March 10): Access, Disparities, and Social Determinants of Health</p> <p>Debate and One Pager</p> <p>Letter and Call to a Member of Congress's office assignment due</p>	<ol style="list-style-type: none"> 1. Closing the Disparities Gap: The Work of the Administration on Aging, Generations 2. City Maps: Short Distances to Large Gaps in Health, RWJF 3. Life Expectancy and Mortality Rates in the US, JAMA 4. Seeking Dental Care & Medicare Beneficiaries, Health Affairs 5. Dental Care and Medicare Beneficiaries, CWF 6. Effectiveness of a Community Health Worker-Led Diabetes Intervention, Geriatrics
<p>Week 10 (March 17): Long-Term Care</p> <p>Agency Presentations</p>	<ol style="list-style-type: none"> 1. Nursing Home Residents' Rights, National Consumer Voice 2. Medicaid Long-Term Care Policies and Nursing Home Discharge, JAMDA 3. Future of Long-Term Care and Expanding Role of Medicaid Managed Care, NEJM 4. Long Term Care in the US: A Timeline, KFF 5. Longtermcare.gov website
<p>Week 11 (March 24): Home and Community Based Services, Aging in Place, and Housing</p> <p>Agency Presentations</p> <p>Op-Ed due</p>	<ol style="list-style-type: none"> 1. How to Prevent and End Homelessness Among Older Adults, Justice in Aging 2. Home and Community-Based Services Enrollment and Spending, KFF 3. Insufficient Resources Among Middle-Income Seniors, Health Affairs 4. Paying the Price: How Poverty Wages Undermine Home Care in America, PHI 5. Preparing for the Elder Boom, Caring Across Generations 6. Planning for Aging in Place, Journal of Housing for the Elderly
<p>Week 12 (March 31): Mental Health, Elder Abuse, and</p>	<ol style="list-style-type: none"> 1. State of Mental Health and Aging in America, CDC

Guardianship Agency Presentations	<ol style="list-style-type: none"> 2. Growing Older: Providing Integrated Care for an Aging Population, SAMSHA-HRSA Center for Integrated Health Solutions 3. Red Flags of Abuse, National Center on Elder Abuse 4. Testimony by Marie-Therese Connolly before the Senate Special Committee on Aging 5. Ensuring Trust: Strengthening State Efforts to Overhaul the Guardianship Process and Protect Older Americans, Senate Special Committee on Aging
Week 13 (April 7): Nutrition and Transportation Agency Presentations	<ol style="list-style-type: none"> 1. Transportation Options for Older Adults, n4a 2. State of Senior Hunger 2017, Feeding America 3. Providing More Home Delivered Meals, Health Affairs 4. Everybody Rides, National Center on Senior Transportation 5. Nutrition Services, ACL
Week 14 (April 14): Caregiving/Partnering and Intergenerational Aspects Policy Advocacy Education Project due/Presentations	<ol style="list-style-type: none"> 1. National Alliance for Caregiving Resources 2. Valuing the Invaluable: 2019 Update, AARP 3. Strategies to Advance Policies Supporting Family Caregivers, Journal of Aging and Social Policy 4. Raising the Children of the Opioid Epidemic: Solutions and Support for Grandfamilies, Generations United 5. NPR Podcast on Grandfamilies
Week 15 (April 21): Civic Engagement, and Course Wrap Up Policy Advocacy Education Project presentations	<ol style="list-style-type: none"> 1. World Population Ageing 2019, UN 2. The Federal Government Will Spend Half Its Budget on Older Adults in 10 Years, Forbes 3. Senior Corps, Corporation for National and Community Service 4. Volunteer Opportunities and Civic Engagement, ACL 5. Civic Engagement and Older Adults: A Critical Perspective, Gerontologist 6. PODCAST OR VIDEO: Becoming and Advocate for Older Adults: Interview with Joanne Lynne

c. Assignments

Guidelines for specific assignments are outlined in individual documents available on Canvas. Please let the instructor know if you have any questions about expectations for any assignments.

Assignment	Due Date	Percentage of Overall Grade
Class participation	Throughout semester	10%
Presentation of two relevant news articles	As assigned, January 14- April 21	5%

Debate and one pager	As assigned, January 21- March 10	Debate (10%) and one pager (15%) for a total of 25%
Call to a Member of Congress's office	March 10	10%
Letter to a Member of Congress <u>OR</u> Op-Ed	March 24	15%
Agency Presentation	As assigned, March 17-April 7	10%
Policy Advocacy Education Project	April 14, Presentations April 14 and 21	25%

Written assignments and oral presentations should be clear, concise, and convey the student's knowledge of the topic. All written assignments should be typed in 12-point font size and proofread before submission.

d. Attendance and Class Participation

Students are expected to attend, arrive on time and stay throughout all class sessions; participate actively in all class activities; and take initiative to create and promote a positive learning environment. Please refer to the [Policy on Class Attendance](#) from the MSW Student Guide

If you must miss a class, please notify the instructor at your earliest convenience. Each student is allowed to miss up to one class for any reason without a deduction in their participation grade. If the student misses a second class, a two-page summary of the slides and course readings for the week that the class is missed that integrates at least two relevant news articles that have been published within the past two weeks on the topic of the week's class, must be submitted to the instructor within one week of the missed class (by 9am the following Tuesday). If this assignment is not submitted or completed fully or if the student misses additional class sessions, the student's participation grade will be impacted by 4 points per session. The topics covered in this course are critical for geriatric social work practice, so it is important that students are familiar with any missed content. See the document outlining the missed class assignment for more information.

In consideration of the learning environment, please turn off cell phones and all other potentially distracting devices during class. Likewise, unless suggested by the instructor, use of laptops and other electronic devices should be kept to the minimum so that the focus is on what is happening in the classroom.

e. Grading

Grades will be determined by adding the scores from all assignment/class participation points. A total of 100 points are possible (an assignment that constitutes 15% of the course grade will be worth 15 points). The following percentage or better in the correlating box is required to obtain each grade below. Late assignments will result in a deduction in points. Please review the policies on [Grades in Academic Courses and Field Instruction](#) in the MSW Student Guide.

Grading scale

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

Below 59% is an E

SCHOOL AND UNIVERSITY POLICIES, INFORMATION, AND RESOURCES

Safety and Emergency Preparedness

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)764-7793 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 two emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the Lock button (the only button located on inside of the door handle) to lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (Room 1748) at (734) 936-0961 or via email at ssw-adacompliance@umich.edu.

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. [Click here to read more about the School of Social Work's emergency policies and procedures.](#)

Mental Health and Well-Being

The University of Michigan is committed to advancing the mental health and well being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:

- [Counseling and Psychological Services \(CAPS\)](#) at (734) 764-8312
- [University Health Service \(UHS\)](#) at (734) 764-8320
- [Additional campus health and wellness resources](#)

The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- [SSW Health and Wellness Guide](#)
- Contact the Health and Wellness Program at ssw.wellness@umich.edu

Teaching Evaluations

Students are strongly encouraged to complete teaching evaluations at the end of each term.

Teaching evaluations are administered via Canvas and will be emailed to students during the last

week of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

Proper Use of Names and Pronouns

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns. [Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.](#)

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar's Office) and B833T (Lower Level). [Click here for the Spectrum Center's map of gender inclusive restrooms on campus.](#)

Accommodations for Students with Disabilities

If you are in need of any accommodations, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. [Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here.](#) Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information, contact:

Services for Students with Disabilities
G-664 Haven Hall
505 South State St.
Phone: (734) 763-3000
Email: ssdoffice@umich.edu

Religious/Spiritual Observances

The University of Michigan, as an institution, does not observe religious holidays, however it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. [Please click here to find out more about student expectations around conflicts between the academic and religious calendars, as well as a non-exhaustive list of religious holidays.](#) Please notify me by the second week of class if religious observances conflict with class or due dates for assignments or with any scheduled class meeting dates.

Military Deployment

Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.

Writing Skills and Expectations

Strong writing and communication skills are essential to students' academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact:

SSW Writing Assistance
Career Services (Room 1696)
1080 S University Ave.
Phone: (734) 763-6259
Email: ssw-cso@umich.edu

APA formatting:

Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the [MLibrary APA Citation Guide](#) as needed. [The Purdue Owl website](#) is another helpful resource for assistance with APA formatting.

Academic Integrity and Plagiarism

Plagiarism is prohibited in any academic writing at the University of Michigan. Please refer to the MSW Student Guide for more information on academic integrity policies.